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SUBJECT/SUBJECT CODE- 40011/COMMUNICATION ENGLISH-I

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NOTES OF LESSON –INDEX PAGE

YEAR	FIRST YEAR	SEMESTER	Ist SEMESTER
SUBJECT/SUBJECT CODE	40011/COMMUNICATION ENGLISH-I	SCHEME	N-SCHEME

UNIT-I-FUNCTIONAL GRAMMAR & USAGE

S.N O.	TOPIC	REFER TEXT BOOK NAME	VIDEO PRESENTATION	PPT	ANY OTHER
1	PARTS OF SPEECH	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/0l69KEx7GQo	https://www.myprivatetutor.com/prime/documents/ppts/details/35/ppt-on-part	
2.	FUNCTIONAL UNITS	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/GYweTySW54Q		
3.	USE OF MAIN VERBS AND AUXULLIARY	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/z96-ZklpQZQ		
4.	APPLICATION OF TENSES	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/AorsbWSyozk	https://youtu.be/jXP2aK0fab4	
5.	FRAMING QUESTIONS	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/fHK9hGHSo6Q https://youtu.be/njgmuY-13GM		
6.	VOICE-ACTIVE&PAS SIVE	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/nRGLDD0B Bdc		
7.	USE OF PREPOSITION S	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/HRZZIwiHeUM		

UNIT-II-VOcabuLARY ENRICHMENT

S.NO.	TOPIC	REFER TEXT BOOK NAME	VIDEO PRESENTATION	PPT	ANY OTHER
1.	WORD CONVERSION	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/4ToZ2weiwuU		
2.	COLLOCATION	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/7ncp6HOLeIA		

3.	HOMOPHONES	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/5-uHqNXkvIE		
4.	ONE WORD SUBSTITUTION	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/iZzhN5k2bh0		
5.	IDIOMATIC EXPRESSIONS	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/kz0rQvd85tE		
6.	FREQUENTLY USED PHRASAL VERBS	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/Ut1y9AOFWLo	https://youtu.be/0Blw6dJN5Xo	

UNIT-III-COMPOSITION

S.NO.	TOPIC	REFER TEXT BOOK NAME	VIDEO PRESENTATION	PPT	ANY OTHER
1.	DIALOGUE FOR DAY TO DAY SITUATIONS	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/4LxRWgcQG7c https://youtu.be/wguX6Civ5h8 https://youtu.be/54rWMJlu6qg	https://youtu.be/TBtplSdzqwa	
2.	SHORT MESSAGES FOR E-COMMUNICATION	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/qxRF8NX3Xf4		
3.	LETTER WRITING	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/holPduR_egg		
4.	WRITING THE ESSENTIALS	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/KBMT23IVVGM		
5.	COMPREHENSION PASSAGE	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/W7BW9gv_OkU		

UNIT-IV-CREATIVE ENGLISH

S.NO.	TOPIC	REFER TEXT BOOK NAME	VIDEO PRESENTATION	PPT	ANY OTHER
1.	REVIEW WRITING	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/Y4cCtsPI-SI	https://youtu.be/IBryYplzs7k	
2.	VISUAL DESCRIPTION	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/iD1yf0Hdvgs	https://youtu.be/6yiJyMAF6IE	
3.	ADVERTISEMENT WRITING	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/sCZKM-Wzvto	https://youtu.be/okptUbKqD7s	
4.	WORD CLOUD PASSAGE	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/eHxWshJpoRk	https://youtu.be/C9C22e9KwyU	
5.	TRANSFORMING VERBAL PASSAGE INTO GRAPHICS	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/DX4lZ3RtFb4	https://youtu.be/9cvO5Lipx_M	

UNIT-V- ENGLISH FOR SCHOLARLY PRESENTATION /FLENCY

S.NO.	TOPIC	REFER TEXT BOOK NAME	VIDEO PRESENTATION	PPT	ANY OTHER
1.	A SNAKE IN THEGRASS- R.K.NARAYAN	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/0J6zlm9EDes		
2.	OF PARENTS AND CHIDREN- FRANCIS BACON	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/YHO5b6fgFok		
3.	ON HIS BLINDNESS- JOHN MILTON	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/K_KbD6RIEb0		
4.	WHEN I HAVE FEARS- JOHN KEATS	1.NV PUBLICATIONS 2.RSPR PUBLICATIONS 3. JS PUBLICATIONS	https://youtu.be/YGIULq7dW-w		

UNIT – 1

1. FUNCTIONAL GRAMMAR AND USAGE

Objectives:

At the end of this unit, the students shall be able to

- differentiate and use eight parts of speech in their communication
- recognize different patterns of a sentence and make similar structures in speech and writing.
- understand the difference between main verb and auxiliary verb and frame sentences using them in day to day contexts.
- comprehend the frequently used tense forms in English and use them in their academic, personal and professional contexts
- frame yes/no type questions and use them in their conversations
- understand the structure of Wh questions and employ them in their conversations.
- differentiate the structure of active and passive voice and apply the passive forms in their reports, presentations, and research articles.
- recognize the different uses of prepositions and avoid common errors in their application

1. PARTS OF SPEECH

Look at the following sentences:

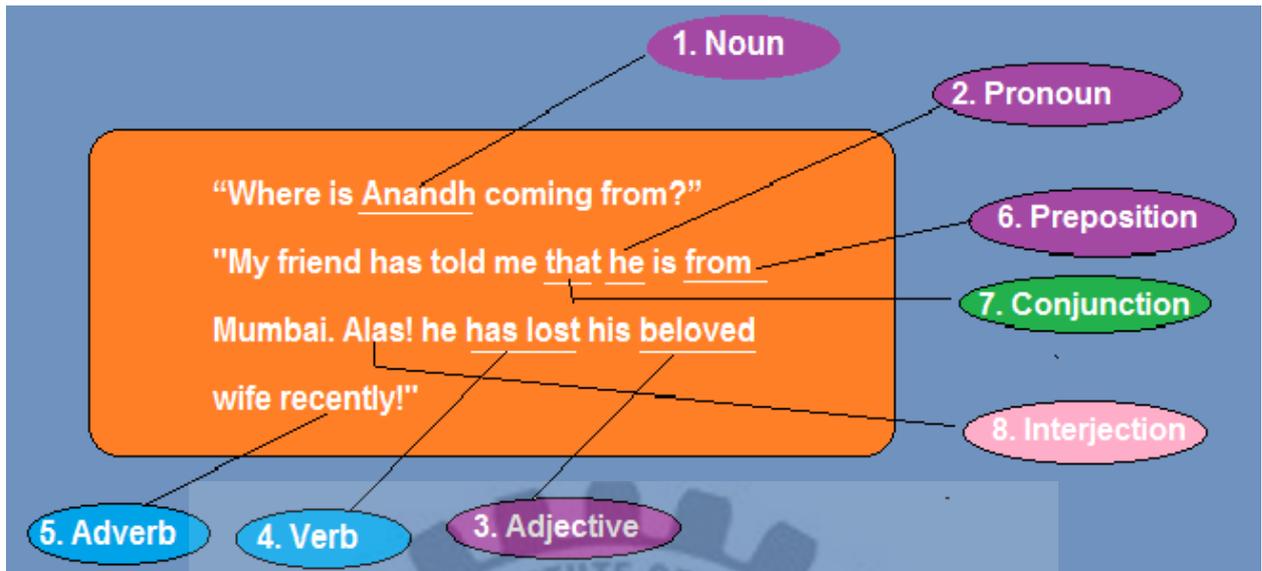
“Where is Anand coming from?”

“My friend has told me that he is from Mumbai.

Alas! he has lost his beloved wife recently “

The above sentence can be divided into certain group of words with common grammatical properties. These categories of words are called parts of speech. Now look at the picture:





These words with distinct nature and function are called parts of speech.

Exercise

Identify the parts of speech of the other words not underlined in the above example.

- | | | |
|-------------|---|--------|
| 1. Where | - | Adverb |
| 2. is | - | |
| 3. coming | - | |
| 4. my | - | |
| 5. friend | - | |
| 6. has told | - | |
| 7. me | - | |
| 8. Mumbai | - | |
| 9. his | - | |
| 10. wife | - | |

1. **Noun:**

ACTIVITY

Look around you and tell the name of whatever you see. For example, teacher, board, fan, window...Each one of you should tell minimum 10 words. Let us start.

What is a Noun?

Whatever you have told now is a noun. Yes, the name of your friend (Ranjani?), the name of your place (Classroom) and the name of anything that you know or see is

known as a noun. Imagine, there is no noun in the world. How will you talk about somebody or something?

Types of Nouns:



Specific Names → *Proper noun*

Gandhi, Radha, Chennai, India, Titan, Sony...



Names in general → *Common Noun*

man, woman, place, country, watch, television...



team, audience, people, herd, flock, committee...



Names of Groups → *Collective Noun*

gold, silver, iron, plastic, rubber, paper, glass... Still

there are some more types.

If you can see and touch the things, their names are **concrete nouns**. If you couldn't, then they are **abstract nouns**.

How can you see and touch love, wisdom, foolishness, beauty and laziness? Hence these names of qualities are called **abstract nouns**.

If you can count things, then they will come under the category of **countable nouns**. But how will you count sand, rice, water and sugar? Hence they are called **uncountable nouns**. What do you say? Is God concrete noun or abstract noun?

ACTIVITY

Your friend will say the name of any three things or persons and you have to make a sentence using that noun.

Example: 1

Friend 1: book

Friend 2: This book is very useful.

Friend 1: principal

Friend 2: Our principal is coming here.

Friend 1: watch

Friend 2: My watch is not working.

Get it Right

Nouns like furniture, information, advice, luggage and scenery are always used only in singular form.

Therefore, for instance, it is wrong to say 'furnitures' and 'informations'.

2. Pronoun

Look at the following sentences:

- Suresh went to canteen. **He** had a cup of coffee with **his** friends.
- Neela likes to book movie tickets online. **She** finds it easy.
- English is an international language. **It** is also easy to learn.
- My friends attended campus interview yesterday. **They** got selected in top MNCs.

In the above sentences, you can notice that instead of repeating the nouns **Suresh, Neela, English** and **My friends**, **he, she, it** and **they** are used. These words used instead of a noun are called **pronouns**. How many times will you repeat the same noun in your speech or in your paragraph? It is looking so awkward, isn't it? Here comes pronoun for your help.

Types of Pronouns:

- Personal Pronouns:** I, we, you, he, she, it, they, me, us, him, her and them

I want **him** here now. **They** called **me** a leader. **She** asked **them** to keep quiet.

- Possessive pronouns:** my, mine, our, ours, your, yours, his, her, hers, its, their and theirs.

Examples: **my** book, **our** teacher, **your** friend, **his** project, **her** bag and it is **mine**.

c) **Reflexive and intensive pronouns:** myself, ourselves, yourself, himself, herself, itself and themselves

Reflexive : He felt ashamed of himself. She was looking at herself on the mirror.

Intensive : I **myself** wrote this poem. We **ourselves** selected this branch.

d) **Demonstrative pronouns:** this, these, that and those
This is useful for competitive exams. That won't work out.

e) **Interrogative pronouns:** Which, what, who, whom and whose
What is there on the table? **Whom** did you meet? **Which** is your bag?

f) **Indefinite pronouns:** anyone, anybody, someone, somebody, everyone, everybody, none, nobody, anywhere, somewhere, everywhere, nowhere, anything, something, everything and nothing

Someone is knocking at the door. Nobody is ready to help me.

g) **Relative pronouns:** who, which, that, whose and whom
I know the person who came here. It is an important work that should be done first.

FACT STORE

The word "that" is not only a demonstrative pronoun and a relative pronoun, but also a conjunction.

ACTIVITY

Take any page in your English book. Identify and underline the pronouns you find in that page. Replace the pronoun with some other suitable pronoun and make a new sentence of your own for minimum 5 pronouns.

3. Adjective:

A word describing a person, place or thing is called an adjective. Here is a description for you.

This picture shows a cute boy. He has a yellow cap on his head. He looks so soft.
 He has three toys around. He is a little bit busy with his toys. He is dressed in red colour.
 He has a few repairing tools as well. Each boy is like him. We don't know whose boy he is.



ACTIVITY

The underlined words in the picture belong to different kinds of adjectives. Write what type of adjective each one is. Make a new sentence of similar pattern by substituting some other suitable adjectives.

Types of Adjectives:

- a. Adjectives of Quality: good, bad, old, new, beautiful, brilliant, colourful...
- b. Adjectives of Quantity: little, much, more, some, enough, no, whole...
- c. Adjectives of Number: one, two, first, second, several, many, all, few...
- d. Demonstrative Adjectives: this, that, these, those and such
- e. Distributive Adjectives: each, every, either, neither, any and both
- f. Interrogative Adjectives: What, which and whose

FACT STORE

“What” in “what do you want?” is an interrogative pronoun. But, “what” in “what book do you want?” is an interrogative adjective.

4. Verb:

Look at the following pictures. What do you understand from them?

What is he doing?	What does she have?	How is he feeling now?
		
He <u>is</u> running.	She <u>has</u> long hair.	He <u>is</u> happy.
Action	Possession	state/ existence

A word that refers to **what somebody does**, **what somebody has**, and **how somebody or something is**—(an action, possession, or status) is called a verb. Action words alone are not verbs.

For example, in the above picture, in the second and third cases, no action is referred through the verbs. Can you make any sentence without a verb? You can't. Because verb is the soul of a sentence just as vowel sound is the soul of a word.



Do you know the shortest sentence in English?

Go. It's an imperative sentence. Of course, all imperative sentences just with verbs are shortest sentences .

Types of Verbs:

1. **Main Verb:** A verb that stands alone or joins with auxiliary verbs to indicate an action or event is called a main verb. (He runs fast. She sent a mail. We have cancelled the ticket.) Each main verb has three forms – present, past and past participle as in “write, wrote and written” or as in “call, called and called.” Some main verbs remain the same in present, past and past participle as in “cut, cut and cut.” The first form is used to frame sentences in simple present. The second form is used to make sentences in simple past whereas the third form is used to make perfect tense forms and passive forms.
 - i. **Transitive verbs:** A verb which needs an object to describe an action or event is called a transitive verb. (Example: He submitted his project.) Sentences with transitive verbs can alone be converted into passive voice.
 - ii. **Intransitive verbs:** A verb which does not need an object to describe an action or event is called an intransitive verb. (Example: She lives in Chennai.)

Get it Right

It is a general misconception that all sentences can be changed into passive voice. But, sentences with intransitive verbs cannot be changed into passive voice. (e.g.

Uma smiled beautifully.)

2. **Auxiliary Verb:** A helping verb that assists a main verb to form tense forms other than simple present and simple past is known as an auxiliary verb. They are also helpful to form passive forms. In some cases, an auxiliary verb can also function as a main verb, as in “He is my friend” and “He did this for me.”

- i. **Be form auxiliaries:** am, is, are, was, were, be, been and being
- ii. **Do form auxiliaries:** do, does, and did
- iii. **Have form auxiliaries:** have, has and had
- iv. **Modal auxiliaries:** shall, should, will, would, can, could, may, might, must, ought to, used to, dare to and need

ACTIVITY

Students of each bench can form a team. One team should tell a verb and another team should make a sentence for that. (maximum 5 verbs) Verbs and sentences once used should not be repeated by any team.

Example:

Team 1: speak

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Team 2: They speak in Malayalam.

Team 1: like

Team 2: I like to play Cricket.

Team 1: attend

Team 2: She attended the meeting.

Team 1: run

Team 2: He is running fast.

Team 1: share

Team 2: We have shared the message on WhatsApp.



5. Adverb

“Adjectives are the sugar of literature and adverbs, the salt.” – (Henry James)

A word that is used to describe an action is called an adverb whereas a word that is used to describe a person, place or thing is known as an adjective.

Note the Difference:

1. David is a **sincere manager**. (adjective describing a manager)
We worked **sincerely** to complete the project before deadline. (adverb describing the action)
2. The image is **clear**. (adjective)
Speak **clearly**. (adverb)

An adverb adds quality to a verb, adjective or to another adverb. For instance, They made an attractive offer. (used as an adjective)

They presented it attractively. (an adverb qualifying a verb)

The product was **very attractive**. (an adverb qualifying an adjective)

They presented it **very attractively**. (an adverb qualifying another adverb)

Get it Right

Remember that It is wrong to say “He ran fastly.” There is no such word as ‘fastly’. In English, ‘fast’ functions as both adjective and adverb. Say “He ran fast.”

Types of Adverbs:

- a) When did an action or event happen? (Adverb of Time) :
yesterday, today, tomorrow, now, later, earlier, recently, soon, sometimes, always and never
- b) Where did an action or event happen? (Adverb of Place):
here, there, near, off, in, out, everywhere, anywhere and nowhere
- c) How did an action or event happen? (Adverb of Manner):
fast, slowly, quickly, neatly, successfully, creatively, carefully and cautiously.
- d) How many times did an action or event happen? (Adverb of Frequency):
often, rarely, seldom, always, never, usually, again and sometimes
- e) To what extent did an action or event happen? (Adverb of Degree):
entirely, completely, totally, extremely, fairly, somewhat, enough, slightly, quite and very.

Exercise

Fill in the blanks by choosing suitable adverbs from the brackets.

- 1) Read _____ the instructions given in the manual. (sometimes, carefully, slightly)
- 2) He _____ made excuses for not doing the work. (quite, slowly, often)
- 3) He received the letter _____. (entirely, yesterday, tomorrow)
- 4) Why are you talking _____? (decently, loudly, cleverly)
- 5) We searched for him _____. (nowhere, fast, everywhere)

6. Prepositions:

Preposition is a grammatical word that is used to denote location, direction and time. It is mostly used before a noun or pronoun and relates it to some other word in the sentence. It often refers to where something is and towards which direction something or somebody moves.

For example.

- a. He is sitting near his sister. (where is somebody?)
- b. The ball is on the table. (where is something?)
- c. He is going to college. (Towards which direction?)

FACT STORE

In English, prepositions are used before a noun but in Tamil, they are used at the end of a noun.

Compare: In Chennai — nrd; i d apy

Types of Prepositions:

1. Place Prepositions:

on, above, below, under, near, off, in, out, between and among

Examples: We sat under a tree. It was near a theatre. Don't sit on the floor.

2. Direction Prepositions:

to, from, across, into, through, along, around, up and down

Examples: She was going to the hostel. We had a walk along the road. The boy was running across the road.

3. Time prepositions:

at 5 p.m, **at** 6 o'clock, **on** Monday, **in** March, **in** 2006, **in** summer, **for** two hours, **since** yesterday, **in** the morning, **at** night, **on** my birthday etc.

Examples: The meeting started at 10 a.m. Meet me on Tuesday. He didn't talk to me since yesterday.

4. Phrasal Prepositions:

according to, in front of, because of, by means of, in addition to, instead of, in spite of, out of, apart from, on behalf of, for the sake of, etc.

Examples: Instead of making a call, meet him in person. Don't park in front of the gate. According to me, this is highly expensive.

ACTIVITY

Look at the picture given below and write 5 sentences describing the location of the objects with suitable prepositions: Two sentences are done for you:

There is a sofa in the room. A tea table is in front of the sofa.



7. Conjunction:

A word that is used to join two words, phrases or sentences is called a conjunction.

- a) I am talking about Suresh and Praveen. (joining two words)
- b) The book may be in the bag on the shelf. (joining two phrases)
- c) I offered him a chance but he was not interested. (joining two sentences).

Types of Conjunctions:

a) Coordinating conjunctions:

A conjunction that joins together two sentences or clauses of equal rank is called a coordinating conjunction. It is used to make compound sentences.

Example: He was disturbed and he went away at once. (connecting two sentences of equal rank)

Common Coordinating conjunctions: and, but, so, or, yet, still, whereas and while.

b) Subordinating Conjunctions:

A conjunction that connects a main clause and a subordinate clause together is called a subordinating conjunction. It is used to make complex sentences.

Example: Though the movie was so creative, it didn't reach the audience. (connecting a subordinate clause and a main clause)

Common Subordinating Conjunctions: though, since, as, if, unless, that, as soon as, when, till and than.

- c) **Correlative conjunctions:** Conjunctions which are used in pairs are known as correlative conjunctions.

Example: The manager will select either Rani or Vani.

Common Correlative conjunctions: either... or, neither... nor, not only... but also, not... but, whether... or and so... that

Get it Right

Subordinating conjunctions can be used either in the beginning or in the middle but not in both places. (e.g. As he was ill, he didn't come to college. He didn't come to college as he was ill. ~~As he was ill, so he didn't come to college.~~)

Exercise

Combine the following sentences with suitable conjunctions given in the brackets:

(So...that, if, not only...but also, because, so)

- a) He came late. He could not attend the interview.
- b) She was creative. She was helpful to others.
- c) You cannot submit the application. The last date is over.
- d) The lesson was difficult. Many students could not understand that.
- e) Pay your fees in the counter. I will issue the receipt to you.

8. Interjection:

Interjection is a word that is used to express sudden feelings and emotions of joy, sorrow, surprise, shock, disappointment and contempt. An exclamation mark (!) usually follows such expressions.

Look at the following sentences:

- i. Hurray! Our college team won the final! (expression of joy)
- ii. Alas! How many people are dying of Corona virus! (expression of sorrow)
- iii. Oh! This is your plan! (expression of surprise at sudden finding)
- iv. Aha! Here is what I'm searching for! (expression of feelings at sudden finding)
- v. Aah! What a lovely place! (expression of surprise)
- vi. Shh! My baby is sleeping! (expression of contempt at somebody's noise)
- vii. Oh my God! I forgot my hall ticket! (expression of shock)
- viii. Shit! What nonsense you are doing! (expression of disapproval)
- ix. Damn it! I'll kill you! (expression of anger)

Exercise

Make sentences with suitable interjections to the following images.





- 📖 There are eight parts of speech : noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection.
- 📖 The name of a person, place, thing or feeling is known as a noun.
- 📖 Pronouns are words used instead of a noun.
- 📖 Adjectives are words describing a noun.
- 📖 Verbs indicate an action, possession or state.
- 📖 Adverbs qualify a verb, adjective or another adverb.
- 📖 Prepositions are used to denote place, direction and time.
- 📖 Conjunctions connect two words, phrases or sentences.
- 📖 Interjections are words expressing sudden feelings of joy, sorrow, anger, surprise and disappointment.

https://en.m.wikipedia.org/wiki/Part_of_speech



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2. FUNCTIONAL UNITS

Look at the following picture:



There are two sentences in the above picture. Group of words that form a sentence can be divided into various grammatical units. The first sentence has three units :

- The first unit – I → functions as a subject. (S)
- The 2nd unit – love → functions as a verb. (V)
- The 3rd unit – children → functions as an object. (O)

Since each unit has a function of its own, they are called **functional units**.

Take the second sentence now. How many units are there? You may think that there are more units but it has only three units:

- The first unit – Our new manager → functions as a subject. (S)
- The 2nd unit – is going → functions as a verb. (V)
- The 3rd unit – to the head office → functions as an adjunct. (A)

ACTIVITY

Take any page in any book that you have. Select any three sentences and write them in your note. Count and write how many units are there in each sentence.

Basic Functional Units and Sentence Patterns:

<p style="text-align: center;">FIVE FUNCTIONAL UNITS</p> <ul style="list-style-type: none"> • SUBJECT • VERB • OBJECT • COMPLEMENT • ADJUNCT 	<p style="text-align: center;">Basic Patterns of Sentences</p> <ul style="list-style-type: none"> • SV • SVO • SVIO DO/ SVDO IO • SVC • SVOC <p style="text-align: center; color: white;"><i>"Adjunct(A) can be added to any of the above"</i></p>
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How to Identify a Functional Unit?

Units	How to identify?	Example sentences
1. Subject (S)	Ask the question <i>Who?/ Which? to the verb</i> The answer is subject. (S)	<u>Ragu</u> is crying. (Who is crying?) <u>The dog</u> is barking. (Which is barking?)
2. Verb(V)	The verb may be a main verb or an auxiliary verb ; it may be one word or a group words referring to action, possession or existence.	My friends <u>submitted</u> the project. (action) He <u>is</u> my friend. (existence) He <u>has</u> two bags. (possession) This machine <u>has been manufactured</u> in Pune.
3. Object (O)	Ask the question- <i>What? / Whom? to the verb</i> The answer is Object. (O)	We booked <u>a movie ticket</u> . (we booked - What?) She contacted <u>the manager</u> at once. (She contacted – whom?)
4. Direct Object (DO) and Indirect Object (IO)	When there are two objects in a sentence, one will be direct object and the other, indirect object. Ask the question <i>What?</i>	My father gifted <u>a watch</u> to me. My father gifted – what? The answer 'a watch' is a direct object here.

	<p>The answer is direct object.</p> <p>Ask the question To Whom?/for Whom?</p> <p>The answer is Indirect Object (IO)</p>	<p>My father gifted a watch – to whom? The answer ‘to me’ is an indirect object here.</p> <p>I bought this book for my sister. —For whom? for my sister = indirect object.</p> <p>Remember: The indirect object can also come before the direct object if we restructure the earlier sentence as: My father gifted me a watch.</p>
5. Complement(C)	<ul style="list-style-type: none"> ✓ That which completes the meaning of a sentence is complement. ✓ What somebody has is complement. ✓ What something has is complement. ✓ How somebody is or appears is complement. ✓ How something is or something appears is complement. 	<p>She is our teacher. (without ‘our teacher’ the sentence is incomplete)</p> <p>He has two calculators. (Ask What he has and the answer is complement)</p> <p>A dog has four legs. (Ask what the dog has and the answer is complement)</p> <p>Meena is beautiful. / Meena looks beautiful. (Ask how Meena is or how Meena looks, and the answer is complement.)</p> <p>It is true / It sounds true. (Ask how something is or how something appears to be, and the answer is complement.)</p>
6. Adjunct (A)	<p>Ask the question</p> <ul style="list-style-type: none"> ✓ When? ✓ Where? ✓ Why? ✓ How? <p>towards the verb and the answer is adjunct. (A)</p>	<p>We conducted the meeting yesterday. (When ? Yesterday = adjunct)</p> <p>I met him in Chennai. (Where? in Chennai = adjunct)</p> <p>I met him to get back my mobile. (Why? to get back my mobile = adjunct)</p> <p>He explained the thesis clearly. (How did he explain? clearly= adjunct)</p>

FACT STORE

Complement is a mandatory unit but adjunct is an additional unit. Secondly, Complement is focused on a noun or pronoun but adjunct is for describing an action (verb).

Get it Right

Identify whether the third unit is a complement or an adjunct. Uma is in the library. (Remember it completes the meaning of a sentence and at the same time answers the question -Where? that we use to identify an adjunct.)

Exercise

Exercise	Task: Identify the functional units	Write your answer
1. Veena is not here.	Subject	Veena
2. The owner of the shop was at home.	Subject	
3. It is costly.	Verb	
4. She has returned from Bangalore.	Verb	
5. They will have been working in the US after few years.	Verb	
6. They completed the work.	Object	
7. We welcomed the chief guest with a thundering clap.	Object	
8. The project leader assigned me a lot of work.	Direct Object	
9. He gave this appointment for me.	Indirect Object	
10. Our students are creative.	Complement	
11. The problem has become complicated.	Complement	
12. The incident happened here.	Adjunct	
13. Peter attended the training in Chennai last week .	Adjuncts	
14. Children ran fast to catch the kite.	Adjuncts	
15. She made me a secretary .	Complement	

ACTIVITY

Pair with your friend and write the pattern of the following sentences in the boxes given. The first one is done for you.

1. Our college team won the match.

S + V + O =SVO

2. We were watching the programme yesterday.

3. They paid the exam fees for me.

4. I feel happy now.

5. They walked slowly to pass away the time.

6. They selected him the president.

7. She donated blood to the sick person.

8. Every Sunday I meet him at the railway station to collect the parcel.

9. Go fast.

10. You are upset now.

Exercise

Sl. No	Sentence patterns for you	Write your own sentences here (one is done for you)
1	SVA	He/ came/ late.
2	SV	
3	SVO	
4	SVC	
5	SVIODO	
6	SVOC	
7	ASVO	
8	SVCA	
9	VA	
10	SVOAA	



- 📖 There are five functional units : subject, verb, object, complement and adjunct.
- 📖 Ask the question Who? or What? to the verb to identify a subject.
- 📖 The functional unit **-verb** may be a single word or a group of words describing an action, possession or existence.
- 📖 The answer to the question “what?” is a direct object whereas the one to the question “to whom?” or “for whom?” is an indirect object.
- 📖 That which completes the meaning of a sentence is a complement.
- 📖 Adjuncts answer any one of the four questions – when? where? why? and how?

<https://www.slideshare.net/mobile/priyamphil123/sentence-pattern-29443218>



3. USE OF MAIN VERB & AUXILIARY VERB

What is a Main Verb?

Verbs are action words in a sentence that describe what the subject is doing. The subject can be someone or something. The verb shows an action or a state of being. In fact, without a verb the complete thought cannot be properly expressed or conveyed. The verb that shows an action is the main verb. Actually, a verb can be a sentence by itself. Most sentences have the action word as the verb, but in some sentences the verb cannot be identified as action word. For example, in “I know your name,” **know** is a non-action verb. In order to recognize the verb, one way to know is that the verb follows a subject of the sentence. Another way is to ask the subject the question, what does/do/did the subject(s) do?

What is an Auxiliary Verb?

When a word is used to describe a state or occurrence it is called an auxiliary verb or a helping verb. A sentence may either have a main verb or a helping verb or both.

Auxiliary verb	→	Modal might,	- can, could, will, would, shall, should, may, must, need, dare to, used to
	→	Non modal (Be, Do & Have forms)	- am, is, are, was, were, do, does, did, has, have and had

FACT STORE

Do you know that sometimes auxiliary verbs can also function as main verbs when they are not used with main verbs. For instance, take the sentence — “He is a teacher.” Here the verb is functions as a main verb though it is an auxiliary verb. But the same auxiliary verb is a helping verb when it is used along with a main verb to form tense forms as in “He is running fast.”

Two Types of Main Verbs:

There are two types of verbs: One is transitive verb that requires an object to complete the meaning and the other one is intransitive verb that requires no object.

Examples: The teacher prepared the question paper. (Transitive verb)
Peter cut the cake. (Transitive verb)

Mr. John speaks loudly. (Intransitive verb)
The ship sank into the water. (Intransitive verb)
The department store opens at 6 o'clock. (Intransitive verb)

Regular and Irregular Verbs:

An English verb can be regular or irregular. Regular verbs form their past and past participle forms by adding –ed. Examples are given below.

Walk – walked – walked
Dance – danced –
danced
Paint – painted –
painted
Work – worked –
worked

Irregular verbs form their past and past participle forms in different

ways. There are mainly three types of irregular verbs.

Verbs in which all the three forms are the same (e.g. put – put – put)

Verbs in which two of the three forms are the same (e.g. sit – sat –

sat) Verbs in which all the three forms are different (e.g. drink – drank –
drunk)

Some verbs can be both regular and irregular. Examples are:

Burn – burnt – burnt (irregular)

Burn – burned – burned (regular)

Dream – dreamt – dreamt (irregular)

Dream – dreamed – dreamed
(regular)

Get it Right

It is incorrect to say: I hanged the picture on the wall. The correct past form is 'hung'. But you can use 'hanged' to refer to the killing of a person. For instance, as per the judgment, he washanged last week.

Auxiliary Verbs:

Auxiliary verbs are sometimes called *helping verbs* because they are needed to form various tense form. The most frequently used auxiliary verbs are the verbs **to be**, **to do** and **to have**. For example: the auxiliary **to do** is needed to ask questions in the present and past simple tenses. **To be** is needed for the present and past continuous, and all the passive forms. The auxiliary **to have** is used in the present and past perfect tenses. Some tenses, like the present perfect continuous, need more than one auxiliary.

Here are some examples of the common auxiliary verbs:

- **Do** you like German food?
- **Does** your mother speak English?
- **Did** you come to school yesterday?
- Why **are** you talking? You should **be** listening to me!
- I **was** having a bath when you called!
- A new road **is being** laid behind the school.
- **Have** you done your homework?
- My father **has** never visited the USA.
- How long **have** you **been** living in Germany?
- By this time next year I **will have been** learning English for 35 years!

Let's take a look at how to use the auxiliary verbs **be, have, and do.**

	Past	Present	Future
Be	I was You were He/She/It was We were You were They were	I am You are He/She/It is We are You are They are	I will be You will be He/She/It will be We will be You will be They will be
Do	I did You did He/She/It did We did You did They did	I do You do He/She/It does We do You do They do	I will do You will do He/She/It will do We will do You will do They will do
Have	I had You had He/She/It had We had You had They had	I have You have He/She/It has We have You have They have	I will have You will have He/She/It will have We will have You will have They will have



To give extra force to the main verb, **do** forms are used as in the sentence "I did ask him to wait," instead of the normal neutral usage: "I asked him to wait." This is called emphatic usage. Remember that in such cases, we should always use base form of the verb after do, does and did.

ACTIVITY

Join with your friend and frame your own sentences with any main verbs relevant to the pictures given below:

Task	Pictures	Your sentences with main verb
1		(One is done for you) 1. Children are playing football.
2		
3		
4		

ACTIVITY

Students in each bench may form a group and use suitable be form auxiliary verbs to complete the following sentences: (am, is, are, was, were)

1. Tell me, _____ you coming to the party?
2. What _____ you doing at home yesterday?
3. I _____ ready to do anything for you.
4. America _____ discovered by Christopher Columbus in 1492.
5. It _____ not easy to pass the IAS exam.
6. Mercedes cars _____ made in Germany.
7. What do you say? _____ I right?
8. He said that he _____ not interested in watching movies.
9. There _____ many problems in this project.
10. _____ there any cheque book on the table?

ACTIVITY

Join in pairs and use suitable 'do' form or 'have' form auxiliary verbs to complete the following sentences: (do, does, did, have, has, had)

1. What _____ you do every Sunday?
2. She _____ not want to stay at home.
3. He _____ called me twice.
4. Where _____ they go yesterday?
5. Before the police came, the thief _____ run away from the spot.
6. _____ you published your research article?
7. All the glasses are broken. Who _____ this?
8. What _____ it mean?
9. Where _____ you buy this mobile?
10. Somebody _____ come to see you.

ACTIVITY

All students in the class can be divided into two groups – Group A and Group B. Anyone from Group A can stand and tell a modal auxiliary and anyone in Group B should form a sentence by using the given verb. After this, Group B should tell a modal auxiliary verb and Group A should frame a sentence.

- ✓ Students once participated should avoid taking chances repeatedly so as to enable maximum number of students to do the activity.
- ✓ The sentence once used or given below in the example should not be repeated.
- ✓ Each group should practice minimum 10 words

Example:

Ramesh (from Group A) : can

Suresh (from Group B) : Can I help you?

Amala (from Group A): will

Vimala (from Group B) : I will tell you a story tomorrow.

Nandhini: (from Group A): may

Kalaiselvi: (from Group B): May I know your name?

Kumar : (from Group A): must

Uma: (from Group B): You must bring your record note to the exam.

Gayathri (from Group A): could

Vanathi(from Group B): He could speak well on the stage.

Kannan: (from Group A): would

Karthick: (from Group B): Would you like coffee or tea?

Malathi (from Group A): should

Natesan (from Group B): I should discuss with my father about this.

Balu (from Group A) : might

Raju (from Group B): I thought, he might be free.

Vignesh (from Group A): shall

Sundar (from Group B): Shall I do this work for you?

Banu (from Group A): need

Lalitha(from Group B): We need not bring any books tomorrow.

Exercise

Fill in the blanks with the correct auxiliary verb from the choices given:

1. What _____ the kids doing when you last saw them? (was, were, are, did, been)
2. Chitra _____ always wanted to try skydiving. (was, doesn't, has, is, have)
3. Where _____ you go on your summer vacation? (were, been, are, did, does)
4. She _____ listen to me. (didn't, is, hasn't, has been, have)
5. Arun _____ going to be upset when he hears what happened. (will, don't, is, didn't, has)
6. Shankar _____ want to go to the movies; he wants to stay home instead. (doesn't, isn't, wasn't, hasn't, was not)
7. I _____ appreciate his jokes. They weren't funny. (did, have, been, didn't, haven't)
8. I really like fish but I _____ care for meat. (weren't, been, don't, is, was)
9. Where _____ you going when I saw you last night? (were, was, is, do, did)
10. Swetha _____ called yet; she's late as usual. (are, were, has, hasn't, wouldn't)



- 📖 There are two types of verbs : main verbs and auxiliary verbs.
- 📖 Main verbs are mostly action words describing what the subject is doing.
- 📖 Auxiliary verbs are helping verbs used along with main verb to form different tenseforms.
- 📖 There are four types of auxiliary verbs: be forms, do forms, have forms and modalauxiliaries.
- 📖 Be form auxiliaries are: am, is, are, was and were.
- 📖 Do form auxiliaries are: do, does and did.
- 📖 Have form auxiliaries are: have, has and had.
- 📖 Modal auxiliaries are: can, could, will, would, shall, should, may, might, must, need, dare to and used to
- 📖 Verbs used with object are transitive verbs and those used without object are intransitive verbs.

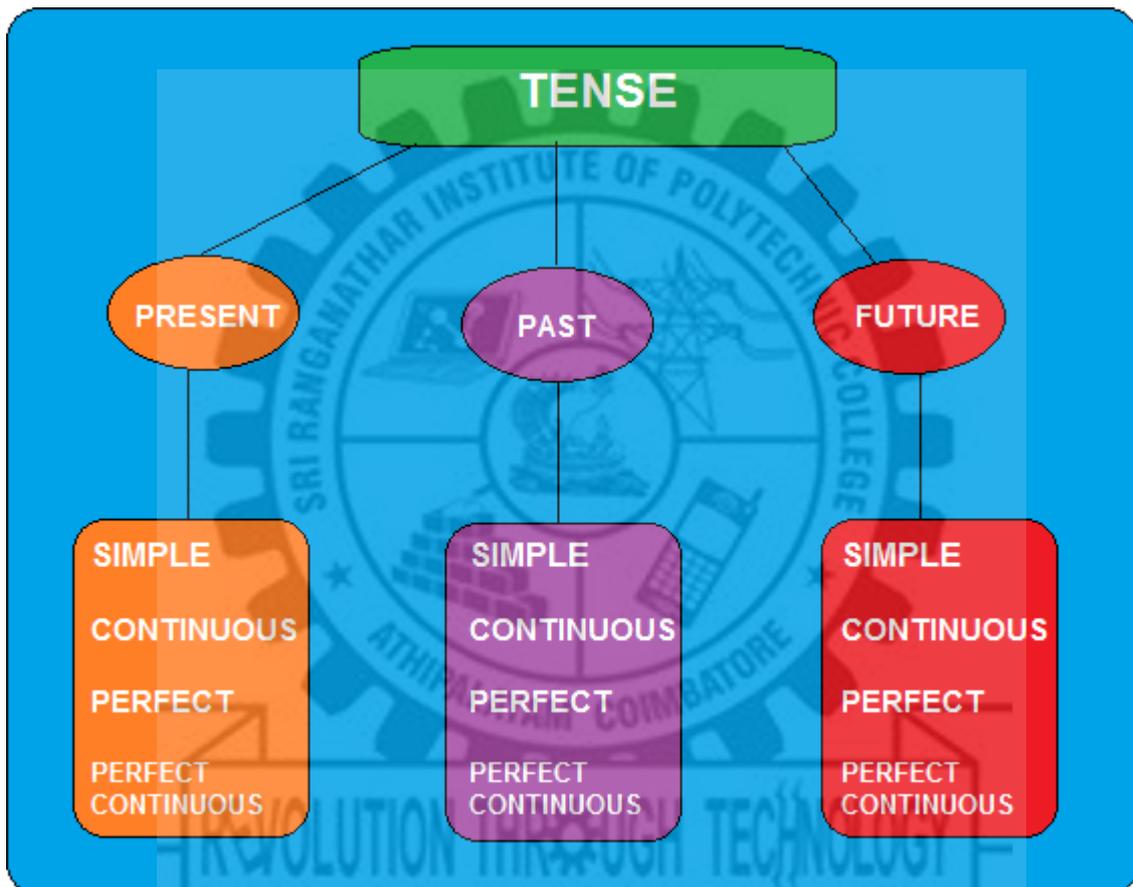
<https://youtu.be/p0oZ3kWjxkc>



4. APPLICATION OF TENSE FORMS

Tense Forms:

The word “tense”, as Oxford Dictionary defines, refers to “any of the forms of a verb that may be used to show the time of action or state expressed by the verb.”



As shown in the picture above, there are three tenses in English : Present Tense, Past Tense and Future Tense and each tense has four forms : simple, continuous/ progressive, perfect and perfect continuous.

All tense forms are useful to refer to actions or events happening at different points of time and let us learn the frequently used nine tense forms here in this lesson.

1. Simple Present:

We use present tense-

- For actions or events that are true, general, factual and universal(e.g.) Nurses look after patients in hospitals. Babies drink milk.

The sun sets in the west. The earth goes around the sun.

- For something that happens routinely, habitually and regularly
(e.g.) I usually go away at week ends. brush my teeth twice a day.
I go to college by bus.
- To refer to an action or event that takes place at the time of speaking:
(e.g.) They play football. Your friend goes to library. I want to talk to you.
- To refer to a future action that is certain:
(e.g.) Our college reopens on Wednesday.
He leaves for Chennai tomorrow.
We contact you again next Friday.

2. Present continuous/progressive:

We use it to refer to

- an action or event that is going on at the time of speaking
(e.g.) You cannot see the children because they are hiding.
Why are you worrying about him?
I am feeling well now.
- something that is likely to happen or about to happen in future(e.g.) I am going to tell you a secret. (likely to happen)
He is going to kill you for this mistake. (about to happen)It is going to rain. (about to happen)
Your uncle is coming here tomorrow. (about to happen)

3. Present perfect:

It is used

- to denote an action or event recently happened or completed
We have built a new home.(recently)
He has gone to canteen. (just now)
- to talk about our previous experiences
(e.g.) I have already visited this place.
We have seen him before.
Have you ever been to Mumbai?

Get it Right

Present perfect should not be used when you mention a definite point of time in the past. In such cases, simple past should be used.

Compare: I have seen him before. (present perfect) I saw him yesterday. (simple past)

FACT STORE

Ever, never, already, just, before, recently, yet, and so far are generally used with present perfect:

- (e.g.) I have never hurt anyone like this.
The train hasn't arrived yet.
You are the most intelligent student I have ever seen in my life.

4. Simple Past:

We use it to refer to

- when an action or event took place
(e.g.) I attended a seminar last week.
I published my first book in 2012.
- past habitual actions (here it is equivalent to the usage of 'used to')
During my school days, I spent (=used to spend) two hours a day in the library.
Before marriage, I went (=used to go) to movies every Sunday.

5. Past continuous:

We use it to refer to

- an action or event that was going on sometime in the past (e.g.) He was playing for Tiger Team.
They were preparing well for their exam.
- an event that was going on at the time of another event (e.g.) He was studying B.E., when he stayed with me here.
The accident happened when I was going to my office.
- A past action that was interrupted by another action (e.g.) Somebody knocked at the door when she was cooking.
There was a power cut while we were watching the movie.

6. Past perfect:

- While describing two actions or events happened in the past, we use past perfect to describe the action that happened first.
(e.g.) Before he came to class, the teacher had completed the lesson.
She explained how she had encountered a lot of struggles in life.
When we started our work, we had already collected enough funds.
- it is used in the clauses in the reported speech while reporting in past. (e.g.) He complained that no one had helped him.
The company announced that they had shut down the plant in Delhi.

7. Simple Future:

It is used to

- talk about something that will happen in future
(e.g.) They will certainly take you to the site.
We will send you a mail if there is a change in our programme.
- To offer predictions
(e.g.) The share prices will fall after the election result.
There will be heavy rain tomorrow.

FACT STORE

“Shall” used in question normally refers to suggestions or seeking permission rather than expressing a question.

(e.g.) Shall I carry your bag? Shall we go now? Shall I see this book?

8. Future Continuous:

It is used to

- denote an action or event that will be in progress in future
(e.g.) This time next week, we shall be travelling to our native place.
Next Monday, TCS will be conducting its campus interview here.

Get it Right

It is incorrect to say that it will be raining when you will reach Ooty. Future continuous can be used to refer to an action that will be happening before another action in future but the second action in future is described only in present tense.

(e.g.) It will be raining when you reach Ooty.
I will be waiting till you come.

9. Future Perfect:

It is used to represent

- actions that will be completed before a specific time in future.
(e.g.) We shall have finished our record note before the last working day.
They will have completed half the work by next Sunday.

Here is the table that will help you understand the different tense forms and their structure.

TENSES	PAST	PRESENT	FUTURE
SIMPLE	I played You Wrote He/she/it went We/they sang [V (Past form)]	I play You write He/she/it goes We/they sing [V/Vs]	I will play You will write He/she/it will go We/they will sing [will + V]
CONTINUOUS	I was playing You were playing He/she/it was going We/they were singing [was/were + V ing form]	I am playing You are writing He/she/it is going We/they are singing [am/is/are + V ing form]	I will be playing You will be writing He/she/it will be going We/they will be singing [will be + V ing form]
PERFECT	I had played You had written He/she/it had gone We/they had sung [had + V (past participle form)]	I have played You have written He/she/it has gone We/they have sung [has/have + V (Past participle form)]	I will have played You will have written He/she/it will have gone We/they will have sung [will have + V (Past participle form)]

Exercise

Frame a sentence for the given verb in each of the nine tense forms you have learnt now. One is done for you.

Verb - send	Your answer here	Verb – call	Your answer here
(e.g.) Simple Present	They send the parcel.	(e.g.) Simple Present	He calls his friend.
Present Continuous		Present Continuous	
Present Perfect		Present Perfect	
Simple Past		Simple Past	
Past Continuous		Past Continuous	
Past Perfect		Past Perfect	
Simple Future		Simple Future	
Future Continuous		Future Continuous	
Future Perfect		Future Perfect	

ACTIVITY

Join with your friend and choose the right tense form from simple present, present progressive or simple past to complete the description of an event given below.

A Day at the Zoo

Every summer, our class _____(go) on a short trip. Last year we _____(go) to a zoo. Our teacher _____(take) us with motherly care. She _____(warn) us not to tease the animals. I _____(take) lots of photos of a baby elephant with my cell phone. "This baby elephant _____(look) so beautiful", my friend _____(say). "What _____you _____(do) there? Come to me!" our teacher _____(call). We _____(enjoy) a great day at the zoo and we _____(return) late in the evening.

Exercise

Add suitable tense forms of the verbs given in brackets.

1. I usually _____ (go) to office by car
2. Yesterday morning I _____ (get) up at 5.30 a.m.
3. We needed some money, so we _____ (sell) our car.
4. " _____ (have) she ever _____ (be) to Spain?"
5. "What _____ (be) Prakash _____ (do) now?"
6. I _____ (study) for my online degree.
7. Water _____ (boil) at 100 degrees Celsius.
8. Sita often _____ (argue) with her father.
9. Now Rajesh _____ (phone) Gita again. It _____ (be) the third time he _____ (phone) her this evening.
10. It _____ (rain) now. It _____ (begin) raining two hours ago.

ACTIVITY

Narrate a story you like the most or a funny event happened in your life in the past tense, not exceeding one minute.



- 📖 There are nine frequently used tense forms : simple present, simple past, simple future, present continuous, past continuous, future continuous, present perfect, past perfect and future perfect.
- 📖 Simple present : general, universal, habitual and routine actions/events
- 📖 Simple past: actions or events happened in the past
- 📖 Simple future: actions or events that will happen in future
- 📖 Present continuous: an action or event that is going on at the time of speaking
- 📖 Past continuous: an action or event that was going on sometime in the past
- 📖 Future continuous: an action or event that will be progressive in future
- 📖 Present Perfect: an action or event recently happened or completed
- 📖 Past Perfect: first of the two actions happened in the past
- 📖 Future Perfect: actions that will be completed before a specific time in future
- 📖 Auxiliary verb is a must for all tense forms except simple present and simple past.

<https://youtu.be/hk4MjcRdTgc>



5. FRAMING YES / NO QUESTIONS

Two types of questions:

- Yes or no questions
- Wh questions

YES OR NO QUESTIONS

Yes or no questions are questions that are answered either "yes" or "no". It means, when we are asking yes/no questions, we are expecting the answer, "yes" or "no".

FORMING YES/NO QUESTIONS

Yes / No questions are made, using **the verb** (am, is, are, was, were, have, had, do, does, did, can, will, should etc.) **at the beginning of a sentence**. Namely, subject and verb change their position in statement and question.

Examples:

Affirmative	Yes or No Question
They are students	Are they students?
She is a teacher	Is she a teacher?

Making Yes/No Questions With Be Form Auxiliaries:

Be (am, is, are, was, were) + Subject +

(Be as a main verb)

Sentence	Question
I am a teacher.	Am I a teacher?
He is from Coimbatore.	Is he from Coimbatore?
We are happy.	Are we happy?
She was ready.	Was she ready?
They were the same.	Were they the same?

Exercises

Convert the following affirmative sentences into questions: (One is done for you)

1. Ragu is selected in the campus interview.
Is Ragu selected in the campus interview?
2. You are working here.
3. They are going to install the machine tomorrow.
4. I am wasting my time unnecessarily in chatting.
5. You were in the library yesterday.
6. Nalini was absent.
7. This book is very useful for engineers.
8. We are able to complete the project before deadline.
9. It is easy.
10. His friends were searching for him everywhere.

(Be as an auxiliary verb)

Sentence	Question
I am doing my homework.	Are you doing your homework?
He is watching a serial.	Is he watching a serial?
We are working in an organization	Are you working in an organization?
She was waiting at the bus stop.	Was she waiting at the bus stop?
They were coming to take me away.	Were they coming to take you away?

Questions and Short & Long Answers

- **Yes + Subject + Auxiliary Verb (+ ...)**
- **No + Subject + Auxiliary Verb + Not (+)**

Question	Answer (Short -Long)
Am I arrogant?	Yes. / Yes, you are . / Yes, you are arrogant.
Is she coming?	No. / No, she isn't . / No, she isn't coming.
Are they married?	Yes. / Yes, they are . / Yes, they are married.
Was he happy?	No. / No, he wasn't . / No, he wasn't happy.
Were you visiting your family?	Yes. / Yes, we were . / Yes, we were visiting our family.
Has the statue been painted?	No. / No, it hasn't . / No, it hasn't been painted.

Making Yes/No Questions with Do Form Auxiliaries

- The verb “**Do**” has two forms in the present; **do** and **does**.
- The verb “**Do**” has one form in the past; **did**.

Subject	Present Form “Do”	Past Form “Do”
I, You, We, You, They	Do	Did
He, She, It	Does	Did

Do (as an auxiliary verb) + Subject + Main Verb +

Sentence	Question
I play cricket on weekends.	Do you play cricket on weekends?
He gets up early in the morning.	Does he get up early in the morning?
You like to spend time at home.	Do you like to spend time at home?
They write letter once a week.	Do they write letter once a week?
We went to a shopping mall.	Did you go to a shopping mall?
He completed his homework	Did he complete his homework?

FACT STORE

Questions like - Did you go to Ooty or Kodaikanal? may look like yes or no questions but not . They are rather called ‘choice questions’. The answer may be Ooty or Kodaikanal (any one of the two choices.)

The same applies to the polite question: Would you like coffee or tea? These choice questions are also known as ‘alternative questions.’

Making Yes/No Questions with Have Form Auxiliaries

The verb “**Have**” has two forms in the present; **have** and **has**.

The verb “**Have**” has one form in the past : **had**

Subject	Present Form “Have”	Past Form “Have”
I, We, You, They	Have	Had
He, She, It	Has	Had

Have (as an auxiliary verb) + Subject + Main Verb +

Sentence	Question
I have studied English.	Have you studied English?
He has finished his homework.	Has he finished his homework?
The film had started.	Had the film started?
We had locked the room.	Had we locked the room?

Making Yes/No Questions with Modal Auxiliaries:

There are many modal verbs in English. Here are some:

Can	Will	Shall
Could	Would	Should
May	Must	Ought to

Modal + Subject + Main Verb +

Sentence	Question
I may visit you tomorrow.	May I visit you tomorrow?
I can do it.	Can you do it?
She will pass the exam.	Will she pass the exam?
We should stay here.	Should we stay here?
They might come.	Might they come?

Get it Right

It is incorrect to ask – Can you able to bring your book tomorrow? ‘Can’ and ‘able to’ both mean the same. Therefore you should use only one of them, both in the statement and in questions. The right way to ask is either – “Can you bring your book tomorrow?” or “Are you able to bring your book tomorrow?”

ACTIVITY

Teacher should call a student and may show any selected picture to him. Students in each bench should frame a yes or no type question to identify what the picture is about and its content. The student with picture will just say yes or no. Based on the right guess, students may ask further questions to identify its content. For each right guess, the group will be awarded with five points.

(e.g.) Is the picture with scenery? No.

Is it about Children.

No.

Are there animals in the picture? No.

Are there human beings in the picture?

Yes.



Exercise

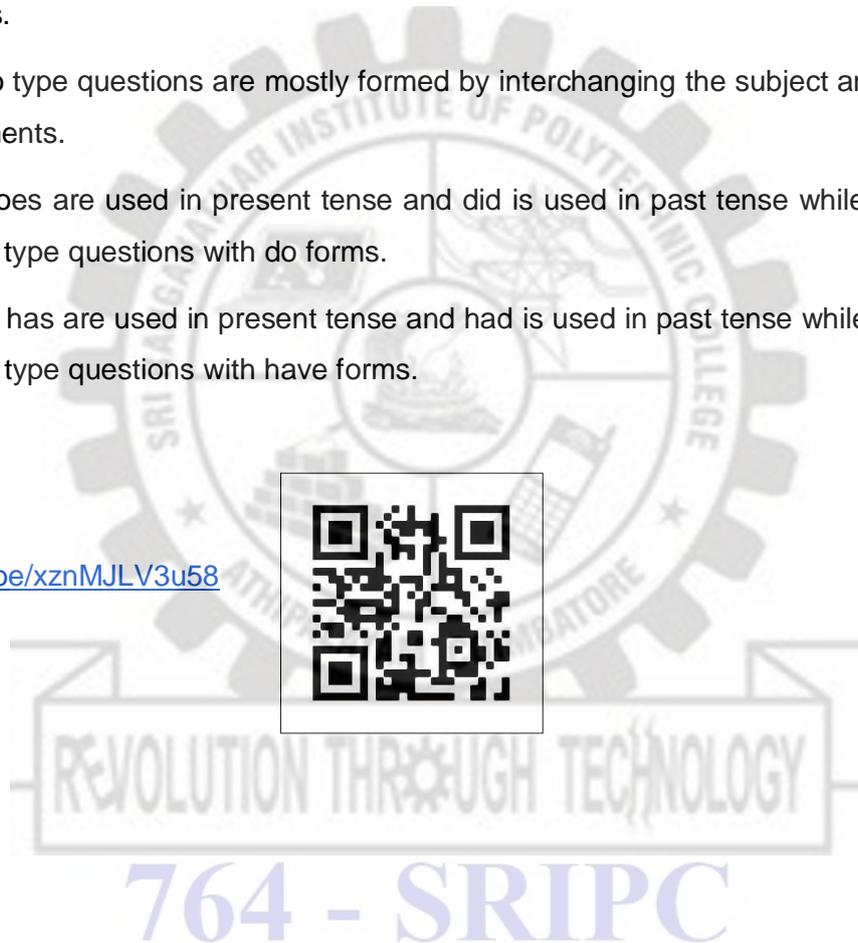
Frame Yes or No type questions for the following situations. One is done for you:

1. Talking to your friend about submitting assignments.
Have you submitted your assignments?
2. Talking to your father about availing leave next week.
3. Talking to your sister about watching TV serial.
4. Talking to your mother about having dinner.
5. Talking to your classmate about preparing for the seminar.
6. Talking to your friend about inviting friends for his birthday party.
7. Talking to your friend about buying vegetables at market.
8. Talking to your friend asking his opinion about the latest mobile phone.
9. Talking to your friend about watching a movie tonight.
10. Talking to your friend about visiting a picnic spot next week.
11. Talking to your friend about using his dictionary.
12. Talking to your brother about the usefulness of a Spoken English course.



- 📖 There are two types of questions – Yes or No questions and WH questions.
- 📖 Questions for which the answer is either yes or no are called yes or no questions.
- 📖 Yes or No questions can be formed with be form, do form, have form and modal auxiliaries.
- 📖 Yes or No type questions are mostly formed by interchanging the subject and verb in the statements.
- 📖 Do and does are used in present tense and did is used in past tense while forming Yes or No type questions with do forms.
- 📖 Have and has are used in present tense and had is used in past tense while forming Yes or No type questions with have forms.

<https://youtu.be/xznMJLV3u58>



6. FRAMING “WH” QUESTIONS

“Judge a man by his questions, not by his answers.”

– Voltaire, French Writer

Two Types of Questions

A question is an utterance that functions as a request for seeking information. There are two types of questions in English. They are:

- Yes/No questions and
- WH-question.

Get it Right

Most of the people, especially Indians pronounce the word question as /kwestin/ but the actual pronunciation is

/ˈkwestʃən/

WH Questions:

WH-questions are those questions which require specific answers. They are questions starting with “WH” letters that include:

- *what,*
- *when,*
- *where,*
- *who,*
- *whom,*
- *which,*
- *whose,*
- *why,*
- *how,*
- *how many,*
- *how much,*
- *how long,*
- *how far.*

Below is a list of question words and example sentences:

Question words	Usages	Examples
What	Used to ask about things	- What is he doing? - What do you think about the serial?
When	Used to ask about time	- When will the movie start? - When are they leaving?
Where	Used to ask about places	- Where's my computer? - Where does he live?
Who	Used to ask about people	- Who do you love the most in your family? - Who told you that secret?
Whom	Used to ask about people (object of verb)	- Whom did you meet in the morning?
Which	Used to ask about choices	- Which pen do you like?
Whose	Used to ask about possession	- Whose car is that? - Whose books are these?
Why	Used to ask about reasons/ causes	- Why did they go to Chennai? - Why is he weeping?
How	Used to ask about manner/ process	- How was your exam? - How can I get there?
(how + adj/adv) how far	distance	How far is Madurai from Coimbatore?
how long	length (time or space)	How long will it take to complete the task?
how many	quantity (countable)	How many story books do you have?
how much	quantity (uncountable)	How much do the apples cost?
how old	to ask about age	How old are you? How old is your father?

How to Frame *WH*-Questions:

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

Be: Where are you going?	Who's been repairing the wash basin?
Do: Where do they live?	Why didn't you call me?
Have: What has she done now?	What have they decided?
Modal: Who would she stay with?	Where should I park my vehicle?

Get it Right

It is incorrect to say — Tell me what is your name? and I don't know Where is he? In subordinate clause (also relative clause), verb follows the subject without a question mark. But in Question, subject follows the verb with a question mark at the end. So the expressions are: Tell me what your name is and I don't know where he is.

Exercise

Fill in the blanks with suitable "Wh" words:

1. did you see earlier today?
2. did you go last weekend?
3. will she leave?
4. is your friend now?
5. gave you this gift?
6. computer is this?
7. did he not come?
8. suitcase is yours?
9. did it take to make such a big cake?
10. was the weather on Monday?
11. luggage do you have?
12. is the bus stand from here?

ACTIVITY

Look at the picture given below. Use your imagination and creativity to frame any five suitable WH questions that the persons in the picture may have asked.

- (e.g.) 1. Why did you hide this from me?
2. Who asked you to login my personal mail?



ACTIVITY

Join with your friend and ask four questions each to the following people you contact: One is done for you.

1. **To the librarian**
How many books can I borrow?
Where can I find story books?
Who is the author of the book?
What is your opinion about this novel?
2. To your classmate
3. To your uncle
4. To a bank clerk
5. To a shopkeeper
6. To your class teacher
7. To your favourite actor
8. To your favourite national leader
9. To your village friend
10. To your brother /sister



- 📖 WH – questions are those that require specific answers.
- 📖 WH questions begin with the letters “WH”.
- 📖 What, when, where, why, who, whom, whose, which, why, how, how many and how much are frequently used to frame WH questions in English.
- 📖 The structure of a WH question is – WH word + Aux. verb + Sub + Main verb.
- 📖 Adjective or adverbs are used along with the Wh word –how to ask questions about distance, time, space, quantity and age.

<https://youtu.be/mLefVAvKsRk>



7. APPLICATION OF ACTIVE VOICE & PASSIVE VOICE

What is Voice?

The **voice** of a verb tells whether the subject of the sentence performs or receives the action.

- i) He **wrote** a poem.
- ii) A poem **was written** by him.

Types of Voice:

Active Voice: the subject performs the action expressed by the verb.

Passive Voice: the subject receives the action expressed by the verb.

Passive voice is generally used in research works, articles, formal letters, projects, news reports as well as when the doer of the action is unknown or not to be revealed.

Steps for Converting Active into Passive Voice:

1. Identify the subject, the verb and the object: S+V+O
2. Change the object into subject
3. Put the suitable helping verb or auxiliary verb
4. Change the verb into past participle of the verb
5. Add the preposition "by"
6. Change the subject into object

Example:

Active Voice: **Sankar wrote a letter.**

(Subject) + (verb) + (object).

Passive Voice: **A letter was written by Sankar.**

(Object) + (auxiliary verb) + (past participle) + (by subject).

Some Common Rules for Active and Passive Voice:

1. Subject is changed into object and vice versa.
2. Pronouns get changed when they change their positions as given in the box below.
3. Only Verb III (past participle form) is used in Passive Constructions.
4. While changing active voice into passive voice, aux. verb is a must.

I	↔	Me
We	↔	Us
You	↔	You
He	↔	Him
She	↔	Her
It	↔	It
They	↔	Them

Get it Right

It is incorrect to use the preposition ' by' while converting all active sentences into passive. The preposition may change according to the verb used.

- Active : The fire burnt the house.
- Passive (incorrect) : The house was burnt by the fire.
- Passive (correct) : The house was burnt in the fire.

- Active : Your performance pleased him.
- Passive (incorrect) : He was pleased by your performance.
- Passive (correct) : He was pleased with your performance.

Active and Passive Voice

(Tense-wise) Simple Present

Active Voice - Sub + V1 + s/es + Obj .

Passive Voice - Obj + is/am/are/ V3 + by +

Sub.Example:

She helps the poor.

The poor are helped by her.

Simple Past

Active Voice - Sub + V2 + Obj.

Passive Voice - Obj + was/were + V3 + by + Sub.

Example:

They played cricket in the evening.

Cricket was played by them in the evening.

Simple Future

Active Voice - Sub + will/shall + V1 + Obj.

Passive Voice - Obj + will/shall + be + V3 + by + Sub.

Example:

We will complete the task now.

The task shall be completed by us now.

Present Continuous

Active Voice - Sub + is/am/are + V1 + ing + Obj.

Passive Voice - Obj + is/am/are + being + V3 + by + Sub.

Example:

She is singing a beautiful song now.

A beautiful song is being sung by her now.

Past Continuous Tense

Active Voice - Sub + was/were + V1 + ing + Obj.

Passive Voice - Obj + was/were + being + V3 + by + Sub.

Example:

My father was reading a novel.

A novel was being read by my father.

Present Perfect

Active Voice - Sub + has/have + V3 + Obj.

Passive Voice - Obj + has/have + been + V3 + by + Sub.

Example:

Children have taken their breakfast.

The breakfast has been taken by children.

Past Perfect

Active Voice - Sub + had + V3 + Obj.

Passive Voice - Obj + had + been + V3 + by + Sub.

Example:

I had completed the assignment.

The assignment had been completed by me.

Future Perfect

Active Voice - Sub + will/shall+ have + V3 + Obj.

Passive Voice - Obj + will/shall+ have + been + V3 + by Sub.

Example:

She will have completed her project.

The project will have been completed by her.

Voice Related with Modals

Active Voice - Sub + any Modal + V 1 +Obj.

Passive Voice - Obj + same Modal + be + V3 + by + sub.

Examples:

Active : She can speak English.

Passive : English can be spoken by her.

Active : You should not read this book.

Passive : The book should not be read by you.

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Remember that all sentences, especially the following can't be changed into Passive voices

Present Perfect Continuous

Past Perfect Continuous

Future Perfect Continuous

Future Continuous

Sentences having intransitive verbs

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Exercise

Fill in the blanks with suitable active or passive forms of the verbs given in brackets: A few has been done for you.

The servant _____ by the master (punish)

Ans. : is punished (Passive Voice)

She _____ a letter now (write)

Ans.: Is writing (Active Voice)

1. My teacher _____ English. (teach)
2. Meal _____ by my mother every day. (cook)
3. A house _____ by them. (build)
4. I _____ the job. (finish)
5. The report _____ by me yesterday. (send)
6. My grandfather _____ this house in 1971.(build)
7. The cleaner _____ the office. (clean)
8. A lot of money _____ by her. (pay)
9. The door _____ by him. (open)
10. He _____ by the professor not to talk in class. (tell)

Exercise

Sl. No	Active Voice	Passive Voice with Errors	Identify the error and write your correct answer here
1	He submitted Maths assignment.	Maths assignment was submitted by him.	
2	Mother calls you.	You are called by her.	
3	She will wash the clothes on Sundays.	The clothes will be washed by her on Sundays.	
4	Uma has bought a smart phone.	A smart phone has been bought by Uma.	
5	She attended the seminar last week.	The seminar were attended by her last week.	

ACTIVITY

Join with your friend and write relevant active or passive voice sentence against each picture.





- 📖 Voice is decided by whether the subject performs or receives the action.
- 📖 Subject is the doer of the action in active voice whereas it is the receiver of the action in passive voice.
- 📖 Only eight tense forms can be changed into passive voice.
- 📖 Four tense forms cannot be changed into passive voice: Future continuous, present perfect continuous, past perfect continuous and future perfect continuous.
- 📖 Atleast one Aux. verb + past participle (V3) is a must for passive voice.
- 📖 Passive voice is generally used in formal letters, reports and research works and insituations when the doer of the action is unknown or not intended to be revealed.
- 📖 In passive voice, 'being' is used in progressive tenses whereas 'been' is used in perfecttenses.

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8. USE OF PREPOSITIONS

What is a Preposition?

Preposition is one of the eight parts of speech. **Cambridge Online Dictionary** defines **Preposition** (UK /ˌprep.əˈziː.ən/ US /ˌprep.əˈziː.ən/) as a word that is used before a noun, a noun phrase, or a pronoun, connecting it to another word. They are commonly used to show a relationship in space or time or a logical relationship between two or more people, places or things.

Look at the following sentences.

*We jumped **in** the lake.*

*She drove slowly **down** the track.*

The words “in” and “down” are prepositions.

What do prepositions do?

- In a sentence, they indicate relationships between other words.
- They tell us where something is or when something happened.
- Most prepositions have several definitions and hence the meaning changes depending upon the contexts.

Prepositions are most commonly followed by a noun phrase or pronoun (as the underlined ones in the following sentences).

- *The last time I saw him he was walking **down** the road.*
- *I'll meet you in the cafe **opposite** the cinema.*
- *It was difficult to sleep **during** the journey.*
- *It was the worst cyclone **since** the 1990s.*
- *Give the book **to** me.*

FACT STORE

Do you know that the word preposition comes from the Latin word — Praeponere. In Latin, Prae means ‘before’ and ponere means ‘to put’. In Latin, Greek and English (not in Tamil, Hindi and Japanese), prepositions are put before a noun or a pronoun and therefore they are named so.

Common Prepositions in English:

There are many prepositions in English. The most common single-word prepositions are:

<i>About</i>	<i>Beside</i>	<i>near</i>	<i>to</i>	<i>above</i>	<i>between</i>
<i>Of</i>	<i>Towards</i>	<i>across</i>	<i>beyond</i>	<i>against</i>	<i>within</i>
<i>Off</i>	<i>Under</i>	<i>after</i>	<i>by</i>	<i>on</i>	<i>without</i>
<i>At</i>	<i>From</i>	<i>along</i>	<i>behind</i>	<i>before</i>	<i>in</i>
<i>Inside</i>	<i>Outside</i>	<i>among</i>	<i>below</i>	<i>With</i>	<i>for</i>

Types of Prepositions

Prepositions indicate direction, time, location, and spatial relationships, as well as other abstract types of relationships.

- **Direction** : Look **to** the left and you'll see our destination.
- **Time** : We've been working **since** this morning.
- **Location** : We saw a movie **at** the theater.
- **Space** : The dog hid **under** the table.

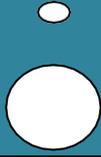
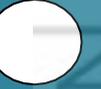
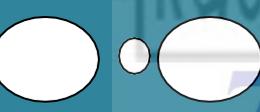
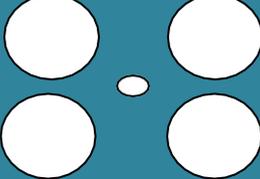
Get it Right

It is incorrect to use the preposition 'to' after the verbs let, make and help as follows : I don't **let** my friends **to** copy my notes. We **made** him **to** pay for the ticket. They **helped** me **to** complete the task.

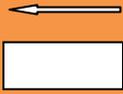
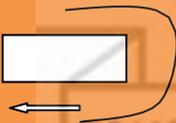
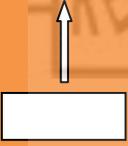
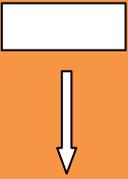
The verbs — let, make and help are causative verbs that won't take verb with 'to'. Hence the correct expressions are: I don't let my friends copy my notes. We made him pay for the ticket. They helped me complete the task.

But other verbs with equal meaning of let, make and help can take infinitive with 'to' after them. For example, I don't **permit/allow** my friends to copy my notes. We **forced** him to pay for the ticket. They **aided** me to complete the task.

How to Use Location/ Space Prepositions?

Location/ Space	Prepositions	Example Sentences
	on	<ol style="list-style-type: none"> 1. The book is on the table. 2. He put his hand on my head.
	above	<ol style="list-style-type: none"> 1. The fan is above my head. 2. The flight was flying above the building.
	under	<ol style="list-style-type: none"> 1. He was sitting under a tree. 2. What is under the pillow?
	near	<ol style="list-style-type: none"> 1. The bus stop was near the college. 2. Stand near the window.
	in	<ol style="list-style-type: none"> 1. Students are in Hall No.6. 2. We are living in Tirunelveli.
	with	<ol style="list-style-type: none"> 1. God is with you. 2. I'm with you. Don't worry. 3. He is with a pen.
	without	<ol style="list-style-type: none"> 1. She is without the hall ticket. 2. They were left without money.
	between	<ol style="list-style-type: none"> 1. Lokesh was standing between Vignesh and Deepak. 2. The river was in between two villages.
	among	<ol style="list-style-type: none"> 1. The leader was addressing standing among the employees. 2. How will you find him among the crowd?

How to Use Direction Prepositions?

Directions	Prepositions	Example Sentences
	to	<ol style="list-style-type: none"> 1. She is going to library. 2. I was transferred to Delhi.
	from	<ol style="list-style-type: none"> 1. The manager is coming from Pollachi. 2. We are expecting favourable reply from head office.
	into	<ol style="list-style-type: none"> 1. The teacher came into the class. 2. You cannot get into his room without permission.
	along	<ol style="list-style-type: none"> 1. We were walking along the road. 2. Let's move along the river.
	across	<ol style="list-style-type: none"> 1. The little boy was running across the road. 2. Dark clouds were passing across the sky.
	around	<ol style="list-style-type: none"> 1. The earth is rotating around the sun. 2. He had a kerchief tied around his head.
	up	<ol style="list-style-type: none"> 1. We were climbing up the ladder. 2. My share prices were going up this week.
	down	<ol style="list-style-type: none"> 1. The stone was rolling down the hill. 2. Her tears ran down her face.
	Through	<ol style="list-style-type: none"> 1. They went through the forest. She watched the accident through the window.

How to Use Time Prepositions?

Time References	Prepositions	Example Sentences
Days	on	<ol style="list-style-type: none"> 1. He will come back on Monday. 2. My birthday falls on 26th October.
fixed time/ a specific point of time	at	<ol style="list-style-type: none"> 1. The meeting will start at 10 a.m. 2. The train will reach Chennai at 6 O' clock.
parts of the day	in / at	<ol style="list-style-type: none"> 1. I met him in the morning/afternoon/evening. 2. We made a call to him at night.
duration of time	for	<ol style="list-style-type: none"> 1. We have been waiting here for two hours. 2. He was staying here for two weeks.
Weekend	at	<ol style="list-style-type: none"> 1. Where are you going at the weekend? 2. She will be available here at the weekend.
Month	in	<ol style="list-style-type: none"> 1. I was born in November. 2. They will call for interview in March.
Year	in	<ol style="list-style-type: none"> 1. India got freedom in 1947. 2. The company was started in 2003.
Decade	over/ for	<ol style="list-style-type: none"> 1. Our country has changed a lot over the past decade. 2. The impact of this disease will last for decades.
Century	in	<ol style="list-style-type: none"> 1. The Industrial Revolution started in the 18th C. 2. Both the World Wars took place in the 20th C.
throughout a particular period	during	<ol style="list-style-type: none"> 1. During my school days, I participated in many games. 2. During the lockdown, workers of daily wages suffer a lot.
Seasons	in	<ol style="list-style-type: none"> 1. Many coaching classes were conducted in summer. 2. Tourists come here in winter.

Phrasal Prepositions:

A group of words without a subject and predicate is called a phrase. Phrasal prepositions are those which are regularly used along with a noun, pronoun, verb or adjective and form a fixed phrase. They can be learnt only with reference to dictionary and by usage. Such frequently used phrasal prepositions are given below for your ready reference.

ACTIVITY

Do the following activity in a pair. Frame sentences for the given phrasal prepositions:

Phrasal Prepositions	Sentences	Phrasal Prepositions	Sentences
by chance	I met him in the market by chance.	on the way	
fond of	She is fond of music.	not at all	
on behalf of		at once	
in favour of		at regular intervals	
lack of		at my best	
out of		agree with	
interested in		disagree with	
in haste		angry with	
in advance		argue with	
meant for		find fault with	
looking for		stay with	
best remembered for		compromise with	
on leave		at any cost	
depend on		good at	
on campus		look at	
on foot		waiting for	
impact on		responsible for	

Exercise

Fill in the blanks with suitable prepositions:

1. Raja is playing cricket _____ Sunday.
2. My brother's birthday falls _____ the 5th of November.
3. I live _____ Chennai.
4. He is going to see his parents _____ the weekend.
5. My friend has been living in Chennai _____ two years.
6. I have been waiting for you _____ seven o'clock.
7. I will have finished this essay _____ next week.
8. Stop worrying _____ examination.
9. Stop concentrate _____ your work.
10. Mothers always worry _____ their children.
11. A lot of people borrow _____ the bank
12. She hung a picture _____ the wall
13. He graduated _____ MK University _____ 2000.
14. He goes _____ college by car.
15. He poured the tea _____ mug.



- 📖 Preposition is a grammatical word used before a noun, a noun phrase, or a pronoun, connecting it to another word.
- 📖 Prepositions are used in relation to location, space, directions and time.
- 📖 Phrasal prepositions are those which are regularly used along with a noun, pronoun, verb or adjective and form a fixed phrase.
- 📖 The preposition 'in' is used before morning, afternoon and evening but 'at' is used before night.
- 📖 The preposition 'to' is not used after the causative verbs such as let, make and help.

<https://youtu.be/1Ex0sBf18i4>



UNIT – 2

Vocabulary Enrichment

Objectives:

At the end of this unit, the students shall be able to

- recognize and use the derivatives of a word and thereby enrich their vocabulary
- understand different types of collocations in English and apply them in their speech and writing.
- differentiate the frequently used homophones in English and frame sentences by using them in day to day contexts
- comprehend the importance of using one word substitute in the place of long expressions and use them in their academic, personal and professional contexts.
- differentiate idiomatic expressions and ordinary sentences
- make sentences with frequently used idioms in their spoken English
- differentiate phrasal verbs from other common verbs
- frame sentences by employing phrasal verbs

1. WORD CONVERSION

What do you mean by 'Word Conversion'?

Word conversion is a nice tool for vocabulary enrichment. Grammatically noun, verb, adjective and adverb are grouped together as 'Content Words'. These words can be transformed from one grammatical category to another by simply affixing suitable suffixes to them. Suffixes thus added are called as 'Class Changing Suffixes' as they tend to change the grammatical word class of the word to which they are affixed. Under rare circumstances prefixes are also used to change the class of the word. Normally prefixes are added to a given word to form the antonyms.

1. Word Conversion – Noun Formation

Verb + -er, -or, -ion, -al, -age, -tion, -sion, -ment, -ance, -ence, -ure

- player, actor, construction, renewal, blockage, addition, inclusion, treatment, assistance, inference, closure.

Adjective + -ness, -ity, -dom, -cy, -ty

- Kindness, mobility, freedom, fluency, safety

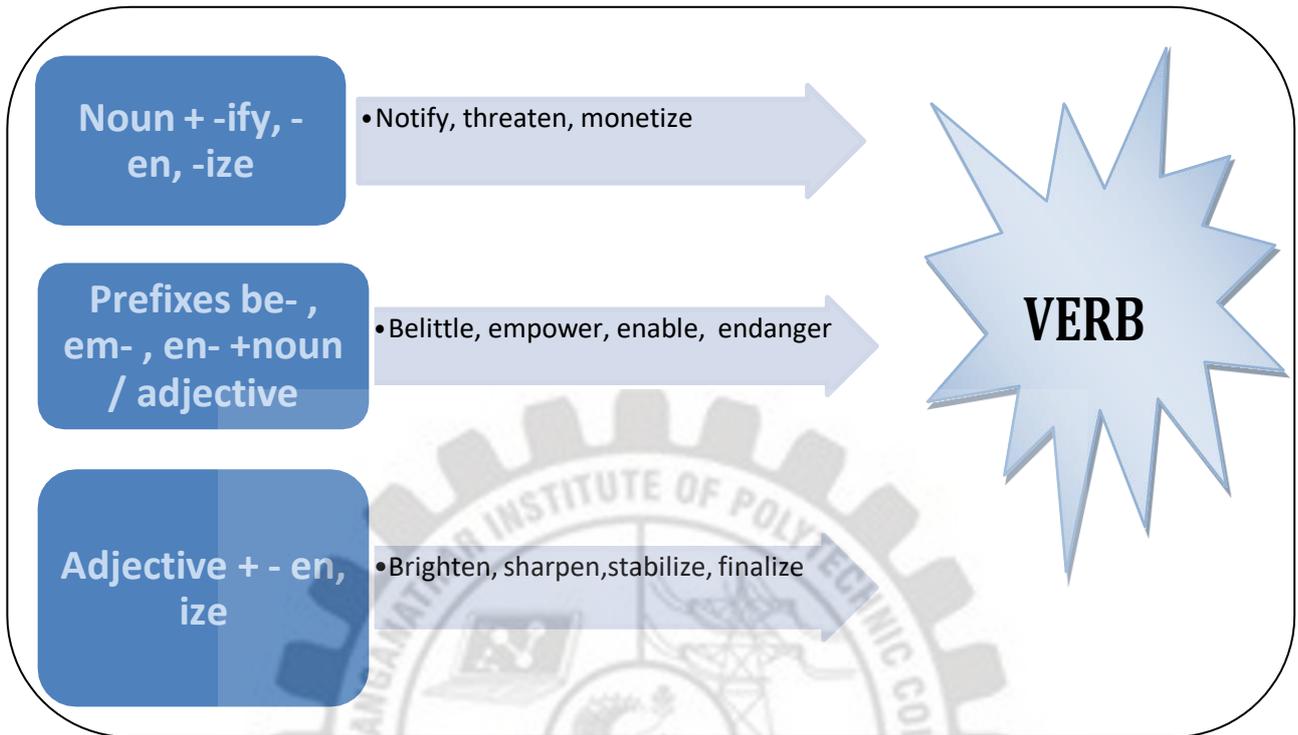
NOUN

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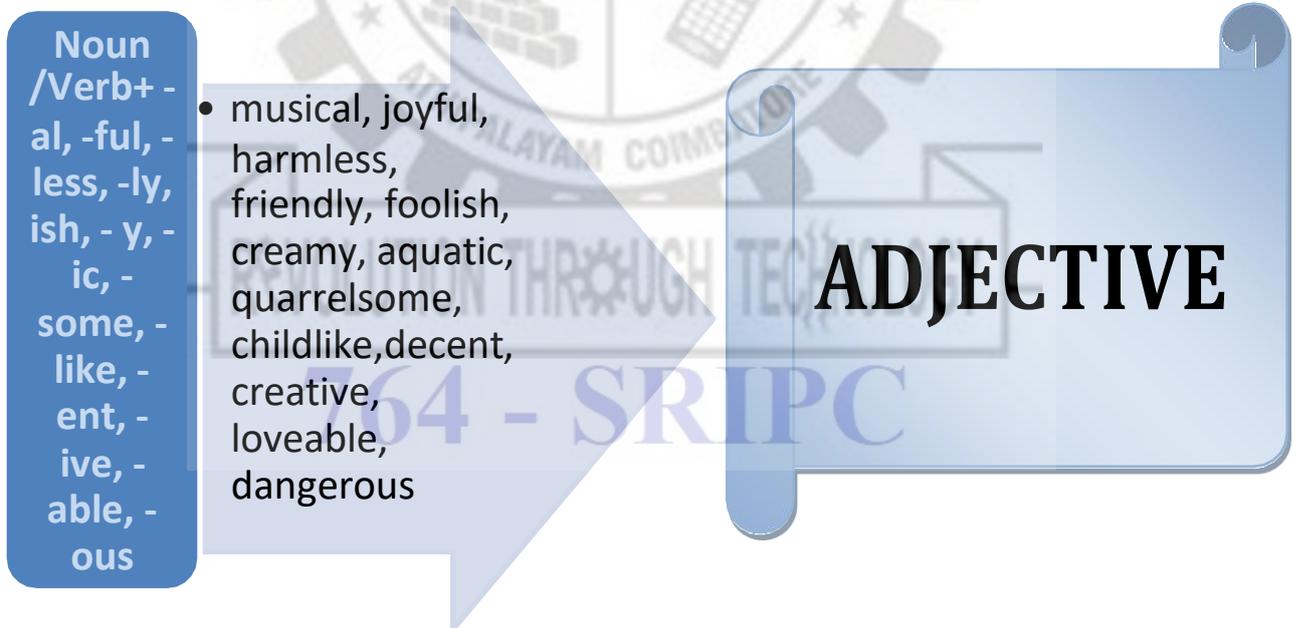
Do you know that Shakespeare was an expert in word conversion. Of 17677 words used by him across his works, about 1700 words are his own creations most of which emerge from word conversion. e.g. accommodation, assassination, exposure and radiance.

(Source: www.nosweatshakespeare.com)

2. Word Conversion – Verb Formation



3. Word Conversion – Adjective Formation



Get it Right

Zero conversion or null conversion is said to have taken place when the same word is used as noun and verb or adjective and verb, In such cases, it is incorrect to pronounce both classes of the word with same pronunciation. See the difference in pronunciation and stress change:

- 1 . Conduct (verb) /kən'dʌkt/ and Conduct (noun) /'kɒndʌkt/
2. Frequent (adj) -/'fri:kwɒnt/ and frequent (verb) - /fri'kwɒnt/.

ACTIVITY

Look at the list of words below. Are they nouns, verbs or adjectives? Join with your friend and tick in the correct box

WORD	NOUN	VERB	ADJECTIVE
Gigantic			
Pizza			
Shelter			
Swim			
Big			
Jump			
Beautiful			
Freedom			
Wrap			
Additional			

Exercise

Match each group of words with its group meaning.

1	credible, incredible, incredulous, credit, credential, credulity	write
2	graphic, polygraph, biography, graphite, autograph	believe
3	attract, tractor, traction, extract, retract, subtract, protract, contract	turn or roll
4	evolve, revolve, devolve, evolution, evolutionary, evolutionist	bend
5	flexible, reflection, deflect, flex, reflex, inflexibility, reflective	pull or take

ACTIVITY

Work in a group and complete the table. Include all possible derivatives you can think of. (One is done for you.)

Act	active, actively, activate, react, reacting, reacted, reaction, proactive, interact, interacting, interacted, interaction, interactive, deactivate
Difference	
Place	
Pose	
Excite	
Able	

Exercise

Fill in the blanks with suitable word form using the clue given in the brackets

- The bus journey was (exhaust).
- The project has been brought to a (success) conclusion.
- Geetha is very (excite) about the wedding.

4. The (teach) gave us the task.
5. His (popular) is enormous.
6. They discussed the (develop) of science.
7. I wish I had (magic) powers.
8. That girl had a (love) voice.
9. Your (explain) is wrong.
10. She was (anger) about the rumours.

ACTIVITY

(Selective 25 Word Conversions)

Work in a pair and complete the table given below with appropriate form of the word.

S. No	NOUN	VERB	ADJECTIVE	ADVERB
1.		Use	useful	usefully
2.	beauty		beautiful	beautifully
3.	life	Live		lively
4.	creation	Create	creative	
5.		Destroy	destructive	destructively
6.	clarity		clear	clearly
7.	drama	Dramatize		dramatically
8.	reliance, reliability	Rely	reliable	
9.		Connect	connective	connectively
10.	violence	Violate		violently
11.	suggestion	Suggest	suggestive	
12.	success	Succeed		successfully
13.	respect		respectful	respectfully
14.		Remark	remarkable	remarkably
15.	attraction		attractive	attractively
16.	relative	Relate		relatively
17.	power	Empower	powerful	
18.		Possess	possessive	possessively
19.		Produce	productive	productively
20.	completion		complete	completely

S. No	NOUN	VERB	ADJECTIVE	ADVERB
21.	suspicion	Suspect		suspiciously
22.	wonder		wonderful	wonderfully
23.	nation	Nationalize		nationally
24.		Locate	local	locally
25.	impression	Impress		impressively



- 📖 Changing one word class into another by adding prefix or suffix is called word conversion.
- 📖 Changing one word class into another without any change is called zero conversion or null conversion.
- 📖 The primary word conversions are of three kinds: noun formation, verb formation and adjective formation.
- 📖 Verbs are converted into nouns by adding the prefixes such as –er, -or, -ment, -tion, -ance, -al, -age and –ure.
- 📖 Noun formation is done by adding the suffixes such as –ness, -ity, -dom, -cy and –ty.
- 📖 Verb formation is done by adding the suffixes –ify, en-, -ize, be-, em-, en-, either to a noun or to an adjective.
- 📖 Adjectives are formed by adding the suffixes –ful, -less, -ive, -al, -ly, -ish, -y, -ic, -some, -like and –en, -able and –ous either to a verb or to a noun.

<https://www.youtube.com/watch?v=RuXv2vyPPZY>



2. COLLOCATION

What is Collocation?

A man is known by the company he keeps. The same can be said for words too. This relationship between words is called as Collocation. A collocation refers to a combination of words taking place when two or more words naturally go together and sound correct together. Collocations are unique to that language and are difficult to translate into other languages. They are generally learnt by usage rather than by rules.

We say 'a pretty girl' and 'a handsome boy'

but not 'a pretty boy' or 'a handsome girl'.

In the first set, the combination of words sounds 'NATURAL'. On the other hand, in the second set, the word strings sound 'WRONG'.

More examples

Natural English	Wrong Usage
The fast train Fast food	The quick train quick food
A quick shower A quick meal	A fast shower A fast meal



Do you know? In the book "English Collocations in Use", Applied Linguistics scholars state that a key element of natural fluency in English is mastery of collocations in both their oral and written forms. Nowadays, many dictionaries like Oxford Dictionary provide collocations along with the definition of a word.

Collocations - Model 1

Sl. No	Noun	With Noun
1.	Interest	Rate
2.	Quality	Control
3.	Staff	Turnover
4.	Brand	Awareness
5.	Advertising	Campaign
6.	Human	Resources
7.	Job	Satisfaction
8.	Market	Share
9.	Company	Policy
10.	Chocolate	Milkshake

Collocations – Model 2

Sl. No	VERB	WITH NOUN
1.	Have	a coffee
2.	Go for	a walk
3.	Listen to	music
4.	look up	a word
5.	come up with	a solution
6.	bottle up	your emotions
7.	pick up	languages
8.	keep up with	the latest fashions
9.	set out on	a journey
10.	make	a call

Collocations – Model 3

Sl. No	ADJECTIVE	WITH NOUN
1.	Nice	weather
2.	Long	way
3.	Opening	hours
4.	Balanced	diet
5.	Tight	schedule
6.	Strong	supporter
7.	Heavy	traffic
8.	Deep	thought
9.	Painful	memory
10.	Great	power

Collocations - Model 4

Collocations with HAVE & BREAK

HAVE	fun lunch dinner a fight a baby a party a meeting a headache an interview an argument a conversation an appointment something in common	the news to someone someone's heart a promise a record the rules a habit the ice the law a leg free
-------------	---	--

Collocations - Model 5

Collocations with MAKE & DO

MAKE	a difference a promise a mess noise sense money progress friends a profit a toast a point a fortune a mistake a phone call a suggestion an appointment	DO somebody a favor something wrong your homework something right the dishes damage laundry harm good
-------------	---	---

Collocations – Model 6

Collocations with CATCH & SAVE



CATCH



- fire
- a bus
- a ball
- a cold
- a chill
- the flu
- a thief
- a glimpse
- some rays
- one's breath
- someone's eye
- sight of (something)



SAVE



- time
- space
- money
- energy
- electricity
- one's strength
- someone's life
- someone a seat
- oneself the trouble

Get it Right

Here are some collocations widely used wrongly in emails. The given table shows how to get them right.

Incorrect expressions	Correct expressions
1. Solve this issue	Resolve this issue
2. To show my dissatisfaction	To express my dissatisfaction
3. I made the order	I placed the order
4. extra assistance	further assistance
5. our records display	our records show/ indicate
6. neglect this message	disregard / ignore this message
7. a good customer	a loyal customer
8. deeply appreciated	greatly appreciated
9. searching a new position	seeking / looking for a new position
10. feel free to be in touch with us	feel free to get in touch with us

ACTIVITY

Work in a pair. Identify and underline the Collocations used in the given sentences

<u>Sl.No</u>	<u>Exercises</u>
1.	He has been asked to give a presentation about his work.
2.	We entered a richly decorated room.
3.	Are you fully aware of the implications of your action?
4.	He was writing on the ground in excruciating pain.
5.	Let's give Mr. Arumugam a round of applause.

Exercise

A List of 25 Collocations is given below. Choose any ten collocations and make use of them in your own sentences.

<i>Noun with Verb</i>	<i>Adjective with Noun</i>
bottle up your emotions	heavy rain
make a difference	fast food
have a headache	hot news
break a record	tight schedule
make a call	heavy traffic
listen to music	balanced diet
have an appointment	high standard
break the law	opening hours
do harm	nice try
make noise	alphabetical order
save money	big deal
lose your temper	bright future
go to bed	

One is done for you:

Due to my **tight schedule**, I could not spend time with my family members.

ACTIVITY

The following visuals represent Collocations with the verb 'BREAK'. Find the Noun that goes with the verb and represent a collocation. The first one is done for you.

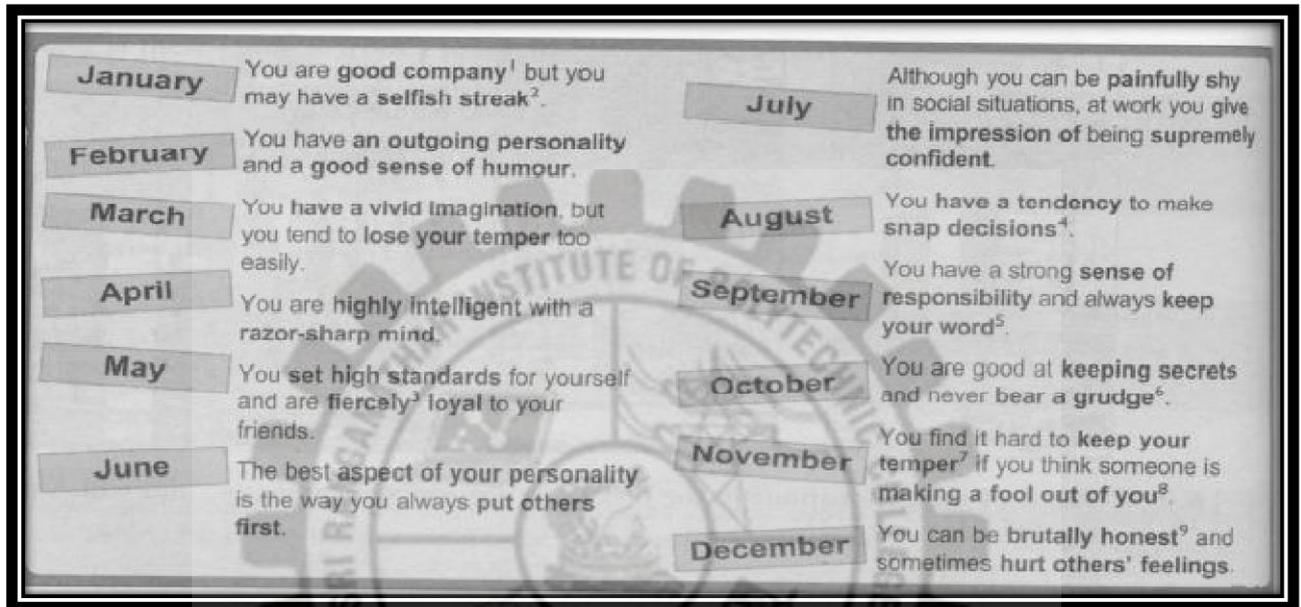


Break the ice



ACTIVITY

The following visual represents your characteristics according to your month of birth. Have fun going through it. The collocations are marked in bold letters. Work in a group, list out the collocations and explain them in table given below. The first one is done for you.



Sl. No	Collocations	Meaning
1.	Good company	People enjoy being with you
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

ACTIVITY

Match the verbs in the verb grid with the nouns in the noun grid.

VERB GRID			
WASH	DO	MAKE	PLAY
GO	WATCH	DO	GO
SURF	GO	STUDY	READ
VISIT	DO	HAVE	ARRIVE
GO	COOK	TAKE	GO

NOUN GRID			
CYCLING	FRIENDS	THE INTERNET	TO SCHOOL / WORK
DINNER	THE GARDENING	TO THE CINEMA	TV
TO BED	BREAKFAST	THE CAR	HOME WORK
A SHOWER	LUNCH	ENGLISH	SOME EXERCISE
SHOPPING	HOME	A NEWSPAPER	FOOTBALL

Example: Wash the car



- 📖 A combination of words naturally going together is called collocation.
- 📖 Generally a noun a verb an adjective joins with a noun and form collocations.
- 📖 Have, break, make, do, catch and save are frequently used verbs in the formation of collocations.
- 📖 Collocations are unique to a particular language and it is difficult to translate them into other languages.
- 📖 They are generally learnt by usage rather than by memorising rules.

<https://www.youtube.com/watch?v=CqRloBkyqQs>



3. HOMOPHONES

What do you mean by homophones?

Homophones are two words that sound the same, but have different meaning and spelling. (The term “homo” means “same” and “phone” means sound.) Homophones add flavor to your language and enrich your vocabulary as well. Though learning homophones is fun and an interesting one, they remain source of confusion for learners of English language.

Look at the following sentences:

1. “Be a bee” is the principle of our principal.
2. I knew what was new there.
3. See the sea. How beautiful it is!

FACT STORE

Homonyms are different from homophones. They are same in spelling but different in meaning and pronunciation. (e.g.) wait a **minute**. Say in **minute** details. **Live** with me. It is a **live** programme.

Frequently Used Homophones:

1. Allowed - Aloud
Students are not allowed to use mobile phones inside the class room.
The pain made him cry aloud.
2. Be - Bee
Be quiet!
A bee is buzzing around.
3. Bored - Board
When he got bored, he left.
He is writing on the board.
4. Cite - Sight / Site
Abhinathan was cited for bravery.
My grandma’s sight is very good
The Committee has chosen a new site for the factory.
5. Coarse - Course
This material is very coarse.
This diploma course is for three years.
6. Die - Dye
He died last year.
It takes only 10 minutes to dye your hair.

7. Knight - Night
The knight was so brave.
I met him at night.
8. Knew - New
I wonder if he knew of the plan.
The hardest part of this job is understanding the new technology.
9. Lessen - Lesson
The doctor gave her an injection to lessen the pain.
She has learnt her lessons well.
10. Cell - sell
Change your cell phone.
They sell them at low price.
11. Dear - deer
She is dear to me.
The deer was beautiful.
12. Passed - Past
They passed the post office on their way to the store.
Question papers of the past exams are used for revision.
13. Peace - Piece
I wish she would just leave me in peace.
The glass was broken into pieces.
14. Fair - fare
She was fair.
The bus fare was not reasonable.
15. Principal - Principle
The principal hoisted the national flag.
It was the basic fundamental principle.
16. Red - Read
We painted the door bright red.
I was shocked when I read of his death.
17. Rode - Road
They rode in silence through the forest.
The child ran down the road to see what was happening.
18. Role – Roll
Internet plays an enormous role in connecting people.
Tears rolled down from her cheeks.
19. Heal – heel
No doctor could heal that patient.
I choose slippers with heels.
20. Whole – hole
The whole project was completed.
The hole in the boat frightened everyone.

21. Know – no
I know his name.
I have no idea about that.
22. Stare – Stair
The girl continued to stare at her friend.
The second stair creaks when you step on it.
23. Stationary — Stationery
The car collided with the stationary vehicle.
He went to the stationery stores.
24. None – nun
None came for rescue.
She became a nun.
25. Son – sun
My son wants to become an engineer.
Who won't like to see the rising sun?

Get it Right

In the sentence, “**they’re** waiting **there** for **their** friends” all the words in bold are homophones. Though they are pronounced alike, they differ in meaning. **They’re** — is the short form of they are; **there** means in that place; **their** means ‘belonging to them.’

Exercise

Choose the correct homophone and fill up the cloze

1. Weather/Whether you choose to study hard or not is up to you.
2. “One day, I will rain/rein/reign over the entire universe,” said Alexander
3. What time do you want to meat/meet at the mall on Saturday?
4. It’s/lts going to rain today.
5. You must use common scents/sense when making important decisions.
6. What will be built on that site/sight?
7. How many write/right/rite answers did you score on the quiz?
8. To make the best biscuits, knead/need the dough before rolling it out.
9. What are you going to where/wear for Senthil’s wedding?
10. What is the knew/new Principal’s name?

ACTIVITY

Join with your friend and try to identify the Homophones in the given visuals and write them near.



ACTIVITY

Complete the following cloze with the apt homophone.

1	<ul style="list-style-type: none">• There are 7 days in a -----• She has been sick and is still -----
2	<ul style="list-style-type: none">• What do you want----- lunch?• I have_____chocolates in my bag.
3	<ul style="list-style-type: none">• I can't believe I----- the whole Pizza!• There are ----- cars in the parking lot.
4	<ul style="list-style-type: none">• Did you -----the teacher?• The ship travels on the -----.
5	<ul style="list-style-type: none">• I use -----to make cookies.• I put the-----in the vase.

ACTIVITY

Correct the errors in the use of homophones given below:

- Can you find any mistakes in these sentences?
- Please weight for me.
- The son is very bright today.
- Do you no its name?
- I knead a knew pair of shoes.



- 📖 Homophones are words sounding the same but having different meaning and spelling.
- 📖 They are tools for enriching your vocabulary.
- 📖 Homonyms are words same in spelling but different in pronunciation and meaning.
- 📖 The word 'ate' generally mispronounced has the pronunciation as same as 'eight'.
- 📖 Homophones can be used to create fun and add flavour to your expressions as in 'be a busy bee'.

https://www.youtube.com/watch?v=gzcz_nFNaV8



4. One Word Substitutes (Textual)

What is One Word Substitute?

“Brevity is the soul of wit,” says Shakespeare. To be precise is to be scholarly, isn't it? Instead of saying, “I am a person who doesn't believe in God”, you may precisely and directly say, “I'm an atheist.” This is what generally meant by one word substitution which leads to effective communication.

One word substitution can be defined as the process of employing a single relevant word in the place of a group of words that may be a phrase or clause. It is a powerful tool for vocabulary enrichment.

Examples:

1. Phrase : Beginning or origin of something
One word substitute: Genesis
2. Clause : a person who uses the internet a lot
One word substitute: netizen

FACT STORE

Do you know? Some one word substitutions follow a certain pattern and emerge from a root word such as “cide” and “ible”. Homicide –killing of a human being, infanticide – killing of an infant, parricide-killing of father, suicide- killing one's own self, indelible –not erasable, inaudible – not able to hear, illegible- not readable and inevitable – not avoidable are some typical examples.

Textual One Word Substitutes:

1. in a hurried and disorganized manner
2. rest or sleep in the early afternoon
3. statements which are ordinary, uninteresting and unimportant
4. an argument between two or among more members expressing different and opposing opinions on a particular matter
5. not believing that something good will happen or that something is important
6. based on situations or ideas which are possible and imagined rather than real and true
7. the feeling of not being interested in or enthusiastic about something, or things in general
8. seeming evil or dangerous and making you think something bad will happen
9. an African or Asian snake that takes a hood when disturbed
10. an area of grass near to a house cut regularly to keep it short

11. any plant that grows along the ground, around another plant, or up a wall by means of extending stems or branches.
12. clothing, food or money that is given to poor people
13. to behave in an annoying manner towards someone by doing or asking for something repeatedly
14. a channel or pipe carrying off surplus liquid, especially rainwater or liquid waste
15. an unfortunate condition or event
16. the state or quality of lasting for ever
17. all future generations of people
18. a sum of money paid regularly to a person to meet needs or expenses.
19. the excessive amount of something
20. effort to match or surpass a person or achievement, typically by imitation
21. a rule for action or behaviour, especially obtained from moral thought
22. the most favourable situation or level for growth, reproduction, or success
23. a person's inherent qualities of mind and character
24. make (something bad) less severe, serious, or painful
25. an animal, especially a large or dangerous four-footed one

The Answers:

1. frantically
2. siesta
3. banalities
4. debate
5. cynical
6. hypothetical
7. apathy
8. sinister
9. cobra
10. lawn
11. creeper
12. alms
13. pester
14. drain
15. misfortune
16. perpetuity
17. posterity
18. allowance
19. surfeit
20. emulation
21. precept
22. optimum
23. disposition
24. mitigate
25. beast



FACT STORE

Do you know? There are as much as 34969 one word substitutions ending with – ology as cited by Wikipedia that has arranged them in alphabetical order from A to Z. The root – ology refers to the study of something. For example, the oneword substitution ‘cardiology’ stands for the study of heart and its diseases.

ACTIVITY

Identify and circle one word substitute words in the box below:

R	E	N	U	T	R	O	F	S	I	M	L	B
E	E	R	E	P	E	E	R	C		Y	A	A
T	M	U	M	I	T	P	O		L	T	C	N
S	U		T	S	A	E	B	L	R	I	I	A
I	L	Y	H	T	A	P	A	A	E	R	T	L
N	A	A	R	B	O	C		C	T	E	E	I
I	T				I			I	S	T	H	T
S	I	E	S	T	A			N	E	S	T	I
	O		N					Y	P	O	O	E
	N	A	L	M	S			C		P	P	S
	R	D	R	A	I	N	N	W	A	L	Y	
F	P	E	R	P	E	T	U	I	T	Y	H	
A	L	L	O	W	A	N	C	E				
P	R	E	C	E	P	T	I	E	F	R	U	S
		N	O	I	T	I	S	O	P	S	I	D
E	T	A	G	I	T	I	M					
			D	E	B	A	T	E				

ACTIVITY

Write a suitable one word substitute against each picture given below:



Exercise

Rewrite the following sentences after applying one word substitutes.

1. He used to prepare his project by lying on the **area of grass in front of hishouse**.
2. **The unfortunate event** in his life taught him new lessons.
3. Having **a sleep in the early afternoon** gathers fat to your body.
4. Though he prepared well, he presented his paper **in a hurried and disorganized manner**.
5. Before death, you should do something that **the future generations of people** will remember.
6. When we grow angry, **the large dangerous animal** within us jumps out of us.
7. **The amount of money given to him regularly** for his travel was not sufficient for him.
8. The government took several steps **to make** the unemployment problem **lessevere**.
9. She **frequently asked for something or other and disturbed** me a lot.
10. The workers started cleaning **the pipe carrying off rain water**.



- 📖 Application of a single word in the place of a group of words in expression is called one word substitution.
- 📖 One word substitutions are useful to express our ideas precisely, effectively and directly.
- 📖 One word substitute is a powerful tool for vocabulary enrichment.
- 📖 Most of the one word substitutes emerge from root words such as 'cide' and 'ible'.
- 📖 The widely used root to form thousands of one word substitutes is – 'ology'

<https://www.youtube.com/watch?v=uBJXPGAL2hQ>



5. Idiomatic Expressions for Life

Read the following dialogue:

Friend 1: My grandfather kicked the bucket yesterday.

Friend 2: Was he so angry?

Friend 1: What I'm saying is just a piece of cake. Why don't you understand?

Friend 2: Where is the cake you are talking about? Let me see that first.

Friend 1: You are making me hit the ceiling.

Friend 2: Here there is no building, no ceiling. Are you mad?

Friend 1: My God! You don't know even ABC of idioms.

Friend 2: Teach me all and I'll learn quickly.

Friend 1: Rome was not built in a day.

Friend 2:?!

This is the difficulty idiom creates if a person is new to it. Can you guess what is wrong with Friend 2?

Idioms and phrases are treasures of long heritage and are very powerful mechanism to drive home your message in communication. They make you emphatic, stylistic, extraordinary, something special and rich in your expressions.

An idiom is defined as a group of words, a phrase or an expression established by long usage whose meaning is different from what they literally mean. It is a figurative use of language. Most of the idioms have also undergone the process of folk etymology, that is, change in their original form.

Frequently Used Idioms and Phrases:

1. The ball is in somebody's court
Meaning: It is somebody's responsibility to take the decision/action next
Examples:
 - a) I feel that he won't be suitable for our company. Now, the ball is in your court.
 - b) Though we have all decided to take up this project, the ball is in his court now.
2. Beat about the bush
Meaning: To talk about something for a long time without coming to the main point
Examples:
 - a) Tell me what you want. Why do you beat about the bush?
 - b) I have a lot of works to do. Get to the point and don't beat about the bush.
3. A blessing in disguise
Meaning: Something looking like a problem first but yielding good results at the end.
 - a) Each failure is a blessing in disguise if we turn it a stepping stone for success.
 - b) Initially he had only loss in his business but soon, with huge profits, it became a blessing in disguise.

4. Cry over spilt milk
Meaning: To worry about what has happened about which nothing can be done
- Don't worry about your failure in the exam. There is no use of crying over spilt milk.
 - When the two year old son dropped the mobile into the water-tank, his mother started crying over spilt milk.
5. Hit the nail on the head
Meaning: To say or do what is exactly right.
- Whatever he speaks, he always hit the nail on the head.
 - By saying, "Mobile phones are now the masters of men" she hit the nail on the head.
6. Let the cat out of the bag
Meaning: To tell a secret or confidential information unknowingly or accidentally
- We wanted our treat to be a surprise one but Ram let the cat out of the bag.
 - I told you not to talk about our plan. Why did you let the cat out of the bag?
7. Miss the boat
Meaning: To lose a chance especially by responding to it slowly or late
- He didn't enroll his name for competition till the last date and finally he missed the boat.
 - Apply for this job today itself, otherwise you will miss the boat.
8. Once in a blue moon
Meaning: happening rarely; not very often
- You can't meet him here because he comes here once in a blue moon.
 - He goes to movies once in a blue moon.
9. Pull someone's leg
Meaning: To tell someone a false one just to tease or play a joke on them
- Did you really believe what I said? I just pulled your leg.
 - Soon he understood that his friends were just pulling his leg.
10. Not somebody's cup of tea
Meaning: To say that something is not the interest of somebody
- Everybody likes cricket. But it's not my cup of tea.
 - She never watched any TV serial since it was not her cup of tea.
11. Actions speak louder than words
Meaning: Doing is more important than just talking about that
- Great achievers speak less because they know, actions speak louder than words.
 - Do it first if you really believe that actions speak louder than words.
12. A laughing stock
Meaning: a person looking ridiculous because of what they have done
- To wear this dress would surely make him a laughing stock.
 - With little practice, I became a laughing stock on the stage.
13. At the eleventh hour
Meaning: at the last possible moment
- What can I do if you ask for money at the eleventh hour?
 - He always paid his electricity bill only at the eleventh hour.

14. With flying colours
Meaning: very well; with high marks/grade
a) Teacher wished him to pass with flying colours.
b) I'm sure, you will play the match with flying colours.
15. Window shopping
Meaning: the activity of merely looking at goods displayed rather than having an intention to buy.
a) Let's go to the mall and enjoy window shopping.
b) The sale in the exhibition was not satisfactory since many people did window shopping.
16. To be in somebody's good/ bad books
Meaning: to be with good/ bad opinions in others' mind; to be pleased /annoyed by somebody
a) I was in my teacher's good books soon after getting first mark in the class.
b) Due to my poor sales, I was in the bad books of my manager.
17. Achilles heel
Meaning: weakness of a person
a) Stage fear is his Achilles heel.
b) I don't want to reveal my Achilles heel to anyone.
18. A fish out of water
Meaning: a person feeling uncomfortable in a new and unusual situation
a) He felt a fish out of water in his new school.
b) After his transfer to Delhi, he was a fish out of water at his workplace.
19. Play games with somebody
Meaning: To try to deceive somebody
a) Tell me the fact. Don't play games with me.
b) The old man was angry because the vendor played games with him.
20. in seventh heaven
Meaning: extremely happy
a) After getting placement in TCS, he was in seventh heaven.
b) The good news put her in seventh heaven.
21. Move with the times
Meaning: To change yourself according to present situations/ changes in the society
a) His business became a great failure because he didn't move with the times.
b) Computer field has changed a lot always moving with the times.
22. Burn the midnight oil
Meaning: to study / work till late at night
a) Veena burnt the midnight oil on the eve of her semester exam.
b) Great writers always burn the midnight oil.
23. at your finger tips
Meaning: To have the required things readily available to use it easily
a) She had all formulas at her finger tips.
b) The lawyer kept all details at his finger tips.

24. a million dollar question

Meaning: a question that is very important but very difficult to answer

- a) Whether we can live without a mobile phone nowadays is a million dollar question.
- b) It's a million dollar question- "Will machines replace men?"

25. Turn over a new leaf

Meaning: To change your way of life and turn into a better person

- a) He turned over a new leaf by giving up smoking after his marriage.
- b) After reading the book of Gandhi, She turned over a new leaf.

FACT STORE

Do you know? There are as much as 25000 idioms in English and everything has its own origin from an interesting event. For example, the idiom "pull someone's leg" has originated from a method used by street thieves in 18th and 19th century London. They used to trip up their victims on the road with a wire or rope. One thief would pull the victim's leg and the remaining would rob everything.

Get it Right

It is incorrect to translate an idiom literally word by word into one's mother tongue. For example, the idiom, "stop ironing my head" has no relationship with putting hot iron box on someone's head. Rather, it simply means "stop annoying me." Don't be tricked by their outward meaning as in the case of "fall off the back of a lorry" that doesn't mean accident but "to have stolen things."

ACTIVITY

Write the suitable idiom against each picture given below:



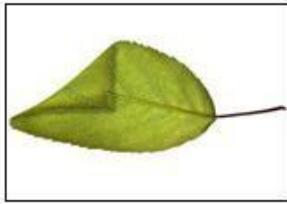






- SRIPC













Exercise

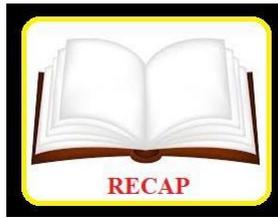
Match the following facts/events with relevant idioms:

- | | | |
|---|---|---------------------------------|
| 1. Deepan knows everything. | - | the ball is in somebody's court |
| 2. Uma was one of the Jackpot winners. | - | window shopping |
| 3. Addiction to mobile games is the weakness of children. | - | miss the boat |
| 4. The boss had a good opinion about her. | - | achilles heel |
| 5. Sheela didn't speak even a single word about the loss. | - | at finger tips |
| 6. Now her father has to decide about her tour. | - | in Seventh heaven |
| 7. His grandma was not able to use the smart phone. | - | cry over spilt milk |
| 8. His absence made him escape from the accident. | - | to be in somebody's good books |
| 9. Ramesh never takes his purse while going out. | - | move with the times |
| 10. His teacher scolded him for missing the golden opportunity.
disguise | - | blessing in |

Exercise

Complete the following sentences with suitable idioms:

1. Gayathri got first mark in the exam because she _____.
2. After that incident, the thief _____.
3. Everybody expected her to dance _____ but all got disappointed.
4. Her hostel life made her feel herself _____.
5. His reply irritated everyone because he just started _____.
6. She loved to read books but to her friends, it was _____.
7. With little knowledge about the subject, his speech made him _____
in public.
8. Many students in his class submitted the assignment _____.
9. Whether technology is a boon or curse is _____.
10. Her parents were _____ while she got employed in an MNC.



- 📖 Idiom is a group of words, phrase or an expression meaning differently from what they literally mean.
- 📖 It is a powerful mechanism to drive home your ideas or message and make you stylistic and rich in communication.
- 📖 It is a figurative use of language.
- 📖 Idioms have interesting origins and have undergone changes in their original form by long usage.
- 📖 They cannot be translated into one's mother tongue word by word.

<https://www.youtube.com/watch?v=ajAONK5x8R4>



6. Frequently Used Phrasal Verbs

What is a Phrasal Verb?

A group of words (phrase) consisting of a main verb and a preposition/adverb or both is known as a phrasal verb. The meaning of the main verb gets modified here while joining with a preposition or adverb and sometimes to a great extent, with no trace of actual meaning of the verb. Thus the phrasal verb “carry out” does not mean “to carry something out of a place” and the verb “pass” in pass away has no connection with the exam. Phrasal verb is also a powerful tool for enriching your vocabulary. To figure out the phrasal verbs and to use them both in writing and speech, here is a short list of frequently used Phrasal Verbs with instances:

Phrasal Verbs:

1. Put up with - tolerate, endure
 - a) I can't put up with his misbehaviours anymore.
 - b) They needed a great patience to put up with the inordinate delay of their promotion.
2. Carry on -to continue doing something
 - a) Why did you stop? Now you can carry on your speech.
 - b) After the phone call, she carried on her kitchen work.
3. Figure out -to understand or solve something; to calculate an amount
 - a) We couldn't figure out the riddle till now.
 - b) Have you figured out the total amount we need for the project?
4. Go through - to look at or examine closely; to study in detail
 - a) Go through the passage for 5 minutes and then ask your doubts.
 - b) If you go through these documents, you can find enough evidence.
5. Give up - to stop doing something; to stop having relationship with somebody
 - a) To improve your health, you should first give up smoking.
 - b) Why don't you give him up?
6. Go on -to continue; to happen
 - a) What is going on here?
 - b) Even after the bell, he went on describing the events.
7. Look after - to be in charge of something; to care for something/somebody
 - a) In my absence, he will look after the company.
 - b) Who looks after the fund positions here?

8. Take care of- to be in charge of something; to care for something/somebody
 - a) A mother knows well how to take care of her child.
 - b) Who will take care of your aged parents?
9. Call off - to cancel something
 - a) They called off the meeting.
 - b) The trip was called off due to heavy rain.
10. Put on - to wear
 - a) She put on her new dress and got ready for the function.
 - b) Put on your specs first and then read the mail.
11. Get along with-to have a friendly relationship with somebody
 - a) He got along with all his colleagues.
 - b) He was a rude person and nobody could get along with him.
12. Hold on -to tell somebody to wait or stop
 - a) She asked him to hold on a minute and talked to somebody over phone.
 - b) Hold on! Tell me where you are coming from.
13. Break down-to cease to function; to collapse in distress
 - a) His bike suddenly broke down and he was looking for help.
 - b) After hearing of her son's death, she broke down in tears.
14. Get together-to collect people in one place socially
 - a) We have all planned to get together at Ratna Residency.
 - b) They usually get together at the weekend.
15. Log in/ log out-to enter /exit a restricted area on a computer
 - a) He forgot his username and password to login his email account.
 - b) After sometime, I logged out Facebook.
16. Carry out-to complete a task/ assignment/order,etc.
 - a) We are looking for a suitable person to carry out this project.
 - b) He collected fund to carry out his research.
17. Get over-to recover from an illness, shock, or upsetting experience
 - a) She is just getting over from her fever now.
 - b) They could not still get over from the loss in the last year.
18. Look forward to-to expect something
 - a) I'm looking forward to your favourable reply in this regard.
 - b) We are looking forward to 20% rise in profit this year.
19. Put off -to postpone, delay or cancel something
 - a) The wedding ceremony was put off till next year.
 - b) They put the meeting off to a later date.
20. Work out-to develop or end successfully
 - a) Do you think that this idea will work out?
 - b) He tried at his best to work out his plan.

21. Bring up-to look after a child till it becomes an adult
- a) He was brought up in a village.
 - b) A person's character is determined by how he or she is brought up.
22. Check out-to leave a lodge after a stay
- a) When will you check out from here?
 - b) They decided to check out in the evening.
23. Get rid of-to send away the annoying persons/ to throw away the unwanted things
- a) His friend suggested him to get rid of the old tape recorder first.
 - b) You will come up in life if only you get rid of her.
24. Do away with - to kill somebody/ to destroy or dispose of something
- a) If he comes out, his enemies will do away with him.
 - b) These are worn out shoes. When will you do away with them?
25. Pass away -to die
- a) Abdul Kalam passed away in 2015.
 - b) She inherited her father's property when he passed away.

FACT STORE

Remember that compound verbs are different from phrasal verbs. Two verbs join together and make a single compound verb whereas only one verb joins with preposition and/or adverb in phrasal verb. In compound verbs, the first verb reveals how the action mentioned in the second verb is carried out. Some examples for compound verbs are: kick-start, force-feed, double-click and stir-fry.

Get it Right

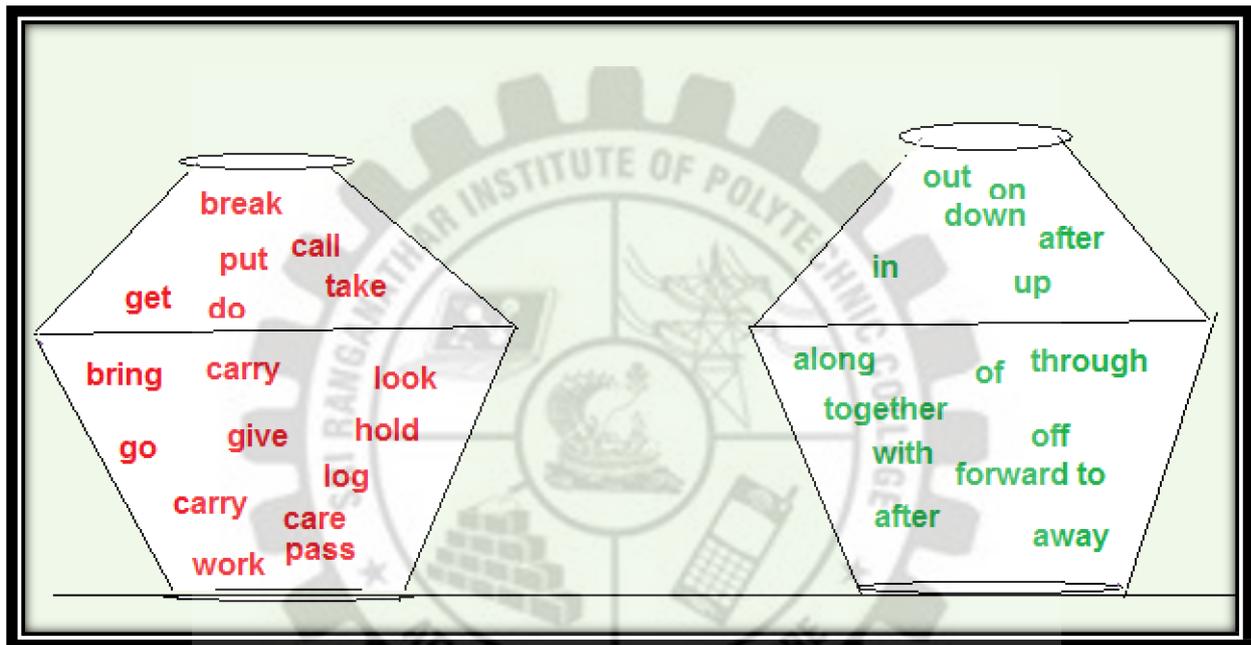
764 - SRIPC

It is incorrect to use the phrasal verb 'look forward to' with infinitive as in the following: "I'm looking forward to meet you again." This phrasal verb should be followed by verb + ing. Hence the correct usage is : I'm looking forward to meeting you again. However, it does not apply to all phrasal verbs. For example, the phrasal verb "turn out" is followed by infinitive, not by verb + ing: She turned out to be an engineer.

ACTIVITY
(Duration: 5 min.)

Here are two pots. You should take one word from the first pot and another from the second one to form a meaningful phrasal verb. The more phrasal verbs you make, the more you will get the points. You will get one point for each phrasal verb you make. Let's start playing.

Note: Before starting this activity, students may be allowed to go through the phrasal verbs study material for 2 minutes.



ACTIVITY

(Duration: 20 minutes)

Let's play the Charades:

Teacher will keep a bowl of ten pieces of folded papers and each paper will consist of a phrasal verb with meaning. The student who wishes to participate has to take a piece of paper and act and convey the meaning of the phrasal verb without using words. The one who identifies the phrasal verb rightly is the winner. Both the students who mime and those who answer may be awarded with 10 points.

Suggested phrasal verbs for this round: 1. go through, 2. put on, 3. hold on, 4. get together, 5. carry out, 6. give up, 7. put off, 8. log in, 9. break down, 10. figure out

ACTIVITY

(Duration: 20 minutes)

Let's Play the Game Find Your Partner:

Teacher will maintain 15 cards with prewritten phrasal verbs and another 15 cards with meanings of those phrasal verbs defined as brief as possible (mostly synonyms). One card is to be distributed to one student only. Each student taking a phrasal verb card should look for his partner who has the exact meaning of it. When everyone finds his pair, the teacher may check and award marks for the right pairs.

Exercise

Find out suitable phrasal verbs for the following situations/facts and rewrite the sentence with the identified phrasal verbs.

1. Neela wants **to wear** Jeans for the party.
2. He decided **to study** the legal document **carefully** once again.
3. Two great leaders **died** in that particular year.
4. Prem wanted **to stop** chatting with her.
5. The coordinator **cancelled** the programme at once.
6. It is so evident that somebody has **accessed** her computer.
7. We have **to wait** till she calls back to us.
8. Rani suggested **to throw away** the old bag.
9. They were **expecting** an order from the reputed company.
10. After watching the train accident on TV, she **fainted**.



- 📖 Phrasal verb is a group of words in which a verb joins with a preposition or/and an adverb.
- 📖 The meaning of the verb in the phrasal verb is getting modified while joining with preposition or adverb. It doesn't carry the actual meaning the verb conveys.
- 📖 It is a powerful tool for enriching your vocabulary.
- 📖 Compound verbs are formed by two verbs with or without a hyphen.
- 📖 Some phrasal verbs are followed by infinitive and some others are by verb + ing.

<https://www.youtube.com/watch?v=JntXxLHTO5U>



UNIT – 3

Situational English

Objectives:

At the end of this unit, the students shall be able to

- understand the structure of a dialogue
- hold a dialogue with people whom they meet in different situations
- use suitable thought fillers in their dialogue
- understand the components of a short message
- draft short messages both in formal and informal contexts
- comprehend the format of academic letters and the polite expressions used in it.
- carry out written communication with academics in various situations
- recognize the essentials for good placement, ordering things required, opening an account and becoming a leader
- Understand the difference between reading and reading comprehension.
- attend successfully different kinds of comprehension exercises in competitive examinations

1. DIALOGUE FOR DAY TO DAY SITUATIONS

Conversation- Part and Parcel of Life:

“Face to face conversation is the most human and humanizing thing we do,” says Sherry Turkle in her book “Reclaiming Conversation — The Power of Talk in a Digital Age”. Conversation is a key to language development, the exchange of thoughts and ideas and building relationship with others.



Tips for Building Better Conversation:

- ❖ Begin with a wish or greeting (hi, hello, Good morning, How are you?, Pleased/Nice to see you here, Mr. Kumar, I'm fine, I'm getting on well,)
- ❖ End with proper leave taking expressions (Bye, Goodbye, See you later, Take care, Sorry, I have to go now, welcome, Call you later, It's my pleasure)
- ❖ Ask open ended questions relevant to the context (When will you come back? Where is your office? Why are you going there? How much is the price? What about the price? How many times did you try? What do you want?)
- ❖ Listen and give brief reply. (I would return next Monday. It's at Gandhipuram. I haveto meet my uncle. It's costly. Five times. I am looking for a branded tab.)
- ❖ Use thought fillers to make your conversations natural (**Okay**, tell me the place. **I think**, it won't work out. **I hope**, he won't deny. **I'm afraid**, dad may not like this. **You know**, it's my ambition. **Well**, it's time to wind up our discussion now. **I mean**, public may be affected by this. **You see**, I don't know anything about this. **Believe me**, only your father told me this. **By the way**, if you see Peter, tell him I am here. **Excuse me**, I've an idea.
- ❖ Mostly use contracted forms which are more suitable for conversations. (I'm – not Iam, It's – not It is, They're- not they are, They'd – not They would, He'll – not he will)
- ❖ Be respectful to the other speaker and use polite expressions. (May I know your good name, please? Avoid: What is your name?)

Useful Starters for your Conversations:

- Do you know why he _____? Do you know where she _____?
- What about its _____? what about going to _____?
- What do you mean by _____?
- May I know _____?
- Could you please tell me _____?
- Where can I _____?
- Where is _____? When will you _____?
- When did you _____?
- Do you have any _____?
- How much did you _____?
- What do you think about _____?

Sample dialogue :

Context: A dialogue between two friends

- A: Hi, What a surprise? You are here.
- B: Hi, My home is here. Welcome to my place.
- A: By the by, what is this? Have you bought a new camera?
- B: Yes, I have. In fact, it's my gift for my sister.
- A: Oh, I see. When did you buy it?
- B: I bought it just now.
- A: It's looking nice. How much did you pay for it?
- B: I paid Rs.5,000/-
- A: Does it work well?
- B: Yes, it works quite well.
- A: Oh my God. I've to leave now to pick up my kids from the railway station. Bye.
- B: It's ok. See you later.

ACTIVITY

Complete the following with proper beginning and end:

Context	Beginning and end
Between friends	Hi, how are you? _____ Thank you.

Between Manager and clerk	Good morning Divya. _____ Sir.
Between Customer and Salesman	Thank you very much for your kind service.
Between two friends	Sorry bro, I've to go now. See you later. _____.
Between student and teacher	_____ Welcome.

ACTIVITY

Complete the following dialogue with suitable expressions given below.

At the tourist information centre
(Fifty rupees, Sure, It is, Good morning, You can take)

Tourist: Good morning!

Receptionist: _____. How can I help you?

Tourist: I'd like to visit Meenakshi temple. How far is it from here?

Receptionist: _____ five kilometer away from here.

Tourist: How can I reach there?

Receptionist: _____ an auto.

Tourist: How much will be the auto fare?

Receptionist: It is 764_____.

Tourist: Can you arrange one for me?

Receptionist: _____! I'll arrange our regular auto for you.

Tourist: Thank you very much for your help.

Receptionist: No mention please. You are welcome. Enjoy your stay in Madurai.

ACTIVITY

Frame suitable questions for the following replies taken from different dialogues:

_____ ? I want a monthly calendar.
_____ ? I live in Coimbatore.
_____ ? I go to Ram academy for placement training.
_____ ? I have two books.
_____ ? I spend my holidays by watching movies.
_____ ? He works at Infosys.
_____ ? I went there last week.
_____ ? They conducted the interview yesterday.

ACTIVITY

Supply suitable answers for the following questions taken from different dialogues:

Where are you going now?
May I know where your manager is?
Could you please tell me the name of the programme you watched?
How can I cancel my online purchase order?
When will they provide fund for our project?
How many days did you attend the training?
What about tomorrow? Is it a working day?

ACTIVITY

Complete the following conversation:

(About sending an email)

Raju: Hi Hari, How are you?

Hari: _____.

Raju: _____?

Hari: Yes. I'm sending a mail.

Raju: Are you sending a mail for your job?

Hari: _____.

Raju: How often do you send mails?

Hari: _____. What about you?

Raju: I don't send mails to any company. But I chat with my father on WhatsApp everyday.

Hari: Then how do you communicate with your relatives and friends?

Raju: _____.

Hari: Well, I really enjoy sharing my messages with them on Facebook. By the way, would you mind sharing the study materials to my email address?

Raju: _____.

Hari: Thank you very much.

<https://www.youtube.com/watch?v=OzKYDbnRNcY>



2. SHORT MESSAGES FOR E-COMMUNICATION

We are living in the world of Mobile and Internet and sending short messages has become the beans and rice of our daily life. We wake up before the sun to see “Good Morning” from our friend and go to bed, without forgetting to WhatsApp “Goodnight” to our beloved ones. Technology has reduced the distance between any two persons and sending short messages to different people for various purposes, either through electronic devices or online is indispensable nowadays.

A short message may be defined as a message sent or received briefly from one mobile subscriber to another one through the Short Message Service (SMS) without internet facility or through mobile apps and desktop sites such as WhatsApp and Facebook with internet facility. Maximum limit for a short message on mobiles is 160 characters and the same for WhatsApp is 65536 characters. As for Facebook, the limitation is 63206 characters.

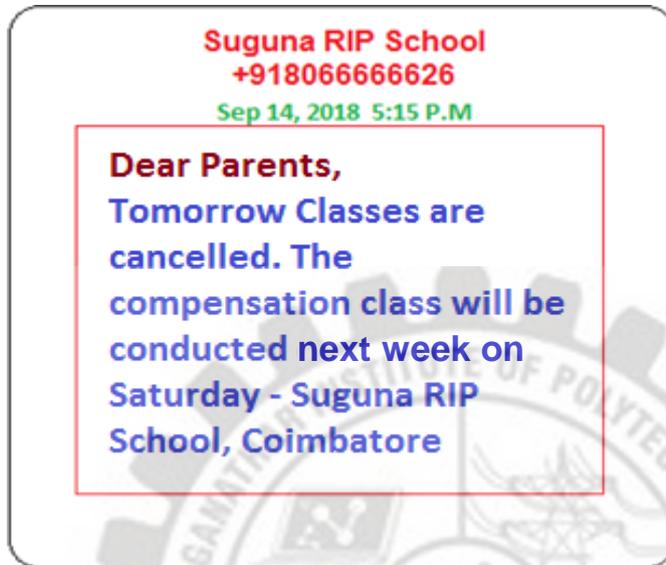
The Components of a Short Message:

The image shows a screenshot of a WhatsApp message from Karthick (+919865146469) dated Mar 13, 7:54 PM. The message content is: "Mom, I forgot to tell you that today is my friend Shyam's birthday. I am going with my friends to Movie Please don't arrange any dinner for me." The components are identified by callouts:

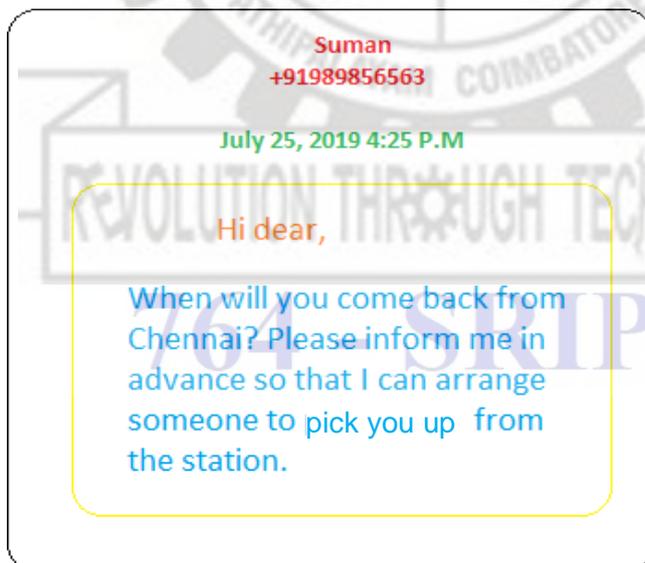
- Sender's name and mobile number:** Karthick +919865146469
- Date and Time of the short message:** Mar 13, 7:54 PM
- Salutation:** Mom,
- Body of the message:** I forgot to tell you that today is my friend Shyam's birthday. I am going with my friends to Movie Please don't arrange any dinner for me.

Types and Objectives of Short Messages:

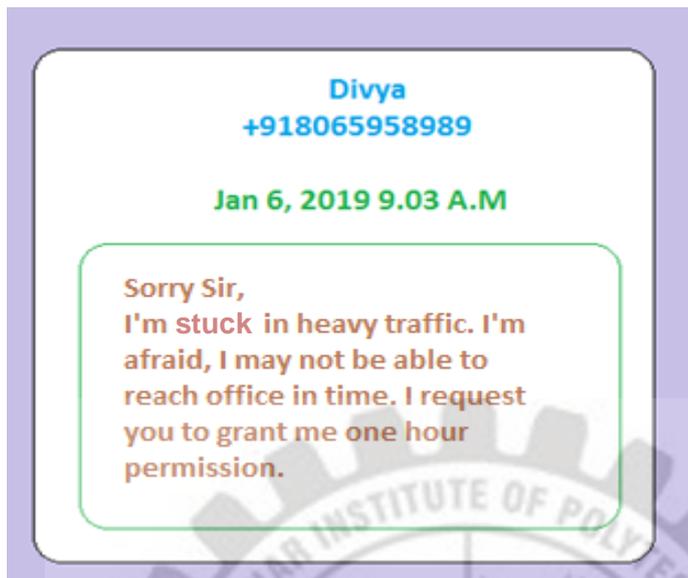
(i) To provide information



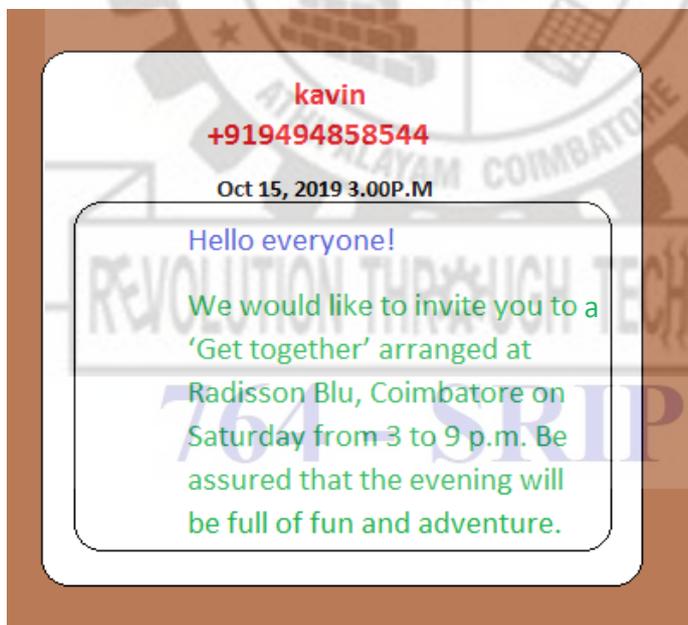
(ii) To ask for information



(iii) To seek permission



(iv) To invite somebody (Informal)



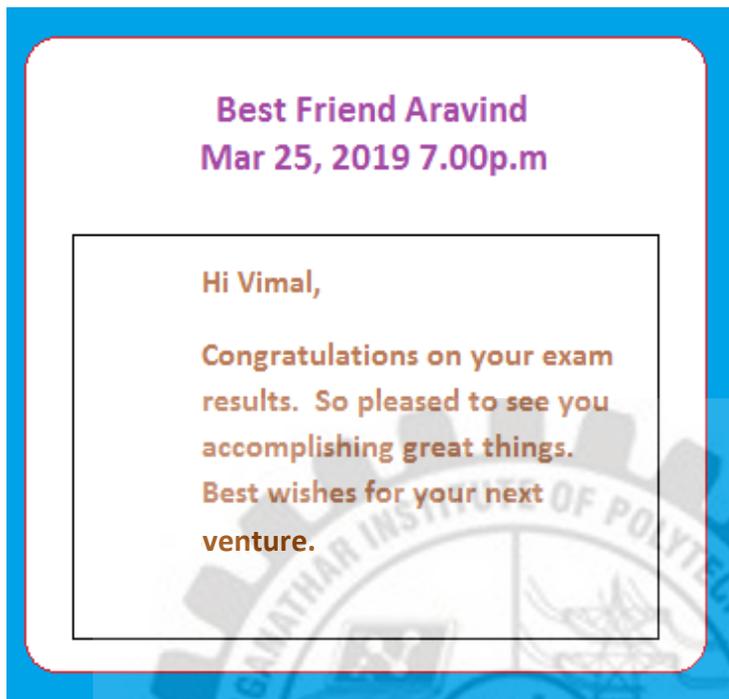
(Formal)



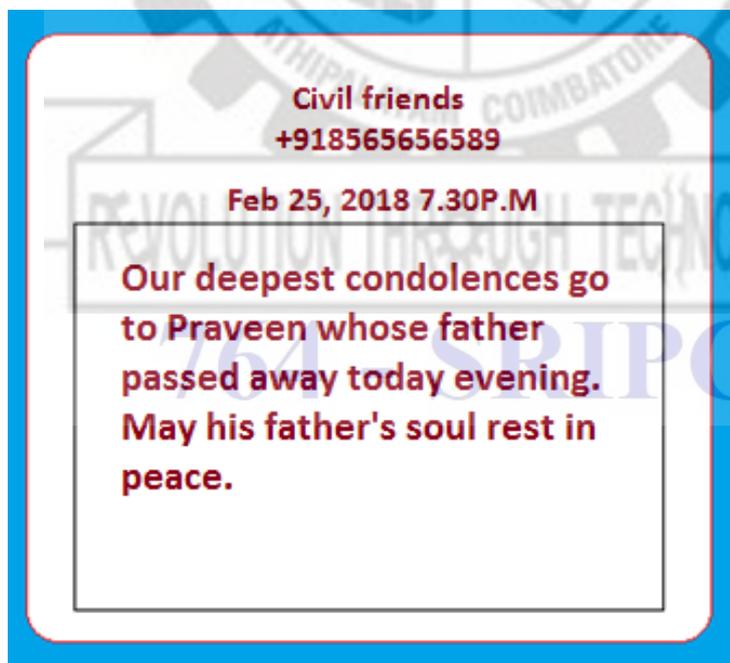
(v) To seek apology



(vi) To make wishes/ greetings



(vii) To express condolence:



ACTIVITY

Read the starters / expressions below and identify the situations related to the short messages. Two are done for you.

Sl. No	Starters / expressions	Situations/ Contexts
1	Have a nice trip.	Making a wish
2	How about joining us on Sunday for shopping?	Inviting Someone
3	If you don't mind, could you please resend the mail?	
4	May I know when the goods will be....	
5	RIP	
6	Would you mind if I go early today madam?	
7	Wish you all the best.	
8	We deeply apologize for...	
9	The meeting is postponed to next week Monday.	
10	We deeply regret any inconvenience caused ...	
11	We would be pleased if you could attend...	
12	Congratulations on your...	
13	We are extremely sorry for	
14	Hats off to Mr. Kumar/ Kudos to everyone who arranged for the function	
15	Please inform us at once if there is any change in...	

ACTIVITY

Complete the following short message to your father asking him for fund transfer towards remittance of exam fees.

Dad,
Tomorrow is the last date
for _____. Transfer _____
_____ to my ICICI account.
Once you send me _____
message me. I shall talk to you
_____. Bye.

ACTIVITY

Complete short message to your friend asking him to resend the study materials to your mail.

_____ 6.00 P.M
Hi _____,
I checked my _____. Yet I
didn't _____. I
have to submit my _____ to
madam on Monday.
Resend _____ to my email
address: _____

ACTIVITY

Write a short message to your project team members informing the postponement of meeting:

Dear _____,
Due to my urgent visit
to _____, the meeting
already scheduled is _____ to
_____. I deeply regret
for _____.
Thank you.

ACTIVITY

Write a short message to your friend asking him to send you the details of the date and venue of the interview mentioned by your teacher.

ACTIVITY

Write a short message to your teacher to know the reopening day of your college and semester timetable.

<https://www.youtube.com/watch?v=OG09lndxo5c>

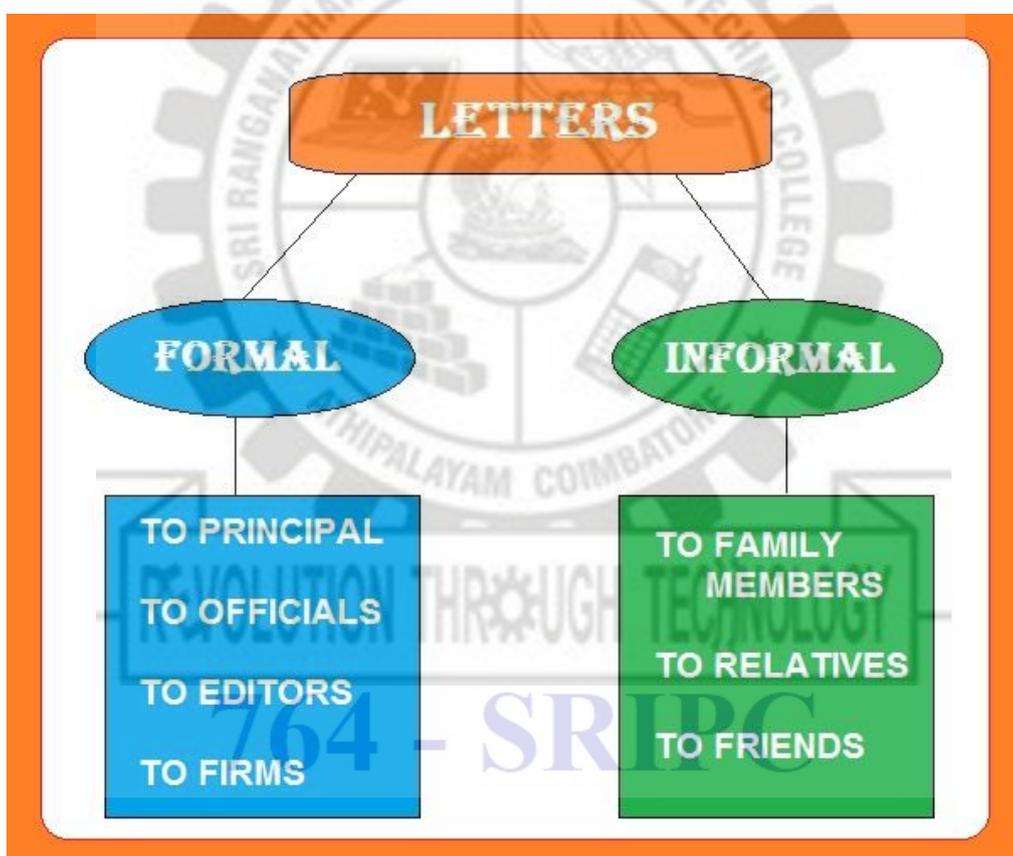


3. LETTER WRITING FOR ACADEMIC PURPOSE

What is a Letter?

A letter is one person's written message to another pertaining to some matter of common concern. It is a form of written communication. Are you writing a letter to your father or relative nowadays? Do you know anything about inland letter? The internet along with the wide use of electronic gadgets for e-communication has made the habit of writing personal letters wither out without any hopes for rebirth. But it is true that writing impersonal letters especially in academic contexts and professional environments is still alive.

Types of Letters:



What we are going to study in this lesson is how to draft academic letters under different circumstances in your college life. Remember that all academic letters are formal both in format and content.

Format of a Formal Letter

The following points need to be considered while writing a formal letter.

A Formal Letter

- should strictly follow the prescribed format
- must avoid colloquial words, abbreviations and slang language
- needs to be precise and to the point
- should have a subject line

The Components of a Formal Letter

- ❖ Sender's address
- ❖ Receiver's address
- ❖ Salutation
- ❖ Subject line
- ❖ Body of the letter (a maximum of 3 paragraphs)
- ❖ Complimentary close
- ❖ Sender's name and signature
- ❖ Date and place (left hand margin)



Specimen Letters:

Leave Letter

From

**Name,
Register No.,
Year,
Name of the institution.**

To
**The Head of the Department,
Name of the Department,
Name of the institution.**

Respected Sir/Madam,

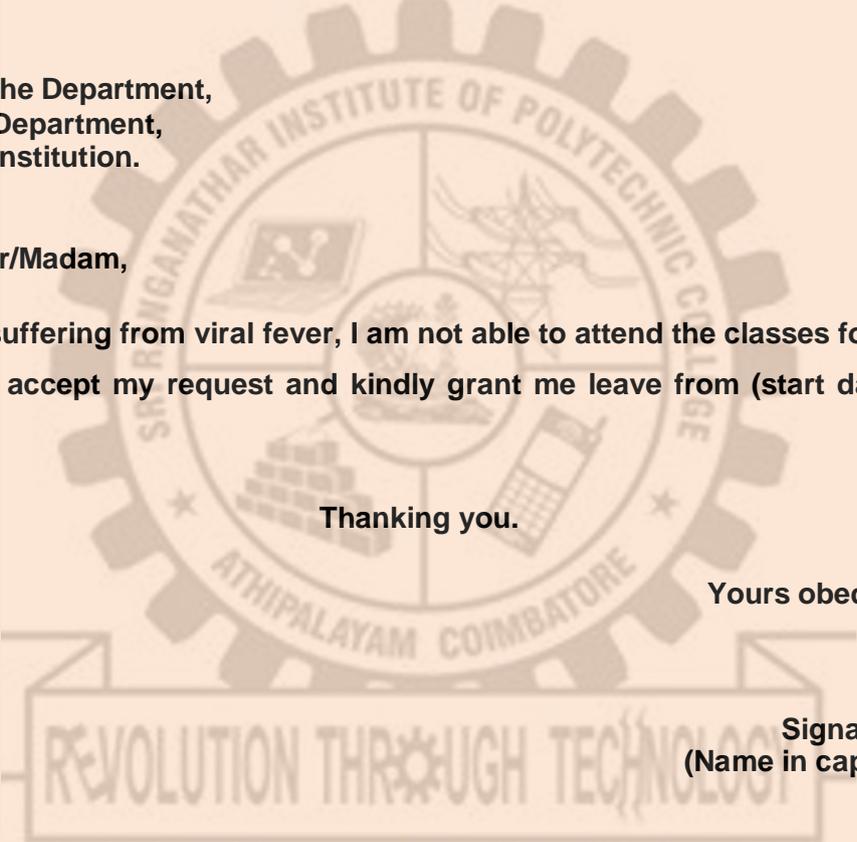
I am suffering from viral fever, I am not able to attend the classes for the next 4 days. Please accept my request and kindly grant me leave from (start date) to (end date).

Thanking you.

Date : _____ Yours obediently,

Place : _____

**Signature
(Name in capital letters)**



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Medical Leave

From
Name,
Register No.,
Year,
Name of the institution,
place.

To
The Head of the Department,
Name of the Department,
Name of the institution,
place.

Respected Sir/Madam,

It is respectfully stated that I am running a high fever and doctor diagnosed my condition with malaria. I feel drowsy and going through severe headache and body pain. My doctor has advised me to take bed rest for a week. Hence, I humbly request that I may be granted medical leave for a week from (date) to (date). In this regard, I am enclosing herewith the medical certificate issued by the Registered Medical Practitioner for your kind perusal. I hope to recover soon and make up for the lost work.

Thanking you.

Date :

Yours obediently,

Place :

signature
(Name in capital letters)

764 - SRIPC

Asking for a Bona fide Certificate

From

**Name,
Register No.,
Year,
Name of the institution.**

To

**The Principal,
Name of the institution.**

Respected Sir/Madam,

Sub.: Bona fide Certificate – Requested – Regarding

I am a student doing I year Diploma in (branch of study) in our institution. As my technical paper has been selected for presentation in the State Level Technical Symposium to be held at (Name) Polytechnic College, Madurai on (date), I humbly request you to issue me a bona fide certificate. I hope that you will gratify my request and issue me the certificate at your earliest.

Thanking you,

Date :

Yours obediently,

Place :

**signature
(Name in capital letters)**

764 - SRIPC

Letter Of Apology For Misbehavior

From

**Name,
Register No.,
Year,
Name of the institution.**

To

**The Principal,
Name of the institution.**

Respected Sir/Madam,

Sub.: Letter of Apology

I extend my sincere apologies to your kind office for not following the rules and regulations of our polytechnic college. I understand that my behaviour was inappropriate and I apologize for behaving with my teacher in such a bad manner. I now realize that rules are for the betterment of students and it is the duty of every student to follow them. I promise that this type of behaviour and carelessness won't be repeated in future. Once again, I feel sorry for my behaviour and humbly request that you pardon me.

Thanking you,

Date :
Place :

Yours obediently,

signature
(Name in capital letters)

Try Yourself:

1. Draft a letter to your Head of the Department requesting him / her to grant leave citing health reasons.
2. Write a letter to your Principal asking him to issue you a bona fide certificate for the purpose of participating in a cultural event organized by another polytechnic college.
3. Draft an apology letter to the Principal of your polytechnic college for your misbehavior at college hostel.
4. Write a letter to the Head of the Institution requesting him / her to issue your Transfer Certificate.

<https://www.youtube.com/watch?v=YFJWfVRbspq>



4. WRITING THE ESSENTIALS

Desires and needs operate the whole humanity, don't they? Everybody wants a comfortable life, needs a good placement, looks for a matching partner, craves for owning a home, requires one or two bank account for their savings, fancies for a branded mobile phone, computer or a laptop, longs for a powerful position in the society. The list goes on... How many desires and needs we have! Planning how to get our desires fulfilled and how to attain the basic needs of life is more important than the requirements themselves. This lesson guides you as to how to identify the essentials for accomplishing such goals or tasks.

How to obtain a good placement?

Steps	Essentials
1	Identify the job that suits your nature and offers you handsome salary
2	Acquire the knowledge and skill required for the job
3	Improve your soft skills through placement training
4	Prepare an appealing resume highlighting your qualification, skills and core competencies
5	Attend on- campus and off- campus interviews and job fairs

ACTIVITY

Your friend wants to open a bank account. Look at the following picture and suggest him /her essentials for opening such an account in the empty box.



REVOLUTION THROUGH TECHNOLOGY

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ACTIVITY

The basic needs for a comfortable life are presented below through pictures. Choose any five among them and write them in your own sentences.



- 1.
- 2.
- 3.
- 4.
- 5.

ACTIVITY

Your father wants to buy a new Smartphone. He is asking you how to select a good mobile. Write the essentials that you would suggest to your father in the box given below:



1. battery life minimum 5000 mAh
2. internal memory 128GB
3.
4.
5.
6.

ACTIVITY

Join with your friend in pairs. Discuss the essentials for becoming a leader. Write those essentials in your note.

<https://www.wikihow.com/Choose-a-Smartphone>



5. COMPREHENSION

What do we mean by Comprehension?

According to Cambridge Dictionary, **Comprehension** is the ability to understand completely and be **familiar** with a **situation**, **facts**, etc..

What is Reading Comprehension?

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

(Source: https://en.wikipedia.org/wiki/Reading_comprehension)

The importance of Reading Comprehension

Having excellent reading comprehension skills is crucial for academic and professional achievements. It increases the enjoyment and effectiveness of reading and helps not only academically but also professionally. Being able to understand the meaning behind the text helps students develop themselves intellectually, socially and professionally.

Difference between “Just Reading” and “Reading Comprehension”

Although many children can read, reading and reading comprehension are two different things. While reading involves translating and decoding text into sounds and spoken words, reading comprehension involves taking what was just read and deriving meaning from those words.

What should a good reader do?

A good reader should be able to:

- ✓ Draw on prior knowledge (To correlate the prior knowledge and experience)
- ✓ Draw inferences (To read between the lines)
- ✓ Self-monitor (To assess the level of understanding and adjust reading speed)
- ✓ Summarize and retell (To determine what is important)

Steps in Reading Comprehension

- Read the given passage two or three times
- Try to understand the important points in the passage
- Make sincere attempt to understand the questions
- Find out the answers for the questions from the passage

FACT STORE

One in two Indian students can't read books meant for three classes below -ASER (Annual Status of Education Report) 2016

Concept Map Strategy

A concept map is a visual organizer that can enrich students' understanding of a new concept.

Why a concept map?

- It helps readers organize new information.
- It helps readers to make meaningful connections between the main idea and other information.

Using Concept Map to comprehend a passage:

A Passage on Civil Engineering: https://simple.wikipedia.org/wiki/Civil_engineering

Civil engineering is the term for the work of designing and building infrastructure. It usually means large structures, like bridges, dams, buildings, and tunnels. It also covers complicated networks such as water, irrigation and sewerage networks. It also covers the construction of houses and homes. Civil engineers can be involved in all stages in the life of infrastructure, from planning and construction to maintenance and demolition. Civil engineering often overlaps with architecture.

Civil engineering has many different areas or disciplines. Some important areas are geotechnical, structures, environmental, construction management, hydrology, transportation and materials. It is important for civil engineers to have an understanding of all these disciplines as projects often involve many of them at the same time.

Civil engineers are responsible for lots of the things that are required for a society to function properly. Safe water supplies, sewage treatment, roads, railways and buildings are all part of civil engineering.

To work in civil engineering requires training. Construction workers will train at a center and 'on the job' (training while doing the job), sometimes with apprenticeship.

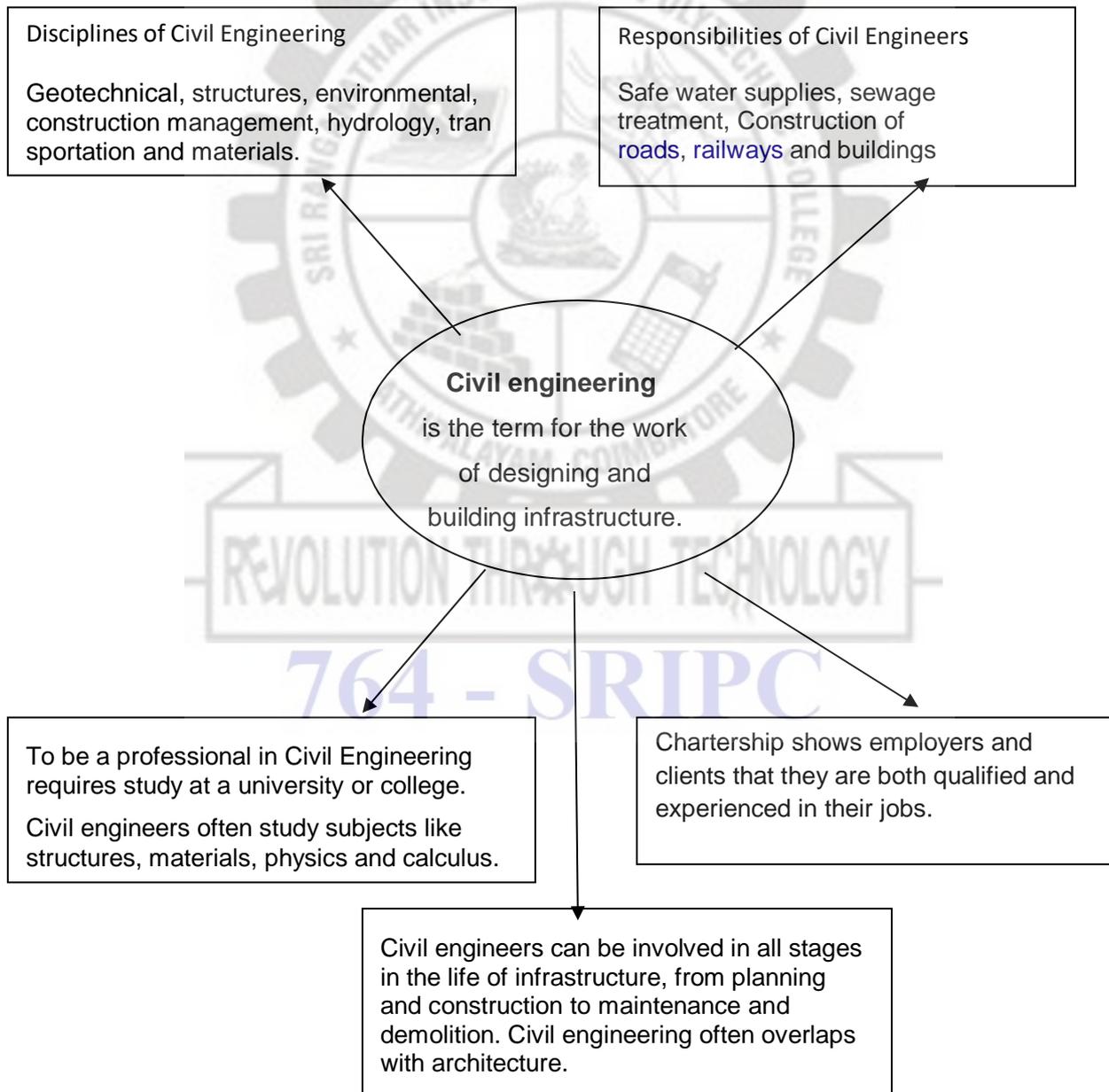
To be a professional in civil engineering requires study at a university or college. Civil engineers often study subjects like structures, materials, physics and calculus.

Professional engineers often choose to become Chartered Engineers. Chartership implies that both employers and clients qualified and experienced in their jobs. Civil engineers usually have to write a big essay and take an interview with a panel of experienced engineers to gain chartership.

Questions:

1. Can Civil Engineers be involved in all stages in the life of infrastructure?
2. What are Civil Engineers responsible for?
3. What subjects do Civil Engineers study?
4. What do you mean by the word Chartership?
5. Civil Engineers are involved in _____ and _____.

Concept Map



Answers:

1. Yes, they can be involved in all stages in the life of infrastructure.
2. They are responsible for safe water supplies, sewage treatment and construction of roads, railways and buildings.
3. They study subjects like structures, materials, physics and calculus.
4. Chartership implies that both employers and clients are qualified and experienced in their jobs.
5. Civil Engineers are involved in designing and building structures.

ACTIVITY

Use the above concept map to comprehend the following passage. Pair with your classmate and complete the task.

Mechanical engineering is an engineering discipline that combines engineering physics and mathematics principles with materials science to design, analyze, manufacture and maintain mechanical systems. It is one of the oldest and broadest of the engineering disciplines.

The Mechanical Engineering field requires an understanding of core areas including Mechanics, Dynamics, Thermodynamics, Materials Science, Structural Analysis, and Electricity. In addition to these core principles, Mechanical Engineers use tools such as Computer-Aided Design (CAD), Computer-Aided Manufacturing (CAM), and Product Lifecycle Management to design and analyze manufacturing plants, industrial equipment and machinery, heating and cooling systems, transport systems, aircraft, watercraft, robotics, medical devices, weapons, and others. It is the branch of engineering that involves the design, production, and operation of machinery.

Mechanical Engineering emerged as a field during the Industrial Revolution in Europe in the 18th century; however, its development can be traced back several thousand years around the world. In the 19th century, developments in physics led to the development of Mechanical Engineering Science. The field has continually evolved to incorporate advancements; today mechanical engineers are pursuing developments in such areas as Composites, Mechatronics, and Nanotechnology. It also overlaps with Aerospace Engineering, Metallurgical Engineering, Civil Engineering, Electrical Engineering, Manufacturing Engineering, Chemical Engineering, Industrial Engineering, and other engineering disciplines to varying amounts. Mechanical Engineers may also work in the field

of biomedical engineering, specifically with Biomechanics, Transport phenomena, Biomechatronics, Bionanotechnology, and Modelling of biological systems.

- (Source : https://en.wikipedia.org/wiki/Mechanical_engineering)

Questions:

1. When did Mechanical Engineering emerge as a field of study?
2. Name the fields that are interrelated with Mechanical Engineering.
3. Mechanical Engineering is one of the oldest and broadest of the engineering disciplines — True or False
4. What branch of engineering overlaps with Mechanical Engineering?
5. What are the core areas of Mechanical Engineering?

Exercise

1. Read the passage below and answer the questions that follow:

Electrical engineering is an engineering discipline concerned with the study, design and application of equipment, devices and systems which use electricity, electronics, and electromagnetism. It emerged as an identifiable occupation in the later half of the 19th century after commercialization of the electric telegraph, the telephone, and electrical power generation, distribution and use.

Electrical engineering is now divided into a wide range of fields including, Computer Engineering, Power Engineering, Telecommunications, Radio-frequency Engineering, Signal Processing, Instrumentation, and Electronics. Many of these disciplines overlap with other engineering branches, spanning a huge number of specializations including Hardware Engineering, Power Electronics, Electromagnetics and Waves, Microwave Engineering, Nanotechnology, Electrochemistry, Renewable energies, Mechatronics, and Electrical Materials Science.

Electrical engineers typically hold a degree in Electrical Engineering or Electronic Engineering. Practising engineers may have professional certification and be members of a professional body or an international standards organization. These include the International Electro technical Commission (IEC), the Institute of Electrical and Electronics Engineers (IEEE) and the Institution of Engineering and Technology (IET) (*formerly the IEE*). The IEC prepares international standards for Electrical Engineering, developed through consensus, thanks to the work of 20,000 electro technical experts, coming from 172 countries worldwide.

Electrical engineers work in a very wide range of industries and the skills required are likewise variable. These range from circuit theory to the management skills of a project manager. The tools and equipment that an individual engineer may need are similarly variable, ranging from a simple voltmeter to a top end analyzer to sophisticated design and manufacturing software.

(Source :https://en.wikipedia.org/wiki/Electrical_engineering)

Questions:

1. Did Electrical Engineering emerge as an identifiable occupation during the 19th century?
2. Name the fields that originated from Electrical Engineering.
3. List out the fields of study that overlaps with Electrical Engineering.
4. Do the practicing Electrical Engineers require a professional certification?
5. Name the skills required for Electrical Engineers.

2. Read the passage below and answer the questions that follow:

Electronic Engineering (also called Electronics and Communications Engineering) is an electrical engineering discipline which utilizes nonlinear and active electrical components (such as semiconductor devices, especially transistors, diodes and integrated circuits) to design electronic circuits, devices, VLSI devices and their systems. The discipline typically also designs passive electrical components, usually based on printed circuit boards. Electronics is a subfield within the wider electrical engineering academic subject but denotes a broad engineering field that covers subfields such as Analog Electronics, Digital Electronics, Consumer Electronics, Embedded Systems and Power Electronics. Electronics Engineering deals with implementation of applications, principles and algorithms developed within many related fields, for example solid-state physics, radio engineering, telecommunications, control systems, signal processing, systems engineering, computer engineering, instrumentation engineering, electric power control, robotics, and many others.

The Institute of Electrical and Electronics Engineers (IEEE) is one of the most important and influential organizations for electronics engineers based in the US. On an international level, the International Electro technical Commission (IEC) prepares standards for Electronics Engineering, developed through consensus and thanks to the work of 20,000 experts from 172 countries worldwide.

(Source :https://en.wikipedia.org/wiki/Electronic_engineering)

Questions:

1. Electronic Engineering is a field that does not come under the wide Electrical Engineering subject – True or False
2. Define the term “Electronics Engineering”.
3. What does Electronics Engineering deal with?
4. Which is considered as the most influential organization for Electronics Engineer?
5. Who prepared the standards for Electronics Engineering?

3. Read the passage below and answer the questions that follow:

Information technology (IT) is the use of computers to store, retrieve, transmit, and manipulate data or information. IT is typically used within the context of business operations as opposed to personal or entertainment technologies. IT is considered to be a subset of Information and Communications Technology (ICT). An information Technology system (IT system) is generally an information system, a communication system or, more specifically speaking, a computer system — including all hardware, software and peripheral equipment — operated by a limited group of users.

Humans have been storing, retrieving, manipulating, and communicating information since the Sumerians in Mesopotamia developed writing in about 3000 BC, but the term *information technology* in its modern sense first appeared in a 1958 article published in the *Harvard Business Review*; authors Harold J. Leavitt and Thomas L. Whisler commented that "the new technology does not yet have a single established name. We shall call it Information Technology (IT)".

The term is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as television and telephones. Several products or services within an economy are associated with information technology, including computer hardware, software, electronics, semiconductors, internet, telecom equipment, and e-commerce.

(Source :https://en.wikipedia.org/wiki/Information_technology)

Questions:

1. Humans have been storing information for more than 5000 years – True or False
2. Who coined the term “Information Technology”?
3. The term “Information Technology” was first used in_____.
4. What do you mean by Information Technology?
5. Name the products and services that are associated with Information Technology.



- 📖 Comprehension is the ability to understand completely and be familiar with a situation, facts, etc.
- 📖 Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.
- 📖 Having excellent reading comprehension skills is crucial for academic and professional achievements.
- 📖 A concept map is a visual organizer that can enrich students' understanding of a new concept.
- 📖 Being able to understand the meaning behind the text helps students develop themselves intellectually, socially and professionally.

https://www.youtube.com/watch?v=w_N2-366hL4



UNIT – 4

Creative English

Objectives:

At the end of this unit, the students shall be able to

- understand the structure of review writing
- write reviews for the books they read, movies they watch and the programmes they watch
- describe visuals and develop their creative English
- understand the components of an advertisement
- make advertisements for the products to be launched by their firms
- enrich their vocabulary related to their engineering field through word cloud
- use apt words in their speech and writing in their professional environment being trained in word cloud
- recognize the difference between verbal presentation and graphical presentation of their projects
- convert verbal data into graphical representation

1. REVIEW WRITING (BOOK, MOVIE, T.V PROGRAMME)

What is a Review?

Review writing is an art of writing or presenting a report in a newspaper or magazine, or on the internet, television or radio consisting of somebody's opinions about a book, movie, TV programme, product, etc. The reviewer also rates it with stars and awards points at the end. Though not fully reliable, comprehensive and genuine, reviews throw light on the new product, usually listing out its salient features or specifications. Since the reviews are the reflections, perspectives and experiences of the reviewer, they may be either concise in one or two sentences, or may extend to a passage or page.

The Structure of a Book Review:

Book reviews are very useful for those who wish to select best books for their reading. The following elements generally appear in a book review:

- Reviewer's name and location
- Title of the review mentioning the name of the book
- Reference to author of the book and publication date
- About theme in nutshell
- How it is written
- Quotes from the book, if any
- The reviewer's final recommendation
- The ratings

Look at the components of following book review on “**The Monk Who Sold His Ferrari**”.

Subhiksha, Hydreabad — Reviewer's name and location

Review of “The Monk Who Sold His Ferrari” — Title of the Review

The book by Robin Sharma published in 1999, with the pride of three million copies sold worldwide, excels with rich language, apt idioms, inspiring quotes, fables, messages and speeches of great writers, symbols and much more. An ambitious lawyer, after a heart stroke, gets awakened, sells all he has, says good bye to his profession and looks for someone in the Himalayas and gets enlightened by the Sages of Sivana. How he shares the ageless principles of the Sages of Sivana with John, another lawyer to transform him makes up the rest of the story. But Why did the monk sell his Ferrari? To buy another Ferrari? The long discourse between these two protagonists is, more or less, that of a soft skill trainer (Robin Sharma) to a corporate employee. However, the book strikes you with powerful quotes such as “The mind is a wonderful servant but a terrible master” and “Who looks outside, dreams; who looks inside awakens” — Reference to author and publication date

The book is useful but lacks proposed spiritual depth. — How has the author written?

Ratings: 4/5 ☆ ☆ ☆ ☆ — The reviewer's final recommendation

— Quotes from the book, if any

— The reviewer's ratings

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ACTIVITY

Identify the elements of the following book review and write them in the boxes given below:

John Antony, Chennai.

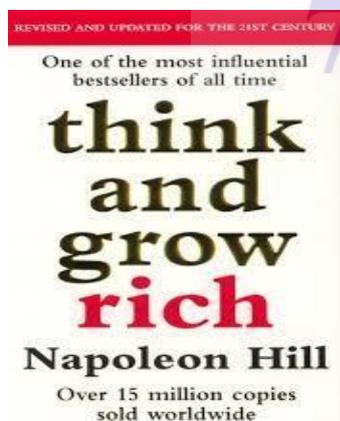
Review of *The Power of Your Subconscious Mind*

This book authored by Joseph Morphy in 1963, divided into 20 chapters and translated into 17 major languages of the world, explores the power of your subconscious mind and guides how you can use it to improve the quality of your daily life. With practical and easy-to-understand techniques suggested in this book, you can cure yourself, get rid of your fears, improve your finances, your well-being, your relationships and the more. This book contains the fruits of the author's years of research on the world's major religions and the Great Power underlying all spiritual life. "As you sow in your subconscious mind, so shall you reap in your body and environment." says Joseph Morphy.

It is an enlightening book for people in distress. Ratings: 4/5

ACTIVITY

Use the following hints about a famous book and write its review:



Written in 1937- result of author's 20 years of interview with the richest and the most successful - full of concise principles for unprecedented success –useful not only in money making but also in all walks of life- 13 principles, short stories, live examples, new concepts and effective methods - "You are the master of your destiny" - "A quitter never wins-and-a winner never quits" – inspiring and useful- 4/5

ACTIVITY

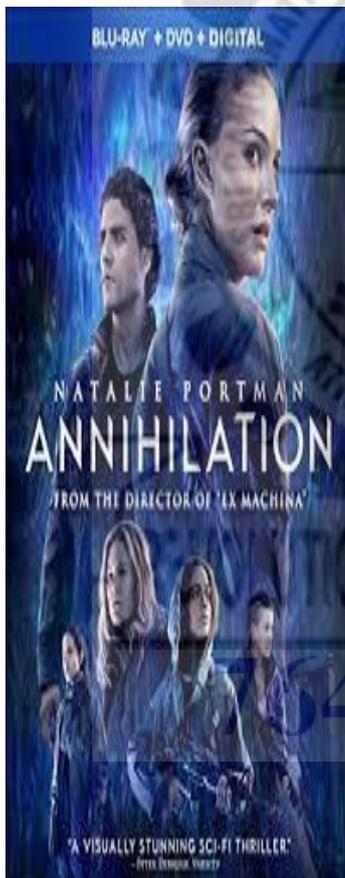
1. Discuss with your teacher the famous book “My Experiments with Truth” written by Mahatma Gandhi and write a review of your own and post it on any book sellers site.

Movie Reviews:

ACTIVITY

Read the following review and complete the sentences given below:

1. **Review of “Annihilation” (2018)**
by Anitha Ramkrishnan, Trichy.



Annihilation is a science fiction horror movie directed by Alex Garland and released by Paramount Pictures in 2018, starring Natalie Portman along with Jennifer Jason Leigh, Gina Rodriguez, Tessa Thompson, Tuva Novotny and Oscar Isaac. The story centers on Natalie Portman's venture into a mysterious and quarantined land of mutated animals and persons - "Shimmer" along with four other military scientists to find out what happened to her lost husband Oscar Isaac. The terror and tension cranked up Garland keeps the audience engaged and motionless. Kudos to the heartbreaking performance of the cast. With challenging but rewarding story, grossing \$43 million, it has been listed by former president Barack Obama as one of his favourite films of 2018.

*A gateway to immersion in a new world!
Ratings: 8/10*

Complete the following:

1. The film was _____ Alex Garland and _____ Paramount Pictures in _____.
2. Shimmer is a _____.
3. The main cast of the movie is _____.
4. The ratings offered by the reviewer is _____.
5. The greatness of the film is that it _____.

ACTIVITY

Watch a movie of your own interest and come prepared for discussing the salient features of the movie in English in the next class.

Reviews of TV Programmes:

- (i) **Gold Rush**
By Uma Ranganathan, Bangalore.



Gold Rush is a reality TV series being telecast on Discovery Channel ever since December 3rd, 2010. As of now, 9th Season 20th episode is over on 15th March 2019. As per the report by www.statista.com, Gold Rush: Parker's Trail (season 2) is the most viewed TV programme in the U.K., (299 out of 1000 viewers watch this programme). The first season begins with six recession-hit patriots starting their journey from Oregon to Alaska to dig for gold to save themselves from the financial ruin. Brimming with can-do spirit, it presents tense moments of absorbing drama. Most impressive of the cast is 18-year-old Parker Schnabel who, with exceptional maturity leading the crew, turns the grandfather's gold mining hobby into a business. There is an allure of the gamble of mining throughout the season. With its own distasteful level of bullheadedness, relentless narration and few flaws in the story, it still remains a jaw-dropping show.

Interesting, entertaining and worth watching!

Ratings: 7/10

ACTIVITY

Use the following words/phrases to pass your opinions and rewrite the review of the above TV programme or write your own review of any of your favourite TV programmes. (Two are constructed for you)

Sl. No	Words/ Phrases for Review	Your Constructions
1	In my opinion,	In my opinion, Gold Rush is just like any other hunting expedition for treasure.
2	As far as I am concerned,	As far as I'm concerned, Parker Schnabel is the most impressive of all characters in the show.
3	I'm sure that	
4	I'm of the view that	
5	It seems to me that	
6	As a matter of fact,	
7	Perhaps, the director wants to say that...	
8	To be frank with,	
9	If you ask me, I'd say that...	
10	On the one hand.... on the otherhand...	

(ii) **Neeya Naana**
By Riya, Viluppuram



Neeya Naana is a talk show being aired on Star Vijay since 7th May 2006. Gopinath Chandran, an Indian television anchor, a journalist and a writer is hosting this light-hearted debate between two opposite group members who offer their points of view on the selected issues and each, by this way, trying to outsmart the other one. Apart from the general arguments between the two groups, the show will also have celebrity and expert visits and Gopinath would express his own personal observation while concluding the show.

It attracts a worldwide viewers by dealing with real life issues and practical examples from the participants. Hats off to Gopinath who anchors the programme, coordinates divergent participants, passes his own observations that is so astonishing- logical, practical and unbiased. The whole credit goes to Director Antony who controls and manages everything being the brain behind this show, though hardly noticed by anybody.

The show is nothing but everlasting search for solutions in the whirlpool of life.

Ratings: 8/10

ACTIVITY

Bring a copy of review of any TV programme posted online and underline frequently used phrases in reviews just as it is done in the above review. Make use of the underlined phrases for passing your own opinions about a well known TV programme of your choice.

<https://www.youtube.com/watch?v=lhYF3v3zTeo>



2. VISUAL DESCRIPTION

Little tasks for you.

- Read a page in any short story or novel. Think of how a short story writer or novelist brings to your mind the characters and incidents so lively. What are they actually doing in their work?
- You may not have visited some of your friends' house. Ask such a friend to describe his house, all that is in and around. Check it on the next day by visiting his house or by asking him to bring a snapshot whether you were able to visualize rightly.
- Find a person. Describe a photo or painting to him? After your description, ask yourself- Will the image you created in his mind match with the photo in your hand?

What is Visual description?

Giving a detailed account of a picture, photo or painting in words orally or in writing is what is meant by "visual description." For a successful description, may focus on -

- ❖ What is it about?
- ❖ How many people/birds/animals /things are in the picture?
- ❖ Where are they in the picture– in the middle, on the left or on the right and so on?
- ❖ What is happening in the picture? What are they doing?
- ❖ How are they –tall or short, big or small, aged or young? In what color?

You may start describing each and everything in order - from left to right or from front to back, from general to particular and need not panic if you don't know the name of something. Just skip over or describe the other way you know, putting it in the known words to you.

Useful Phrases for Picture Description

- ✓ ***The picture showcases / shows...***
- ✓ ***There is / there are here.***
- ✓ ***On the left / right of the picture, we see...***
- ✓ ***In the middle of the picture, there is / there are...***
- ✓ ***At the top / bottom of the picture...***
- ✓ ***Next to / in front of / behind / near / under***
- ✓ ***People are ...ing / A person is...ing***
- ✓ ***There is a big... in the middle / There are two aged... lying on / walking on...***
- ✓ ***(if you couldn't understand...) May be, it's a... / It looks like a... / It might be a... / I think, he / she is...***

The above phrases or starters are generally used in picture description. You can make use of them to make your own visual description.



ACTIVITY

Look at the following picture and answer the questions in a word or two:
(Few are done for you)



Sl. No	Questions	Your Answer
1	What is the picture about?	A Birthday Party
2	How many children are there in the picture?	Seven
3	How many balloons are there?	
4	Who is standing on the left?	
5	What is the boy on the right having in his hand?	
6	What is there in front of them on the table?	
7	What is there at the rear side?	
8	What are they doing? What are they wearing on the head?	
9	How are they dressed in?	
10	Where are they now? Can you guess?	

ACTIVITY

The teacher may collect few long size note books from the students and ask some students to describe the photo on the cover page without showing it to the audience. Finally the students may be allowed to see the picture and describe the things left out during the description.

ACTIVITY

Creativity Skill Test: Describe the picture below and imagine what they may be talking?



ACTIVITY

Describe the following picture especially commenting on their appearance and talk.



https://www.youtube.com/watch?v=ihlQ8_-49Fo



3. ADVERTISEMENT WRITING

Warm up Exercise:

- ✓ Bring to the class any piece of colourful advertisement taken from the recent newspaper and talk about the ad for a minute to students.
- ✓ Copy in your pen drive any advertisement taken from TV channels and play it in the class with the help of teacher. Discuss how the advertisement has been prepared.

What is advertising?

Advertising is described as something that is trying to influence a person to “buy” a product, a service or an idea. The general purpose of advertisement is to “sell” something by persuading the readers or viewers creating an urge or desire for that.

Aims of advertising is to

- ✓ sell a product or idea
- ✓ increase the sales of a product or service.
- ✓ create or maintain a brand identity.
- ✓ communicate a change in an existing product line.
- ✓ introduce a new product or service
- ✓ convey socially relevant messages.

Display advertisement is an important type of advertisement. It is a visual treat to the eyes. It appears in various sizes on most pages throughout the newspaper. They contain artwork and other information that informs the customer about a business, a product or a service. These advertisements are designed for commercial purposes.

The way in which images and words are positioned on an advertisement is called a layout and it is very important. While drafting an advertisement, always pay attention to fonts. Never underestimate the power of a good font to complement art direction.

Use Persuasive language with adjectives, puns, alliteration, assonance, exaggeration, repetition, rhetorical questions, commands, slogans and catchy phrases like —

Amul	The Taste of India
Rasna	I love you Rasna.
Boost	Boost is the secret of our energy.
Pudhiya Thalaimurai	Unmai Udanukudan.
Complan	I am a complan boy.

Remember also the target audience. The target audience (also called target population) refers to a particular group of people, identified as the intended recipient of an advertisement or message.

Remember the following points while designing a display advertisement

- ❖ **Attractive, eye-catching and visually appealing presentation**
- ❖ **Brief and carefully worded text to give complete information.**
- ❖ **Figurative language. (alliteration and metaphors especially)**
- ❖ **Proportionate spacing of fonts with different sizes**
- ❖ **Catchy slogans, punch lines, witty Expressions, pictures or sketches**
- ❖ **Details of special offers or discount, if any.**
- ❖ **Name, contact number, email, website details and address of the advertiser.**

Check whether your advertisement is ready for publishing.



ACTIVITY

Join with your friend. Discuss the features of the following advertisement. Say any two things which attracted you much.

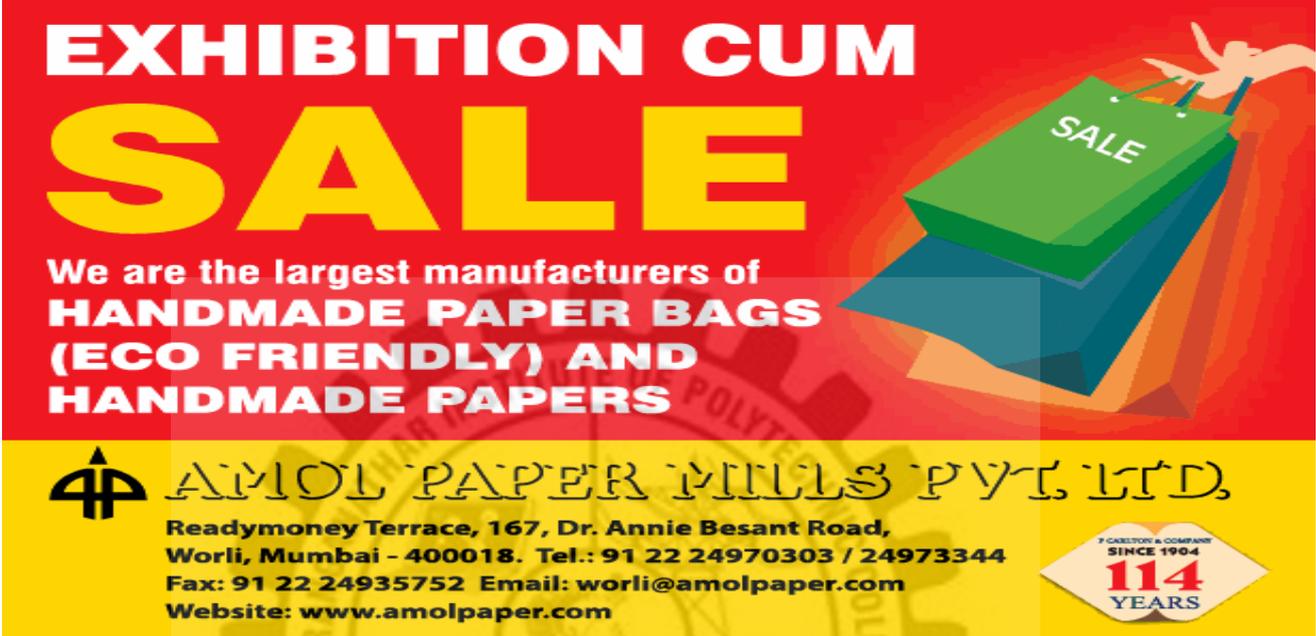
DONATE YOUR EYES
FOR
THE BLIND
AND
HELP THEM SEE THE WORLD

Thus
**Your Eyes will see
even after
you will be no more**

For More Information : Contact your nearest Eye bank / Eye Specialist.

ACTIVITY

Read carefully the following advertisement and answer the questions below:



**EXHIBITION CUM
SALE**

We are the largest manufacturers of
**HANDMADE PAPER BAGS
(ECO FRIENDLY) AND
HANDMADE PAPERS**

 **AMOL PAPER MILLS PVT LTD**
Readymoney Terrace, 167, Dr. Annie Besant Road,
Worli, Mumbai - 400018. Tel.: 91 22 24970303 / 24973344
Fax: 91 22 24935752 Email: worli@amolpaper.com
Website: www.amolpaper.com

ESTABLISHED & COMPANY
SINCE 1904
114
YEARS

- ✓ What is it about? _____
- ✓ Who is advertising here? _____
- ✓ How many years old company is it? _____
- ✓ What is something special with the ad? _____
- ✓ Have they used any slogan? _____

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ACTIVITY

Students can be divided into two groups. Any one from Group A should ask a question about the following advertisement and anyone in Group B may answer the question. (minimum 5 questions)

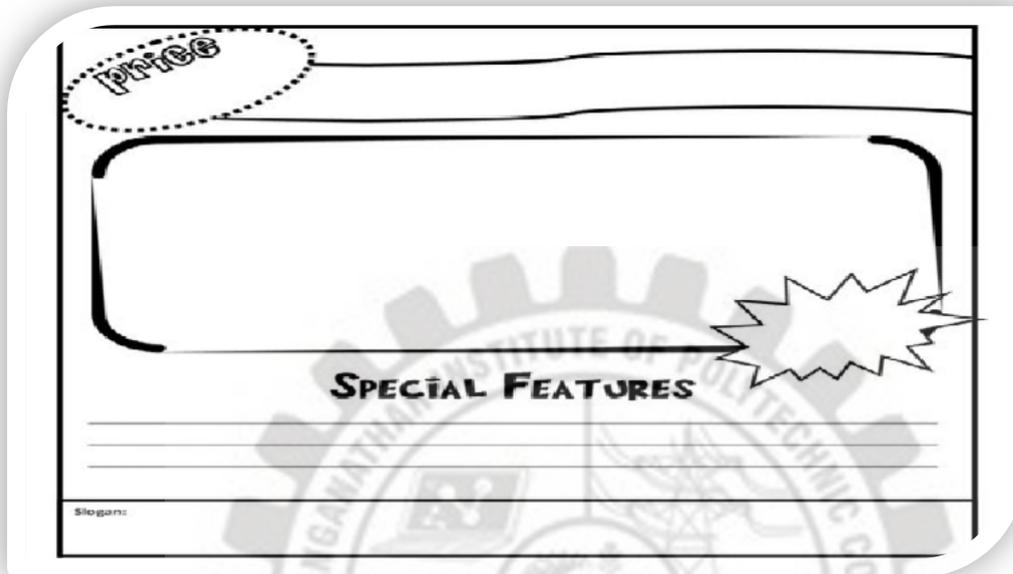
ACTIVITY

A simple phrase can be a powerful brand cue. Match the brands with their famous taglines and slogans.

The taste of a new generation.	
The best a man can get.	
Don't dream it. Drive it.	
Let your fingers do the walking.	
Connecting People	

ACTIVITY

Prepare an advertisement for a fairness cream. If needed, make use of the layout given below.



ACTIVITY

Try any one of the following.

- ✓ Enumerate the salient features of washing machine and prepare an advertisement for the same.
- ✓ Draft an advertisement for a vegetarian South Indian restaurant in your city opening shortly. You can design your own layout for the advertisement.

<https://www.youtube.com/watch?v=j2uyFJGIFUM>



ACTIVITY

Frame any 5 sentences using the words given in the word cloud below and underline the word used from the word cloud. One is done for you.



1	<u>Leadership</u> quality is admired by everyone around you.
2	
3	764 - SRIPC
4	
5	
6	

5. VERBAL PASSAGE INTO GRAPHICS

(i) Verbal Presentation Vs Graphical Presentation:

When you work in a firm, how will you present your data — in verbal mode or through graphics? What is the difference? When to choose verbal mode? When to go for graphics?

Verbal representation	Graphical representation
Suitable for describing a product	suitable for statistical data about the product
Suitable for explaining your findings and submitting your report	suitable for comparing data belonging to different products, years, performances, etc.
language plays a vital role	numbers, colours and charts play a vital role
ability to understand the language required	easy to understand even without language efficiency
takes much time to grasp the data	easy to grasp the data
difficult to assess progress, rise or fall of the items discussed	easy to assess the progress, rise or fall
consumes time	saves time
presents facts	presents results of a research or an analysis

(ii) Comparison of Verbal and Graphical Data:

Compare the following two kinds of data representation. Which one quickly takes home the data and helps for better understanding?

Verbal	Graphical												
<p style="text-align: center;">Placement in My College</p> <p>There are 5 branches in my college: Civil Engg., Mechanical Engg., Electronics and Communication Engg., Electrical and Electronics Engg. and Computer Engg. The students who got placement in the above courses are 45, 55, 53, 40 and 36 respectively.</p>	<p style="text-align: center;">Placement</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Placement Data</caption> <thead> <tr> <th>Branch</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Civil</td> <td>45</td> </tr> <tr> <td>Mech.</td> <td>55</td> </tr> <tr> <td>ECE</td> <td>53</td> </tr> <tr> <td>EEE</td> <td>40</td> </tr> <tr> <td>Computer</td> <td>36</td> </tr> </tbody> </table>	Branch	Number of Students	Civil	45	Mech.	55	ECE	53	EEE	40	Computer	36
Branch	Number of Students												
Civil	45												
Mech.	55												
ECE	53												
EEE	40												
Computer	36												

(iii) Kinds of Graphs:

Bar Chart

Pie Chart

Line graph

Tree Diagram

Venn Diagram

ACTIVITY

Convert the following passage into a pie chart.

The construction cost of a house has risen to a great extent as follows: You have to pay 25% of the amount for labour charges. The cost of steel and bricks is equally 20% for the proposed construction. The cement, another important material used for construction, also swallows 18% of your budget amount. Timber cost is about 10% and the estimated expense for other materials is about 7%.

ACTIVITY

Convert the following verbal passage into a bar chart:

The new vehicle sales by major companies in DEC-2019 has been reported as follows: Maruti Suzuki has sold 1,25,000 units and for the same period Tata Motors has reported the sale of 44000 units. The sale of Mahindra and Mahindra and that of Hundai is almost the same, that is, about 30,000 units. Toyota has seen a great fall in the sales and its total no. of units sold for the period is about 6500. The above sales include the export of the industry.

ACTIVITY

Convert the following data into a suitable graphical chart / diagram.

In a factory, Machines A, B, C are used to make biscuits. They produced 10000,15000 and 20000 biscuits respectively. Among the biscuits produced by Machine A, about 200 biscuits were broken. The broken biscuits for Machine B and C amounted 250 and 300 respectively. The broken biscuits from Machine A were equally collected and disposed by employee D and E. Similar work was carried out by F and G for the Machine B, and by H and I for the Machine C.

<https://www.youtube.com/watch?v=fV5JKt7jsP0>



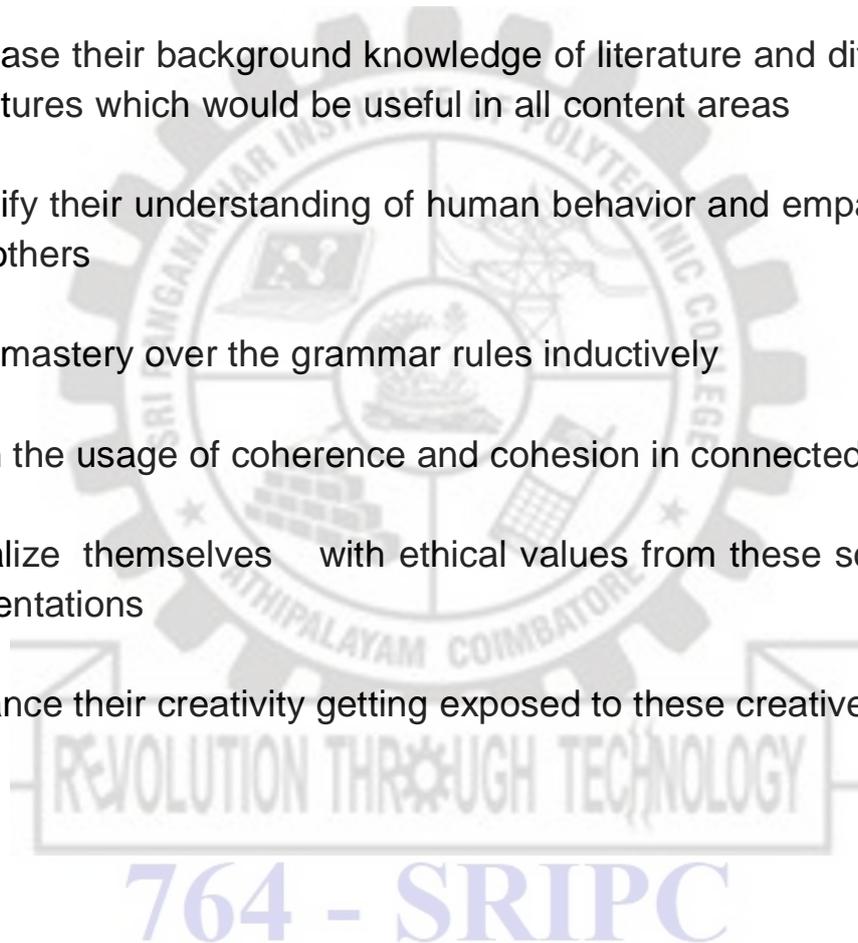
UNIT – 5

English for Scholarly Presentation / Fluency

Objectives:

At the end of this unit, the students shall be able to

- enrich their vocabulary
- increase their background knowledge of literature and different structures which would be useful in all content areas
- amplify their understanding of human behavior and empathize with others
- gain mastery over the grammar rules inductively
- learn the usage of coherence and cohesion in connected speech
- moralize themselves with ethical values from these scholarly presentations
- enhance their creativity getting exposed to these creative works



FIRST SEMESTER

"A Snake in the Grass" by R.K. Narayan

"Of Parents and Children" by Francis Bacon

"On His Blindness" by John Milton

"When I Have Fears" by John Keats



A SNAKE IN THE GRASS

R.K.Narayan

On a sunny afternoon, when the inmates of the bungalow were at their siesta a cyclist rang his bell at the gate frantically and announced: "A big cobra has got into your compound. It crossed my wheel." He pointed to its track under the gate, and resumed his journey.

The family consisting of the mother and her four sons assembled at the gate in great agitation. The old servant Dasa was sleeping in the shed. They shook him out of his sleep and announced to him the arrival of the cobra. "There is no cobra," he replied and tried to dismiss the matter. They swore at him and forced him to take an interest in the cobra.

"The thing is somewhere here. If it is not found before the evening, we will dismiss you. Your neglect of the garden and the lawns is responsible for all these dreadful things coming in." Some neighbours dropped in. They looked accusingly at Dasa: "You have the laziest servant on earth," they said, "He ought to keep the surroundings tidy."

"I have been asking for a grass-cutter for months," Dasa said. In one voice they ordered him to manage with the available things and learn not to make demands. He persisted. They began to speculate how much it would cost to buy a grass-cutter. A neighbour declared that you could not think of buying any article made of iron till after the war. He chanted banalities of war time prices. The second son of the house asserted that he could get anything he wanted at controlled prices. The neighbour became eloquent on black-market. A heated debate followed. The rest watched in apathy.

At this point the college-boy of the house butted in with: "I read in an American paper that 30,000 people die of snake-bite every year." Mother threw up her arms in horror and arraigned Dasa. The boy elaborated the statistics. "I have worked it out, 83 a day. That means every twenty minutes someone is dying of cobra-bite. As we have

been talking here, one person has lost his life somewhere." Mother nearly screamed on hearing it. The compound looked sinister. The boys brought in bamboo-sticks and pressed one into the hands of the servant also. He kept desultorily poking it into the foliage with a cynical air.

"The fellow is beating about the bush," someone cried aptly. They tucked up their dhoties, seized every available knife and crow-bar and began to hack the garden. Creepers, bushes, and lawns, were laid low. What could not be trimmed was cut to the root. The inner walls of the house brightened with the unobstructed glare streaming in. When there was nothing more to be done Dasa asked triumphantly, "Where is the snake?"

An old beggar cried for alms at the gate. They told her not to pester when they were engaged in - hunt. On hearing it the old woman became happy." You are fortunate. It is God Subramanya who has come to visit you. Don't kill the snake".

Mother was in hearty agreement: "You are right. I forgot all about the promised Abhishekam. This is a reminder." She gave a coin to the beggar, who promised to send down a snake-charmer as she went. Presently an old man appeared at the gate himself as a snake-charmer. They gathered around him. He spoke to them of his life and activities and his power over snakes. They asked admiringly: "How do you catch them?" "Thus," he said, pouncing upon a hypothetical snake on the ground.

They pointed the direction in which the cobra had gone and asked him to go ahead. He looked helplessly about and said, "If you show me the snake, I'll at once catch it. Otherwise what can I do? The moment you see it again, send for me. I live nearby." He gave his name and address and departed.

At five in the evening, they threw away their sticks and implements and retired to the veranda to rest. They had turned up every stone in the garden and cut down every grass-blade and shrub, so that the tiniest insect coming into the garden should have no cover.

They were loudly discussing the various measures they would take to protect themselves against reptiles in the future, when Dasa appeared before them carrying a water-pot whose mouth was sealed with a slab of stone. He put the pot down and said :

"I hid him in this. I saw him peeping out of it I saw him before he could see me." He explained at length the strategy he had employed to catch and seal up the snake in the pot. They stood at a safe distance and gazed on the pot. Dasa had the glow of a champion on his face.

"Don't call me an idler hereafter," he said. Mother complimented him on his sharpness and wished she had placed some milk in the pot as a sort of religious duty. Dasa picked up the pot cautiously and walked off saying that he would leave the pot with its contents with the snake-charmer living nearby. He became the hero of the day. They watched him in great admiration and decided to reward him adequately.

It was five minutes since Dasa was gone when the youngest son cried: "See there! "Out of a hole in the compound wall a cobra emerged. It glided along towards the gate, paused for a moment to look at the gathering in the veranda with its hood half open. It crawled under the gate and disappeared along a drain. When they recovered from the shock they asked, "Does it mean that there are two snakes here?"

The college-boy murmured: "I wish I had taken the risk and knocked the water-pot from Dasa's hand; we might have known what it contained".

□□□□□□□□

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<https://www.youtube.com/watch?v=dSkVyadUDk0>



OF PARENTS AND CHILDREN

- Francis Bacon

The joys of parents are secret; and so are their griefs and fears. They cannot utter the one; nor they will not utter the other. Children sweeten labors; but they make misfortunes more bitter. They increase the cares of life; but they mitigate the remembrance of death. The perpetuity by generation is common to beasts; but memory; merit, and noble works are proper to men. And surely a man shall see the noblest works and foundations have proceeded from childless men; which have sought to express the images of their minds, where those of their bodies have failed. So the care of posterity is most in them that have no posterity. They that are the first raisers of their houses are most indulgent towards their children; beholding them as the continuance not only of their kind but of their work; and so both children and creatures.

The difference in affection of parents towards their several children is many times unequal; and sometimes unworthy; especially in the mother; as Solomon saith, *A wise son rejoiceth the father, but an ungracious son shames the mother.* A man shall see, where there is a house full of children, one or two of the eldest respected, and the youngest made wantons; but in the midst some that are as it were forgotten, who many times nevertheless prove the best. The illiberality of parents in allowance towards their children is an harmful error; makes them base; acquaints them with shifts; makes them sort with mean company; and makes them surfeit more when they come to plenty. And therefore the proof is best, when men keep their authority towards their children, but not their purse. Men have a foolish manner (both parents and schoolmasters and servants) in creating and breeding an emulation between brothers during childhood, which many times sorteth to discord when they are men, and disturbeth families. The Italians make little difference between children and nephews or near kinsfolks; but so they be of the lump, they care not though they pass not through their own body. And, to say truth, in nature it is much a like matter; insomuch that we see a nephew sometimes resembleth an uncle or a kinsman more than his own parent; as the blood happens. Let parents choose betimes the vocations and courses they mean their children should take; for then they are most

flexible; and let them not too much apply themselves to the disposition of their children, as thinking they will take best to that which they have most mind to. It is true, that if the affection or aptness of the children be extraordinary, then it is good not to cross it; but generally the precept is good, *optimum elige, suave et facile illud faciet consuetudo* [choose the best—custom will make it pleasant and easy]. Younger brothers are commonly fortunate, but seldom or never where the elder are disinherited.

□□□□□□□□

<https://www.youtube.com/watch?v=Cp-u8uasEkM&list=PLnm5PUvR7mRzRH6yUP7msm88SmnB5MvgO>



ON HIS BLINDNESS

John Milton

When I consider how my light is spent
Ere half my days, in this dark world and wide,
And that one talent, which is death to hide,
Lodged with me useless, though my soul more bent

To serve therewith my Maker, and present
My true account, lest he returning chide:
“Doth God exact day-labor, light denied?”
I fondly ask; but Patience, to prevent

That murmer, soon replies, “God doth not need
Either man’s work, or his own gifts. Who best
Bear his mild yoke, they serve him best. His state

Is kingly; thousands at his bidding speed
And post o’er land and ocean without rest.
They also serve who only stand and wait

REVOLUTION THROUGH TECHNOLOGY

????????

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<https://www.youtube.com/watch?v=MjrnY0Y4DKs>



WHEN I HAVE FEARS THAT I MAY CEASE TO BE

- John Keats

When I have fears that I may cease to be Before
my pen has gleaned my teeming brain,
Before high-pilèd books, in charactery,
Hold like rich garnerers the full ripened grain;

When I behold, upon the night's starred face, Huge
cloudy symbols of a high romance,
And think that I may never live to trace
Their shadows with the magic hand of chance;

And when I feel, fair creature of an hour,
That I shall never look upon thee more,
Never have relish in the faery power
Of unreflecting love—then on the shore

Of the wide world I stand alone, and think
Till love and fame to nothingness do sink.

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□□□□□□□□

<https://www.youtube.com/watch?v=bushx07yIVs>



LESSON 1 : QUESTIONS AND ANSWERS

1. Explain the irony at the end of the Snake in the Grass.

The servant Dasa claimed to have caught the snake in a water-pot. Before leaving, he said that he would hand over the pot to the snake-charmer living nearby. Everyone in the family admired him. Before Dasa returns, the family could see a cobra emerging from a hole in the compound wall. Whether there were really two snakes or Dasa had cleverly cheated them all is a mystery. It is not answered in the story. This is the irony at the end of the story.

2. Elucidate the narrative skill of R.K. Narayan with reference to the short story you studied.

R. K. Narayan is best remembered for his narrative skill and dealing with real life Indian scenes in his works. He begins the story with the entry of snake into the compound to draw the interest of the readers. How the family got scared of the snake, the servant's indifference and the neighbours search to catch the snake are beautifully narrated. As in his other stories, the ending is with inconclusive notes — whether Dasa really caught the snake? Humour and suspense are maintained from the beginning to the end.

3. Bring out the features of the character Dasa.

Dasa is an old servant in the family. He is lazy, insincere, indifferent and irresponsible in his work. He is found sleeping when the snake is reported to have entered the compound. Neighbours also accuse him in their words — “You have the laziest servant on the earth.” But he is clever and cunning. He knows very well that he will be dismissed from the job if the snake is not caught. So he convinces everyone to have caught the snake in a pot. Thus he becomes the hero of the day. His character is typically of Indian servants.

4. What superstitions or rituals are indicated in the story?

A beggar woman at the gate says that Only God Subramaniya has entered the house in the form a snake, and suggest not to kill the snake. Mother accepts this and remembers the forgotten abhishekam to God. Abhishekam to God is a typical Indian ritual done as a token of thanks to God for his grace in a difficult situation, though its impact on the expected events is still not scientifically proved. Again, killing a snake, especially a cobra is a sin in Indian context. That is why, the servant goes to leave the snake to the snake-charmer.

5. Bring out the humour in the story Snake in the Grass.

When the whole family is worried about the snake, the servant is found to be sleeping. They wake him up and reports of the snake. But he simply says, “there is no cobra.” and tries to settle the matter with these words. It really produces humour. The way in which the college-boy of the house works out the snake-bite per day as 83 alarms everyone and makes them sweat a lot in search. Dasa's pretension to have caught the snake and his behavior as the champion both make fun of the situation, especially when another snake appears on the compound wall.

LESSON 2 : QUESTIONS AND ANSWERS

6. Bring out the observations of Bacon on the duties and responsibilities of Parents towards Children.

Bacon says that some parents are not liberal in providing pocket money to children. But it is 'a harmful error.' It makes them join with bad company and become immoral. Therefore parents should not tighten their purse but keep the children under their control. He also says that it is the duty of the parents to choose a career themselves for their children. Another responsibility of the parents is not to treat children with partiality.

7. Bacon wants the parents to choose a profession for their children. Do you agree with this? Explain your views.

Bacon says that parents should choose a profession and course of study for their children. He may be right if he thinks that children are immature and not able to have long term assessments and perspectives of their job. But he also says that parents should not choose a career for their children keeping in mind the interest and nature of the children. We are to disagree with the writer here since modern children do not continue their study or career if it is against their choice and being forced upon them. In fact, they learn more than their parents and have their own choices in opting their study and profession.

8. What are the similarities and dissimilarities between humans and animals according to Bacon?

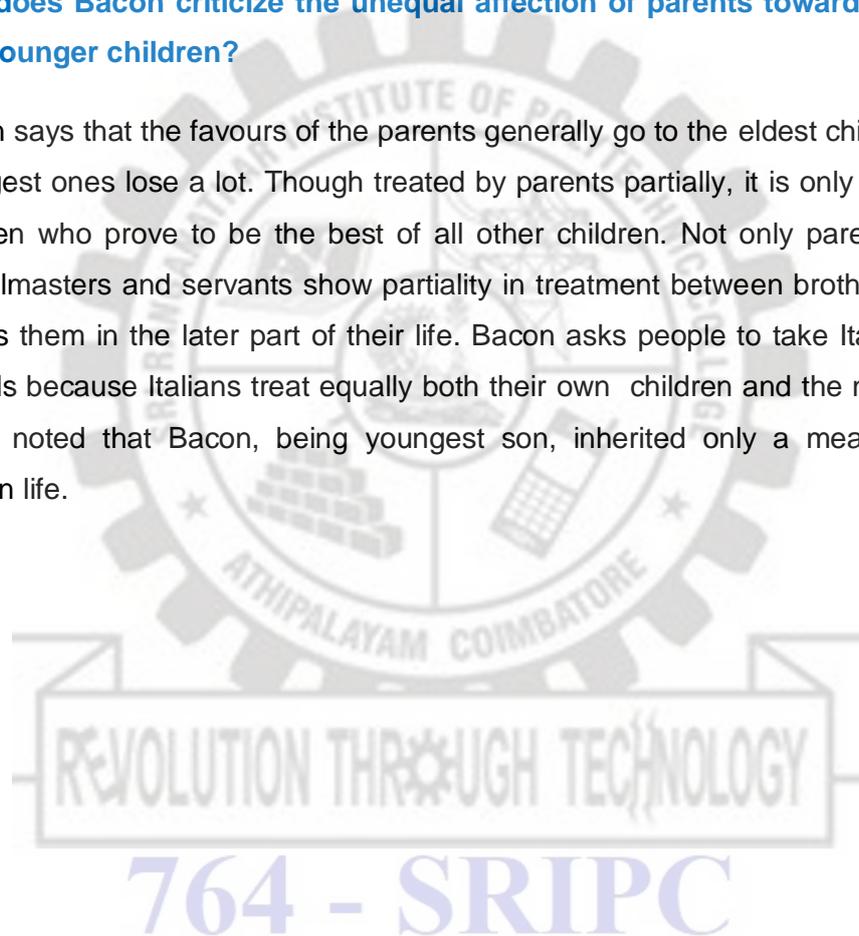
According to Bacon, both humans and animals may be similar in nature in reproduction and in taking care of their children. But there are major dissimilarities between them. Humans are bestowed with great thinking. It is only humans who have produced great literature and scientific inventions, not animals. Humans may not be able to fly with wings like birds but they fly better by airplanes and even launch satellites. They may not swim like fish and whales but learnt by their merit to swim by submarines. Thus, memory (great thinking), merit and noble works belong only to humans, not to animals.

9. What are the disadvantages of having children as said by Bacon?

Married men with children have a lot of commitments and responsibilities. They are left with no free time for making great achievements. Therefore, Bacon says that noblest works and great achievements have always emerged only from childless men. The word posterity refers to future generations. Bacon says that impotent men who could not make future generations generally make great treasures potentially for future generations. His view is autobiographical as Bacon himself was a childless man and at the age of 40, he had married a 14-year-old girl.

10. How does Bacon criticize the unequal affection of parents towards their elder and younger children?

Bacon says that the favours of the parents generally go to the eldest children and the youngest ones lose a lot. Though treated by parents partially, it is only the youngest children who prove to be the best of all other children. Not only parents, but also schoolmasters and servants show partiality in treatment between brothers. It greatly affects them in the later part of their life. Bacon asks people to take Italians as role models because Italians treat equally both their own children and the nephews. It is to be noted that Bacon, being youngest son, inherited only a meager share in his own life.



POEM 1: QUESTIONS AND ANSWERS

11. How does Milton arrive at the conclusion – “They also served who only stand and wait.”?

It is generally believed that God helps good people in times of danger. Those virtuous people during relief feel that this person helping me is really an angel sent from God. Milton wanted to serve like an angel but unfortunately he lost his eye sight. His total blindness made him so helpless. However he consoles himself by saying that he is one of those angels who only stand and patiently wait though not called for duty. It means that they also served.

12. Bring out the moral in the story of the Bags of Gold with reference to Milton’s poem.

According to the story of the Bags of Gold, a master gives five bags of gold to his first servant, two bags to his second servant and one bag to his third servant, before his journey. The first two servants doubled the money by investing but the last servant dug a hole and hid the one bag of gold in the ground. On his return, the master appreciated the first two but rebuked the last one. Milton compares himself with the last servant and considers God as his master. The bag of gold here is Milton’s poetic talent. Due to his blindness, he may not be able to use his Master’s gift and one day he will be scolded by Him.

13. Justify “On His Blindness” as an autobiographical poem.

Milton became completely blind in 1652 and the poem “On His Blindness” was written after his blindness. The loss of his eyesight is attributed to his restless late night work to serve the Commonwealth Government. The first line of the poem reveals this. Now he feels upset, depressed, frustrated and helpless for being left in the dark wide world. His talent of writing great works remains useless. He is also worried that God may scold him for not using God’s gift. Thus the whole poem deals with the experiences of Milton after blindness and remains a typical autobiographical poem.

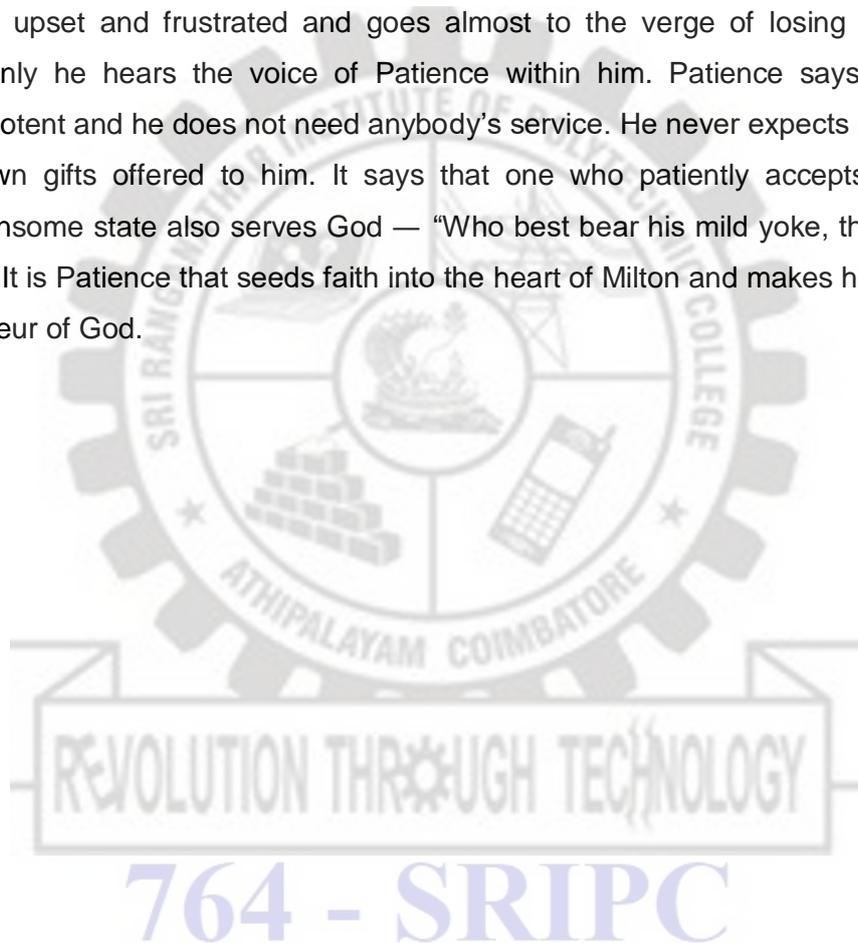
14. Explore Milton’s grievance in the poem.

Milton’s chief complaint is that God has taken away his eyesight when he is ready to serve and present his true account. He indirectly chides God why He has made him useless. To him, to hide his talent is death. However his wavering mind soon settles

in. Patience starts flowering and his religious faith is strengthened in course of the poem. He thinks that he may not be one of those angels who are serving now but he is definitely one of those angels who stand and wait patiently for the command of God to serve. It is this faith that made him to produce the great epics “Paradise Lost” and “Paradise Regained” after the loss of eyesight.

15. Explain the personification of Patience in the poem.

The act of giving human quality or characteristic to something non-human is called personification. In the poem, On His Blindness, Patience is personified. When Milton grows upset and frustrated and goes almost to the verge of losing faith in God, suddenly he hears the voice of Patience within him. Patience says that God is omnipotent and he does not need anybody’s service. He never expects man to return his own gifts offered to him. It says that one who patiently accepts his present burdensome state also serves God — “Who best bear his mild yoke, they serve him best.” It is Patience that seeds faith into the heart of Milton and makes him realize the grandeur of God.



POEM 2 : QUESTIONS AND ANSWERS

1. Explain by listing out the fears that Keats refers to in his poem.

Keats had so many fears before his death and they are clearly expressed here in this poem that was written few years before his death. The first fear of Keats is about his poetic achievements. He longs to produce 'high-piled books' of poetry but he is afraid that death may be a hindrance on his way. His second fear is that death may prevent him from seeing his ladylove for ever. The third fear of Keats is about the impermanency of his fame and love. According to him, it is nothingness that overrules everything and swallows everything at the end. Thus his fears are connected with his longings and lack of chances for the fulfillments.

2. Explain nihilism expressed at the end of Keats' poem.

Nihilism refers to the rejection of all religious and moral principles and is centered on the belief that life is meaningless and all values are false. It is an extreme form of pessimism. The concluding lines of Keats' poem too express the same idea. The first part of the poem reveals his disappointment in love and his unfulfilled desires of poetic achievements. But at the end, he says that he will stand alone on the shore of wide world and think like this only till all love and fame disappear by sinking into nothingness. He means that we think of love and fame to be more valuable than anything but we have them only to lose it to be swallowed by nothingness.

3. Justify "When I have Fears" as an autobiographical poem.

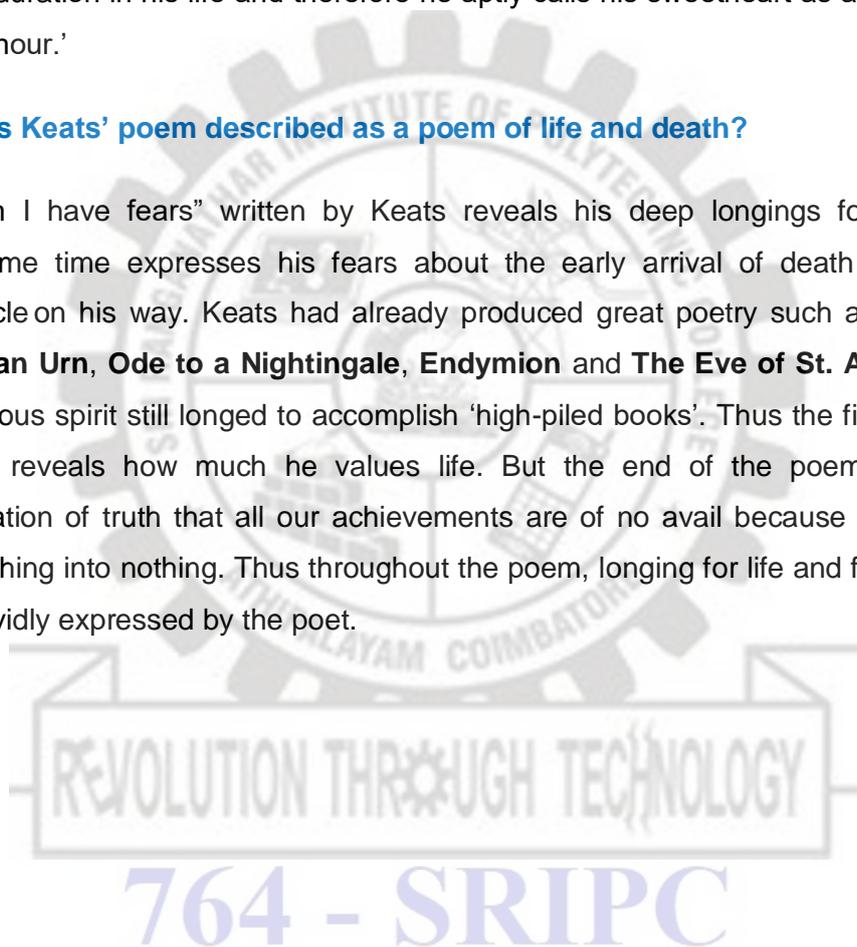
John Keats, an aspiring Romantic poet died of tuberculosis at the young age of 25. This poem was written just few years before his death and reveals all the depressions and fear he had. At the age of 8, he lost his father and at the age of 14, his mother. His brother Tom Keats also died three years before his death. In the third stanza, he refers to his fear of not meeting again his ladylove — "fair creature of an hour". In real life, after his brother's death, he moved to his friend Charles Brown's house where he met and fell deeply in love with Fanny Brawne. On doctor's advice, when he left for Rome, he permanently left her without any chance of meeting her again. Thus the poem is a typical autobiographical one.

4. How does Keats' poem excel in form and images?

John Keats has written his poem "When I Have Fears" in the form of Shakespearean sonnet in 14 lines. It is beautifully written with the rhyme scheme — abab cdcd efef gg and three quatrains followed by the rhyming couplet. The poem is also very rich in images such as 'teeming brain', 'high -piled books' and 'rich garner.' He compares his poetic ideas to fully ripened grain, and his books carrying those ideas to granaries. He also personifies night to have a starry face, and beholds the high romance of huge clouds in the sky. The time he spent with his lady love is only for a short duration in his life and therefore he aptly calls his sweetheart as a 'fair creature of an hour.'

5. Why is Keats' poem described as a poem of life and death?

"When I have fears" written by Keats reveals his deep longings for life and at the same time expresses his fears about the early arrival of death which is an obstacle on his way. Keats had already produced great poetry such as **Ode on a Grecian Urn**, **Ode to a Nightingale**, **Endymion** and **The Eve of St. Agnes** but his ambitious spirit still longed to accomplish 'high-piled books'. Thus the first half of the poem reveals how much he values life. But the end of the poem reveals his realization of truth that all our achievements are of no avail because death makes everything into nothing. Thus throughout the poem, longing for life and fears of death are vividly expressed by the poet.



MODEL QUESTION PAPER
COMMUNICATION ENGLISH – I
Time – 3 Hours [Maximum Marks: 100]

I. Answer any TEN of the following:

10x4=40

1. Frame a sentence by using the parts of speech given below:
 - a) Adjective: brilliant
 - b) Verb: live
 - c) Noun : office
 - d) Adverb: well

2. Frame a sentence for the first two patterns and write the patterns of the last two:
 - a) S+V+O+A
 - b) S+V+C+A
 - c) She was tired.
 - d) People elected him the new president.

3. Make use of each of the following main verb or auxiliary verb to make four sentences of your own.
 - a) bring
 - b) have
 - c) discuss
 - d) is

4. Frame four sentences by using the subject - Children and verb - play in the following tense forms:
 - a) Simple Present
 - b) Past Continuous
 - c) Present Perfect
 - d) Simple Future

5. Frame four Yes/No questions for the given situations:
 - a) Context: Talking to your friend about next week exam
 - b) Context: Talking to your sister at home
 - c) Context: Talking to your teacher about weekend classes.
 - d) Context: Talking to your uncle about his arrival

6. Ask four WH questions to the following people you contact:
 - a) To the bus conductor
 - b) To your HOD
 - c) To your mother
 - d) To your college librarian