



Sharath

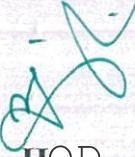
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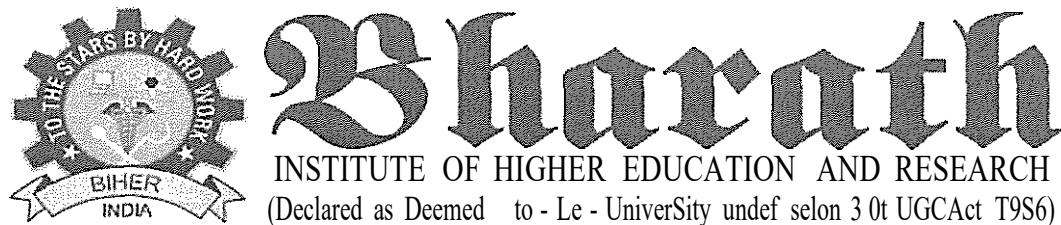
(Declared as deemed to be university under section 3 of UGC Act 1956, vide notification No. F.9-5/200&U.3)

COURSE FILE CONTENTS

FACULTY NAME	Mr. M. Gopinath	FACULTY DEPT	ENGLISH
SUBJECT NAME	Communicative English	CODE	U18HSEN101
YEAR	2018-2019	SEMESTER	I
DEGREE & BRANCH	B. TECH (All Branches)	DURATION	45
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2.	LESSON PLAN WITH CO MAPPING		
3.	INDIVIDUAL TIMETABLE		
4.	SYLLABUS & COURSE OUTCOMES		
5.	LECTURE NOTES		
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8.	INTERNAL ASSESSMENT TEST -1 SAMPLE ANSWER SHEETS		
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12.	ASSIGNMENT QUESTIONS		
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16.	TEXT BOOK & REFERENCE BOOK FOLLOWED		
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20.	STUDENT ATTENDANCE RECORD		
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STAFF


HOD



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BIHAR INSTITUTE OF SCIENCE AND TECHNOLOGY

DEPARTMENT OF ENGLISH

COURSE NAME: COMMUNICATIVE ENGLISH

COURSE CODE: U18HSEN101 / REGULATION - 2018

STAFF NAME: Mr. M. GOPINATH

LEARNING OUTCOMES

- 4 Enable students to learn and identify family pronunciation, grammar and vocabulary.
(Understand)

Help students to develop the knowledge, skills and strategies to become proficient and independent readers and make them to interact and construct meaning from the content.

(Analyze)

Develop listening abilities of the students, and teach basic listening strategies and expose them to a number of different listening situations through activities. (Remember)

- 4 Impart writing skills by sensitizing the learners to the dynamics of effective writing. (Create)
- 4 Recognize culture-specific perspectives and values embedded in language behavior to make students interpret authentic texts of different genres. (Analyze)
- 4 Communicate effectively using verbal and non-verbal communication skills. (Apply)

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LESSON PLAN

Name of the Department	English
Name of the School	Science and Humanities
Program Name/Code	I Year / B. Tech (All Branches)
Academic Year / Semester	2018 -2019/ODD
Course Name	Communicative English
Course Code	U18HSEN 101
No. of Credits	3
Total Contact Hours	45
staff Name / ID	Mr. M. Gopinath

Hour	Topic	CO	Reference	Teaching Tool	Proposed Date	Completed Date
Unit – 1 1	Speaking- Pronunciation, Intonation, Stress and }LJythm	C 1	R2	T1, T2 & T4	06/08/2018	06/08/2018
2	Common Everyday Situations: Conversations and Dialogues	CO1 & CO6	R2	T1, T2 & T4	07/08/2018	07/08/2018
3	Communication at Workplace — Interviews - Formal Presentations introducing oneself	CO6	R5	TB	09/08/2018	09/08/2018
4	Exchanging Personal Information - Narrating Events, - Incidents , Speaking About One's Friend/Pet	CO1	R2	T8	13/08/2018	13/08/2018
5	Wh- Questions, Asking And Answering-Yes Or No Questions	CO1 & CO3	R2	T1, T2 & T4	14/08/2018	14/08/2018
6	arts of speech	coi	R3 & R8	T8	16/08/2015	16/08/2018
7	Vocabulary development — prefixes-suffixes	CO1	R2 & R4	T8	17/08/2018	17/08/2018
8	Articles	cor	& R4	T8	20/08/2018	20/08/2018
9	Prepositions.	COc	R2	T1, T2 & T4	21/08/2018	2t/08/2018
Unit – 2 10	Reading — comprehension (multiple choice questions, short questions)	CO2	R2	T1, T2 & T4	23/08/2018	23/08/2018
11	Descriptions fi om newspapers including dialogues and conversations also used as short reading texts --- and longer passages	CO2		T3 &T8	27/05/2018	27/08/2018
12	Descriptions from newspapers including dialogues and conversations	CO2	R1 & R8	T8	28/08/2018	28/08/2018

	also used as short reading texts - -- and longer passages					
13	Understanding text structure - use of reference words & discourse markers	CO3 & CO5	R2, R4 & R6	T1, T2 & T4	29/08/2018	29/08/2018
14	Understanding text structure - use of reference words & discourse markers	CO3 & CO5	R2, R4 & R6	T1, T2 & T4	31/08/2018	31/08/2018
15	Coherence-jumbled sentences vocabulary and structures	CO5 & CO6	R1 & R8	TS	03/09/2018	03/09/2018
16	Coherence-jumbled sentences vocabulary and structures	co i	R4 & R6	T1 T2 & T4	04/09/2018	04/09/2018
y	Vocabulary Building - The concept Word Formation	co i	R4 & R6	T1 T2 & T4	06/09/2018	06/09/2018
18	Vocabulary Building - The concept Word Formation	" coi	R4 & R6	T1 T2 & T4	07/09/2018	07/09/2018
Unit — 3	Listening — listening to longer texts and filling in the table - product description	CO5	R1	T3 & T8	17/09/2018	17/09/2018
19	Asking about routine actions and expressing opinions - Listening to telephonic conversations	CO3	R2, R4 & R6	T1, T2 & T4	18/09/2018	18/09/2018
21	degrees of comparison	CO1	R2, R4 & R6	T1, T2 & T4	20/09/2018	20/09/2018
22	Pronouns	co	& R4	T T2 & T4	24/09/2018	24/09/2018
23	Direct vs indirect questions	CO1	R1	T3 & T8	25/09/2018	25/09/2018
24	Vocabulary development — single word substitutes - Identifying Common Errors in Writing	CO1 & CO6	R2, R4 & R6	T1, T2 & T4	26/09/2018	26/09/2018
25	Adverbs	co i	in, R4 & R7	Th T2 & T4	28/09/2018	28/09/2018
26	Subject-verb agreement	co i	2 & R4	T , T2 & T4	0 0/2018	01/10/2018
27	Noun - pronoun agreement	CO1	RT&R8	T8	02/10/2018	02/10/2018
UNIT — 4	Writing- letter writing, formal and personal letters	CO4	R1	T8	03/10/2018	03/10/2018
28	After listening to dialogues or conversations and completing exercises based on them	CO3, & CO6	R2 & R4	T1, T2 & T4	04/10/2018	04/10/2018
30	Understanding text structure- use of reference words and discourse markers	COS	R2 & R9	T1, T2 & T4	05/10/2018	08/10/2018
31	coherence-jumbled sentences	COS & CO6	*3	T3 & T8	10/10/2018	10/10/2018
32	Tenses- simple present-simple past-present continuous and past continuous	CO1	R2 & R4	T3 & T8	11/10/2018	11/10/2018
33	Tenses- simple present-simple past-present continuous and past continuous	co	R4	T T2 & T4	5 0/2018	5 0/2018
34	Development- synonyms-antonyms	co i	in, R4 & RQ	T1, T2 & T4	18/10/2018	16/10/2018
35	Plurals verbs	CO1	R2 & R4	T3 & T8	22/10/2018	22/10/2018

36	Prepositions	CO	R2 & R4	T3 & T8	23/10/2018	23/10/2018
Unit – 5 37	Writing short essays — developing an outline- identifying main and subordinate ideas	CO4, CO5 & CO6	R2 & R9	T1, T2 & T4	25/10/2018	25/10/2018
38	writing- listening to talks, conversations to complete the remaining, participating in conversations - short group conversations	CO3, CO4	RI	T1, T2 & T4	26/10/2018	26/10/2018
39	Language development-modal, s, bs present/ past perfect tense	CO1	“ & R,	T3 & T8	29/10/2018	29/10/2018
40	Paragraph writing- topic sentence- main ideas short narrative descriptions	CO4	R3	T8	30/10/2018	30/10/2018
41	Synonyms, antonyms, and standard abbreviations	CO1	R3	T8	05/11/2018	05/11/2018
42	Basic Writing Skills- Sentence Structures- Use of phrases and clauses in sentences	CO4	RI	T1, T2 & T4	06/11/2018	06/11/2018
43	Importance of proper punctuation	Co 1	R2 & R4	T8	08/11/2018	08/11/2018
44	Creating coherence - Organizing principles of paragraphs in documents	CO3 & CO6	R3	T8	09/11/2018	09/11/2018
45	Techniques for writing precisely	co4	R1	T8	12/11/2018	12/11/2018

Reference Code	Description
R1	Bailey, Stephen. Academic Writing: A practical guide for students. New York: Rutledge 2011.
R2	Comfort, Jeremy, et al. Speaking Effectively: Developing Speaking Skills for Business English. Cambridge University Press, Cambridge: Reprint 2011
R3	Dutt P. Kiranmai and Rajeevan Geeta. Basic Communication Skills, Foundation Books 2013
R4	Means, L. Thomas and Elaine Langlois. English & Communication for Colleges. Cengage Learning, USA: 2007
R5	Practical English Usage. Michael Swan. OUP. 2005.
R6	Remedial English Grammar. F.T. Wood. Macmillan.2007
R7	On Writing Well. William Zinsser. Harper Resource Book. 2001

Type Code	Teaching Tool Planned
T1	Black board
T2	Power Point Presentation
T3	Video Presentation
T4	Notes
T8	Laboratory

Prepared by	Staff Name	Mr. M. Gopinath
Verified by	HoD	Dr. V. Manimozhi

Verified by	HoD	Dr. V. Manimozhi	
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IQAC/ACAD/002

Name of the School	School of Science and Humanities
Name of the Department	Department of English
Program Name/Code	B.Tech
Course Name/Code	Communicative English / U18HSEN101
Course Coordinator details	
a. Name/ID	Mr. M. Gopinath
b. Designation	Assistant Professor
c. Department	English

List of POs:

Engineering Graduates will be able to:

PO1. Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

PO2. Problem analysis: Identify, formulate, review research *literature*, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

PO3. Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

PO4. Conduct investigations of complex problems Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

POS. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

PO6. The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7. Environment and sustainability. Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8. Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

PO9. Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10. Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11. Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12. Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life- long learning in the broadest context of technological change.

List of PSOs:

PSO 1 :

PSO 2 :

PSO n :

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IQAC/ACAD/005

CO-PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	POII	PO12
CO1	-	H	-	-	-	-	-	-	-	-	-	M
CO2			M							M		
CO3	-	-	-	H	-	-	-	-	-	-	H	-
CO4					H		M					
CO5					-	H			H	L		
CO6												

Note: Z — for; /U - Medium ; H — High

CO-PSO Mapping

CO/PSO	PSO1	PSO2	PSO3
CD1			
CO2			
CO3			
CO4			
CO5			
CO6			

Note: 1 - Low; M - Medium, • H - High

Prepared by	Course Coordinator Ms. M. Gopi iatlz	Signature
Verified & Forwarded by	HoD (English) DR. V. MillimozlJi	Signature
Approved by	HoD (S&H) DI . A. ManiLandan	Signature

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
BTECH I YEAR - I SEMESTER - 2018-19
FACULTY INDIVIDUAL TIME TABLE

MR.M.GOPINATH (16 HOURS)/ ENGLISH

DAY/ HOUR S	1 9.00AM -	2 9.50AM -	3 10.50AM B	4 11.40AM 11.40AM	5 1.30PM L	6 2.10PM 2.50AM	7 2.50PM 3.30PM
MON	CSE-EQ		R	GCSE-H		CSE-F	CSE-G
TUE	CSE-E (SEM)	CSE-F K	*	CSE-E A	^ H		CSE-G ()
THURS	CSE-E	CSE-F	CSE-G	MECH-B (LIB)			CSE-H
FRI	CSE-G		CSE-H				


Staff


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Bharath Institute of Science and Technology
 Bliai-nth Institute of Higher Education and Research
 Syllabus r mat for First Year

Subject code: U18HSEN 101	Subject Name: COMMUNICATIVE ENGLISH (Common to B. Tech - Mech, Mechatronics, Automobile, Aero, EEE, EIE, ECE, CSE, IT, Civil & BioMedical admitted from July 2018)	L	T	P	C
	Total Contact Hours = 45	2	1	0	3
	Prerequisite course — School Level English				
	Course Coordinator Name & Department: - Mr. M. Gopinath & Dept. of English				
COURSE OBJECTIVES: -	4 Enhance the leaner's communication shifts by giving adequate exposure ii LSRW — Listening, Speaking, Reading, Writing skills and the related sitb-skills, Help the learners i'ecognize and ope'i'ate in various styles and i'egistei-s in English.				

COURSE OUTCOMES (COs)	
CO1	table students to leant and idcntily faulty pronunciation, gi'airinai' and vocabaiilai'y. (Ui<devstand)
CO2	Help students develop the knowledge, skills and strategies to become proficient and independent readers and make them to interact and construct irieaning from the content. (Analyze)
CO3	Develop listening abilities of the students, and teach basic listening strategies and expose them to a number of different listening situations through activities iRemember)
CO4	Impart writing skills by sensitizing the learner's to the dynamics of effective writing (Create)
CO5	Recognize culture-specific perspectives and values embedded in language behavior to make students interpret authentic texts of different genres. (Analyze)
CO6	Communicate effectively using vei'bal and non-verbal communication skills. (Apply)

Mapping of Course Outcomes with Program outcomes (POs) (1/2/3 indicates strength of correlation) 3-high, 2-Medium, 1-Low															
1	COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02
2	CO1		H										M		
	CO2			M							M				
	CO3				H							H			
	CO4					H		M							
	CO5						H		H	L					
	CO6														
3	Category	Basic Sciences (BS)													
4	Approval	47* Academic Council Meeting held in Aug, 2018													

UNIT I SPEAKING

Speaking- Pronunciation, Intonation, Stress and Rhythm -Common Everyday Situations: Conversations an. Dial Sues - Communication at Workplace - Interviews - Formal Presentations introducing oneself exchanging personal information- narrating events, - incidents, speaking about one's friend/pet -Wb Questions- asking and answering-yes or no questions- parts of speech. Vocabulary development - prefixe/- suffixes - articles, prepositions.

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Syllabus Format for First Year

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Syllabus Format for First Year

UNIT II READING

Reading — comprehension (multiple choice questions, short questions) - short narratives and descriptions from newspapers including dialogues and conversations also used as short reading texts-- and longer passages understanding text structure- use of reference words and discourse markers-coherence-jumbled sentence vocabulary and structures- Vocabulary Building - The concept of Word Formation

UNIT III LISTENING

Listening — listening to longer texts and filling in the table- product description- asking about routine action' and expressing opinions. —Listening to telephonic conversations -degrees of comparison- pronouns- direct v^c indirect questions- Vocabulary development — single word substitutes- adverbs- Identifying Common Errors in Writing - Subject-verb agreement - Noun pronoun agreement

UNIT IV WRITING

Writing- letter writing, formal and personal letters- after listening to dialogues or conversations and completing exercises based on them. Understanding text structure- use of reference words and discourse markers- coherence-jumbled sentences -Tenses- simple present-simple past- present continuous and past continuous- Vocabulary development- synonyms-antonyms- phrasal verbs- Articles - Prepositions.

UNIT V LANGUAGE DEVELOPMENT

Writing short essays — developing an outline- identifying main and subordinate ideas- dialogue writing-listening to talks, conversations to complete the remaining, participating in conversations- short group conversations-Language development-modal verbs- present/ past perfect tense - past continuous - topic sentence- main ideas short narrative descriptions. Synonyms, antonyms, and standard abbreviations- Basic Writing Skills- Sentence Structures- Use of phrases and clauses in sentences - Importance of proper punctuation - Creating coherence- Organizing principles of paragraphs in documents- Techniques for writing precisely

TEXT BOOKS:

1. English A Course book for Under Graduate Engineers and Technologists. Orient Black Swan Limited Hyderabad: 2015
2. Richards, C. Jack. Interchange Students' Book-2 New Delhi: CUP, 2015.

REFERENCES

1. Bailey, Stephen. Academic Writing: A practical guide for students. New York: Routledge, 2011.
2. Comfort, Jeremy, et al. Speaking Effectively: Developing Speaking Skills for Business English. Cambridge University Press, Cambridge: Reprint 2011
3. Dutt P. Kiranmai and Rajeevan Geeta. Basic Communication Skills, Foundation Books: 2013
4. Means, L. Thomas and Elaine Langlois. English & Communication for Colleges. Cengage Learning, USA 2007
5. Practical English Usage. Michael Swan. OUP. 2005.
6. Remedial English Grammar. F.T. Wood. Macmillan.2007
7. On Writing Well. William Zinsser. Harper Resource Books. 2001




Course Coordinator-

Mr. M. Gopinath Assistant Professor- Department of English BIST, BIHER.



HOD

Dr. V Manimozhi Proof. & Head
Department of English
BIST, BIHER.

UNIT I

SPEAKING

1 PRONUNCIATION, INTONATION, STRESS AND RHYTHM

p	t	k	f	s	θ	ʃ	tʃ	
gen	t	talk	can	{ive	six	thanks	she	teacher
b	d	g	v	z	ð	ʒ	dʒ	
<u>bed</u> **	<u>does</u> "	get	e	zeo	" " this	television	i ket	
h	l	r	w	m	n	ŋ	j	
hat	leg	read	wet	mother	nurse	sing	yes	
I	i:	u:	ʊ	ei	Ia	au		
hjt	been	food	foot	pa9e	here	know		
a	a:	o:	' o	ai	ea	au		
ago	first	Ought	i	got	five	there	house	
e	æ	ɑ:	ʌ	ɔr	ʊə			
pen	cat	car	but	voice	poor			

Learning English as a second language is very important to learn how words stress, when we use i‘hythin in each sentence and what for intonation it will be used. These are parts of pronunciation its English language. Learning English is not learning words and sentences. It is necessary to learn how to avoid the interference of mother language in order to

improve the utterance near the native speakers. The role of mother tongue influences in a language acquisition for i‘hythm, stress and intonation when they adapt the same process of acquisition. So, it is necessary to learn stress, rhythm and intonation because they are parts of pronunciation. What does the meaning of these words?

Rhythm of speech is one of the different parts of a language. Spoken English words have more syllables. Some syllables are stressed weak and strong, some are stressed long and short. These reasons English language has its rhythm. It refers to the length of time between the main stress or accent and looks like a musical voice in human feeling. It has been said that every language has its rhythm. A person who is ill or weak in language may lose language without interests or senses of rhythm. It is easier for children than adults to learn or acquire rhythm of language.

If learners want to practice the rhythm of English, first thing you should begin counting from one to twenty and tap your finger on a table when you count. Learning English as a second language is very important to learn how words stress, when we use rhythm in each sentence and what for intonation it will be used. These are parts of pronunciation in English language. Learning English is not learning words and sentences. It is necessary to learn how to avoid the interference of mother language in order to improve the utterance near the native speakers. The role of another tongue influences in a language acquisition for rhythm, stress and intonation when they adapt the same process of acquisition. So, it is necessary to learn stress, rhythm and intonation because they are parts of pronunciation.

Stress

Stress is the force placed on a word in speaking to make the meaning clear in many sentences. When you say some words with more force and others with less force. English has stress sounds on the main words such as verbs, nouns, adjectives and adverbs that we call Content Words such as nouns : bag, sauce,

verbs: walk, drive, hit, adverbs: well, fast, etc., adjectives: fat, big, thin. And some words we do not stress they are called Function Words such as articles: the, an, a, some, any, a few, auxiliary verbs: am, was, Can. Could, should, must etc., prepositions: near, next to, after etc., conjunctions: but, and, or, for, as etc., pronouns: he, she, we, they, him, her etc.

There are the following eight patterns of word stress in English.

One syllable- Stressed e.g.

Dog

DRINIC

GOOD

Two syllable — First Syllable Stressed e.g.

PAINtei

PENcil

WOmen

DRAWing

Two syllable — Second Syllable Stressed

poLICE

reCORD

tWELVE

Three syllable — First Syllable Stressed

INteresting

REStaurant

TElephone

Three syllable- Second Syllable Stressed

toMAto

agGRESSive

Consider examples below.

iTalian

Three syllable- Third Syllable Stressed

instiTUTE

volunTEER

interFERE

Four syllable-Second Syllable Stressed

geOgraplier

phiLOsophy

esPECially

Four syllable- Third Syllable Stressed

eliVAtor

giaduAtion

enterTAIner

In English, stress is the most important to pronounce words clearly in order to understand the dialogue.

Intonation

Intonation is kinds of pitch which means the lowness or highness sound. When saying such a sentence, the voice can rise to a higher tone or a lower tone that makes speech lively and the meaning clear. Intonation is a problem of learning English for learner who wants to speak the language fluently as a native speaker. Intonation is the music of a language, and it is maybe the most important factor of good accent.

English has intonation to tell the way how speaker's express.

He's GOing. (statement)

He's goIN G? (question)

Examples of some intonation sentences:

COME and live HERE.

Please stand UP.

Have you ever GONE there before?

You love him, DON'T you?

Would you like some Sugar?

The rise and fall of pitch occurs in the sentence we called intonation contour'. English language has intonation in order to give the meaning of utterance such as the belief, any emotion, the agreement and disagreement. the question, the statement.

Tone

The movement of music and rhythm is involved of speech it is called tone of voice.

Communication always have tone to be more successful in the utterance, because tone is telling about thinking, emotion, or feeling between people who communicate.

Types of intonation

Fall or falling tone is used for the belief in a content of speech.

Examples

5'ou should ask youi D I rector.

I'x'e talked to a HOUSEkeeper.

Be CAREfu1!

Low rise (a rising tone) is used when a speaker Ifas a question and want to know the answer.

Examples

a) Isn t he CUTE?

b) YES.

High-rise (a rising tone) is used when a speaker is asking for a repetition or clarification, or indicating disbelief.

Examples

She passed leer EXam.

She PASSED. (disbelief)

Fall-rise is a signal of dependency, continuity and non-finality. It occurs in sentence non-final intonation units.

Examples

a) A bus of this TOUR would be SAFE.

b) STUdy in this SCHOOL is quite be GOOD.

English language intonation is the music of the language. We use tone to show emotion or to ask questions. In each conversation, it is

necessary to remember the meaning behind the tones.

2 CONIMON EVERYDAY SITUATIONS: CONVERSATIONS AND DIALOGUES

Situational Dialogues were designed with variety of 44 everyday English usage situations. This is designed for English learner who is in intermediate level and above. Each situation has to be represented by four successive dialogues.

List Of Situational Dialogues

Transport

- Asking the Way
- On the Bus
- Taking a Taxi
- At a Railway Station
- London Underground
- Booking Airline Ticket
- Hiring a Car
- At the Garage

Food and Drink

- Tea Time
- Coffee Bar
- In a Restaurant
- At a Hotel
- Finding a Room
- Making an Appointment
- Finding a Job
- At a Bank
- At a Barber's Shop

Shopping

- At a Theatre

Communication

- Police Registration
- Asking For Change
- Telephoning
- In a Post Office
- Greetings, Introduction and Opening Conversation

- CliMStinaS, New Year , Other Festival greetings
- Saying Goodbye
- Television
- Thanks for Hospitality

Dialogues 2

SOME EXAMPLES OF SITUATIONAL DIALOGUES

1st Person	Excuse me. Can you tell me where South Street is, please?
2nd Person	Take the second on the the left and then ask again.
1st Person	Is it far?
2nd Person	No, it's only about five minutes' walk.
1st Person	Many thanks.
2nd Person	Not at all.

Sam' Sister	Wendy, I'd like you to meet my brother, Sam.
Wendy	How do you do?
Sam	How do you do?
Wendy	What do you think of life in England?
Sam	I'm still feeling pretty homesick.
Wendy	It's bound to be strange at first

COMMUNICATION AT WORKPLACE

Effective communication in the workplace is imperative in a leadership role. An age-old aphorism goes, “It’s not what you say, but how you say it.” Good communication is what separates a poor leader from an exceptional one. Having effective communication skills is the key to good leadership.

When you communicate well with your team, it helps eliminate misunderstandings and can encourage a healthy and peaceful work environment. Efficient and open communication with your team will also let you get work done quickly and professionally.

INTERVIEWS

1. Research the industry and company.

An interviewer may ask how you perceive his company's position in its industry, who the firm's competitors are, what its competitive advantages are, and how it should best go forward. For this reason, avoid trying to thoroughly research a dozen different industries. Focus your job search on just a few industries instead.

2. Clarify your "selling points" and the reasons you want the job.

Prepare to go into every interview with three to five key selling points in mind, such as what makes you the best candidate for the position. Have an example of each selling point prepared ("I have good communication skills. For example, I persuaded an entire group to ..."). And be prepared to tell the interviewer why you want that job — including what interests you about it, what rewards it offers that you find valuable, and what abilities it requires that you possess. If an interviewer doesn't think you're really, really interested in the job, lie or she won't give you an offer — no matter how good you are!

3. Anticipate the interviewer's concerns and reservations.

There are always more candidates for positions than there are openings. So interviewers look for ways to screen people out. Put yourself in their shoes and ask yourself why they might not want to hire you ("I don't have this," "I'm not that," etc.). Then prepare your defense: "I know you may be thinking that I might not be the best fit for this position because [their reservation]. But you should know that [reason the interviewer shouldn't be overly concerned]."

4. Prepare for common interview questions.

Every "how to interview" book has a list of a hundred or more "common interview questions." (You might wonder just how long

those interviews are if there are that many common questions!) So how do you prepare? Pick any list and think about which questions you're most likely to encounter, given your age and status (about to graduate, looking for a summer internship). Then prepare your answers so you won't have to fumble for them during the actual interview.

5. Line up your questions for the interviewer.

Come to the interview with some intelligent questions for the interviewer that demonstrate your knowledge of the company as well as your serious intent. Interviewers always ask if you have any questions, and no matter what, you should have one or two ready. If you say, "No, not really," he or she may conclude that you're not all that interested in the job or the company. A good all-purpose question is, "If you could design the ideal candidate for this position from the sound up, what would he or she be like?"

If you're having a series of interviews with the same company, you can use some of your prepared questions with each person you meet (for example, "What do you think is the best thing about working here?" and "What kind of person would you most like to see fill this position?") Then, try to think of one or two others during each interview itself.

d. Practice, practice, practice.

It's one thing to come prepared with a mental answer to a question like, "Why should we hire you?" It's another challenge entirely to say it out loud in a confident and convincing way. The first time you try it, you'll sound garbled and confused, no matter how clear your thoughts are in your own mind! Do it another 10 times, and you'll sound a lot smoother and more articulate.

But you shouldn't do your practicing when you're "on stage" with a recruiter;

i eliearse before you go to the intelIiew. The best way to rehearse? Get two filends and practice interviewing each other in a "round robin": one person acts as the observer and the "interviewee" gets feedback from both the observer and the "interviewer." Go for four or five rounds, switching roles as you go. Ai2other idea (but definitely second-best) is to tape record your answer and then play it back to see where you need to improve. Whatever you do, make sure your practice consists of speaking aloud. Reheai'sing your answer in your mind won't cut it.

7. Score a success in the first five minutes.

Some studies indicate that interviewers make up their minds about candidates in the first five minutes of the interview — and then spend the rest of the interview looking for things to confirm that decision! So what can you do in those five minutes to get through the gate? Come in with energy and enthusiasm, and express your appreciation for the interviewer's time. (Remember: She may be seeing a lot of other candidates that day and may be tired from the flight in. So bring in that energy!)

Also, start off with a positive comment about the company — something like, "I've really been looking forward to this meeting [not "interview"]. I think [the companys is doing great work in [a particular field or project], and I'm really excited by the prospect of being able to contribute."

S. Get on the same side as the interviewer.

Many interviewers view job interviews as adversarial: Candidates are going to try to pry an offer out of the interviewer, and the interviewer's job is to hold onto it. Your job is to transform this "tug of war" into a relationship in which you're both on the same side. You could say something as simple as,

"I'm happy to have the chance to learn more about your coiiapany and to let you learn more about me, so we can see if this is going to be a good match or not. 181ways think that the worst thing that can happen is to be hired into a job that's wrong for you then nobody's happy!"

9. Be assertive and take responsibility for the interriew.

Perhaps out of the effort to be polite, some usually assertive candidates become overly passive during job interviews. But politeness doesn't equal passivity. An interview is like any other' convei'sation — it's a dance in which you and a partner move together, both responding to the other. Don't make the mistake of just sitting there waiting for the interviewer to ask you about that Nobel Prize you won. It's youi responsibility to make sure he walks away knowing your key selling points.

10. Be ready to handle illegal and inappropriate questions.

Interview questions about your race, age, gender, religion, marital status, and sexual orientation are inappropriate and in many areas illegal. Nevertheless, you may get one or more of them. If you do, you have a couple of options. You can simply answer with a question ("I'm not sute how that's relevant to my application"), or you can try to answer "the question behind the question": "I don't know whether I'll decide to have children in the near future, but if you're wondering if I'll be leaving my job for an extended period of time, I can say that I'm very committed to my career and frankly can't imagine giving it up."

11. Make your selling points clear.

If a tree falls in the forest and no one is there to hear it, did it make a sound? More important, if you communicate your selling points during a job interview and the interviewer doesn't get it, did you score? On this

question, the answer is clear. No! So don't bury your selling points in long-winded stories. Instead, tell the interviewer what your selling point is first, then give the example.

12. Think positive.

No one likes a complainer, so don't dwell on negative experiences during an interview. Even if the interviewer asks you point blank, "What courses have you liked least?" or "What did you like least about that previous job?" don't answer the question. Or more specifically, don't answer it as it's been asked. Instead, say something like, "Well, actually I've found something about all of my classes that I've liked. For example, although I found [class] to be very tough, I liked the fact that [positive point about the class]" or "I liked [a previous job] quite a bit, although now I know that I really want to [new job]."

13. Close on a positive note.

If a salesman came to you and demonstrated his product, then thanked you for your time and walked out the door, what did he do wrong? He didn't ask you to buy it! If you get to the end of an interview and think you'd really like that job, ask for it! Tell the interviewer that you'd really, really like the job — that you were excited about it before the interview and are even more excited now, and that you're convinced you'd like to work there. If there are two equally good candidates at the end of the search — you and someone else — the interviewer will think you're more likely to accept the offer, and thus may be more inclined to make an offer to you.

Even better, take what you've learned about yourself from your MyPath career assessment and use it to explain why you think this is the job for you: "I've done some careful career self-assessment, and I know that I'm most interested in [one or two of your most important

career interest themes], and — correct me if I'm wrong — it seems that this position would allow me to express those interests. I also know that I'm most motivated by [two or three of your most important motivators from your MyPath assessment], and I leave the sense that if I do well, I could get those rewards in this position.

Finally, I know that my strongest abilities are [two or three of your strongest abilities from your MyPath assessment], and I see those as being the abilities you most need for this position." If you follow this tip, you'll be (a) asking for the job, (b) explaining why you think it's a good match, (c) displaying your thoughtfulness and maturity, and (d) further disarming the tug-of-war dynamic that interviewers anticipate. You'll be making the strongest possible "close" — and that's worth a lot!

14. Bring a copy of your resume to every interview.

Have a copy of your resume with you when you go to every interview. If the interviewer has misplaced his or her copy, you'll save a lot of time (and embarrassment on the interviewer's part) if you can just pull your extra copy out and hand it over.

15. Don't worry about sounding "canned".

Some people are concerned that if they rehearse their answers, they'll sound "canned" (or overly polished or glib) during the interview. Don't worry. If you're well prepared, you'll sound smooth and articulate, not canned. And if you're not so well prepared, the anxiety of the situation will eliminate any "canned" quality.

16. Make the most of the "Tell me about yourself" question.

Many interviewers begin interviews with this question. So how should you respond?

You can go into a story about where you were born, what your parents do, how many brothers and sisters and dogs and cats you have, and that's okay. But would you rather have the interviewer writing down what kind of dog you have — or why the company should hire you?

Consider responding to this question with something like: "Well, obviously I could tell you about lots of things, and if I'm missing what you want, please let me know. But the three things I think are most important for you to know about me are (your selling points). I can expand on those a little if you'd like." Interviewers will always say, "Sure, go ahead." Then you say, "Well, regarding the first point, [give your example]. And when I was working for [company], I [example of another selling point]." Etc. This strategy enables you to focus the first 10-15 minutes of the interview on all of your key selling points. The "Tell me about yourself" question is a golden opportunity. Don't miss it!

17. Speak the right body language.

Dress appropriately, make eye contact, give a firm handshake, have good posture, speak clearly, and don't wear perfume or cologne! Sometimes interview locations are small rooms that may lack good air circulation. You want the interviewer paying attention to your job qualifications -- not passing out because you've come in wearing Chanel No. 5 and the candidate before you was doused with Brut, and the two have mixed to form a poisonous gas that results in you not getting an offer!

18. Be ready for "behavior-based" interviews".

One of the most common interview styles today is to ask people to describe experiences they have had that demonstrate behaviors that the company thinks are important

for a particular position. You might be asked to talk about a time when you made an unpopular decision, displayed a high level of persistence, or made a decision under time pressure and with limited information, for example.

Step 1 is to anticipate the behaviors this hiring manager is likely to be looking for.

Step 2 is to identify at least one example of when you demonstrated each behavior.

Step 3 is to prepare a story for each example. Many people recommend using SAR(Situation-Action-Result) as a model for the story. Step 4 is to practice telling the story. Also, make sure to review your resume before the interview with this kind of format in mind; this can help you to remember examples of behaviors you may not have anticipated in advance.

19. Send thank-you notes.

Write a thank-you note after every interview. Type each note on paper or send them by email, depending on the interviewer's preferences. Customize your notes by referring specifically to what you and the interviewer discussed; for example, "I was particularly excited about [or interested by, or glad to hear] what you said about ..." Handwritten notes might be better if you're thanking a personal contact for helping you in your job search, or if the company you're interviewing with is based in Europe. Whatever method you choose, notes should be sent within 48 hours of the interview.

To write a good thank-you note, you'll need to take time after each interview to jot down a few things about what the interviewer said. Also, write down what you could have done better in the interview, and make adjustments before you head off for your next interview.

20. Don't give up!

If you've had a bad interview for a job that you truly think would be a great fit for you

(not just something you want badly), don't give up! Write a note, send an email, or call the interviewer to let him or her know that you think you did a poor job of communicating why you think this job would be a good match.

Reiterate what you have to offer the company, and say that you'd like an opportunity to contribute. Whether this strategy will get you a job offer depends on the company and on you. But one thing's for sure: If you don't try, your chances are exactly zero. We've seen this approach work on numerous occasions, and we encourage you to give it that last shot.

SELF INTRODUCTION - EXCHANGING PERSONAL INFORMATION

Self-introduction tips for freshers

It is all the way more dreadful for freshers to prepare their self-introduction. Most freshers are of the view that they don't have much to talk about. Let us keep this straight: You know you are a fresher; your interviewer also knows you are a fresher'.

Following are some special tips for freshers:

Confidence is the key. Maintain good body language and communicate your points well.

Interview body language do's and don'ts:

Take this opportunity of self-introduction as your chance to exhibit your qualities in the right way.

Talk about your educational background and achievements. Mention relevant certificates and awards. For example, if you are giving an interview for the profile of 'content writer', an awarded certificate for essay writing is worth mentioning.

Provide information about your family members. However, do not talk in detail about their professional achievements. Remember: It is your interview.

As a fresher, you have leverage that you can talk about your hobbies at length. Showcase your qualities and personality while mentioning your hobbies. By doing so, you can take charge of your interview.

Example: I love playing basketball. I have played many tournaments and traveled a lot as well. It taught me interpersonal skills. And, surely, I learned how to remain focused.

Do not get carried away while talking about your life experiences. Keep them brief.

Self-introduction example for freshers - "Hi, I am Aayesha. I am from Bengaluru. I completed my B. Com (Honors) from Christ College, Bengaluru in 2018. My father is a doctor, and my mother is a social worker. I have a younger brother who is pursuing his B.Tech. I love playing basketball and have represented my school in many competitions. My active participation in sports has taught me many skills. I am also an active member of my school alumni club and take initiative in organizing alumni meets. I have a fascination for languages, so I am learning the Japanese language."

NARRATING EVENTS, INCIDENTS, SPEAKING ABOUT ONE'S FRIENDS, PETS ETC

Layout Introduction:

- Mention the name type of event , Reason for celebrating this event , Set the scene (time-place)
- Main body 1st paragraph: Preparations
- 2nd paragraph: Decorations
- 3rd paragraph: Actual description of the events: Costume • Games • Food activities

- Conclusion: Final thought •Comments
•feelings

Annual events: Present simple is used: Ex.
Carnivals festivals that takes place every year

Something that you attended in the past: Past simple is used The passive is frequently used to describe the preparations or activities which take place

Make your description vivid: Using the narrative technique and the variety of adjectives
e.g: • Crowded • Brightly • Coloured •
Clapping • Cheering • Sounds

A list of guiding words: •Preparations: • Paper plates & cups • Flowers food • Plastic cutlery • Balloons • Actual day • Sing “Happy birthday” • Play games • Watch videos • Feelings • All enjoyed themselves • Some were bored • Beauty • Sparkle • Marvel • Magic • Luxury • Plenty • Glitter • Joy • entertain

Introduction: Include something interesting and why this event is important / fun to go to
Description of location, time, date Describe the activities that happened Describe the sensory details: Smells, colors, sounds, tastes

Conclusion: Summarize why this event was worth attending and what you especially enjoyed

DESCRIBING PEOPLE

What Are the Different Ways to Describe People?

Let's say you want to describe a friend, a family member or a boss. You will probably use a few kinds of information.

Appearance is what someone looks like on the outside.

Mannerisms are the ways that someone acts or behaves.

Character traits are the little things that make someone who they are. In other words, they make up someone's personality.

Emotions are what someone feels at a certain time.

WH-QUESTIONS

What language do people speak in Turkey?

What language do people speak in England?

What language do people speak in Germany?

What language do people speak in France?

What language do people speak in China?

What's your favourite animal?

What's your favourite sport?

What's your favourite subject?

What's your favourite book?

Who is your favourite friend?

What nationality are you?

What's George's nationality?

Who do you write letters?

Where do you live?

Where does your family live?

What are your interests?

Are you interested in music?

When do you study?

Where do you study?

How do you study?

How do you feel after you finish studying?

What do you do before you study?

What do you do to relax and study again?

How do you feel before you start studying?

How long do you study for?

Do you like all your teachers?

Do you like your school?

What do you do in your free time?

Are you twenty years old?

Is your father forty years old?

What's your father's name?

Where is New York?

How are you?

How is your father?

What is your first name?

What is your family name?

What town and country are you from?

What's the name of your school?

How many students are there in your class?

'YES' OR 'NO' QUESTIONS

Yes / No questions are those questions that expect 'yes' or 'no' as answer. These questions do not take the question words when, what, where etc.

Yes / No questions are used to check information or ask for confirmation.

'Are you coming with us?' 'Yes.'

'Has he returned the car?' 'No, he hasn't.'

'Do you live in Chicago?' 'No, I don't.'

'Does she speak English?' 'Yes, she does.'

'Did you meet John yesterday?' 'No, I didn't.'

VOCABULARY DEVELOPMENT - PREFIXES AND SUFFIXES

A prefix is a group of letters placed before the root of a word. For example, the word "unhappy" consists of the prefix "un-" [which means "not"] combined with the root (or stem) word "happy"; the word "unhappy" means "not happy."

A short list of prefixes:

Prefix	Meaning	Examples

de-	from, down, away, reverse, opposite	decode, decrease

dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	Not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace

non-	Not	nonfiction, nonsense
pi e-	Before	prefix, prehistory
pro-	for, forward, before	proactive, profess program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

A **suffix** is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word “flavor” combined with the suffix *-less” [which means “without”]; the word “flavorless” means “having no flavor.”

A short list of suffixes:

Suffix	Meaning	Examples
-able	able to, having the quality of	com fort able, portable
-al	relating to	annual comical
-er	Comparative	bigger, stronger
-est	Superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	eerily, happily, lazily

-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friend less, tire less
-ly	forming an adjective	clearly, hourly
-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition, or a diminutive	glory, messy, victory

PARTS OF SPEECH

The parts of speech explain how a word is used in a sentence.

There are eight main parts of speech (also known as word classes): nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections.

NOUN - (Naming word)

A noun is the name of a person, place, thing or idea.

Examples of nouns: Daniel, London, table, dog, teacher, pen, city, happiness, hope

Example sentences: Steve lives in Sydney. Mary uses pen and paper to write letters.

PRONOUN - (Replaces a Noun)

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples of pronouns: I, you, we, they, lie, she, it, me, us, them, him, her, this, those

Example sentences: Mary is tired. She wants to sleep. I want her to dance with me.

ADJECTIVE - (Describing word)

An adjective describes, modifies or gives more information about a noun or pronoun.

Examples: big, happy, green, young, fun, crazy, three

Example sentences: The little girl had a pink hat.

VERB - (Action Word)

A verb shows an action or state of being. A verb shows what someone or something is doing.

Examples: go, speak, run, eat, play, live, walk, have, like, are, is

Example sentences: I like Woodward English. I study their charts and play their games.

ADVERB - (Describes a verb)

An adverb describes/modifies a verb, an adjective or another adverb. It tells how, where, when, how often or to what extent. Many adverbs end in -LY

Examples: slowly, quietly, very, always, never, too, well, tomorrow, here

Example sentences: I am usually busy. Yesterday, I ate my lunch quickly.

PREPOSITION - (Shows relationship)

A preposition shows the relationship of a noun or pronoun to another word. They can indicate time, place, or relationship.

Examples: at, on, in, from, with, near, between, about, under

Example sentences. I left my keys on the table for you.

CONJUNCTION - (Joining word)

A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected.

Examples: and, or, but, because, so, yet, unless, since, if.

Example sentences: I was hot and exhausted, but I still finished the marathon.

INJECTION - (Expressive word)

An interjection is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation.

Examples: Ouch! Wow! Great! Help! Oh! Hey! Hi!

Example sentences: Wow! I passed my English test. Great! — Ouch! That hurt.

kind of definition that is given in a dictionary. Take care to frame the definition in conformity with the pan of speech.

SPECIMEN

Read the passage below and then answer the questions which follow it.

It has been part of Nelson's prayer that the British fleet might be distinguished by humanity in the victory which lie expected. Setting an example himself, he twice gave orders to cease firing upon the Redoubtable, supposing that she had struck because her great guns were silent; for as she carried no flag, there was no means of scantily ascertaining the fact. From this ship, which he had thus twice spared, he received his death. A ball fired from her mizzen-top which, in the then situation of the two vessels was not more than fifteen yards from that part of the deck where he was standing, struck the epaulette on his left shoulder about a quarter after one, just in the heat of action. He fell upon his face on the spot which was covered with his poor secretary's blood. Hardy who was a few steps from him turning round, saw three men raising him up. "They have done for me at last Hardy!" said he. "I hope not!" cried Hardy. "Yes," lie replied; "my backbone is shot through!" Yet even now not for a moment losing his presence of mind, he observed as they were carrying him down the ladder, that the tiller-ropes which had been shot away, were not yet replaced and ordered that new ones should be roped immediately. Then that lie might not be seen by the crew, lie took out his handkerchief and covered his face and his stars. Had he but concealed these badges

UNIT II READING

Reading — comprehension (multiple choice questions, short questions) - short narratives and descriptions from newspapers including dialogues and conversations also used as short reading texts-- and longer passages - understanding text structure- use of reference words and discourse markers-coherence-jumbled sentences vocabulary and structures- Vocabulary Building -

The concept of Word Formation

2.1 COMPREHENSION

A comprehension exercise consists of a passage, upon which questions are set to test the student's ability to understand the content of the given text and to infer information and meanings from it.

Here are a few hints: -

1. Read the passage quickly to get the general idea.
2. Read again, a little slowly, to know the details.
3. Study the questions thoroughly. Turn to the relevant portions of the passage, read them again, and then rewrite them in your own words, neatly and precisely
4. Use complete sentences.
5. If you are asked to give the meaning of any words or phrases, you should express the idea as clearly as possible in your own words. Certain words require the

of honour from the enemy, England perhaps would not leave had cause to receive with sorrow the news of the battle of Trafalgar. The cockpit was crowded with wounded and dying men; over whose bodies he was with some difficulty conveyed, and

laid upon a pallet in the midshipmen's berth. It was soon perceived, upon examination that the wound was mortal. This, however, was concealed from all, except Captain Hardy, the chaplain, and the medical attendants. He himself being certain, from the sensation in his back, and the gush of blood he felt momentarily within his breast, that no human care could avail him, insisted that the surgeon should leave him and attend to those whom he might be useful.

Questions

What is meant by 'supposing that she had struck'?

How can Nelson be said to have been partly responsible for his own death?

What do you understand by the 'mizzen-top'?

Why did Nelson insist that the surgeon should leave him and attend to others?

What qualities in Nelson's character are revealed by this passage?

Answers

'Supposing that she had struck means 'thinking that the men in the ship had surrendered'.

Nelson ordered his men two times to cease firing on the Redoubtable. From the same ship a ball was fired at him and brought

about his death. He was thus partly responsible for his death.

The 'mizzen-top' is the platform round the lower part of the mast nearest the stern.

Nelson was certain that it would be impossible to save his life. He, therefore, insisted that the surgeon should leave him and attend to others.

His patriotism, his humanity and his powers of endurance are revealed by this passage.

2.2 SHORT NARRATIVES AND DESCRIPTIONS FROM NEWSPAPERS

Newspaper is a set of large sheets containing printed news, stories, information, articles, advertisements, etc. It plays a great role in keeping us up-to-date about all over the world. Newspaper is a collection of news from all over the world which keeps us up-to-date about everything going outside. We should practice news reading on daily basis. It is a good habit. You can promote your kids and children about this and motivate them to take part in the essay writing competition or group discussion on the subject of Newspaper in their school.

Long and Short Essay on Newspaper in English

We have provided some simple and easy essay on newspaper for the students. They can select any newspaper essay given below.

NEWSPAPER ESSAY 1 (100 WORDS)

how-a-days, It is difficult to imagine the life without newspaper. It is the first and foremost thing everyone looks for every morning. It helps us a lot by keeping us up-to-date about every news of all over the world. It let us know what is going on in the society, country and world. Newspaper brings us each and every news and views to us from every corner of the world. Newspaper brings information about businessmen, politician, social issues, unemployed people, sports, games, international news, kids, science, education, medicine, celebrities, fairs, festivals, technologies, etc. It helps us in widening our knowledge, skill, and technical awareness.

NEWSPAPER ESSAY 2 (150 WORDS)

In the modern era, the revolution of newspapers has been spread to the whole country. Now-a-days, everyone has become much conscious about their knowledge. It is a good habit to read newspaper on daily basis. We all should practice to read newspaper in our daily lives. It let us know about the latest trends and traditions. It helps us by telling about the schools, colleges, courts, politics, offices, hotels, restaurants and other things new in the markets.

Newspaper is a most important thing used by everyone (rich or poor) of any religion, caste or creed. It helps us a lot in preparing our school projects and home works. It let us know about new researches, new technologies, all the high and low of the market and so many things. There are

many types of newspapers and magazines according to their brand and subscription.

NEWSPAPER ESSAY 3 (200 WORDS)

Now-a-days the newspaper has been a necessity of the life. It is available in the market in almost all languages. A newspaper is a publication of the news which gets printed on the paper and distributed to everyone at their home. Different countries have their own news publication agencies. Newspaper gives us all about what is happening in our own country as well as whole world. We let us know exact information related to the topic of sports, politics, religion, society, economy, film industries, movies, food, employment etc.

Earlier, newspapers were published with only news details however, currently it contains news and views about various subjects almost everything. Various newspaper in market costs differently according to their news details and popularity in the area. The newspapers having current daily affairs are printed daily however, some of them get printed twice a week, once a week or once a month.

Newspapers serve more than one purpose according to the need and requirement of the people. Newspapers are very effective and powerful give all information at one place from all over the world. In comparison to the information it gives, it costs very less. It keeps us well informed about all the happenings in our surrounding.

NEWSPAPER ESSAY 4 (250 WORDS)

The newspaper is very important thing in these days. It is first and foremost thinks of everyone to start the day. It is better to start our day by filling our mind with fresh news and information. It makes us confident and helps in improving our personality. First of all in the morning it greets every member of the family with bulk of information. As a citizen of the country, we are fully responsible to know all the pros and cons going in the country or other countries. It informs us about the current affairs of the politics, sports, business, industries, etc. It also informs us about the personal affairs of the Bollywood and business personalities.

Newspaper let us know about cultures, traditions, arts, classical dance, etc. In such a modern time when everyone does not have time to know about things other than their job, it let us know about days and dates of the fairs, festival, occasions, cultural events, etc. It is a collection of news as well as interesting things about the society, education, future, motivational messages and topics, etc so, it never bore us. It always stimulates and excites us to about everything in the world through its interesting topics.

In the modern time, when everyone is so busy in his/her daily life, it is hardly possible for them to get any idea or knowledge about the outer world so newspaper is the best option to remove such weakness. It gives as a vast knowledge in just 15 minutes or half an hour. It is beneficial for persons of all fields as it contains knowledge for everyone like students, businessmen, politicians, sportsperson, teachers, industrialists, etc.

NEWSPAPER ESSAY 5 (300 WORDS)

Newspaper comes to us every morning and I feel better having newspaper with a hot cup of tea in my balcony. Day by day, the newspaper is getting popularity in every area whether backward or forward because of the increasing importance of it. People in the society are getting more conscious about their knowledge level and current affairs of the country especially politics and Bollywood. Newspaper reading is best activity for the students as it gives general knowledge about everything. It helps them to beat any technical and competitive exams for the government job or non-government jobs.

Reading news paper is very interesting job. If one becomes used to of this, he/she never drop reading newspaper. It is good for the students as it inspires us to speak English fluently with correct accent. Newspapers are becoming popular in the backwards areas of the country. People speaking any language can read newspaper as it is available in languages like Hindi, English, Urdu, etc according to the regions. Newspaper is of great importance to all of us because it brings tons of news to us from all across the world.

News is first and foremost interest and charm for us. Without newspaper and news, we are nothing and just like a fish without water. India is a democratic country where public rules its own country so it is must for them to know about each and every activities in the politics. In the modern technological world where everything depends on the high technology, news is also available on the

computer and internet. Using internet, we can get all the information about world. Newspaper is the best way to enhance awareness about any social issues among common public. It is the best way of communication between government of the country and its public.

NEWSPAPER ESSAY 6 (400 WORDS)

Newspaper is a powerful tool which enhances confidence and personality of the person. It is a best means of communication between the outer world and people. It is most important medium of knowledge. It is a good source of getting more knowledge and information as well as enhancing skill level. It is available in all the regions at very low cost. We can have an easy access to any newspaper. We just need to contact any newspaper and subscribe it. It is published in various languages of the country. In the early morning everyone waits for the newspaper with full courage.

Newspaper has affected positively the people in society. Everyone has become interested in knowing the current affairs of the country. Newspaper is a best link of the knowledge between government and people. It gives people every big and small detail about the whole world. It makes people well aware about their rules, regulations and rights in the country. Newspapers are of great importance for the students especially as it gives them lots of general knowledge and current affairs of national and international level. It gives us information about all the happenings, developments, new technology, research, astrology, seasonal changes, natural calamities, etc.

Newspaper also contains fine articles on social issues, humanity, cultures, traditions, arts of living, meditation, yoga, etc. It contains information about common public views and helps in solving various social and economical issues. Using this can know about politicians, reviews about them, certain governmental policies including other political parties. It helps job seekers in search new jobs, students to get admitted to best school, businessmen to know about current and important business activities, current trends of the market, new strategies, etc.

Newspapers help us a lot if we make the habit of reading it on daily basis. It develops reading habits, improve our accent and let us know everything about outside. Some people are highly used to of reading this newspaper in the morning. They become very restless in the absence of newspaper and feel whole day that something has missed. Students preparing to appear in the competitive exams regularly read newspapers to keep their mind up-to-date about current affairs. Newspaper contains bulk of information under attractive headings according to everyone's choice so no one can be bored. We should continue reading variety of newspapers and motivate other family members and friends also to read newspaper.

2.3 Text structure

Background

Text structure refers to how the information within a written text is organized. This strategy helps students

understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic. Teaching students to recognize common text structures can help students monitor their comprehension.

Benefits

Teachers can use this strategy with the whole class, small groups, or individually. Students learn to identify and analyze text structures which helps students navigate the various structures presented within nonfiction and fiction text. As a follow up, having students write paragraphs that follow common text structures helps students recognize these text structures when they are reading.

Create and Use the Strategy

To create the text structure strategy teachers should:

Choose the assigned reading and introduce the text to the students.

Introduce the idea that texts have organizational patterns called text structures.

Introduce the following common text structures (see chart below for more detailed information):

description, sequence, problem and solution, cause and effect, and compare and contrast.

Introduce and model using a graphic organizer to chart the text structure.

To use the text structure strategy teachers should:

Show examples of paragraphs that correspond to each text structure.

Examine topic sentences that clue the reader to a specific structure.

Model the writing of a paragraph that uses a specific text structure.

Have students try write paragraphs that follow a specific text structure.

Have students diagram these structures using a graphic organizer.

2.4 Using reference words

This section explains the system used to refer forward or backward from where you are in a text to other words or concepts.

You use reference words to show the connections between ideas, providing greater cohesion and clarity to your writing.

You will already be familiar with the word ‘reference’, meaning conventions for acknowledging authors or documents you have used in your research and reading. You ‘reference’ these authors when you quote them or paraphrase them. (See Module 2, Unit 3: Quoting and paraphrasing).

However, the term reference is also used to refer to a system of creating cohesion in a text. Reference words point backwards or forwards to other words or concepts that have already appeared in the text or are about to appear in the text.

In the majority of cases, the word has already occurred in the text i.e. the reference word is pointing backwards.

Example

In this sentence, these is a reference word pointing back to phases in the preceding sentence.

In this sentence, those is a reference word pointing forwards to the changes requiring only a moderate level of financial support.

Reference words are important because they are another way you can strengthen the connections between different elements of your text and clarify the progression of ideas.

Categories of reference words

There are six main kinds of reference words.

1. Personal **pronouns**

The personal **pronouns** are I, you, she, he, it, we, they.

Because an impersonal style of writing is strongly favored by most academic disciplines, you may rarely find yourself using pronouns like I, you and we.

The most commonly used personal pronouns in academic writing are it (referring to things) and they (referring to either things or people). In

academic writing, ‘things’ are usually phenomena and abstract nouns, and people are usually previous researchers. He and she may also be used, usually to refer to authors previously mentioned in the text.

2.Possessive pronouns

The possessive pronouns show a relationship of ownership or ‘belonging to’. They are: my, mine, your, yours, his, her, hers, its, our, ours, their, theirs.

As with personal pronouns, my and our are not commonly used in academic writing. The most commonly used possessive pronouns in academic writing are its, their, his, her.

3.Demonstratives

Demonstratives are like personal and possessive pronouns in that they refer to nouns usually already present in the text. However, they have a stronger pointing quality — they identify (point at) exactly which thing or things are being referred to.

The most common demonstratives

are: this, that (singular), these, those (plural), such.

4.Comparatives

Comparatives are sometimes used as pronouns and sometimes as adjectives. You do not need to be able to distinguish the two because, in both cases, they are being used to refer to something or someone in the text.

Comparatives include words like: another, other, both, similar, the same, better, more, earlier, later, previous, subsequent.

5. The definite article ‘the’

The definite article the is often used to refer back to something which has already been mentioned in the text and is now occurring for the second (or perhaps the third or fourth) time.

The definite article can also be used to point (refer) forwards, although this is less common.

Note that the definite article is not always used referentially.

6.General reference

Usually a reference word is tied to a word, phrase or other grammatical element which is clearly identifiable in the preceding or subsequent text.

However, sometimes a reference word refers back to an entire stretch of text — perhaps even a paragraph or two - without referring to any one particular component of it. In this case, the reference word has the function of summarizing the preceding information.

The words most commonly used to do this are the demonstrative pronouns this and these.

2.5 Discourse markers (so, right, oltay)

Discourse markers are words or phrases like anyway, right, okay, as I say, to begin with. We use them to connect, organise and manage what we say or write or to express attitude:

[friends are talking)

A:

So. I've decided I'm going to go to the bank and ask for a car loan.

B:

That sounds like a good idea.

C:

Well, you need a car.

B:

Right.

A:

Anyvay, I was wondering if either of you would teach me how to drive.

The discourse markers in this extract have a number of uses: so marks the beginning of a new part of the conversation.

Well marks a change in the focus (from getting a car loan to needing a car).

Right marks a response (B is agreeing with C)

Anyvay, marks a shift in topic (from buying a new car to having driving lessons).

We use different discourse markers in speaking and writing. In speaking, the

Anyvay	Like	Right	you
Fine	Now	So	I mean
Good	Oh	Well	as I say
Great	Okay	mind you	for a start

Discourse markers do not always have meanings that you will find in your dictionary. However, they do have certain functions, and some discourse markers, such as well, can have several functions.

2.6 Coherence

Coherence is one of the two qualities that give a written or spoken text unity and purpose. The other is cohesion. Coherence refers to the general sense that a text makes sense through the organization of its content. In writing, it is provided by a clear and understood structuring of paragraphs and sentences in writing.

Example

A Learner's argument essay is coherent because it has a structure that gives unity and follows an accepted form.

following discourse markers are very common:

In writing, the following discourse markers are common:

firstly	in addition,	moreover	on the other hand,
secondly	in conclusion	on the one hand	to begin with
thirdly	in sum		

It begins with a statement of belief, gives the opposing arguments, refines these, and **summarizes in a final paragraph**.

In the classroom

Coherence in written work and extended speaking, e.g. presentations, can be practiced by looking at suitable organization of content, and by planning exercises.

2.7 SEQUENCING JUMBLED SENTENCES

SEQUENCING WORDS

The adverbs which are used to show the order in which some process takes place, are called sequencing words. Following are the frequently used sequencing words. (i) first, (ii) firstly, (iii) second, (iv) secondly, (v) then, (vi) next,

(vii) after that (vii i) now, (ix) later, (x) finally, (xi) lastly, (xii) oftentimes, etc.

Examples:

1. After I finished the work, I went to the market.
 >. First write the register number. Then write the other particulars.
3. At first, put potassium chlorate in the test tube. Then add manganese dioxide. After the test tube is closed, heat it using a burner.
4. First find out the different engineering colleges. Next select some popular colleges.

LOGICAL SEQUENCING OF SENTENCES USING CONNECTIVES

Sentences can be arranged in the logical sequence by identifying the connectives, link words and pronouns like (it, they, them etc.,) in the sentences and arranging the sentences according to them.

Example:

Jumbled order:

1. Secondly, we can heat the steel above a certain critical temperature, and then allow it to cool at different rates.
2. We can alter the characteristics of steel in various ways.
3. Annealing has a second advantage.
4. In the process known as annealing, we heat the steel above the critical

temperature and permit it to cool very slowly.

5. This causes the metal to become softer than before, and much easier to machine.
6. At this critical temperature, changes begin to take place on the molecular structure of the metal.
7. It helps to relieve any internal stresses, which exist in the metal.
8. In the first place, steel, which contains very little carbon, will be milder than steel, which contains a higher percentage of carbon.

Sequenced order (clues are underlined):

1. We can alter the characteristics of steel in various ways. (topic sentence with key words)
2. In the first place, steel, which contains very little carbon, will be milder than steel, which contains a higher percentage of carbon. (first ordinal, sequencing phrase)
3. Secondly, we can heat the steel above a certain critical temperature, and then allow it to cool at different rates. at different rates. (second ordinal, sequencing word; certain — introductory)
4. At this critical temperature, changes begin to take place on the molecular structure of the metal. (this — pronoun demonstrating the critical temperature mentioned in the previous sentence.)
5. In the process known as annealing, we heat the steel above the critical temperature and permit it to cool very slowly. (continuation of the heating process)

6. This causes the metal to become softer than before, and much easier to machine. (this — pronoun demonstrating the use of annealing process)

7. Annealing has a second advantage. (second advantage)

8. It helps to relieve any internal stresses, which exist in the metal. (it — pronoun demonstrating the second advantage).

2.8 VOCABULARY STRUCTURES

In English grammar, sentence structure is the arrangement of words, phrases, and clauses in a sentence. The grammatical meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure.

In traditional grammar, the four basic types of sentence structures are the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence.

The most common word order in English sentences is Subject- Verb-Object (SVO). When reading a sentence, we generally expect the first noun to be the subject and the second noun to be the object. This expectation (which isn't always fulfilled) is known in linguistics as the canonical sentence strategy.

Examples and Observations

"Sentence structure may ultimately be composed of many parts but remember that the foundation of each sentence is the subject and the predicate. The subject is a

word or a group of words that functions as a noun; the predicate is at least a verb and possibly includes objects and modifiers of the verb."

"We can appreciate the importance of sentence structure by looking at examples within a single language. For instance, in English, the same set of words can convey different meanings if they are arranged in different ways. Consider the following:

(5) The **senators** objected to the plans proposed by the **generals**. (6) The senators proposed the plans objected to by the **generals**.

"It has been known since the Prague School of Linguistics that sentences can be divided into a part that anchors them in the preceding discourse ('old information') and a part that conveys new information to the listener. This communicative principle may be put to good use in the analysis of sentence structure by taking the boundary between old and new information as a clue to identifying a syntactic boundary. In fact, a typical SVO sentence such as Sue has a boyfriend can be broken down into the subject, which codes the given information, and the remainder of the sentence, which provides the new information. The old-new distinction thus serves to identify the VP [verb phrase] constituent in SVO sentences."

(Thomas Biegel, Structure in Language: A Dynamic Perspective. Routledge, 2009)

For example, if we make up a sentence (1) and then make a small change to it to get (2), we find that the second sentence is

ungrammatical, as indicated by the asterisk.

(1) I saw the white house.

(2) *I saw the house white.

"Why? One possibility is that it relates to the words themselves; perhaps the word white and the word house must always come in this order. But if we were to explain in this way we would need separate explanations for a very ^{••se} number of words, includins the words in the sentences (3)-(6), which show the same pattern.

(3) He read the new book.

(4) He read the book new.

(5) We fed some hungry dogs.

(6) *We fed some dogs hunjry.

"These sentences show us that whatever principle gives us the order of words, it must be based on the class of word, not on a specific word. The words white, new, and hungry are all a class of word called an adjective; the words house, boom, and dogs are all a class of word called a noun. We could formulate a generalization, which holds true for the sentences in (1)-(6):

(7) An adjective cannot immediately follow a noun.

"A generalization ... like (7) is an attempt to explain the principles by which a sentence is put together. One of the iiseful

consequences of a generalization is to make a prediction which can then be tested, and if this prediction turns out to be wrong, then the generalization can be improved.....The generalization in (7) makes a prediction which turns out to be wrong, when we lool at sentence (8).

(8) I painted the house white.

"Why is (8) grammatical while (2) is not, given that both end on the same sequence of house white? The answer is the most important thing to know about sentence structure . . :

The erammatality of a sentence depends not on the sequence of words but how the words are combined into phrases."

2.9 The concept of Word Formation

TnE rowATION OF WORDS

Such words as are not derived or compounded or developed frotn other words are called Primary Words. They belong to the original stock of words in the language.

(i) Compound Words, formed by joining two or more simple words; as, Moonlight, nevertheless, undertake, man-of-war.

(ii) Primary Derivatives, formed by making some change in the body of the simple word; as,

Bond from bind, breach from break, wrong from wring.

Note: - The most important class of words formed by internal change consists of the Past Tenses of Primary Verbs, which are not usually classed as Derivatives.

(iii) Secondary Derivatives, formed by an addition to the beginning or the end; as, unhappy; goodness.

An addition to the beginning of a word is a Prefix, an addition to the end is a Suffix.

(I) COMPOUND WORDS

Compound words are, for the most part, Nouns, Adjectives and Verbs.

Compound Nouns may be formed from: -

(1) Noun + Noun; as,

Moonlight, chess-board, **armchair**, postman, **railway**, **airman**, manservant, fire-escape, jailbird, horse-power, shoemaker, ringleader, screwdriver, taxpayer, teaspoon, haystack, windmill.

(2) Adjective + Noun; as,

Sweetheart, nobleman, shorthand, blackboard, quicksilver, stronghold, halfpenny.

(3) Verb + Noun; as,

Spendthrift, makeshift, breakfast, telltale, pickpocket, cut-throat, cutpurse, daredevil, scarecrow, hangman.

(4) Gerund + Noun; as,

Drawing-room, writing-desk, looking-glass, walking-stick, blotting paper, stepping-stone, spelling-book.

(5) Adverb (or Preposition) + Noun; as,

Outlaw, afterthought, forethought, foresight, overcoat, down fall, afternoon, bypass, inmate, off-shoot, inside.

(6) Verb + Adverb; as,

Drawback, lock-up, go-between, die-hard, send-off.

(7) Adverb + Verb; as,

Ouiset, upkeep, outcry, income, outcome.

Compound Adjectives may be formed from: -

(1) Noun+Adjective (or Participle); as,

Blood-red, sky-blue, snow-white, pitch-dark, breast-high, slain-deep, purse-proud, lifelong, world-wide, headstrong,

homesick, stone-blind, seasick, noteworthy, heartrending, ear-piercing, time-serving, moth-eaten, heartbroken, bed-ridden, hand-made, sea-girl, love-lorn.

(2) Adjective + Adjective; as,

Red-hot, blue-black, white-hot, dull-grey, lukewarm

(3) Adverb + Participle; as,

Long-suffering, everlasting, never-ending, thorough-bred, well-deserved, outspoken, down-hearted, far-seen, inborn.

Compound Verbs may be formed from: -

(1) Noun+Verb; as,

Waylay, backbite, typewrite, browbeat, earmark.

(2) Adjective+Verb; as,

Safeguard, whitewash, fulfil.

(3) Adverb+Verb; as,

Overthrow, overtake, foretell, undertake, undergo, overhear, overdo, outbid, outdo, upset, ill-use.

Note: - In most compound words it is the first word which modifies the meaning of the second. The accent is placed upon the modifying word when the amalgamation is complete. When the two elements of the

compound are only partially blended, a hyphen is put between them, and the accent frills equally on both parts of the compound...

(II) PRIMARY DERIVATIVES

(1) Formation of Nouns from Verbs and Adjectives.

Verbs -- Nouns

Advise -- advice

Bear -- bier

Bind -- bond

Bless -- bliss

Break -- breach

Burn -- brand

Choose -- choice

Chop -- chip

Deal -- dole

Deem -- doom

Dig -- ditch, dike

Float -- fleet

Gape -- gap

Grid -- girth

Grieve -- grief

Live -- life

Lose -- loss

Prove -- proof

Sing -- song

Sit -- seat

Speak -- speech

Strike -- stroke

Sive--srif

Wake -- watch

Weave -- web, woof

Adjectives -- Nouns

Dull -- dot t

Hot -- heat

Prouder — pride

(2) Formation of Adjectives from Verbs and Nouns

Verbs -- Adjectives

Float -- fleet

Lie -- low

Nouns -- Adjectives

Milk -- Mulch

Wit -- wise

(3) Formation of Verbs from Nouns and Adjectives

Nouns -- Vei-bs

Bath -- bathe

Belief -- Believe

Blood -- Weed

Breath -- breathe

Brood -- breed

Cloth -- clothe

Drop -- drip

Food -- feed	Over-, above, beyond; overflow, overcharge.
Glass -- glaze	To-, this; to-day, to-night, to-morrow.
C 001 -- CJ1111	Un-, not; untrue, unkind, unholy.
Hale -- lieal	Un-, to reverse an action ; untie, undo, unfold.
Go1cl -- gild	Under-, beneath, below; undersell, undercharge, undergo, underground.
Grass -- graze	\With-, against, back; withdraw', withhold, withstand.
Half -- halve	
Ot -- dit	
Price -- prize	Note: - There are only Evo prefixes of English origin that are still applied freely to new words, mis and un, the former with the force of the adjective bad and the latter with the force of a negative.
Sale -- sell	
Sooth -- soothe	
Tale -- tell	
Tliief -- thieve	
Wreath -- wreath	
(III) SECONDARY DERIVATIVES	
English Prefixes	Latin Prefixes
A-, on, in; abed, aboard, ashore, ajar, asleep.	Ab, (a, abs), from, away; abuse, avert, abstract.
A-, out, from, arise, awake, alight.	Ad (ac, af, ag, al, an, ap, ar, as, at, a), to; adjoin, accord, affect, aggrieve, allege,
Be-, by (sometimes intensive); besides, betimes, besmear, bedaub.	announce, appoint, arrest, assign, attach, avail.
For-, thoroughly; forbear, forgive.	Ambi (amb, am), on both sides, around; ambiguous, ambition, amputate.
Fore-, before; forecast, foretell.	Ante (anti, an), before; antedate, anticipate, ancestor.
Gain-, against; gainsay.	Bene, well; benediction, benefit.
In-, in; income, inland, inlay.	Bis, (bi, bin), twice, two; biscuit, bisect, binocular.
Mis-, wrong, wrongly; misdeed, mislead, misjudge.	Circum (circu), around; circumnavigate, circumference, circuit.
	Con (col, com, cor) with, together; contend, collect, combine, connect.

Contra (counter), against; contradict, counteract, counterfeit.	Se (sed); apart: secede, separate, seduce, sedition.
De, down; descend, detlirone, depose.	Serni, half; serriicircle, semicolon.
Dis, (dif, di), apart; disjoin, differ, divine.	Sine, without; sinecure.
Demi, half; demigod.	Sub (sue, serf, sug, sum, sup, sur, sus), under; subdue, succeed, suffer, suggest, summon,
Ex (ef, e), out of; extract, effect, educe.	support, surmount, sustain.
Extra, beyond, outside, of; extraoi dinary, extravagant.	Subter, beneath; subtei-frige.
In (il, im, ir, en, em), in, into; invade, illustrate, immerse, irrigate, enact, embrace.	Super, above; superfine, superfluous.
In (i1, im, ir), not; insecure, illegal, imprudent, irregular.	Trans, (tra, tres), across; transmit, traveise, trespass.
Inter (intro, enter), among, within; intervene, introduce, entertain.	Vice, in the place of; viceroy, vice-president.
Male (mal), ill, badly; malevolent, malcontent.	
Non, not; nonsense.	Greek Prefixes
Ob (oc, of), the way of, against; object, occupy, offend.	A (an), without, not; atheist, apathy, anarchy.
Pen, almost; penultimate, peninsula.	Amphi, around, on both sides; amphitheatre, amphibious.
Per (peI), through; pervade, pellucid.	Ana, up, back; anachronism, analysis.
Post, after; postscript, postdate, postpone.	Anti (ant), against; antipathy, antagonist.
Pre, before; prefix, prevent, predict.	Apo (ap) from; apostate, apology.
Preter, beyond; preternatural.	Arch (arclii) chief; archbishop, archangel, architect.
Pro (por, piir), for; pronoun, portray, pursue.	Auto, self; outocrat, autobiography, autograph.
Re, back, again; reclaim, refund, renew, return.	Cata, down; cataract, catastrophe, catalogue.
Retro, backwards; retrospect, retrograde.	Di, twice; dilemma.
	Dia, through; diagonal, diameter.

Dys, badly; dyspepsia, dysentery.	-- ter (-ther) ; daughter, father.
En (em), in, encyclopaedia, eiiiblein.	(2) Denoting state, action, condition, being, etc.
Epi, upon; epilogue, epitaph.	-- dom ; freedom, martyrdom, wisdom.
Eu, well; eulogy, euphony, eugenics.	-- mood (-head); manhood, childhood, godlead.
Ex (ec), out of; exodus, eccentric.	-- lock (-ledge); wedlock, knowledge.
Hemi, half; hemisphere.	-- ness ; darkness, boldness, goodness, sweetness.
Homo (horn), like ; homogeneous, homonym.	-- red ; ltindred, hatred.
Hyper, over, beyond ; hyperbole, hypercritical.	-- ship ; hardship, fi4endship, lordship.
Hypo, under ; hypothesis, hypocrite.	— th : health, stealth, amwth .
Meta (met), implying change ; metaphor, metonymy.	
Mono, alone, single ; monoplane, monopoly.	(3) Forming Diminutives.
Pan, all; panacea, panorama, pantheism.	-- el (-le) ; satchel, kernel, girdle, handle.
Para, beside, by the side of; parallel, paradox, parasite.	-- en ; maiden, kitten, chicken.
Peri, round ; period, perimeter, periscope.	-- ie ; dearie, birdie, lassie.
Philo (Phil),love; philosophy, philanthropy.	-- kin ; lambkin, napkin.
Pro, before; prophesy, programme.	-- let; leaflet.
Syn, (sym, syl, sy),with, together; synonym, sympathy, syllable, system.	-- ling ; duckling, darling, stripling, weakling.

En•lish Suffixes

OF NOUNS

(l) Denotinp• agent or doer

-- er (-ar, -or, -yer); painter, baker, beggar, sailor, lawyer.

-- ster ; spinster, punster, songster.

OF ADJECTIVES

-- ed, having ; gifted, talented, wretched, teamed.

-- en, made of; wooden, golden, woollen, earthen.

-- fid, frill of; hopeliil, fruitful, joyful.

- isli, somewhat like ; boorish, reclish, girlish.
- Jess, free from, without; fearless, shameless, hopeless, senseless, boundless.
- Iy, like ; manly, godly, spightly.
- some, with the quality of; wholesome, meddlesome, gladsome, quarrelsome.
- ward, inclinins to ; foovard, wayward.
- y, with the quality of; wealthy, healthy, windy, slimy, greedy, needy, thirsty, diity.

OF VERBS

- en, causative, forming transitive verbs; weaken, sweeten, gladder, deaden, strengthen.
- se, to make ; cleanse, rinse.
- er, intensive or frequentative: chatter, glitter, glimmer, fritter, flutter.

OF ADVERBS

- ly, like ; boldly, wisely.
- long, headlong, sidelong.
- ward, (-wards), turning to; homewarcl, backwards, upwards.
- way, (-ways); straightway, anyway, always.
- wise, manner, mode ; likewise, otherwise.

Note:- We still feel the force of a few Ensl' li suffixes. These are:-

- er, denoting the actor or agent; as driver.
- hood, indicating rank or condition ; as, boyhood.

- kin. ling, diinutives, as. lambkin, vearling.

- ness, ship, th, indicating abstract noons ; as, loneliness, friendship, tmth.

- en, ful, isli, less, ly, some, ward, y, adjective and adverb, endings ; as, golden, hopeful, oldish, helpless, manly, lonesoine, homeward, mighty.

Latin Suffixes Or NocNS

- (1) Denoting chiefly the agent or doer of a tliinp•.

- ain (-an, -en, -on) ; chieftain, artisan, citizen, surgeon.

- air, (-er, -eer, -ier, -ary) ; scholar, preacher, engineer, financier, missionary.

- ate (-ee, -ey, -y) ; advocate, trustee, attorney, deputy.

- or, (-our, -eur, -er) ; emperor, saviour, amateur, intepreter.

- (2) Denoting state, action, result of an

- age; bondage, marriage, breakage, leakage.

- ance (-ence) ; abundance, brilliance, assistance, excellence, innocence.

- cy; fancy, accuracy, lunacy, bankauptcy.

- ion; action, opinion, union.

- ice (-ise) ; service, cowardice, exercise.

- ent ; punishment, judgement, improvement.

- mony ; parsimony, matrimony, testimony.

- tude ; servitude, fortitude, magnitude.

-- ty ; cruelty, frailty, credulity.

-- ure ; pleasure, forfeiture, verduie.

-- y ; misery, victory.

(3) Forminq• diminutives.

-- cule (-ule, -eel, -se1, -el, -le); animalcule, globule, parcel, damsel, chapel, circle.

-- et; oivlet, lancet, trumpet.

-- ette ; cigarette, coquette.

(4) Denoting place.

-- ary (-ery, -ry); dispensary, library, nunnery, treasury.

-- ter (tre) ; cloister; theatre.

OF ADJECTIVES

-- a1; national, legal, regal, mortal, fatal.

-- an (-ane) ; human, humane, mundane.

-- ar; familiar, regular.

-- ary; **customary**, **contrary**, necessary, ordinary, honorary.

-- ate; fortune, temperature, obstinate.

-- ble (-ible, able) ; feeble, sensible, laughable.

-- esque; picturesque, grotesque.

-- id; humid, vivid, lucid.

-- ile; servile, fragile, juvenile.

-- ine; feminine, canine, feline, divine.

-- ive; active, attentive, shortive

-- lent; corpulent, indolent, turbulent, virulent.

-- ose (ous); verbose, dangerous, onerous, copious.

OF VERBS

-- ate; assassinate, captivate, exterminate.

-- esce; acquiesce, effervesce.

-- fy; simplify, purify, fortify, sanctify, terrify.

-- isli; publish, nourish, punish, banish.

Greek Suffixes

-- ic (-ique); angelic, cynic, phonetic, unique.

-- ist; artist, chemist.

-- isk; asterisk, obelisk.

-- ism (-asm); patriotism, despotism, enthusiasm.

-- ize; civilize, sympathize, criticize.

-- sis (-sy); crisis, analysis, heresy, poesy.

-- e (-y); catastrophe, monarchy, philosophy. '

Note:- We still feel the force of a number of suffixes of foreign, origin. These are :-

ee (French), added to nouns to denote, usually, the person who takes a passive share in an action; as, employee, payee, legatee, mortgagee, trustee, referee.

or, ar, er, eer, ier, denoting a person who performs a certain actor function; as, emperor, scholar, officer, engineer , gondolier.

ist, denoting a person who follows a certain trade or pursuit; as, chemist, theosophist, artist, niliilist.

ism, forming abstract nouns; as, patriotisiii.

ble, forming adjectives that have usually a passive sense; as, tolerable, bearable.

ize orise, forming verbs from nouns and adjectives; as, crystallize, moralize, baptize.

(a) Give examples showing the use and meaning of the following prefixes :-
super-, trans-, con-, sub-, auto-, inis-, ante-, post-, vice-, extra-, pre-, arch-.

(b) Give examples of **adjectives** formed from nouns by the addition of the suffixes -en, -ish, -less, and explain the meaning of the suffixes.

(c) Show by the use of suffixes that we can use a single word to express the meaning of each of the following groups of words:-
A little river, the state of being a child, to make fat, that which cannot be read, unfit to be chosen.

(d) Give the meanings of the prefixes and suffixes in the following words:-
Incredible, antidote, anarchy, misconduct, monarch, sympathy, manhood, hillock, archbishop, amiss, bicycle, dismantle, freshen.

(e) Form Adjectives from the following nouns:-

Circumstance, habit, stone, miser, irony, labour, circuit.

(f) Form Verbs from:-

Friend, bath, fertile, grass, clean, sweet, critic.

(g) Form Nouns from:-

Sustain, attain, confess, attach, fortify, oblige, give, cruel, hate, govern, sweet.

(h) Form Adjectives from:-

Muscle, hazard, worth, quarrel, admire, thirst, god.

(i) Add to each of the following words a prefix which reverses the meaning:-

Fortune, legible, visible, agreeable, ever, fortunate, practicable, honour, patience, sense,

truth, resolute, legal, capable, organize, credible, creditable.

(j) What is the force or meaning of the
(1) Prefixes: in-, bene-, post-, dys-, dis-,
(2)

Suffixes;-en, -fy, -ness, -isli, -ing IName the language from which each is derived.

(k) Mention EVO prefixes which denote
(1) reversal of an action; (2) something good; (3) something bad; (4) a negative.

(l) Name the primary derivatives of the following words:-

Hale, glass, high, sit, dig, strong, deep.

(m) By means of a suffix turn each of the following words into an abstract noun:-

Grand, discreet, supreme, rival, certain, warm, desolate, dense.

A Root is the simple element common to words of the same origin.

A few Latin Roots

Equus, equal: equal, equator, equivalent, adequate.

Ager, afield : agriculture, agrarian.

Ago, actus, I do : agent, agile, active, actor. Aus, anotlier : alien, aliquot, alias, alibi. Anno,

Hove : amiable, amateur, amorous, inimical. Angulus, a corner : angle, triangle.

Anima, life; animus, mind : animal, animate, unanimous, magnanimous, Annus, a year :

annual, biennial, perennial. Aperio, apertus, I open : aperture, April. Aqua, water :

aquatic, aquarium, aqueduct.

Appello, I call: appeal, repeal

Ars, artis, art : artist, artisan, artifice.

Audio, I hear : audible, audience, auditor.

Bellum, war : belligerent, rebel, rebellious.

Bene, well: benefit, benevolent, benefactor.

Brevis, short: brevity, abbreviate, abridge.

Caedo, caesus, I cut, kill: suicide, homicide, concise,

Candeo, I shine: candle, candid, candour, incandescent.

Capio, captors, I iake : captive, capacioiis, accept.

Caput, capitidis, tlie head : capital, decapitate, captain.

Caro, camis, flesh . carnivorous, carnage.

Cedo cessum, I go, yield : concede, proceed, accede.

Centruin, centre : eccentric, centralize, concentrate.

Centuni, a hundred : cent, century, centipede.

Cerno, cretus, I distinguish : discern, discreet.

Civis, citizen : civil, civilize.

Clamo, I shout. clamour, claim, exclaim.

Claudo clausus, I shut: exclude, conclude, closet.

Colo, cultus, I till; colony, culture, cultivate, agriculture.

Cor, cordis, t]qe heart: core, cordial, concord, discord, accord, courage.

Corpus, the body . corpse, corps, corporation, corpulent.

Credo, I believe : creed, credible, credence, miscreant.

Cresco, I grow : increase, decrease, crescent.

Crux, a cross : cnicify, crusade.

Culpa, a fault: culprit, culpable.

Cura, care : curator, sinecure, accurate, secure, incurable.

Deus, God : deity, deify, divine.

Dico, dictus I say : dictation, contradict, predict, verdict..

Dies, a day : diary, daily, meridian.

Do, datus, I give : add, date, tradition, addition, COrldition.

Doceo, doctus, I teach : docile, doctrine.

Dominus, a lord : dominion, dominant.

Duco, ductus, I lead : adduce, conduit, product, education.

Duo, two : dual, duel, double, duplicate, duodecimal.

Durus, hard lasting : durable, obdurate, duration.

Eo, itum, I go : exit, circuit, transition, ambition.

Esse, to be : essence, essential, present, absent.

Facio, I make : febric, counterfeit, manufacture.

Fero, latus, I carry : infer, confer, refer, relate.

Fido, I trust: confide, infidel, defy.

Finis, an end : finite, infinite, confine.

Flecto flexus, I bend : inflict, inflexible, reflection.

Forma, a form : formal, deformed, reform.

Fortis, strong : fort, fortress, fortify, fortitude, reinforce.

Frango, fractus, I break : fragment, fragile, fraction, infringe.

Frater, a brother; fraternal, fratricide.

Frons, frontis, forehead : front, a ffront, frontier, confront.

Fugio, 1 flee : fugitive, refugee, refilge, subterfuge.

Fundo, fusus, I pour : profuse, diffuse, confuse, refund.

Fundus, the bottom : found, foundation, profound, fundamental, founder.

Gens, gentis, a race : congenial, indigenous.

Gradior, grassus, I go: grade, degrade, transgress, progress.

Gratia, favour : gratitude, gratis, **ingratiate**, grateful.

Gravis, heavy : gravity, gravitation, grief, giievous.

Habeo, I have : habit, habitable, habituate, exhibit, inhabit, prohibit.

Homo, a man : homage, homicide, human, humane.

Impero, I command: imperative, imperial, emperor, empire.

Jacio, jactus, I throw: ejaculate, reject.

Judex, judicis, a judge: judicial, judgment, judicious, prejudice.

Jungo, junctus, I join. junction, conjunction, juncture.

Labor, lapsus, I glide, lapse, collapse, relapse, elapse.

Laus, laudis, praise: laudable, laudatory.

Lego, lectus, I gather, read : collect, neglect, select.

Lego, legatus, I send : delegate, legation.

Levis, light: levity, alleviate, elevate, leaven.

Lex, legis, a law : legal, legislate, legitimate, loyal.

Liber, free : libel at, libertine, deliver.

Ligo, I bind . lisakire, ligament, religion, league, obligation.

Litera, a letter : literal, literary, literate, literature.

Locus, a place : local, locality, locomotive.

Loquor, locutus, I speak : loquacious, elocution, eloquence.

Ludo, lusum, I play . elude, delude, ludicrous

Lumen, a light: luminous, luminary.

Luo, lutus, l wash : lotion, ablution, deluge, dilute, pollute.

Lux, lucis, light: lucid, elucidate.

Magnus, great: major, mayor, magnate, magnify, magnitude.

Malus, bad : malady, malice, maltreat, malaria.

Manns, hand : manuscript, amatiensis, manual.

Mare, the sea : marine, mariner, submarine, maritime.

Mater, a mother . maternal, matriculate, matron, matriony.

Medius, the middle : medium, mediate.

Memor, mindful: memory, memorable, memoir.

Miles, niilitis, n soldier : military, militia, militant.

Mitto, missus, 1 send : admit, missionary,]OfMISS.

Moneo inonitus, I advise . monitor, admonish.

Mons, montis, a mountain : mount, dismount, surmount.

Moveo, inotus, I move : motor, motion, **commotion**, promote

Multus, many; multitude, multiple.

Munus, muneris, a gift : munificent, remunerate.

Navis, a ship : navy, nautical.

Noceo, I hurt: innocent, noxious, nuisance.

Novus, new : **novel**, novice, innovation.

Nox, noctis, night: nocturnal, equinox.

Omnis, all : omnipotent, omnipresent, omnibus.

Pando, passus, I spread out: expand, compass, trespass.

Pars, partis, a part: part, partial, particle.

Pater, a father : paternal, patron, patrimony.

Patior, passus, I suffer : passive, patient.

Pello, pulsus, I drive : compel, expel, repel.

Pendeo, pensum, I hang . depend, suspend.

Pes, pedis, a foot: biped, quadruped, pedestrian, pedestal.

Peto, petitus, I seek : petition, competition, impetuous.

Pleo, I fill: complete, replete, replenish, supplement.

Pono, positus, I place : position, preposition, composition.

Porto, I carry : portable, portmanteau, impod, expou .

Primus, first: primary, primitive, prince, premier, principal.

Probo, I try : probation, probable, approval.

Puto, putatus, I cut, think : amputate, dispute, compute.

Ratio, raptus. I seize : rapacious, ravenous.

Rego, rectus, I rule : regal, regent, correct, regulate.

Rumpo, ruptus, I break : rupture, rout, banloupt, eruption.

Sanctus, holy . sanctuary, sanctify, saint.

Scio, I know: science, conscience, ornniscience.

Scribo, scriptus, I write: describe, scribble, postscript, inscription, manuscript.

(Seco, I cut: bisect, dissect, sickle.

Sentio, I feel: sentlment, sensation, nonsense, sensual.

Sequor, secutus, I follow: sequel, sequence, consequence, prosecute, execute.

Servio, I serve. servant, serf, service, servitude.

Signum, a sign: signal, significant, design.

Sirnil is. iike: similar, dissimilar, resemblance.

Solvo, sotutus, I loose: solution, resolution, absolve, dissolve, resolve.

Specio, spectus, I see: specimen, spectator, suspicion.

Spiro, I breathe: aspire, conspire, inspire, expire.

Stringo, stñctus, I bind: stringent, strict, restrict.

Struo, structus, I build: structure, constriction.

Sumo, sumptus, I take: assume, presume, resume.

Tango, tactus, I touch: tangent, contact, contagion.

Tempus, temporis, time: tense, temporal, contemporary.

Tendo, tensus, I stretch: tend, contend, attend, extend.

Teneo, tentus, I hold: tenant, tenure, content, retentive.

Terminus, an end: term, terminate, determination.

Terra, the earth: inter, subteiTanean, terrestrial.

Texo, textus, I weave: textile, texture, context.

Torqueo, tortus, I twist: distort, torture, torment.

Traho, tractus, I draw: contract, abstract, portrait.

Tribuo, I give: tribute, contribute.

Unijs, one: union, unique, unanimous.

Valeo, I am well: valid, invalid, equivalent, valiant.

Venio, I come: venture, adventure, convene, prevent.

Verbum, a word: verb, adverb, proverb, verbose, verbal.

Verto, versus, I turn: convert, converse, reverse, diversion.

Verus, true: verify, verdict, aver, veracious.

Video, visus, I see: vision, surve. evident, television.

Vinco, victus, I conquer: victor, invincible, convince.

Vivo, victum, I live: vivid, vivacious, revive, survive.

Voco, vocatus, I call: vocal, vocation, vociferous, invoke, revoke.

Volo, I wish: voluntary, benevolent, malevolence.

Volvo, I roll: revolve, involve, revolution.

Voro, I eat: voracious, omnivorous, carnivorous, devour.

Voveo, votus, I vow: vote, devote, devotee, votary.

Vulgus, the common people: vulgar, divulge.

A Few Greek Roots

Ago, I lead: demagogue, pedagogue, stratagem.

A nthropos, a man: anthropology, iiiisanthrope, philanthropist.

Aster, asti-on, a star: asterisk, astronony, astrology.

Autos, self: autocrat, autograph, autonomy, autobiography.

Biblos, a book; Bible, bibliography, bibliomaniac.

Bios, life: biology, biography.

Chole, bile: choleric, melancholy.

Chronos, **lime**: chronicle, chronology, chronometer, chronic.

Deka, ten: decagon, decade.

Demos, the people: democracy, demagogue, epidemic.

Doxa, opinion .- orthodox, dogmatic.

Gamos, mandage: monogamy, bigamy, polygamy.

Geo, the earth: geology, geography, geometry.

Cionia, an angle: diagonal, polygon, hexagon.

Grapho, I write: biography, telegraph, telegram, phonograph.

Helios, the sun: heliograph, heliotrope.

Hippos, a horse: hippopotamus, hippodrome.

Hodos, a way: period, method, episode.

Homos, the same: homogeneous, homonym.

Agon, a contest: agony, antagonist.

Hudor, water: hydrogen, hydrophobia, hydrant.

- Idios, one's own. idiot, idiom, **idiosyncrasy**.
- Isos, equal: isosceles.
- Kosmos, the world: cosmopolite.
- Kratos, strength: democrat, autocrat, aristocrat, plutocrat
- Kuklos, a circle: cycle, cyclone, encyclopaedia.
- Litlios, a stone. lithography, aerolite.
- Logos, a word, speech: dialogue, catalogue, astrology.
- Luo, I loosen: analysis, paralysis.
- Meter, a mother; metropolis.
- Metron, a measure: thermometer, barometer.
- Mikros, little: microscope.
- Monos, alone: monarch, monopoly.
- Nomos, a, law: astronomy, economy, autonomy.
- Ode, a song: prosody, parody.
- Onoma, a name. anonymous, synonymous.
- Orthos, right: orthodoxy, orthography.
- Pan, all: pantheist, pantomime, panacea.
- Pathos, feeling: pathetic, sympathy, antipathy,.
- Petra, a rock: petrify, petroleum.
- Phileo, I love: philosophy, philanthropy.
- Phone, a sound: phonograph, telephone.
- Plirasis, o speech: paraprase, phraseology.
- Poleo, I innke: poem, onomatopoeia.
- Polis, a city: police, policy, politic, metropolis
- Polus, many. polygamy, polygon.
- Poiis, podos, **afoot**: antipodes, tripod.
- Rheo, I flow: illeimatic, diarrhoea, CAERITH.
- Skopeo, I see: telescope, microscope.
- Sophia, wisdom: philosopher, sophist.
- Techne, an art: technical, architect, pyrotechnics.
- Tele, afar: telegraph, telegram, telephone, telescope, telepathy, telemail.
- Temno, I cut: **anatomy**, epitome.
- Theos, a god: theism, theology, theosophy.
- Thermos, warm: thermometer.
- Thesis, a placing: hypothesis, synthesis, parenthesis.
- Treis, three: triangle, tripod, trinity.
- Tupos, impression. type, stereotype, electrotyping.
- Zoon, an animal: zoology, zodiac.

Phos, photos, light; phosphorus,
photograph.

UNIT III

LISTENING

An effective classroom leader or lecturer is not only a knowledgeable and skilled teacher he or she is a good active listener. Good listening skills are needed to develop empathy and understanding with the students and to assess whether they understand what they are being taught. Listening skills also help in negotiating with students and defusing any potential classroom conflicts.

Listening is a two-way process: you, as the teacher do most of the talking but you must also learn to listen to the students; the students spend a lot of time listening to you, and will also benefit from improved listening skills. Both teacher and student must learn to respect each other, while students must comprehend that teachers are not the "fountain of all knowledge". Students must develop their own educational plan which involves searching for and finding solutions to their everyday problems or queries.

We spend much more of our time listening than speaking, reading and writing, and yet we remember relatively little of what we hear. After only a few days, only about 25% of a brief discussion will be retained. Research shows that improved listening skills can be learned.

Stages of Listening

Probably the simplest way to start thinking about listening is to break down the process into stages. In practice, no one would keep strictly to these stages, but reflecting on them should improve a person's listening skills.

The first step is to open yourself to the 'incoming message' by letting down your defences as far as possible, and trying to sense the real, underlying meaning of what is being said. Listen for ideas, implications and feelings, as well as the facts being conveyed. As well as being able to hear, you must also want to, or at least be willing to listen. Taking brief mental notes may help to focus your attention, but it can also distract you from the real meaning. If in doubt, don't. Also, giving undisturbed eye contact with the other person shows a real commitment to them and their specific message.

The second step is to begin to interpret, or reconstruct, what is being said, remembering always that words have different meanings to different people. Keep asking yourself whether you really understand the message. Do your best to listen with full attention, and withhold judgement, assumption and criticism at this stage. Don't jump to conclusions before the story is complete.

Allow the other person to finish their message before attempting to begin speaking.

The third step is to evaluate what is being said, only after you have made a reasonably objective interpretation of the message. At this point you should reflect

on the information and options being presented, and sift through the evidence. Unfortunately, judging often starts far too early in the listening process, especially when the topic has emotional implications or when there has been a long history of painful conflict. It is a fact that many people will judge according to their own personal life experiences and this may have a negative implication on the message. Unskilled listeners close their ears to words they do not want to hear and only hear the words they want to hear.

The fourth stage is responding. Here you demonstrate that you have truly been listening. Reassuring the speaker that you have been giving him full attention is a critical aspect of constructive listening. Feedback is usually given by asking for clarification or for more information, or at least giving some visible acknowledgment by smiling, nodding or frowning. Even making small remarks such as "Ah ha" during the message conveys a real interest in what the other person is saying.

Obstacles to Listening

It is important to be aware of five obstacles to listening in the classroom. You should be aware that all the people in the classroom, including yourself, are filtering and interpreting every word through a personal screen of attitudes, values, assumptions, judgements, past experiences and strong feelings. Be aware too that listening behaviour will be influenced by factors such as age, sex, cultural background and even physical appearance and mannerisms.

In some cases you, as the teacher, will simply need to make allowances for poor listening in others, and take positive action to remedy the situation.

Anxiety and Distraction

Listening, like learning, is difficult in an atmosphere of anxiety, tension or boredom. At some stage, all students will feel some degree of anxiety, and for some it can be a disabling experience, preventing them from listening, learning and participating in the classroom.

The student's anxiety may be social, caused by fear of other students or of the teacher or it may be caused by a fear of academic failure. It is important to identify the cause/s of the anxiety which will help the student to relax and listen. Teachers should also be aware that all students learn in different ways, some being extroverted and outgoing while others choose not to participate actively in group discussions or role plays. Both learning styles indicate that students learn in their own preferable unique way.

Boredom and the need to seek distraction are also typical impediments affecting good listening in the classroom. It is easy to blame the student for their lack of interest, but you should also evaluate your teaching strategies, classroom environment, size of the group, cultural mix of the participants, age of the students, life experiences of individual people, and goals of each person when asking yourself

questions about why listening is not naturally occurring.

Bias

As a direct result of our own life stories and experiences, we all have basic convictions, attitudes and beliefs, and are prejudiced in various ways, which can cause the listening process to break down. Empathy and presenting facts in a fair and unbiased way will help to regain your students' interest and keep the lesson focussed in the right direction. As a teacher, you may also need to evaluate your own bias and possible prejudice towards students from certain cultural groups and the way you accept and work with these students.

Language Problems

Many classrooms have at least some students from Non-English speaking backgrounds whose native language is not English. Some students with English as a second language may find it difficult to comprehend aspects of learning, but teachers should attempt to spend some quality time with each of these students, so as to establish a good liaison and achieve a better understanding of their particular individual needs. If teachers are to build constructive relationships with ALL their students, they must get to know their students by spending quality time with them, while attempting to learn ways to enhance communication between different people.

hungry, thirsty, uncomfortable, disturbed by noise, cold or heat, or simply distracted by some personal matter. Concentration is lost or impaired under any such conditions. Under these circumstances, teachers may need to re-examine their learning program and include relaxation exercises, group games or other transition activities designed to keep student motivation levels at an acceptable level. Diverting from planned activities for a brief time may be enough to re-energise the group and help them to keep focussed and in tune with the learning.

Empathic Listening

Empathy refers to the ability of a person to understand the emotions and feelings of another person. Another way of looking at it is by 'putting yourself in another person's shoes'. A person displays empathy by sharing the emotion and feeling of the other person at the time. People are more able to empathise with others if they have personally experienced a similar emotion or feeling to the other person.

In the classroom, it is not always easy to empathise with your students' viewpoint. Personality clashes, character differences, the status gap between teacher and students, and age/sex/cultural differences are just some of the obstacles to empathetic listening and communication between the teacher and students.

Attitude, Tone and Words

At some stage during the day, students' concentration will fade. They may be tired,

Despite this, genuine communication between teacher and student can only occur by showing a willingness to try to understand the students' feelings.

Empathic listening in the classroom:

Reduces tension and hostility between teacher and student

Promotes honest communication and builds trust and confidence

Gives the teacher time to clarify his/her thinking

Enhances the students' self respect and natural friendliness towards the teacher

Keeps communication alive and active

Some of the ways teachers can convey the genuine desire to understand are:

Be attentive, alert and not easily distracted. Create a positive atmosphere with your non verbal behaviour - your body language and facial expressions.

Be interested in the students' needs.

Listen in a friendly way:

Be non-judgmental and do not criticise

Respect privacy: do not ask intrusive or complicated questions

Act like a mirror: reflect what you think is being felt and said

Show that you are listening. Remember that silences throughout teaching are good, as they give students opportunities to think and reflect on questions and topics in their mind before verbally giving an answer

Don't brush aside the person's feeling with phrases like 'It's not that bad' or 'you're making a mountain out of a molehill'.

Never belittle or negate any aspect of a problem, even if it seems unimportant to you. To a student, it may be crucial to their learning.

Don't get emotionally involved, angry, upset or argumentative. You need to remain professional in your interactions with students, as you are a role model and the students are looking up to you for guidance and direction.

Don't jump to conclusions or judgements about any students

Try not to have any pre-conceived ideas or notions about any student based on what you may have heard from another colleague or former teacher.

Ways to indicate that you are listening:

Give encouraging acknowledgements (eg. "Yes" or "I see" or nodding or "Ah ha").

Give non verbal acknowledgements (eg. relaxed body posture, eye contact, facial expression. Remember that people can speak with their bodies without saying a solitary word; a **movement** can indicate a great deal about how a person is feeling)

Invite more responses (eg. 'Tell me more' or 'I'd like to hear about that' — these few words can imply you are keen for the student to expand on their message because it has relevance to you and the rest of the group).

Don'ts for group listening:

Don't interrupt

Don't change the subject

Don't rehearse in your head instead of listening

Don't interrogate

Don't teach or preach

Don't give advice

Don't talk down to students. They can sense when the teacher is not on their level and may not respond appropriately.

What is a product **description**?

A product description is the marketing copy that explains what a product is and why it's worth purchasing. The purpose of a product description is to supply customers with details around the features and benefits of the product so they're compelled to buy.

Let's have a look at nine simple ways to persuade your web visitors with product descriptions that sell.

1. Focus on your ideal buyer

When you write a product description with a huge **crowd** of buyers in **mind, your** descriptions become wishy-washy and you end up addressing no one at all.

The best product descriptions address your ideal buyer directly and personally. You ask and answer questions as if you're having a conversation with them. You choose the words your ideal buyer uses. You use the word *you*.

This is how Think Geek starts the product description of an LED Flashlight.

You know what's sucky about regular flashlights? They only come in two colors: white or that yellowish-white that reminds us of the teeth of an avid coffee drinker. What fun is that kind of flashlight? We'll answer that: NO FUN AT ALL. You know what is fun? Using the Multi-Color LED Flashlight to cast a sickly green glow over

your face while telling a zombie story around a campfire. No campfire? Make a fake one with the orange light!

When it comes to writing your own product descriptions, start by imagining your ideal buyer. What kind of humor does he or she appreciate (if any)? What words does he use? What words does he hate? Is he okay with words like *sucky* and *crappy*? What questions does he ask that you should answer?

Consider how you would speak to your ideal buyer if you were selling your product in store, face-to-face. Now try and incorporate that language into your website so you can have a similar conversation online that resonates more deeply.

2. Entice with benefits

When we sell our own products, we get excited about features and specifications. We live and breathe our company, our website, and our products.

The problem is our potential buyers are not as interested in mundane features and specs—they want to know what's in it for them. That's why you need to highlight the benefits of each feature.

This is how Method Home describes one of their hand wash gels. This is how Method Home describes one of their hand wash gels.

gel hand wash - \$3.99
HOLIDAY

a lot of secret handshakes start over the holidays sometimes the stink of last night's wash is all we need to reuse our hand soap. and when it's an arid or frigid day, our hands dry out quickly and wash will leave your hands feeling dry and ready to crack. if a cold, blustery winter is the most uncomfortable time of year,



Add to cart

Sometimes the scent of seasonal hand wash is all we need to rouse our holiday spirits. Available in an array of festive fragrances, our naturally derived gel hand wash will leave your hands soft, clean and ready to be tucked into a pair of fair isle mittens. It really is the most wonderful time of the year.

Method Home suggests that the benefit of their soap is not just that your hands become soft and clean, but that the soap actually rouses your holiday spirit making the holidays more festive and therefore more enjoyable.

Consider the benefit of each of your features. How does your product make your customers feel happier, healthier, or more productive? Which problems, glitches, and hassle does your product help solve?

Don't sell just a product, sell an experience.

3. Avoid yeah, yeah phrases

When we're stuck for words and don't know what else to add to our product description, we often add something bland like "excellent product quality".

That's a yeah, yeah phrase. As soon as a potential buyer reads excellent product quality he thinks, yeah, yeah, of course; that's what everyone says. Ever heard someone describe their product quality as average, not-so-good, or even bad?

You become less persuasive when your potential buyer reads your product description and starts saying yeah, yeah to themselves. To avoid this reaction be as specific as possible. Zappos, for instance, doesn't describe the quality of a pair of

shoes as excellent. Instead they describe each technical detail plus its benefit.

its benefit.

Sperry Top-Sider Angelfish

4.5 ★★★★★ 1,235 Reviews

Description



TOP

- View the Video Description for this product! Please note that the color shown in the video may no longer be available.
- The Angelfish captures classic boat shoe style in timeless design.
- Genuine hand-sewn construction for durable comfort.
- Stain and water-resistant leather upper for durable and fast-dry wear.
- 360° lacing system with rust-proof eyelets for a secure fit.
- Molded EVA cushion midsole for all-day under-foot comfort.
- Non-marking rubber outsole with Wave-Siping™ for the ultimate wet/dry traction.

None of the bullet points above mention the quality of the product directly, but each point gives you an impression of quality. Each point also follows an easy pattern of highlighting a feature plus a benefit:

genuine hand-sewn construction (feature)
=> durable comfort (benefit)

Product details add credibility. Product details sell your product. You can never include too many technical details in your product descriptions. Be specific.

4. Justify using superlatives

Superlatives sound insincere unless you clearly prove why your product is the best, the easiest, or the most advanced.

Amazon explains why the Kindle Paperwhite is the world's most advanced e-reader. Amazon explains why the Kindle Paperwhite is the world's most advanced e-reader.

World's most advanced e-reader - higher resolution, higher contrast touchscreen with built-in light and 8-week battery life

Patented built-in light evenly illuminates the screen to provide the perfect reading experience in all lighting conditions

Paperwhite has 62% more pixels for brilliant resolution

25% better contrast for sharp, dark text

Even in bright sunlight, Paperwhite delivers clear, crisp text and images with no glare

The word patented gives the reader the impression that this is something special. Amazon goes on to quote several percentages to show why the Paperwhite has better contrast and brilliant resolution; and it provides a killer benefit: Even in bright sunlight, Paperwhite delivers clear, crisp text and images with no glare.

If your product is really the best, provide specific proof why this is the case. Otherwise, tone your copy down or quote a customer who says your product is the most wonderful they've ever used.

5. Appeal to your readers' imagination

Scientific research has proven that if people hold a product in their hands, their desire to own it increases.

You're selling online, so your web visitors can't hold your products. Large, crystal clear pictures or videos can help, but there's also a copywriting trick to increase desire: let your reader imagine what it would be like to own your product.

Here's how Think Geek stirs your imagination with a description of their zillinz multi tool.

There is a person who is the hero of every BBQ or family cookout and that is the Grill Master. We always looked up to our Mom or Dad as they tended the grill and

looked forward to the day when we could be in charge of charring the meatstuff and searing delicious slices of fresh pineapple. Now that we're adults, it's finally our turn and technology has smiled upon us, giving us a tool that is destined to impress.

To practice this copywriting technique start a sentence with the word imagine, and finish your sentence (or paragraph) by explaining how your reader will feel when owning and using your product.

6. Cut through rational bankers with mini-stories

Including mini-stories in your product descriptions lowers rational barriers against persuasion techniques. In other words, we forget we're being sold to.

Wine sellers like UK-based Laithwaites often include short stories about wine makers.

The Dauré family own one of the Roussillon's top properties, the Château de Jau. Around the dinner table one Christmas they agreed it was time to spread their wings and look to new wine horizons. The womenfolk (Las Niñas) fancied Chile and won out in the end, achieving their dream when they established an estate in the Apalta Valley of Colchagua. The terroir is excellent and close neighbours of the Chilean star Ivontes winery.

When it comes to telling a story about your products, ask yourself:

Who is making the product?

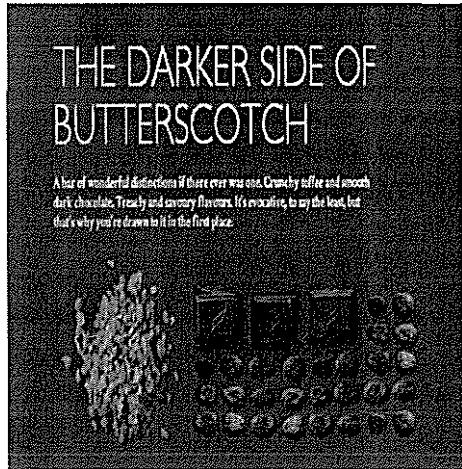
What inspired creating the product?

What obstacles did you need to overcome to develop the product?

How was the product tested?

6. Seduce with sensory words

Restaurants have known it for a long time: sensory words increase sales, because they engage more brain processing power. Here's an example or chocolate maker Green and Black.



Green and Black's sensory adjectives don't just refer to taste, but also to sound and touch: crunchy and smooth.

Adjectives are tricky words. Often they don't add meaning to your sentences, and you're better off deleting them. However, sensory adjectives are power words because they make your reader experience your copy while reading.

Dazzle your readers with vivid product descriptions. Think about words like velvety, smooth, crisp, and bright.

8. Tempt with social proof

When your web visitors are unsure about which product to purchase, they look for suggestions what to buy. They're often swayed to buy a product with the highest number of positive reviews. But there are other ways to sneak social proof into your product descriptions.

Online furniture seller Made.com hints at the popularity of a product:



Justin, Customer Services says

→ The Piggy Bag beanbags are far and away some of our most popular pieces. People can't seem to get enough of them! They look really good bought as a pair - or three - in different colours.



This piece is a press favourite, and we hope you like it just as much. Here's a

Including an image of a person adds credibility to a quote; it also makes an online company more personal and approachable encouraging customers to call to get answers to their queries.

The above quote carries extra impact because it describes the product as popular. The popularity claim is further supported with a cutting from the press and the phrase press favorite.

Most buyers are attracted to buying something that's popular. When it comes to your website, highlight the products that are customer favorites.

9. Make your description scannable

Is your web design encouraging web visitors to read your product descriptions?

Here's a great example of product description from Innocent Drinks.

Here's a great example of product description from Innocent Drinks.

smooth orange juice

This is our most popular recipe. No peel, no bits, just the smoothest and tastiest juice we've ever made in a smart carafe. We hope it brightens up your breakfast.

- ✓ it's never sweetened, never concentrated
- ✓ there are 11 juicy hand-picked oranges in every carafe
- ✓ there is 1 portion of fruit in every 150ml serving

your reviews

Are we hitting the spot? We'd love to know what you think so let us know by leaving a review.



"Loved it best juice ever shame orange juice is so expensive"

Packaging your product descriptions with a clear, scannable design **makes** them easier to read and more appealing to potential customers.

Here's some areas to focus on when designing yours:

Entice your web visitor with headlines;

Use easy-to-scan bullet points;

Include plenty of white space;

Increase your font size to promote readability;

How to write compelling product descriptions

Share your knowledge about your product. Tell stories and explain even the tiniest details. Make an effort not to be boring and instead delight your web visitors with seductive descriptions. Most of all, write with enthusiasm because your passion for your products is contagious.

LISTENING TO TELEPHONIC CONVERSATIONS

I. Pre-Listening Exercises

Talking on the phone is sometimes difficult because you can talk face-to-face

with the other person, but you can speak better on the phone as you study common telephone expressions.

SAMPLE SENTENCES:

Hello. Is Cindy there?

>> Just a minute please.

May I leave a message for Mike?

>> Sure. Go ahead.

II. Listening Exercises

Listen by pressing the "Play Audio" button. Then, select the correct answer for each sentence or question, which may be missing one or more words. Press the "Final Score" button to check your quiz.

III. Post-Listening Exercises

Practice your telephone skills by calling a friend and/or leaving a message at your school for one of your teachers.

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

There are three Degrees of Comparison in English.

They are:

1. Positive degree.

2. Comparative degree.

3. Superlative degree.

Let us see all of them one by one.

1. Positive degree.

When we speak about only one person or

thing, We use the Positive degree.

Examples.

- This house is big.

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

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

Each sentence mentioned above talks about only one noun.

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

2.Comparative degree.

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

We use both the Positive degree and Comparative degree.

Examples:

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

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

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

Both these sentences convey the same meaning.

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

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

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

Both these sentences convey the same meaning.

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

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

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

Both these sentences convey the same meaning.

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

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

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

Both these sentences convey the same meaning.

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

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

Examples:

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

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

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

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

All the three sentences mean the same
meaning.

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

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

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

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

All the three sentences mean the same
meaning.

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

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

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

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

Both these sentences convey the same
meaning.

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

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

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

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

*Degrees of Comparison are applicable
only to Adjectives and Adverbs*

*Nouns and verbs do not have degrees of
comparisons*

He is the tallest student in the class.

The term "tallest" is an adjective.

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

The term "effectively" is an adverb.

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

We have seen all the three Degrees of
Comparison.

Let us see their models.

Model -1: "The best":

Examples:

- i. This is the best hotel in this area.
- No other hotel is as better as this one in this area.
- No other hotel is as good as this one in this area.
- ii. Unemployment is the most serious problem facing our country.

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

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

Model-2: "One of the best":

Examples:

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

Calcutta is large than most other cities in India.

Very few cities in India are as large as Calcutta.

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

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

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

Model-3: "Not the best":

Examples:

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

- ii. This is not better than few other

solutions to this problem.

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

New York is not the largest city in America.

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

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

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

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

Examples:

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

Effective. more effective..... most effective

Effectively. more effectively..... most effectively

Enjoyable..... more enjoyable. most enjoyable

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

Different. more different..... most different

Honest. more honest.most honest

Qualified..... more qualified. most qualified

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

Examples:

Hard. harder..... hardest

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

Tall. taller..... tallest

Long. longer..... longest

Short. shorter. honest

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

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

Degrees of Comparison add beauty and varieties to the sentences.

1. Positive degree.

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

Examples:

- This house is big.

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

- He is a tall student.

- This flower is beautiful.

- He is an intelligent boy.

Each sentence mentioned above talks about only one noun.

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

2. Comparative degree.

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

We use both the Positive degree and Comparative degree.

Examples:

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

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

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

Both these sentences convey the same meaning.

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

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

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

Both these sentences convey the same meaning.

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

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

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

Both these sentences convey the same meaning.

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

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

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

Both these sentences convey the same meaning.

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

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

Examples:

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

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

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

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

All the three sentences mean the same meaning.

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

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

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

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

All the three sentences mean the same meaning.

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

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

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

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

Both these sentences convey the same meaning.

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

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

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

The term “tallest” is superlative version of the term “tall”.

Degrees of Comparison are applicable only to Adjectives and Adverbs

Nouns and verbs do not have degrees of comparisons*

He is the tallest student in the class.

The term “tallest” is an adjective.

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

The term “effectively” is an adverb.

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

We have seen all the three Degrees of Comparison.

Let us see their models.

Model -1: *The best":

Examples:

i. This is the best hotel in this area.

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

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

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

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

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

Model-2: “One or the best”:

Examples:

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

Calcutta is large than most other cities in India.

Very few cities in India are as large as Calcutta.

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

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

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

Model-3: “Not the best”:

Examples:

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

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

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

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

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

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

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

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

Examples:

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

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

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

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

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

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

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

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

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

Examples:

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

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

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

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

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

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

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

Degrees of Comparison add beauty and varieties to the sentences.

UNIT-4

WRITING

Business Letters/Foi-mal Letter Writing

Business correspondence should get across the message in a direct, **clear** and natural way. In contrast to informal writing, one should avoid using slang and casual language, clichés, short forms and abbreviations. The writer should avoid overly formal and rigid language too. The letter should be logically structured and organized. The layout of a formal letter follows basically the same order.

1. The heading should include a street address, city, state, ZIP code and the date. Your address should be at the top of the letter or in the right-hand corner. The house number goes first, then street. Do not mention your name. The date is usually on the right below sender's address.

U.S. : 8.20.2011 U.K. :
20.8.2011 (20th August 2011)

Other ways: August 20th
2011 / 20 August 2011/ August 20, 2011

Avoid writing 2/5/2011
(means 2nd May in the U.K. and 5th Feb. in the U.S.)

2. The inside (receiver's) name and address are written on the left and may be in a block form. Always write a proper title before the name (Mr. or Ms.). If you use a title after a person's name, do not use one before the name (Ken Hovind, M.D. or Mr. Ken Hovind).
3. The attention line and salutation: You can include the receiver's

name and position in an attention line (For the attention of the PR Manager), below which you can continue with salutation. Dear Sir/Deai Maclam/Dear Sir or Madam/Dear Sirs-U.K./Dear Gentlemen-U.S. are used when you do not know the name or sex of the person you are writing to. If you do know the name, use:

U.S.: Dear Mr. Green, Dear Ms. Green, Dear Dr. Green,

U.K.: Dear Mr Green, Dear Ms Green, Dear Dr Green,

English usage places no fullstop after Mr, Ms, Dr. Both, English and American, use comma after the greeting. If a letter is intended for more than one person, use plural form:Dear Professors Hovind and Green, Dear Professor Hovind and Professor Green.

4. The body of the letter may be indented or blocked. It is usual to use block form and leave a line space between paragraphs in the body. In any case, be consistent with the style you choose.
5. Complimentary close is the letter-ending. It depends on salutation. If you start with Dear Sir or Madam etc., finish with Yours faithfully. If you begin with a person's name (Dear Dr Green) close with Yours sincerely, or Sincerely yours,
6. The comma after complimentary close is optional.
U.S.: Yours truly, Truly yours,
Sincerely, Best regards
U.K.: Best wishes, Kind regards
Old-fashioned phrases to be avoided: Respectfully yours, We remain yours faithfully, The

signature is below compl irnentary close, usually **in black or blue ink** and above your typed name. Do not include your title in written signature, only after your typed name below the signature:

(signature)
Ken Hovind
Sales Manager

Formal Letter

Sample

Novomeského 1

Bratislava 999 99

Slovak Republic

11. 2. 2011

Healthcare People Management Association (HPMA)

HPivlA Head Office
77 Mansfield Park

Richmond
Surrey TW9 1PL

Dear Sir

I am an Associate Professor of Pediatrics at Comenius University in Bratislava, Slovakia.

I plan to apply for an internship at your fssSOC18 tIOU.

Would you please send me a copy of the HPMA catalogue, information on financial aid and

housing, and materials about your HPMA Internship Programme?

Thank you for your time and assistance in this matter.

Yours faithfully,

(signature)

~~XXXXXXXXXXXX~~

How to write a personal letter

Personal letters are generally written to people who you know in your social or family life such as friends from school, pen pals or family members. Personal letters are great because you can be casual and conversational, writing in a talkative, chatty manner. You can even use slang or abbreviations.

Personal letters fall into several subcategories such as thank you letters, Christmas letters, or fan mail.

What goes in a personal letter?

- News about school such as getting a part in the school play, joining a new club or team, winning a prize or sports competition — anything you can think of.
- Updates about your family. For example, getting a new pet, moving to a new house, exciting news about your siblings or parents.
- Special events such as birthdays, holidays or parties.

- Something about yourself, such as hobbies, favorite things, jokes, games you have played or movies you have seen.
- Questions about the person you are writing to. Ask if anything has changed in their life or what they are doing in the next week or month.
- Congratulating the recipient on an accomplishment, award or special event such as an engagement, wedding or birth.
- Personal letters are a way of sharing news and events in writing, but why not draw a nice picture or attach a photo to share with your friend?

Instructions

- Write your name and return address in the top right-hand corner of the page.
- Put the date on the left-hand side of the page.
- Below the date is where you put your greeting.
- Beneath your greeting is where you write your message.
- Once finished, write a sign-off or farewell.
- Beneath your farewell write your name.
- In personal letters, you can include a postscript (PS) of anything you may have forgotten to include in the bulk of your letter.

Tips for writing personal letters

- If your letter is handwritten, remember to keep your writing neat so that it is easy to read.
- If you decorate your letter, make sure there's nothing loose that might spill out when it's opened.

- Avoid decorating the envelope, this can make the address hard to read and might slow down its delivery time.
- Never write anything that you would not want repeated or seen by others in a letter, once it is written, sealed and sent you cannot take it back!

Understanding Text Structure

The term "text structure" refers to how information is organized in a passage. The structure of a text can change many times in a work and even within a paragraph. Students are often asked to identify text structures or patterns of organization on state reading tests. Also, understanding text structures can help students make and interpret arguments. For these reasons it is important that students are exposed to the various patterns of organization.

This page will briefly explain seven commonly used patterns of organization, provide examples, and then offer users free text structure worksheets and interactive online practice activities to help students learn this essential reading skill.

Cause and Effect: The results of something are explained.

Example: The dodo bird used to roam in large flocks across America. Interestingly, the dodo wasn't startled by gun shot. Because of this, frontiersmen would kill entire flocks in one sitting. Unable to sustain these attacks, the dodo was hunted to extinction.

Chronological: information in the passage is organized in order of time.

Example: Jack and Jill ran up the hill to fetch a pail of water. Jack fell down and broke his crown and Jill came tumbling after.

Compare: two or more things are described. Their similarities and differences are discussed.

Example: Linux and Windows are both operating systems. Computers use them to run programs. Linux is totally free and open source, so users can improve or otherwise modify the source code. Windows is proprietary, so it costs money to use and users are prohibited from altering the source code.

Order of Importance: information is expressed as a hierarchy or in priority.

Example: Here are the three worst things that you can do on a date. First, you could tell jokes that aren't funny and laugh hard to yourself. This will make you look bad. Worse though, you could offend your date. One bad "joke" may cause your date to lash out at you, hence ruining the engagement. But the worst thing that you can do is to appear slovenly. By not showering and properly grooming, you may repulse your date, and this is the worst thing that you can do.

Problem and Solution: a problem is described, and a response or solution is proposed or explained.

Example: thousands of people die each year in car accidents involving drugs or alcohol. Lives could be saved if our town adopts a free public taxi service. By providing such a service, we could prevent intoxicated drivers from endangering themselves or others.

Sequence / Process Writing: information is organized in steps of a process is explained in the order in which it occurs.

Example: Eating cereal is easy. First, get out your materials. Next, pour your cereal in the bowl, add milk, and enjoy.

Spatial / Descriptive Writing: information is organized in order of space (top to bottom, left to right).

Example: when you walk into my bedroom there is a window facing you. To the right of that is a dresser and television and on the other side of the window is my bed.

Discourse Markers:

Discourse markers are words and phrases used in speaking and writing to 'signpost' discourse. Discourse markers do this by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only.

Example: Words like 'actually', 'so', 'OK', 'right?' and 'anyway' all function as discourse markers as they help the speaker to manage the conversation and mark when it changes.

Complete the following sentences using an appropriate discourse marker.

1 nurses are overworked and underpaid.

In particular
Broadly speaking
Especially
Except for
2. I don't believe in ghosts.
I haven't seen one yet.
I think
At least
In particular
In other words
3. I think he should be acquitted.
..... he is too young to know the
difference between right and wrong.
After all
At least
Well
Honestly
4. The man was sleeping soundly on the
river bank..... a crocodile was
creeping closer.
Despite this
Meanwhile
As a result
By contrast
5. The child didn't get any medical
attention. _____, she died soon
after.
Despite this
As a result
In this case

In spite of that
6. He has been waisied before.
..... , lie shouldn't have
repeated this.
In this case
In spite of this
Instead
Answers
1. Broadly speaking nurses are
overworked and underpaid.
2. I don't believe in ghosts. At least I
haven't seen one yet.
3. I think he should be acquitted.
After all he is too young to lcnow
the difference between right and
wrong.
4. The man was sleeping soundly on
the river bank. Meanwhile a
crocodile was creeping closer.
5. The child didn't get any medical
attention. As a result, she died soon
after.
6. He has been warned before. In this
case, he shouldn't have repeated
this.

Jumbled sentences

1. If a sentence starts with a 'name' of a person, company...., then that sentence will definitely be the 1st sentence in the paragraph to be formed.
2. If an article namely 'a', 'an' or 'the' is present at the starting of a sentence. Then the chances of that sentence to be the 1st in the arrangement is more.
3. If all the articles (a, an, the) are present as the starting words of different sentences then they are arranged as follows

- The sentence starting with 'A' comes first
 - The sentences starting with 'An' and 'The' will follow the sentence starting with 'A' according to their content
4. The sentences starting with the words 'That', 'These', 'Thus' and 'Those', then those sentences will not come 1st in the paragraph

If a sentence starts with pronouns other than 'I' and 'You', then that sentence will not be the 1st sentence of the paragraph

Try to find out the topic addressed by the paragraph. This can be done by looking for the words that are repeated often in the given sentences.

If a word is repeated in more than one sentence, then the sentences can be placed one by one in the paragraph

If there are 3-sentences starting with the words 'But', 'So' and 'Now' respectively. Then those 3-sentences will be arranged in the following order

sentence starting with 'But'

sentence starting with 'So'

sentence starting with 'Now'

If the given set of sentences consists of simple, compound and complex sentences they are arranged in the following order

simple sentence — a sentence that consists of basic elements like a subject, a verb and a completed thought.

For example, Rajeev waited for the train.

compound sentence — a sentence that consists of 2-independent clauses

connected to one another with a conjunction.

For example, Rajeev waited for the bus, but the train was late.

complex sentence — a sentence that consists of an independent clause and one or more dependent clauses connected to it.

For example, Rajeev realized that the train was late while he waited at the station.

Oi,

While he waited at the station, Rajeev realized that the train was late.

Try to fed transitions words and linking words sometimes help to put the sentences in an order in sentence arrangement questions. They help the reader to flow more smoothly from one point to the next leads or follows the sentences containing transition word.

Some of the most important transition words to observe in sentence arrangement are: - also, again, not only.... but also, neither.... or, either....or, as well as, besides, furthermore, in addition, moreover, similarly, consequently, hence, for example, yet, but,

Again, if you look at our opening paragraph, the first line starts with 'for this' --- now we know that we need to figure out what 'this' refers to and the sentence containing the original 'this' will come before this sentence.

Look for short forms and abbreviations in the sentences. This trick is very useful in paragraphs in which both short form or abbreviations and full name are given.

The sentences containing full for will obviously come before the sentences containing the abbreviation.

If a sentence starts with the words Hence, Finally or Therefore then that sentence comes last in the arrangement.

Finally, sometimes the events mentioned in the paragraph can be arranged in the chronological order making it easy for you to identify the sequence and arrange them.

Tenses

Simple Present Tense

Simple Present tense is used to talk about the action in present. Simple Present tense is also called present indefinite tense. It is not sure that whether the task is completed or not in this tense. It is used to describe those actions which are factual and habitual things.

Examples of Simple present tense what is simple present tense with examples

He walks daily.

Water boils at 100 degree Celsius.

Steve always finishes his work accurately.

Sometimes Mark fights with his sister.

Simple present tense i-tile

Simple Present tense = Subject+1st **Verb** +Object

1st Verb+ s/es—> (He, She, It, airy Name, Singular noun)

1st Verb —> (I, We, They, You, **Plural Noun**)

Present Continuous Tense

Present Continuous Tense is used to express an action which is in progress. It expresses a continued or ongoing action at present time. The action in Present Continuous Tense takes place at the time of speaking or in current time. Present Continuous Tense is also called Present progressive tense.

For example, if a person says, “ I am going to the market”. It means that he is in the process of going to the market. This kind of actions happens in the current time and thus expressed by present continuous tense.

Present Continuous Tense is made up of two main parts auxiliary verb and base **form+ ing**.

Basic Rule for Present Continuous Tense

Subject +is/am/are (Helping Verb) +1ST Verb+ Ing+ Object

Is —> (He, She, It, any Name, Singular **nOuII**)

Am —> I Are —> (We, They, You, Plural **Noun**)

For Example

He is walking.

She is doing well.

I am playing basketball.

You are teaching me the lesson.

I am buying a new car for my son.

Simple Past Tense

Simple past tense is used to express any action that started or

completed in the past. Or in other words, simple past tense describes any action that happened in the past. For example, "Joolie visited market yesterday". In this example, Joolie visited the market in the past time. The action happened in the past.

According to the rules of English grammar, we can also define simple past tense as: any sentence that uses second form as its main verb called simple past tense. Simple past tense is made up of three of its main parts that are: Subject, main verb (Second Form of Verb) and Object.

Simple Past Tense= Subject + 2nd form of verb + Object

For Example

He reviewed my website yesterday.

I repaired this computer last month.

She met the Prime minister two weeks ago.

Mark saved me from those hurdles of life.

You taught me this lesson yesterday.

She always lied to me

Past Continuous Tense

Past Continuous Tense is made up of two main parts auxiliary verb was/were and base form+ing. According to the grammar rule of English, past continuous tense can be formulated as.

Past Continuous Tense=Subject + was/were (Helping Verb) + 1ST Verb+ Ing+ Object

Was → (I, He, She, It, any Name, Singular noun)

Were → (We, They, You, Plural Noun)

For Example

We all were wondering by his performance.

Steve was doing a great job in the company.

You were playing cricket in the morning.

She was teaching English to everyone.

Jack was reading a newspaper.

He was eating his food.

Phrasal Verbs

What are Phrasal Verbs?

A phrasal verb is a combination of words (a verb + a preposition or verb + adverb) that when used together, usually take on a different meaning to that of the original verb.

Examples

break down, check in, tear up

When we use phrasal verbs, we use them like normal verbs in a sentence, regardless if it's a regular or irregular verb.

Ella tore up the letter after she read it.

Their car broke down two miles out of town.

Did the manager deal with that customer's complaint?

More phrasal verb examples.

Be sure to put on a life jacket before getting into the boat.

We left out the trash for pickup.

It's time to get on the plane.

What will she think up next?

I'm having some trouble working out the solution to this equation.

We're going to have to put off our vacation until next year.

Stand up when speaking in class, please.

We'll have to wake up early if we want breakfast.

Take off your shoes before you walk on the carpet.

My dog likes to break out of his kennel to chase squirrels.

Choose the correct phrasal verb from the parenthesis at the end of the sentence.

1. Someone broke into my car last night and stole the stereo. (broke down/broke into)
2. Will you be able to get by this month with the **little you have**? (get off / get by)
3. His father always taught him not to those people with less. (look up to / look down on)
4. Stop complaining and your work! (get on with / get over)
5. The boss wants you to your figures for this month to him. (hand out / hand in)
6. We're going to have to our trip to Spain until September. (put up/ put off)
7. I Amir today at the supermarket. It was great to see him. (ran out of / ran into)
8. I'm so tired of Sophie her engagement ring all the time. (showing off, showing up)

9. The police would not to the kidnapper's demands. (give up/ give in)

10. I thought I would for a cup of coffee. Is that okay? (drop off/ drop in)

11. Have you ever such an unusual piece of art? (come forward/come across)

12. It's important to on time. (show up / show off)

13. your feet when walking; you don't want to trip! (uplift / lift)

14. The tree was by the wind. (blown up / blown over)

15. He his hat to show me his new haircut. (took off / took up)

16. I just can't seem to this book. (get off / get into)

Answers:

1. look down on
2. get on with
3. hand in
4. put off
5. ran into
6. showing off
7. give in
8. drop in
9. come across
10. show up
11. lift up
12. blown over
13. took off
14. get into

Articles

Articles are words that define a noun as specific or unspecific.

Example: After the long day, the cup of tea tasted particularly good.

By using the article, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

Example: After a long day, a cup of tea tastes particularly good.

By using the article, we've created a general statement, implying that any cup of tea would taste good after any long day.

English has two types of articles: definite and indefinite. Let's discuss them now in more detail.

The Definite Article

It limits the meaning of a noun to one thing. For example, your friend might ask, "Are you going to the party this weekend?" The definite article tells you that your friend is referring to a specific party that both of you know about. The definite article can be used with singular, plural, or uncountable nouns.

Example: Please give me the hammer.

Example: Please give me the red hammer; the blue one is too small.

Example: Please give me the nail.

Example: Please give me the large nail; it's the only one strong enough to hold this painting.

Example: Please give me the hammer and the nail.

The Indefinite Article

The indefinite article takes two forms. It's the word a when it precedes a word that begins with a consonant. It's the word an when it

precedes a word that begins with a vowel. The Indefinite Article indicates that a noun refers to a general idea rather than a specific thing. For example, you might ask your friend, "Should I bring a gift to the party?" Your friend will understand that you are not asking about a specific type of gift or a specific item. I am going to bring an apple pie," your friend tells you. Again, the indefinite article indicates that she is not talking about a specific apple pie. Your friend probably doesn't even have any pie yet. The indefinite article only appears with singular nouns. Consider the following examples of indefinite articles used in context:

Example: Please hand me a book; any book will do.

Example: Please hand me an autobiography; any autobiography will do.

Prepositions

Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Even advanced learners of English find prepositions difficult, as a 1:1 translation is visually not possible. One preposition in your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart. The following table contains rules for some of the most frequently used prepositions in English:

Prepositions — Time

English	Usage	Example
On	days of the week	on Monday
In	months / seasons time of day year after a certain period of time (when?)	in August / in winter in the morning in 2006 in an hour
At	for night for weekend a certain point of time (when?)	at night at the weekend at half past nine
Since	from a certain point of time (past till now)	since 1980
For	over a certain period of time (past till now)	for 2 years
Ago	a certain time in the past	2 years ago
Before	earlier than a certain point of time	before 2004
To	telling the time	ten to six (5:50)
Past	telling the time	ten past six (6:10)
to / till / until	marking the beginning and end of a period of time	from Monday to/till Friday
till / until	in the sense of how long something is going to last	He is on holiday until Friday.
By	in the sense of at the latest up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read

		five pages.
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Prepositions - Place (Position and Direction)

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

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

Other important Prepositions

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

Synonyms and Antonyms

3. short— tall

Write "Yes" on the line if the two words

are synonyms. If they are not synonyms,

4. sour — sweet

write a "No" on the line and write a

5. sea— ocean

synonym for the first word.

1. lose— misplace

6. cry — laugh

2. crash — collide

7. meal — food

8. fur it — produce

9. few — many

10. sharp — dull

11. land — ground

12. gift — present

13. return — leave

14. **similar** — different

15. sport — game

16. take — give

17. property — belongings

18. try — quit

walking, I noticed some woods in the distance. When I got to the woods, I decided to enter the forest. I was a little frightened at first, but then I saw some squirrels and wild flowers. I kept walking and looking around and I felt adventurous and happy to be there. I saw some terrific birds, rabbits, deer, and many kinds of plants that I had never seen before.

It suddenly occurred to me that if I walked any further I might get lost or, worse yet, see a bear. So I decided to turn around and walk back home, but right in front of me was the thing I feared — a bear! All I could think of to do was to run, and that is what I did. I ran all the way home as fast as my legs could carry me. As soon as I got home, I decided not to ever go in those woods again.

Write an antonym for each word.

- I. sharp

up

Circle eight words from the paragraph and write a synonym for each.

One day I went for a walk down
the street. I was hungry, so I stopped at a
food stand and got a soda and a pretzel
with mustard. While I was eating and

3. melt

4. add

5. high

6. all

7. catch

8. front

9. always

10. wet

11. best

12. tight

13. before

14. kind

15. lead

Write "5"es" on the line if the words are antonyms. If they are not antonyms, write

"to" and write an antonym for the first word.

1. problem — solution

2. ahead — leading

3. negative — wrong

4. together — separate

5. clear — shiny

6. quick — super

7. answer — question

8. lazy — slow

9. real important

10. bright — sunny

11. careful — reckless

16. fix

12. less — little

13. strange — thief

14. sit - watch

15. outdoor - snowing

16. best - worst

17. intelligent – neat



UNIT-Y

I. Writing Short Essays:

Develop a plan. Consider how much time you have to write the essay and develop a writing plan based on that. This will help you figure out how long to spend on each part of the essay writing process and will also keep you on task.

- Be honest about your strengths and weaknesses when devising your plan.[J] For example, if you are a good researcher but not great at editing, spend less time on the research section in favor of spending more time on the revising section.
- Make sure to schedule breaks for yourself to refresh your brain and recharge yourself.

Consider the essay question. You may know the topic of an essay when your teacher assigns it to you, but even if you don't, first consider the question and different ways you could make arguments about the topic. Doing this preliminary brainstorming will not only direct you towards the appropriate research, it will help the writing process go more quickly.

- Make sure you understand what the question is asking for! If you provide a summary when the essay prompt asked you to "analyze," you're unlikely to do very well.
- If you don't have an essay topic, choose a subject that interests you and consider the essay question afterwards. You are more likely to write a good essay on a topic that you're interested in.

Develop your argument or statement. Your argument or thesis statement is the point you're making in the essay through evidence and analysis. Develop your argument to help direct your

research and make the writing process go more quickly.⁴

- If you don't have much experience with your topic, it might be difficult to develop an argument. You can still consider your argument and then use your research to support or refute the claims you want to make.
- A good exercise to help you quickly figure out your essay question and argument is to write "I am studying (choose a topic) because I want to know (what do you want to know) in order to show (this is where your argument goes)."^[5]
- For example, "I am studying the medieval witch trials because I want to know how lawyers employed evidence in their cases in order to show that the trial process influenced modern medical techniques and legal practices."^[6]
- Consider counter-arguments in order to strengthen your essay.

Research your essay topic. You'll need to strategically research your topic to find the evidence that will help you construct your argument and form the body of your essay. There are many different types of sources you can use for research, from online journals and newspaper archives to primary sources at the library.

- Just make sure that you use reliable sources, such as peer-reviewed journals, government and university websites, and newspapers and magazines written by professionals. Don't use personal blogs, obviously biased sources, or sources that don't have professional credentials.
- You can draw upon information you know to speed up the research process. Simply find a (reliable!) source to support it and include it in your sources.
- Doing preliminary research online can point you to sources in a library such as books and journal articles. It can also point you in the direction of web sources including newspaper article

archives of other research on your topic.

- If you're reading books, "gut" the book to get through it quickly and move on to other sources. To "gut" a book, skim the introduction and conclusion to find the main arguments, and then pick a few details from the body of the book to use as evidence.
- Take notes on your research sources. These will show that you've legitimately researched the topic while giving credit to the person who forwarded the idea. This is especially important if you plan to use direct quotes and will also help you add footnotes and bibliographic information to your essay without having to look them up in the sources.

Write an outline of your essay. Construct an outline of your essay to guide you through the writing process. By structuring it in the same form as your essay and adding evidence, you will simplify and expedite the writing process. You'll also be able to identify any areas that need better development.

II. Developing an outline — Identifying main and subordinate ideas:

Developing an outline is a part of writing an essay. It helps in developing the phrases into full sentences and not merely filling up dashes. To craft a strong paragraph, important facts, textual analysis and all of the information must be relevant. In an essay on the importance of gun control, going off on a tangent about other types of weapons could be detrimentally off topic. Stay focused. Organize the ideas as main and subordinate, owing to the right place where they can be used or produced. The writer should be able to sort out the primary ideas and use them more skipping the

secondary/subordinate ideas. The content should be crisp and to the point.

- Creating rim outline
- Topic sentence development
- Supporting details
- Using quotations and evidence
- Analyzing quotations and evidence
- Providing strong, relevant information
- Using concise language
- Using colorful and clear words
- Crafting a strong conclusion statement
- Utilizing appropriate transition words
- Following proper grammar rules

By using any of the methods in this list, writers, students and others can create stronger, more developed paragraphs.

POINTS TO REMEMBER:

- Set a fixed amount of time to write.
- Write a catchy introduction.
- Write the body of the essay.
- Write as clearly as possible.
- Allow yourself to "free-write" to optimize your time.
- Write the essay conclusion.
- Revise and proofread your essay.

EXERCISE

Write an essay on the following topics:

1. Effects of Deforestation.
2. The rising risks on smartphones usage.
3. The environmental effects of bottled water.
4. The preference of the students on online tutoring both merits and demerits.
5. What makes one a good craftsman in his/her domain they choose?

6. The importance of testing as a means of communication.
7. The effects of stress on students in college to choose their future.

III. Dialogue Writing:

A dialogue is a verbal conversation between two or more people. When writing, a dialogue is a way of showing a story instead of explaining one through writing. Through a dialogue, the writer allows the reader to know the characters first hand and interpret the characteristics and story themselves.

Dialogue writing exposes the traits of the character, emotions, and internal motives at the same time it establishes the relationship between the people. Dialogue-writing also shows the actions taking place without boring the reader with a lot of explanations. First thing in grammar that is essential to dialogue-writing is punctuation. Commas, quotations, semi-colon, period, exclamation, question marks- all these punctuation marks portray the dialogue and its emotions.

Punctuation Rules in Dialogue Writing

- Even the punctuation goes inside the quotation marks.
- Use commas or periods after dialogue tags depending on where they are in the sentence.
- Always remember to capitalize the first word of what the person says.
- Start a new paragraph each time a person speaks.

- Try not overuse dialogues by writing dialogues that lead to no logical conclusions. Basically, keep filler dialogues as less as possible.
- Use narration between dialogues to abstain from stray dialogue-witting. *Keep it short and simple.*
- Keep it as real and closer to the characters as possible. Maintain the same theme or purpose throughout. Dialogues are supposed to feel real conversations. The less fake you make them, the better they sound.
- Convey a point through your dialogue-writing. Don't repeat the same shade you painted in one dialogue into another.
- Keep the writing catchy and full of twists. Don't forget the element of surprise is the backbone of good dialogue-writing. Make resonating points that the readers can relate to.

EXAMPLE

Write few dialogues between two friends planning to spend their weekend together.

Laurie: So, what are your plans for this weekend?

Christie: I don't know. Do you want to get together or something?

Sarah: How about going to see a movie? Cinemax 26 on Carson Boulevard is showing Eric/online.

Laurie: That sounds like a good idea. Maybe we should go out to eat beforehand.

Sarah: It is fine with me. Where do you want to meet?

PERFECT DIALOGUE WRITING

- Have a purpose for every single dialogue, a logical one. It might as well have an objective implication.

Christie: Let's meet at Summer Pizza House. I have not gone there for a long time.

Laurie: Good idea again. I heard they just came up with a new pizza. It should be good because Summer Pizza House always has the best pizza in town.

Sarah: When should we meet?

Christie: Well, the movie is shown at 2.00PM, 4:00PM, 6:00PM and 8:00PM.

EXERCISE:

Write a short dialogue on the following:

- Between two friends on their plan.
- Between an employee and an employer demanding their bonus or profit.
- The advantages and disadvantages on life in a hostel.
- About approaching examination.
- Practicing an interview.

LISTENING TO TALKS:

Listening is the ability to accurately **receive** and interpret messages in the communication process. Listening is a key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

for their employees. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work.

Many successful leaders and entrepreneurs credit their success to effective listening skills.

Listening is not the same as Hearing

Hearing refers to the sounds that enter your ears. It is a physical process that, provided you do not have any hearing problems, happens automatically.

Listening, however, requires more than that: it requires focus and concentrated effort, both mental and sometimes physical as well.

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

Listening is not a passive process. In fact, the listener can, and should, be at least as engaged in the process as the speaker. The phrase ‘active listening’ is used to describe this process of being fully involved.

If there is one communication skill you should aim to master, then listening is it. Listening is so important that many top employers provide listening skills training

Listening serves several possible purposes, and the purpose of listening will depend on the situation and the nature of the communication.

To specifically focus on the messages being communicated, avoiding distractions and preconceptions.

To gain a full and accurate understanding into the speakers' point of view and ideas.

To critically assess what is being said.

To observe the non-verbal signals accompanying what is being said to enhance understanding.

To show interest, concern and concentration.

To encourage the speaker to communicate fully, openly and honestly.

To develop a selflessness approach, putting the speaker first.

To arrive at a shared and agreed understanding and acceptance of both sides“ views.

PARTICIPATING IN CONVERSATION-SHORT GROUP CONVERSATION:

Only a good listener becomes a good speaker and a writer. It is listening that allows us to participate in any conversation because, only then we can understand the context of the talk and respond accordingly.

EXERCISE:

To enrich their speaking skills, encourage students to divide into groups and are given a context to talk on.

LANGUAGE DEVL'OPMENT

I. Modal Verbs:

Modal auxiliary verbs are used to show a necessity, capability, willingness, or possibility. Unlike most verbs, there is only one form of these verbs. Typically, verb forms change to indicate whether the sentence's structure is singular or plural. Most verbs also indicate whether something happened in the past, present, or future. This is not the case with most modal auxiliary verbs, which makes them simpler to understand and use correctly.

“be, have and do” can be auxiliaries and main verbs. They have grammatical functions and are used for forming tenses, questions, the passive, etc.

Modals are can, could, **may, might, must, ought** to, shall, should, will, would and need (need can also be a main verb).

Examples:

We can play football.

We could play football.

We may play football.

We might play football.

We must play football.

We mustn't play football.

We needn't play football.

We ou•ph't to play football.

We shall play football.

We will play football.

We should play football.

We would play football

2. What to keep in mind when using modals

Explanation	Sample sentences
Do not use modals for things which happen.	The sun rises in the east. - A modal can't be used in this sentence.
They have no -s in the 3rd person singular.	He can play football.
Questions are formed without do/does/did.	Can he speak Spanish?
It follows a main verb in its infinitive.	They must read the book.
There are no past forms (except could and would).	He was allowed to watch the film.
When you use the past participle, you tell about things which did not happen in the past.	You should have told me.

3. Long and contracted forms of modals

Affirmative		Negative	
Long forms	Contracted forms	Long forms	Contracted forms
Can		Cannot	Can't
Could		Could not	Couldn't
May		May not	
Might		Might not	
Ought to		Ought not to	Oughtn't to
Need		Need not	Needn't
shall	'll	Shall not	Shan't

SliOu Irl	d	Should not	Sliouln't
Will	'll	Will not	Won't
would	'd	Would not	Wouldn't

EXERCISE:

Fill in the blanks with suitable modals:

1. ____ she plays the trumpet?
2. ____ you learn Spanish?
3. It's late. You ____ make too much noise.
4. We must exercise ____ to stay fit.
5. There ____ to be a house there.

Choose the right alternative:

1. ____ assist you? (shall, will, would)
2. He said I ____ use his bike anytime. (can, might, should)
3. He ____ (shall, dare, will) not pay unless he is compelled.
4. ____ (should, can, would) you like another cup of coffee.
5. I was afraid that if I asked him again he ____ (can, may, might) refuse.

TENSES — PRESENT AND PAST PERFECT TENSE

PRESENT PERFECT TENSE:

Subject + **have/has** + main verb (**past participle form**)

Have/has + past participle makes the present perfect.

She has lost her bag.

They have talten a taxi.

I have been to Australia.

The present perfect tense is used to describe something that happened in the past, but the exact time it happened is not important. It has a relationship with the present.

I have done my homework = I finished my homework in the past. It is not important at what exact time, only that it is now done.

I have forgotten my bag. = Exactly when in the past that I forgot it is not important. The important thing is that I don't have it now.

As we do not use exact time expressions with the past perfect, we cannot say:
I have done my homework

In this case we use the past simple tense:

I did my homework yesterday.

Using already just and yet with the present perfect

Already, just and yet can be all used with the present perfect.

Already means 'something has happened sooner than we expected':

'The movie out y came out yesterday, but I have already seen it.'

Just means 'a short time ago':

'I have just seen your brother going into the bank with a gun!'

Yet is only used in questions and negative sentences. It means 'something is expected to happen'.

'Have you finished the report yet?'

No, I haven't finished it yet.'

Now choose the best answer to make the present perfect:

My parents

retired yet
has retired
have retired

Your sister my car.

have borrowed
has borrow
has borrowed

Have you the movie yet?

looked
have seen
seen

Please wait. I haven't **finished**

just
yet
already

Water found on Mars.

has been
has be
have

I have all nH money.

spend
spent
has spend

They you a cake.

have made
have make
have made

PAST PEItFACT TENSE

The past perfect tense is for talking about something that happened before something else. Imagine waking up one morning and stepping outside to grab the newspaper. On your way back in, you notice a mysterious message scrawled across your front door: Tootles was here. When you're telling this story to your friends later, how would you describe this moment? You might say something **like**:

I turned back to the house and saw that some someone named Tootleshad defaced my front door!

In addition to feeling indignant on your behalf, your friends will also be able to understand that Tootles graffitied the door at some point in the

past *before* the moment this morning when

you saw his handiwork, because you used the past perfect tense to describe the misdeed.

The Past Perfect Formula:

The formula for the past perfect tense is had + [past participle]. It doesn't matter if the subject is singular or plural; the formula doesn't change.

When to use Present Perfect:

what's the difference between past perfect and simple past? When you're tallying about some point in the past and want to reference an event that happened even earlier, using the past perfect allows you to convey the sequence of the events. It's also clearer and more specific. Consider the difference between these two sentences:

We were relieved that Tootles used washable paint. We were relieved that Tootles had used washable paint.

of using washable paint.“ In the second sentence, the past perfect makes it clear that you're talking about a specific instance of using washable paint.

Another time to use the past perfect is when you are expressing a condition and a result:

If I had molten up earlier this morning, I would have caught Tootles red-handed.

The past perfect is used in the part of the sentence that explains the condition (the if-clause).

Most often, the reason to write a verb in the past perfect tense is to show that it happened before other actions in the same sentence that are described by verbs in the simple past tense. Writing an entire paragraph with every verb in the past perfect tense is unusual.

When Not to Use the Past Perfect:

It's a subtle difference, but the first sentence doesn't tie Tootles' act of using washable paint to any moment in time; readers might interpret it as "We were relieved that Tootles was in the habit

Don't use the past perfect when you're not trying to convey some sequence of events. If your friends asked what you did after you discovered the graffiti, they would be confused if you said:

I had cleaned it off the door.

They'd likely be wondering what

Infinitive	Past Perfect	Negative
To ask	Had asked	Had not asked
To work	Had worked	Had not worked
To call	Had called	Had not called
To use	Had used	Had not used

happened next because using the past perfect implies that your action of cleaning the door occurred *before* something else happened, but you don't say what that something else is. The "something else" doesn't always have to be explicitly mentioned, but context needs to make it clear. In this case there's no context, so the past perfect doesn't make sense.

How to Make the Past Perfect Negative:

Making the past perfect negative is simple! Just insert *not* between *had* and [past participle].

We looked for witnesses, but the neighbors *had not* seen Tootles in the act. If Tootles *had not* included his own

name in the message, we would have no idea who was behind it.

How to Ask a Question

The formula for asking a question in the past perfect tense is *had + [subject] + [past participle]*.

Had Tootles caused trouble in other neighborhoods before he struck ours? Common Regular Verbs in the Past Perfect Tense

Common Irregular Verbs in the Past Perfect Tense

Infinitive	Past Perfect	Negative
To be	Had been	Had not been
To have	Had had	Had not had
To do	Had done	Had not done
To say	Had said	Had not said
To get	Had gotten	Had not gotten

		<i>gotten</i>
To intake	Had made	Had not made
To go	Had gone	Had not gone

To take	Hat taken	Had not taken
To see	Has seen	Had not seen
To come	Had come	Had not come

Fill in the correct form of the past perfect simple or past simple as in the **examples.**

- After Loren had turned on the alarm, she locked the door. (turn on)
- By the time Simone arrived, the police had already left. (arrive)
- Had you known about the contract they signed? (know)

EXERCISE:

1. After the company Joe, he began to work on his first project. (hire)
2. You the news before you saw it on TV? (hear)
3. Michael didn't want to see the movie because he the book yet. (not read)
4. The concert already when we the stadium. (begin/ enter)
5. Until Anne Mark, she never in love. (meet, be)
6. Bill for years before he finally . (smoke/ quit)

7. Sara ever to London by herself before then? (drive)
8. How many fish the boys by the time it started raining? (catch)
9. You them to go to the beach, hadn't you? (forbid)
10. The girls in weeks? That's why they so much afterwards. (exercise / hurt)

Answers:

1. had hired
2. Had/heard
3. hadn't read
4. had/begun/entered
5. met/had/been
6. had smoked/quit
7. Had/driven
8. had/caught
9. had forbidden
10. hadn't exercised / hurt

PARAGRAPH WRITING & TOPIC SENTENCES

A paragraph is a series of sentences that are organized and coherent

and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Paragraphs can contain many kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics.

TOPIC SENTENCES:

A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That's why it's often best to put the topic sentence at the very beginning of the paragraph. In some cases, however, it's more effective to place another sentence before the topic sentence—for example, a sentence linking the current paragraph to the previous one, or one providing background information.

Although most paragraphs should have a topic sentence, there are a few situations when a paragraph might not need a topic sentence. For example, you

might be able to omit a topic sentence in a paragraph that narrates a series of events, if a paragraph continues developing an idea that you introduced (with a topic sentence) in the previous paragraph, or if all the sentences and details in a paragraph clearly refer—perhaps indirectly—to a main point. The vast majority of your paragraphs, however, should have a topic sentence.

PARAGRAPH STRUCTURE:

Most paragraphs in an essay have a three-part structure—introduction, body, and conclusion. You can see this structure in paragraphs whether they are **narrating**, **describing**, **comparing**, **contrasting**, or **analyzing** information. Each part of the paragraph plays an important role in communicating your meaning to your reader.

Introduction:

The first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

Body:

Follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.

Conclusion:

The final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

COHERENCE:

In a coherent paragraph, each sentence relates clearly to the topic sentence or controlling idea, but there is

niocici coliercne tii.in tliis. If i pn;r;ii:r;qah i.s ccaliereit. cach sentencc leows sinoothly i ntta the iicx t ii iiliatit ob'otis shi fts tn r jurnps. ,\ ctahei cui paragi aph nlsq li i glili glits the ties betw'een old in forna alion aud new in lorrn ati ori to make the structure of ideas <ai arguments cleai to the reader.

Along with the smooth flow of sentences, a paragraph's coherence may also be related to its length. If you lia'e is written a > cry loin pai agroph, one that fills a rrouble-spaced typecl page, for exaiiiple, y'tiii should cliecl. it car eftill y to see if it shouted star-t a new paragraph \where the original pai agrapli wanders from its conti'olling idea. On the other hand, if a par*igraph* is very short (only one or Evo sentences, perhaps); you may need to cdevelop its conti olling idea more thoroughly Or combine it with mother paragraph.

A few' other techniques that you can use to establish coherence in }ooragroplis arc described below.

Repeat key words or phrases.

Particularly in paragraphs in w'liich you define or identify an important ictea or theory, be consistent in how you refer to it. This consistency and repetition will bintl the paragiaph togetlier and help our i-eader tincleistand your definition oi clesci-ption.

Create parallel str Pictures.

Parallel stnictui es arc erected by constructing two or more phrases or sentences that have the same grammatical structure anal use the saiiie parts of speech. By creating parallel structures, you make your sentences clearer and easier to mead. In adrlition, repeating a pattern in a series tif consecutive sentences helps your matter see the connections between ideas. In ilie poragi aJah obo e about scientists ancl the sense of sight, several sentences in the

body of the paragraph have been consti uctctl in il Hfallel way. Tlie parallel sliaicttii es (u hich have been emphasized) lichi ilic i catler see that the paragraph is organ izacl as a set of examples of a general statement.

Be consisteit in point of view, verb tense, and iiiimbe-.
Consistency in point of view,

> crb tense, and number is a subtle but inaptirtant aspect of coherence. If you shift fi om the inoi e personal "you" to the irnpersonal "one," front past to present tense, or from "a man" to "they," for example, you mol'e your paragraph less coherent. Such inconsistencies can also conftise youi reader and make your argument more difficult to follow.

Use transition words or phrases between sentences and beñ*een paragraphs.

Transitional expressions emphasize the relationships between ideas, so they help readers follow your train of thought or see connections that they m ight otherwise miss or misunderstand.

To show addition:

again, and, also, besides, equally important, first (second, etc.), further, furtliemore, in acdition, in tlie first place, moreover, next, too

To give examples:

for example, foi instance, in fact, specifically, that is, to illustrate

To compare:

also, in the same manner, likewise, similarly

To contrast:

although, and yet, at tlie same time, but, despite, even though, however, in conti'ast, despite, never tireless, on the contrary, on the othei hand, still, though, yet

To su mmai ize or conclude:

all in 〈Ill, in conclusivē. in rhythci” words, in shui-I, in suinnJai y, r>n the whole, that is, therefore, to sum up

To show time:

after, afterwards, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while

To show place or direction:

above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)

To indicate logical relationship:

accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus

PRINCIPLES OF PARAGRAPHS

1. Unity

The first and most important principle to be observed in constructing a paragraph is that of unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea and with no more than one. In writing an essay, for example, every head, and every sub-head, should have its own paragraph to itself. and every sentence in the paragraph must be closely connected with the main topic of the paragraph. the paragraph and every part of it must be the expression of one theme or topic.

2. Order

The second principle of paragraph construction is order — that is, logical sequence of thought or development of the subject. events must be related in the order of their occurrence, and all ideas should relate to the leading idea and arranged according to their importance or order.

3. Variety

A third principle of paragraph construction is variety; by which is meant

that, to avoid monotony, the form of composition should be of different lengths, and not always of the same sentence construction.

i) IRORT & NCE or rd NCTU tTION

Punctuation is the system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read.

Sentences are the building blocks used to construct written accounts. They are complete statements. Punctuation shows how the sentence should be read and makes meaning clear.

Every sentence should include at least a capital letter at the start, and a full stop, exclamation mark at the end. This basic system indicates that the sentence is complete.

The importance of correct marks of punctuation has been brought out clearly in following article. Material has been collected from various sources on the net and from various books of grammar in preparing this article.

- Pardon Impossible, to be sent to Siberia.
- Pardon, impossible to be sent to Siberia.

Czar Alexander the third had once sentenced a man to certain death by writing on the warrant-Pardon impossible, to be sent to Siberia. His wife, Czarina Maria, saved life of this man, by changing position of comma as shown above. Authorities set the man free.

The comma is considered a real villain among marks of punctuation. Wrong placement of comma can give different meaning to sentence depending upon where it is placed. Consider following sentences:

- Let us eat, daddy. &
- Let us eat daddy.

In the first sentence daddy is being called for dinner. However, in the second sentence, daddy himself has become an item to be eaten. Omission of comma in this case has converted the first sentence to complete non-sense.

- Hang him, not let him free &
- Hanp• liim not, let him free.

In above sentences, just shifting comma by one position has completely changed the meaning of the sentence.

In 1872, wrong placement of comma cost millions of dollars in import duties to US government. In a tariff act passed in 1872, list of duty-free items included. “*Fruit plains, tropical & semi tropical.*”

A government clerk put the mark of comma at wrong place, which made the sentence read: “*Jrni/ plants tropical & seitii tropical.*”

Importers successfully contested in the courts that the passage as written meant that all tropical & semitropical plants were exempted from payment of duty.

Following pairs of sentences can also committee aiyhody regni-iliig correct use of mai'ks of pioictaatioii:

- The murderer protested his innocence an hour after he was hanged.
- The murderer protested his innocence. An hour after, lie was hanged.

1. Private- No swimmiinp• a1lois'ed.
2. Private? No. Swimming allowed.

In the second sentence, addition of a question mark and full stop has converted a private property to public property.

- I am sorry you cannot come with us.
 - I am sorry. You cannot come witL us.
1. The butler stood by the door & called the guests' names.
 2. The butler stood by the door & called the guests names.
- The criminal, says the judq•e, should be hanged.
 - The criminal says, the judge should be hanged.

Shifting the comma by just one place has completely changed the meaning of the sentence. In the second sentence, it is not the criminal but the judge who should be hanged & finally

- The inspector said, “The teacher is a fool.”
- “The inspector,” said the teacher “is a fool.” (Here the inspector is called a fool)

Above sentences are enough to prove importance of use of not only correct mark of punctuation, but their correct placement also.

TECHNIQUES FOR WRITING A PARAGRAPH:

Step 1: Decide the Topic of Your Paragraph

The first sentence without comma is a complete nonsense. It means that the murderer protested his innocence after he was hanged!

Step 2: Develop a Topic Sentence

Step 3: Demonstrate Your Point

Step 4: Give Your Paragraph
Meaning

Step 5: Conclude

Step 6: Look Over and Proofread

EXERCISE:

PUNCTUATE THE FOLLOWING:

1. I should leave
2. Do you need to go now'?
3. Possibly she isn't Anils sister
4. He doesn't work does he
5. to save my life I ran faster

SYNONYMS

Amazing: astounding, surprising, stunning	Fertile, fruitful, abundant, productive	Polite: courteous, cordial, gracious
Armihilation: destruction, carnage, extinction	Gargantuan: colossal, mammoth, tremendous	Portion: piece, part, segment
Benefit: profit, revenue, yield	Hungry: empty, ravenous, starved	Risky: dangerous, perilous, treacherous
Brave: courageous, valiant, heroic	Injured: damaged, wounded, harmed	Sleepy: drowsy, listless, sluggish
Cohesive: united, connected, close-knit	Intelligent: brilliant, clever, smart	Senseless: absurd, illogical, unreasonable
Cunnlng: keen, sharp, slick	Kindle: ignite, inflame, bum	Tumultuous: hectic, raucous, turbulent
Destitute: poor, bankrupt, impoverished	Loyal: faithful, ardent, devoted	Vacant: empty, deserted, uninhabited
Deterioration: pollution, defilement, adulteration	Old: elderly, aged, senior	Veracity: authenticity, credibility, truthfulness
Enormous: huge, gigantic, massive	Organization: association, institution, management	Wet: damp, moist, soggy
Feisty: excitable, fiery, lively	Partner: associate, colleague, companion	Young: budding, fledgling, tenderfoot

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ANTONYMS

Achieve - Fail	Giant — Dwarf	Randoiii - Specific
Afraid - Confident	Gloomy - Cheerful	Rigid - Flexible
Ancient - Modern	Individual - Group	Shame - Honor
Arrive - Depart	Innocent - Guilty	Simple - Complicated
Arrogant - Humble	Knowledge - Ignorance	Single - Married
Attack - Defend	Liquid — Solid	Sunny - Cloudy
Blunt — Sharp	Marvelous - Terrible	Timid - Bold
Brave - Cowardly	Noisy - Quiet	Toward - Away
Cautious - Careless	Partial - Complete	Tragic - Comic
Complex — Simple	Passive - Active	Transparent - Opaque
Crazy - Sane	Permanent - Unstable	Triumph - Defeat
Crooked - Straight	Plentiful - Sparse	Union - Separation
Demand - Supply	Positive - Negative	Unique - Common
Destroy - Create	Powerful - Weak	Upset - Relaxed
Divide - Unite	Praise - Criticism	Urge - Deter
Drunk - Sober	Private - Public	Vacant - Occupied
Expand - Contract	Problem - Solution	Vague - Definite
Freeze - Boil	Professional - Amateur	Villain - Hero
Full - Empty	Profit — Loss	Wax - Wane
Generous	Quality -	Wealth - Poverty

- Stingy	Int"eriority	
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STANDARD ABBREVIATIONS

Abbreviations are shortened forms of words or lengthy phrases. You'll find them in almost every discipline and area of life, from commonly used abbreviations in names or titles, such as Mr. for Mister or Sgt. for Sergeant, to less commonly used abbreviations, such as the shortened version of the word abbreviation itself, which is abbr.

There is more than one type of abbreviation. An acronym is a new word created from the initial letters of a long name or phrase, for example, NATO (North Atlantic Treaty Organization). An initialism is where a long phrase is abbreviated to its initial letters, but the letters are pronounced individually, not spoken as a word, for example, FBI (Federal Bureau of Investigation). An initialism can be considered a type of acronym.

Everyday Use

Written and verbal communication often includes these abbreviations:

- A.S.A.P. - "As soon as possible," used when encouraging someone to respond to a request without delay.
- B.Y.O.B. - "Bring your own bottle" is used for parties where guests are expected to bring their own beverages or restaurants that don't sell alcohol.
- D.I.Y. - This acronym stands for "do it yourself," which means creating something on your own. It is used for crafts and home repairs.
- E.T.A. - This acronym means "estimated time of arrival," and is used as a guess for when one expects to arrive somewhere.
- R.S.V.P. - This initialism comes from "Répondez, s'il vous plaît," French for

"respond, please." It's often used on invitations to parties and special events and is intended (as it says) to be responded to with a "yes, we will attend," or "no, we will not."

Cooking and Baking

Abbreviations are also necessary for measurements for cooking and baking - after all, your cake won't come out very well if you don't know the difference between:

- tsp or t - teaspoon/teaspoons
- tbs, tbsp or T - tablespoon/tablespoons
- c - cup/cups
- gal - gallon
- lb - pound/pounds
- pt - pint
- qt — quart

Map Locations

If you want to find your way around, you better know location abbreviations such as:

- Ave - avenue
- Blvd - boulevard
- Cyn - Canyon
- Ln - lane
- Rd - road
- St — street

Academic and Job Titles

Abbreviations often show up in describing academic and job titles. For example:

- BA - Bachelor of Arts
- BS - Bachelor of Science
- MA - Master of Arts
- M.PHIL or MPHIL - Master of Philosophy
- JD - Juris Doctor
- DC - Doctor of Chiropractic

- PA - Personal Assistant
- MD - Managing Director
- VP - Vice President
- SVP - Senior Vice President
- EVP - Executive Vice President
- CMO - Chief Marketing Officer
- CFO - Chief Financial Officer
- CEO - Chief Executive Officer

Social Media:

The advent of the internet brought about a whole new range of abbreviations into our daily lives. For the sake of brevity, our texts, tweets and chat are now made up many abbreviations. For example:

- ACE - a cool experience
- AD - awesome dude
- AFAIK - as far as I know
- AFK - away from keyboard
- ANI - age not important
- BRB - be right back
- CUL - see you later
- CWYL - chat with you later
- IIRC - if I recall/remember correctly
- IQ - ignorance quotient
- LOL - laugh out loud
- NP - no problem
- ROFL - rolling on the floor laughing
- TY - thank you
- WC - wrong conversation

These are just a handful of innumerable abbreviations that are used in online chats.

Alphabet Agencies

During the Great Depression, President Franklin Delano Roosevelt created a number of agencies to stimulate job growth in the United States. Known as "alphabet agencies," these are some of the most famous abbreviations today.

- AAA - The Agricultural Adjustment Act. This act was created in 1933 to compensate farmers for not planting crops to increase the demand for certain agricultural products and raise

prices. By 1936, the Supreme Court ruled that the act was to be voided.

- CCC - The Civilian Conservation Corps. Single men between 18-25 were selected to form this corps, which would work on conserving wildlife and national preservation areas, in addition to planting trees and fighting erosion.
- CWA - The Civil Works Administration. Four million people were employed by the CWA to work in renovation and construction jobs such as building repair, road building, and other infrastructural work.
- FDIC - The Federal Deposit Insurance Corp. Since banks were widely distrusted after the many bank failures during the depression, this alphabet agency was created to encourage public confidence in banks again by insuring customers against losses of up to \$5,000 if the bank happened to fail.
- FHA - The Federal Housing Administration. This organization was created to help people secure loans to buy houses.
- NRA - The National Recovery Administration. In 1933, the NRA was created to attempt to aid deflation and encourage market competition, in order to restore the economy. Unfortunately, the administration did not stimulate industrial production, although investor and consumer confidence were restored.
- SSA - The Social Security Administration. The Social Security Act, administered by the Social Security Administration, created a national pension for retired people as well as unemployment insurance and government aid for single mothers, children, and handicapped persons.

Understanding Latin-based Abbreviations

Looking at Latin, the root of much of the English language, is a good way to decipher abbreviations. The most common abbreviations that we use in day-to-day life are derived from this ancient language. For example:

- AM/PM - AM, which we use to denote morning, is an abbreviation for *ante meridiem* (*before noon*), and PM stands for *post meridiem* (*after noon*).
- AD - The era in which we live, AD, is actually an abbreviation for *Anno Domini*, or "The Year of Our Lord."

Latin has also gifted us with other abbreviations we use so frequently that, at times, we forget what they stand for. For instance:

- e.g. - You will often see the abbreviation e.g. before someone gives an example. It stands for *exempli gratia*, which means, "example given."
- etc - "Etc", often seen at the end of long lists, is short for *etcetera*, which means "and other things."
- i.e. - Another popular abbreviation we use in daily life, i.e. stands for *id est*, meaning, "that is."
- n.b. - This is sometimes written at the end of a communication that needs special attention. It stands for *nota bene*, which means "take notice," or "note well."
- P.S. - At the end of a letter or email, people will often add a P.S. to include an additional comment or thought. It is short for *post script*, which means "written after."
- Viz - Another Latin abbreviation you may see is "viz", which is short for *videlicet*, meaning "namely."

BHARATH INSTITUTE OF HIGHER EDUCATION AND MSEARC8

INTERNAL ASSESSMENT TEST I — ODD SEMESTER (2018 - 2019]

Course Code / Name	U18HSEN101/COMMUNICATIVE ENGLISH	Date & Session	6/08/2018/FN
Degree / Branch	B. Tech. / ALL BRANCHES	Duration	100 Min
Batch / Semester / Section	2018 - 2019/ H/ ALL	Max. Marks	50 Mnrks

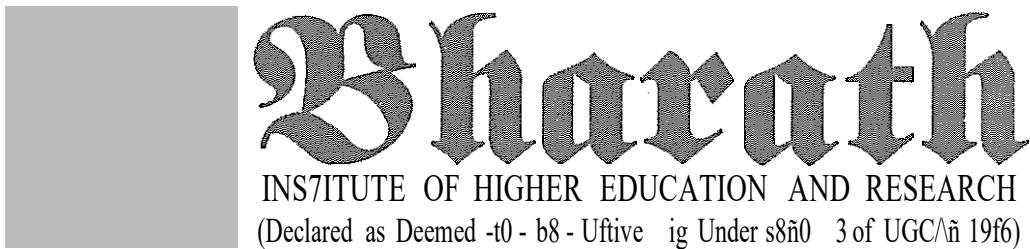
Assessment Pattern as per Bloom's Taxonomy:						
Remember	Understand	Apply	Analyze	Evaluate	Create	Total
	6		5			11

Course Outcomes for Assessment in this Test:						
Cos	Course Outcome					
CO1	Enable students to learn and identify faulty pronunciation, grammar and vocabulary. (Understand)					
CO 2	Help students develop the knowledge, skills and strategies to become proficient and independent readers and make them to interact and construct meaning from the content.(Analyze)					

Part — A (6 ² =12 Marks) Answer All Questions		Pattern	Mapping COs	Mai'ks
I	What is Intonation?	U	CO1	2
2	Add suitable prefix and suffix to the following words:(ig, -ous, -pre, -res) a)Requisite b) Courage c) Knife d) Noble	U	CO1	2
	What is preposition	U	CO1	2
4	What is reading skill?	An	CO2	2
5	Define comprehensive reading?	An	CO2	2
6	Frame four questions using the following question words respectively: What b) How far c) Whose d) How often	An	CO2	2
Part — B (3•6=18 Marks) Answer Any 3 Questions		Pattern	Mapping COs	Marks
7	How many kinds of parts of speech in English and give an example for each one? (Or) Write a short note for formal presentation.	U	CO1	6
8	Explain the usage of 'WH' and Yes/No questions? (Or) Explain the usage of Question tags in sentences.	U	CO1	6
9	Write a short note on Vocabulary building. (Or) Describe the understanding text structure.	An	CO2	6
Part — C (2•10=20 Marks) Answer Any 2 Questions		Pattern	Mapping COs	Marks
10	What is a formal presentation? Explain its traits and the barriers respectively. (Or) Explain the usage of speaking for communication.	U	CO1	10
11	Rewrite the words below to form meaningful sentences: i) music/like/the/I/evenings/listening/in/to. ii) buildings/are/this/there/beautiful/town/some/in. iii) brother/has/a/your/job/got? iv) at/yester day/were/not/school/they.	An	CO2	10

	v) lights/are/the/in/those/sky/what? (Or) Explain the usage of dialogue and conversation.			
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Assessment Summary:							
Cos	Remember	Understand	Apply	Analyze	Evaluate	Create	Total
CO 1		6					6
CO 2				5			5



BHARATH INSTITUTE OF MIGHER EDUCATION AND RESEARCH
INTERNAL ASSESSMENT TEST I—ODD SEMESTER [2018 - 2019]

Degree / Branch		B. Tech. / ALL BRANCHES
Batch / Semester / Section	'	2018-2019/ODD(I)

Answer Key

Sub Code : U18HSEN101

Sub Name: **COMMUNICATIVE ENGLISH**

Questions and Answer

Part — A (6x2=12 Marks)

1. What is speaking skill?

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

2. Add suitable prefix and suffix to the following words: (ing, -ous, -pre, -ies)

a) Pre-Requisite b) Courageous c) Knives d) Ignoble

3. What is preposition

A preposition is a word—and almost always a very small, very common word—that shows direction (/o in "a letter to you"), location (at in "at the door"), or time (by in "by noon"), or that introduces an object (of in "a basket of apples").

4. What is reading skill?

Reading skills lead a person to interact and gain meaning from written language. There are several components one must master which lead to independently comprehending the intended message being relayed in the written content.

1. Frame four questions using the following question words respectively:
2. What are you doing?
 - a) How far you have to go to office
 - b) Whose your brother
 - c) How often you visit Chennai

Questions and Answer

Part — B(3⁶=18 Marks)

3. a) How many kinds of parts of speech in English and give an example for each one?

The **Eight** Parts of Speech.

1. NOUN

- A noun is the name of a person, place, thing, or idea.

man... Butte College... house... happiness

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (*the, a, an*), but not always. *The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!*

See the TIP Sheet on "Nouns" for further information.

2. PRONOUN

- A pronoun is a word used in place of a noun.

She... we... they... it

A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun *she* is the girl. Pronouns are further defined by type: *The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!*

See the TIP Sheet on "Pronouns" for further information.

3. VERB

- A verb expresses action or being.

jump... is... write... become

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. *The young girl gave me a very long letter from the teacher, and then she quickly disappeared. Oh my!*

See the TIP Sheet on "Verbs" for more information.

4. ADJECTIVE

- An adjective modifies or describes a noun or pronoun.
pretty... old... blue... sincere

An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.)

5. ADVERB

- An adverb modifies or describes a verb, an adjective, or another adverb.
gently... extremely... carefully... well

An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Adverbs" for more information.

6. PREPOSITION

- A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.
by... with... about... until

(by the tree, with our friends, about the book, until tomorrow)

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions:

7. CONJUNCTION

- A conjunction joins words, phrases, or clauses.

and... but... or... while... because

A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well.

8. INTERJECTION

- An interjection is a **word** used to express **emotion**.

Oh!... Wow!... Oops!

An interjection is a word used to express emotion. It is often followed by an exclamation point.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

Or

7 b) Write a **short** note for formal presentation?

Formal Presentations

Presentations give you the opportunity to share and receive feedback on your ideas and research findings. This page offers basic guidelines for organizing, designing, and delivering formal presentations. It also provides links for further discussion and examples.

Know your audience. As an engineer, you will deliver formal presentations to different audiences who have varying levels of technical knowledge: undergraduates, graduate students, professors, university administrators, and supervisors and colleagues in industry. Anticipate what your audience already knows about your topic.

Organizing the Presentation

Most presentations have three distinct sections: Introduction, Middle, and Conclusion.

1. Draft the Introduction.

Figure 1, Sample title slide

Think like a journalist: the introduction should explain the “who, what, when, where, and why” of your research. The Middle will explain the “how.” Your title slide will convey much of this information. Fig.

2. Concentrate on the Middle and Conclusion.

Imagine you're at the end of your presentation. What exactly do you want the audience to learn, or take away contributes to your most important point; too many unnecessary details will veil the important information. Select the most persuasive visual data to use as supporting evidence.

3. Organize your argument and support.

First, avoid your computer (Grant, 2010) Repetition helps you to emphasize important information. If you want the audience to remember a point, allude to it early, present the information as clearly as possible, and repeat your point in the conclusion.

4. Finally, I return to your Introduction.

Review all the material in your draft, including your title. Make sure your Introduction explains why your work is important

a) Explain the usage of 'WH' and Yes/No questions?

Wh-questions (open questions)

Essentially, there are two types of questions: Yes / No questions and Wh— questions. Wh— questions are so called because with the exception of the question word how, all the question words begin with the letters W/i. They are also called open **questions** because the number^c of possible responses is limitless. This means they must be answered with more information than just a simple “yes” or “no.”

We can add question tags like *ten'/ it?*, *corn yoti?* or *diJn 't //icy?* to a statement to make it into a question. Question tags are more common in speaking than writing.

We often use question tags when we expect the listener to agree with our statement. In this case, when the statement is positive, we use a negative question tag.

*Sic 's a doctOi', isli'l sfiC?
Yesterday was so much fun, wⁱsii't it?*

If the statement is negative, we use a positive question tag.

*He isn'I het-e, fS lie?
The tains are iiever on time, ai'e they?
Nobody hex called for me, luive tliey?*

If we are sure or almost sure that the listener will confirm that our statement is correct, we say the question tag with a falling intonation. If we are a bit less sure, we say the question tag with a rising intonation.

Formation

If there is an auxiliary verb in the statement, we use it to form the question tag.

*I dotti 't neef /ofnis/i this today, do I?
Jnines is working on that, isn'l he?
Yow parents linve retit-ed, luiveii'I they?
the phone r/f/fn'I ring, Jim it?
It twas i'aining that day, ivasti 'f it?
Your iiiiii)i luuhi 'I met him be%ore, link she?*

Sometimes there is no auxiliary verb already in the statement. For example, when:

*They could Ident' me, coifldn 't they?
You ic07f 'I tell anyone, will you?*

4. a) Write a short note on Vocabulary building.

Types of Vocabulary

Developing vocabulary is a timeless process. As we age, we keep picking up new words. Vocabulary is a skill that gets better over time. However, you must be careful of what words you learn. You can categorize vocabulary in several ways.

Vocabulary—Basic, High-Frequency, Subject-Related

To begin with, you can categorize vocabulary depending on how you use it. A rich vocabulary consists of basic vocabulary, high-frequency vocabulary, and subject-related vocabulary. A word's definition, use, context, and complexity determine its category.

Ideally, you should pick up words that will help you in your studies. You could also develop your vocabulary with words that you would come across regularly while reading books or while listening to people. That is, you should build your vocabulary with words that you would use frequently.

Finally, you should definitely build your vocabulary depending on your career specialization or field of interest. For instance, if your specialization is computer electronics, you should familiarize yourself with technical terms associated with computers.

Building Vocabulary

Building a rich vocabulary is an experience in itself. Not only will it help you in your professional life, but it will also open your mind to new worlds. As you keep learning new words, you will realize how it creates an interest to learn and explore more. You will also notice how you can use words in a different context, thereby improving your communication skills.

Antonyms are opposite words whereas synonyms are words that have the same meaning. Idioms are a group of words that have a meaning different from their literal meaning. Connotation refers to the feeling or idea the word generates. You can also check the etymology of a word, that is, where the word originates from.

b Describe the understanding text structure.

The Importance of Structure

See also: Grammar

Developing a simple framework for your writing before you start can save considerable time and will prevent the text from meandering.

You will often be able to use the titles of the main sections as headings and subheadings within the text since these help the reader to navigate through the piece. However, even if the section titles are not desired in the finished piece, they still help you as author to structure your writing to the desired framework.

Answer Any 2 Questions

Part — C (2¹⁰=20 Marks)

8 a) What is a formal presentation? Explain its traits and the barriers respectively?

The formal presentation of information is divided into two broad categories: **Presentation Skills** and **Personal Presentation**.

These two aspects are interwoven and can be described as the preparation, presentation and practice of verbal and non-verbal communication.

This article describes what a presentation is and defines some of the key terms associated with presentation skills.

Many people feel **terrified** when asked to make their first public talk. Some of these initial fears can be reduced by good preparation that also lays the groundwork for making an **effective presentation**.

A Presentation Is...

a) **Explain the usage of speaking for communication.**

Speaking Skills

Here you'll find everything you need to know about speaking skills, including a definition, key information and excellent teaching resources.

What are speaking skills?

The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.

The four elements of speaking skills

Vocabulary:

To develop our speaking skills, we first need to know the right words. Vocabulary development begins when we are infants, as we learn to describe the world around us and communicate our needs. This progresses from single words to sentences when children are 2 or 3, at which point they will normally have a vocabulary of 150-300 words.

Pronunciation:

Understanding how to correctly pronounce words is another important element of speaking skills. We learn how to pronounce words by listening to those around us, such as our parents, friends and teachers. Pronunciation varies from country to country, and even city to city!

Fluency:

Fluency in spoken language is something that naturally develops as children go through school, as they are using and practising speaking skills every day. Reading widely (and out loud) is a good way to improve fluency as it introduces children to new vocabulary and reinforces their knowledge of spoken language.

9 A) Rewrite the words below to form meaningful sentences:

Ans:

- i) I like **listening to the** music in the evenings
- ii) These are some beautiful buildings in the town
- iii) Your brother has got a job
- iv) They were not at school yesterday
- v) What are the lights in those sky

35/50

Ravula Banya Prakash
118CS056

PART-A. (6x2)=12.

Intonation:

1. The rise and fall of the voice in speaking. Intonation conveys differences of expressive meaning.

Prefix and Suffix..

- a) Pre Requisite.
- b) Courageous
- c) kenya
- d) noblig.

Preposition.

A word governing and usually

- preceding; a noun or pronoun and expressing a relation to another word or element in the clause. A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, and relationships.

(e.g) in, at, of, to.

Reading skills are abilities that pertain to a person's capacity to read,

5. ~~Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows.~~

PART-B

7. Formal presentation

A presentation is considered formal when you have been asked to share ideas with an individual or group and you have been given time to prepare. Formal presentations require a very different approach than presenting to your team during a weekly meeting.

The introduction is the most important part of your presentation as it sets the tone for the entire presentation. Its primary purpose is to capture the attention of the audience.

A presentation can be divided into three parts: an introduction detailing the purpose and structure of the topic, a body covering the main points; and a conclusion.

8. Explain the usage of question tags in sentences:-

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

Tag questions are made using an auxiliary verb (be, have) and a subject pronoun (I, you, she) negative question tags are usually contracted; It's warm today, isn't it? (not is it not)

Usually if the main clause is positive, the question tag is negative, and if the main clause is negative, it's positive. If the main clause has an auxiliary verb in it, you use the same verb in the tag question.

9. Learning how to build a better vocabulary can be a pleasurable and profitable investment of both your time and effort. At least fifteen minutes a day of concentrated study on a regular basis can bring about a rapid improvement in your vocabulary skills, which in turn can increase your ability to communicate by

writing, conversing, or making speeches. It will enable you to understand others' ideas better and to have the satisfaction of getting your thoughts and ideas across more effectively.

~~make a daily practice of noting words of interest to you for further study whenever you are reading, listening to the radio, talking to friends, or watching television.~~

PART-C

10. Speaking effectively is defined as speaking in such a way that your message is clearly heard and it is possible acted upon. There are two main elements to speaking effectively: what you say, and how you say it. What you say means your choice of words. The words you might use when chatting to a friend are likely to be quite different from those used in a formal presentation or interview.

Whether you are talking to a major conference about a new scientific

discovery, your children about their behaviour, or your boss about a pay rise, you need to be able to speak effectively. This means considering every possible tool and aspect to ensure that nothing distracts or detracts from your message.

The words you choose will be different if you are talking to 200 people at a conference, a trusted colleague, your boss, or your children. You need to think about your audience's overall level of understanding of the subject, and also the type of language that you use.

D 11. 1. I like listening the music in the evening.

2. There are some beautiful buildings in this town.

3. Has your brother got a job?

4. They were not at school yesterday.

5.

1) Intonation :-

Intonation is a term used to refer to the distinctive use of different patterns of pitch that carry meaning.

2) Punctuation:-

Punctuation are the words which are useful to connect the different nouns, pronouns, phrases in a sentence.

3) Reading skill :-

Reading skill is the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material.

4) Reading comprehension :-

Understanding its meaning, and to integrate with what the reader already knows.

Q) What are you doing?
What is this?

A) How far can he run?
How far can she walk?

C) Whose jersey is this?
Whose book is this?

D) How often do you travel?
How often do you dance?

- 2) a) ~~passionate~~
 b) courageous
 c) ~~anxious~~
 d) ~~Napoleon~~

8) A Wh question is used for seeking content information relating to persons, things, facts, time, reason, manner etc.

Wh-question usually starts with a word beginning with wh.

ext-what, when, why, where etc.

why did it happen?

~~Where are you?~~

When will you come?

what are you doing?

what happened.

Ref No: 505 Date: 10-10-2011
Signer: Student Signer: **Signature:**

Yes & No questions are those questions that expect yes & no as answer. These questions do not take the question words when, what, where etc. Yes & No questions are used to check information & ask for confirmation.

ex:- Is he busy?

Can the dog swim?

Have the boys eaten?

Does he want to stay?

Are elections next year?

Parts of speech

There are eight types

1) Noun

2) Pronoun

3) Adjective

4) Adverb

5) Verb

6) Preposition

7) Conjunction

8) Interjunction

Nouns - A Noun is a word that describes the name of person, place, things etc.

ex:- Rama, Raish, Pariya, Chennai, Dog, Table etc.
Raish is a bad boy.

Pronouns - A Pronoun is a word that is used instead of noun.

ex:- He, she, it, they, them etc.

He will save you.

- 12) i) I like listening the music in evenings
ii) These are some beautiful buildings in this town.
iii) Has your brother got a job?
~~iv) They were not at school yesterday.~~
v) What are the lights in those sky?

(ii) speaking skills are the skills that give us the ability to communicate effectively. speaking is the delivery of language through mouth. It allows to form connections, influence, decisions and motivate change. without communication skills, the ability of the progress in the working world and life itself would be nearly impossible.

Types of speaking skills :

* Fluency :

fluency is about how comfortable and confident you are in speaking english.

* Vocabulary :

of course, if you do not have the words to say what you want to say, then you cannot say "it".

* Grammar :

grammar is a system and structure of language. it is the study of the way words are used to make sentence.

* pronunciation :

pronunciation is a complex area, with a lot of sub skills that can be practised.

vocabulary impinges all areas of communication like listening, speaking, reading and writing.

vocabulary helps children to think and learn.

building blocks of vocabulary are:

- 1) Be aware of words
- 2) Read
- 3) Use a dictionary
- 4) Study & Review regularly.

1) Be aware of words :-

Reading is alone is not enough to make you learn new words. Instead of avoiding words, you will need to take a close look at them. Try to guess words from its context. Secondly look up the words meaning in dictionary.

2) Read :-

When you become more aware of words reading is important step to increase your knowledge of words, because that's how you will find most of words you should be learning.

3) Use a dictionary :-

Vocabulary building program dictionary :

a) Have your own dictionary

b) circle the words you look up.

c) Read the entire entry for the word you look up

d) Study & Review :-

Daily study the books and identify new words, for that new words check dictionary & practice & take down. Practice daily & take review of it. These are building blocks of vocabulary.

Tone of voice, face and emphasis are all part of non-verbal communication. However your body language is also important.

Techniques:-

- * Appeal to your audience:
If you are a true leader, you know how to your audience's needs and fulfil them first.
- * Add Actionable examples
- * Emphasise key moments
- * Non verbal communication: If your speech is logical, savvy and well organized that's great.
- > * Meet your audience.

Public speaking is one of the important forms of communication.

Communication skills are needed to speak appropriately with a wide variety of people while maintaining good eye contact, present your ideas appropriately, decisive clearly concisely, listen effectively and work well in a group.

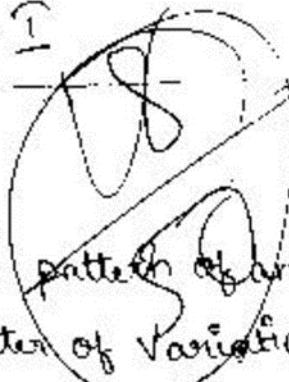
These skills allow the speaker to convey his message in a passionate way, thoughtful and convincing manner.

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

2016 / 19

COMMUNICATIVE ENGLISH

INTERNAL ASSESSMENT TEST - I

PART - A

1. Intonation, in phonetics, the melodic pattern of an utterance. Intonation is primarily a matter of variation in the pitch level of the voice but in such languages as English stress and rhythm are also involved.
2. Add suitable prefix and suffix to the following words:
(ig, -ous, -pre, -ies)
 - a) ignoble.
 - b) courageous.
 - c) preRequisite.
 - d) Knifeies.
3. A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationship or to introduce an object.
4. Reading Skill is the ability to decode meaning from a text. The skills include phonics, word recognition, Vocabulary, decoding and fluency.
5. Reading Comprehension is the ability to process text, understand it,

The reading already knows if word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

- b. Frame four questions using the following question words respectively:
- a) What do you want?
 - b) How far is your office from your home?
 - c) Whose these books?
 - d) How often do you go to the cinema?

PART - B

ANSWER ANY 3 QUESTIONS :

7. * Steps in preparing a presentation.
- * planning your presentation.
 - * Step 1: Analyze your audience.
 - * Step 2: Select a topic.
 - * Step 3: preparing the content of your presentation.
 - * Step 4: prepare the Introduction and conclusion.

8. Yes / no Questions are so called because they require among other appropriate

Responses 2, 'yes' or 'no' answers, whereas wh-questions are those that do not require yes or no answer but questions a constituent.

9. Text structure refers to how the information within a written text is organised. This strategy helps students understand that a text might present a main idea and details a cause and then its effects; or different views of a topic.

PART - C

10. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four language skills, which are listening.

11. A dialogue is a literary technique in which writers employ two or more characters to be engaged in conversation with one another. In literature, it is a conversational passage or a spoken or written exchange to conversation in a group or between two persons directed towards

a particular subject.

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
INTERNAL ASSESSMENT TEST II — ODD SEMESTER | 2018 - 201 1

Course Code / Name	U18HSEN101/COMMUNICATIVE ENGLISH	Dale & Session	8/10/2018/FN
Degree / Branch	B. Tech. / ALL BRANCHES	Duration	100 Min
Batch / Semester / Section	2018 - 2019/ODD(I)	Mnx. Marks	50 Mnrxs

Assessment Pattern as per Bloom's Taxonomy:						
Remember	Understand	Apqly	Analyze	Evaluate	Ci-eate	Total
5					6	11

Course Outcomes for Assessment in tliis Test:	
Cos	Course Outcome
CO 3	Develop listening abilities of the students, and teach basic listening strategies and expose them to a number of different listening situations through activities.(Remember)
CO 4	Impart writing skills by sensitizing the learners to the dynamics of effective writing (Create)

Part — A (6 2=12 Marks) Answer All Questions			Pattern	Mapping Cos	Marks
1	Rewrite as directed: a) Where is the nearest post office? (Indirect question) Do you know where Martin will be staying? (Direct question)		R	CO3	2
2	Fill in the blanks with suitable article: a) This is ----- fifth day of our conference. He has-----more expensive car than I do.		C	CO4	2
3	Fill in the blanks with suitable verb forms: a) The kids-----arrive) at six' o clock. b) She -----enjoy playing the piano.		R	CO3	2
4	Identify the single word substitution for the following : a) One who is present everywhere. Animals living on both land and water		R	COS	2
5	Frame sentences using the following phrasal verbs: a) Run away b) Take Off		C	CO4	2
6	Rearrange the given words: a) When/best/they can/one is/is learnt/young. Inventions/army/which/e/has/miracles/science/man with/not less than		C	CO4	2
Part - B (3•6=18 Marks) Answer Any 3 Questions			Pattern	Mapping Cos	Marks
7	. Draft a letter to your friend inviting him / her- to join the Science Expo that is to be held in your college. (Or) Write a short note on Formal and personal letters.		c	CO4	6

8	Define Adverb and its kinds, each with examples. (Or) Write a telephonic conversation on enquiring and booking a flight ticket to New Delhi. (To attend a National Symposium)	R	CO3	6
---	---	---	-----	---

9	Define Preposition and its types with examples. (Or) Define Articles for examples with Definite and Indefinite articles.	C	CO4	6
	Part — C (2^10=20 Marks) Answer Any 2 Questions	Pattern	Mappin Cos	Marks
10	Write a letter complaining about a faulty delivery or a shipping error. (Or) Explain tenses with examples for each one.	C	CO4	10
11	Explain the degrees of comparison and its conditions with examples (Or) Write any 10 Noun Pronoun Agreement rules with examples.	R	CO3	10

Assessment Summary:							
Cos	Remember	Understand	Apply	Analyze	Evaluate	Create	Total
CO 3	5						5
CO4						6	5

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BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH

INTERNAL ASSESSMENT TEST II — ODD SEMESTER (2018 - 2019]

Answer Key

Degree / Branch	B. Tech. / ALL BRANCHES
Batch / Semester / Section	2018 - 2019/ODD(I)

Subject Name: COMMUNICATIVE ENGLISH

Subject Code: U18HSEN101

Pnrt A

! Rewrite as directed:

Ans: a) Could you tell me, where is the nearest post office?

Ans: b) I can know where Martin will be staying?

2 Fill in the blanks with suitable article:

a) This is ---the--- fifth day of our conference.

He has ---the---- more expensive car than I do.

3 Fill in the blanks with suitable verb forms:

a) The kids --arrive ---- (arrive) at six' o clock.

She --enjoys----- (enjoy) playing the piano.

4 Identify the single word substitution for the following

a) One who is present everywhere.

b) Animals living on both land and water

Ans: b) Animals living on both land and water

5 Frame sentences using the following phrasal verbs:

- a) Run away b) Take Off

Ans: b) The Aeroplane took off from Chennai Airport at 8 am.

6 Rearrange the given words:

Ans: a) When one is best they can be least young

b) Science has armed man with inventions which are not less than miracles.

Part B

7 Draft a letter to your friend inviting him / her to join the Science Expo that is to be held in your college.

Ans:

Dear XXXX,

I am very glad and happy to inform you that our school is organizing one science exhibition and I am also participating in it. One more good thing in it is almost 10 other schools are also participating in this exhibition. We have planned to exhibit a good show on satellite launching.

I request you to please make it convenient to attend the science exhibition without fail.

Bye take care.

(Or) Write a short note on Formal and personal letters.

Ans:

Let's tackle how to write a letter in proper order, from top to bottom. These steps will mostly be directed toward a formal letter. The good news is that an informal letter is even easier. You can dial back or remove a few of the elements we're about to discuss when writing an informal letter.

If you're not confident in writing addresses, learn how to write an address properly. For a few more pointers, check out our article on Business Communication Letter Writing.

8 Define Adverb and its kinds, each with examples.

Ans:

An adverb is a word/a set of words that modifies verbs, adjectives, and other adverbs. It tells when, where, and how an action is performed or indicates the quality or degree of the action.

Many adverbs end in -ly but some words which end in -ly (such as friendly) are not adverbs. Many words can be both adverbs and adjectives according to their activity in the sentence.

Example:

Example:

He ran toward the bus until he was tired. (Adverb Clause)

He came carrying his box with two bands. (Adverb Phrase)

We were panicking without any reason. (Adverb Phrase)

9 ' Define Preposition and its types with examples.

Ans: A preposition is a word that indicates the relationship between a noun and the other words of a sentence. They explain relationships of sequence, space, and logic between the object of the sentence and the rest of the sentence. They help us understand order, time connections, and positions.

Example:

- o I am going to Canada.

There are a few interesting **linguistic facts** about preposition.

First, they are *a closed class of words* which means no new preposition gets added to the language. We use a fixed set of prepositions.

Second, prepositions do not have any other form. They cannot be plural, possessive, inflection, or anything else.

Third, most of the prepositions have many different contextual and natural uses. So, it is easy to be confused about preposition.

Fourth, sometimes a preposition works as nouns, adjectives, and adverbs.

Prepositions can be of one, two, three, or even more words. Prepositions with two or more words are called phrasal prepositions.

There are some commonly used phrasal prepositions:

because of, in case of, instead of, by way of, on behalf of, on account of, in care of, in spite of, on the side of, etc.

(o')

Define Articles for examples with Definite and Indefinite articles.

DEFINITE AND INDEFINITE ARTICLES

In English there are three articles: a, an, and the. Articles are used before nouns or noun equivalents and at-e a type of adjective. The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (a, an) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article.

As a guide, the following definitions and table summarize the basic use of articles. Continue reading for a more detailed explanation of the rules and for examples of how and when to apply them.

Definite article

the (before a singular or plural noun)

Indefinite article

a (before a singular noun beginning with a consonant sound)

an (before a singular noun beginning with a vowel sound)

Count nouns - refers to items that can be counted and are either singular or plural

Non-count nouns - refers to items that are not counted and are always singular

Use the article a or an to indicate any non-specified member of a group or category.

I think an animal is in the garage

The plural form of a or an is some. Use some to indicate an unspecified, limited amount (but more than one).

an apple, some apples

Use the article the when a particular noun has already been mentioned previously.

Use the article the when the noun refers to something or someone that is unique.

the theory of relativity

the 2003 federal budget.

Part C

10. Write a letter complaining about a faulty delivery or a shipping error.

Ans:

Steps

1. Explain all the relevant facts concerning the faulty delivery.

Sentences

On March 12 we received a shipment of six cases of your cherry pie filling (invoice # 3213 21). We ordered eight cases.

Two weeks ago I ordered a refrigerator from your warehouse and was told by Mr. John Doe that I would receive the refrigerator within three days. Four days later I called Mr. Doe to see if my appliance had been shipped yet. He apologized and said that somebody had "botched up" the paperwork. He told me that he would have it shipped to me the next day. I still haven't received my refrigerator.

Tell the reader what you expect him or her to do, or what you plan to do.

Sentences

my losses.

Thank you for addressing my concerns. I look forward to doing business with you again.

Please contact me immediately and let me know how you plan to resolve this problem. If I do not hear from you within two weeks, I will pursue legal action.

I hope we can resolve this situation quickly and satisfactorily. Otherwise I shall have to find a
your normally excellent customer service

(Or)

How many tenses in English with examples for each one.

Ans: Today we are going to give you a basic overview of the verb tense system in English.

Verb tenses tell us how an action relates to the flow of time.

There are three main verb tenses in English: present, past and future. The present, past and future tenses are divided into four aspects: the simple, progressive, perfect and perfect progressive.

There are 12 major verb tenses that English learners should know.

English has only two ways of forming a tense from the verb alone: the past and the present.
For example, we drove and we drive.

To form other verb tenses, you have to add a form of have, be or will in front of the verb.
These are called helping, or auxiliary verbs.

Time, culture, and grammar

Verb tenses can be difficult to learn in a foreign language. Different cultures think different ways about time. Chinese, for example, has no grammatical verb tenses. Other languages, like Indonesian, express time only through adverbs — there are no changes to the verb form.

English verb tenses give many details about time and action such as:

Is the action finished? How long did the action happen? Was the action repeated? Did the action happen at a known or unknown time? Is the action a habit? Is the action planned or spontaneous?

It is difficult to think about time distinctions that do not exist in your own language. So, it can take many years for English learners to master verb tenses.

Let's get started. We are going to give examples of all 12 verb tenses using the verb drive.

Simple Tenses

We'll start with the simple tenses. These are probably the first tenses you learned in English. Simple tenses usually refer to a single action. In general, simple tenses express facts and situations that existed in the past, exist in the present, or will exist in the future.

Simple present: I drive home every day.

Simple past: I drove home yesterday.

Simple future: I will drive home later.

Progressive (Continuous) Tenses

Let's go on to the progressive tenses. We use progressive tenses to talk about unfinished events. Progressive tenses are also called continuous tenses.

Past progressive: I was driving when you called.

Present progressive: I am driving now.

Future progressive: I will be driving when you call.

Perfect Tenses

Now let's look at the perfect tenses. Perfect tenses cause the most confusion. To put it simply, they express the idea that one event happens before another event.

There are many tricky exceptions with the perfect tenses, which we will discuss in a future episode. The adverbs never, yet and already are common in perfect tenses.

Present perfect: I have driven that road.

Past perfect: I had already driven that road in the past.

Future perfect: I will have driven 200 miles by tomorrow.

Perfect Progressive Tenses

Finally, let's look at the perfect progressive tenses. Generally, perfect progressive tenses express duration, or how long? Perfect progressive tenses usually include the adverbs for or since.

Present perfect progressive: I have been driving since this morning.

Past perfect progressive: I had been driving for three hours before I stopped to get gas.

Future perfect progressive: I will have been driving for five hours by the time I arrive.

Don't worry if you don't understand everything yet. Here are some recommendations we have for learning verb tenses.

Adverbs are your friends

First, think of adverbs as your friends. Adverbs of time offer valuable clues about the correct

4. What were you doing when I called you last night? (past progressive)

I was eating dinner when you called me last night.

5. What are you doing right now? (present progressive)

I am practicing verb tenses right now.

6. What will you be doing at midnight on New Year's Eve? (future progressive)

I will be celebrating the New Year with my friends.

7. Had you ever tried skiing before today? (past perfect)

Yes, I had already done it several times before.

8. Have you ever broken the law? (present perfect)

No, I have never broken the law.

9. Will you have gotten married by the time you turn 30? (future perfect)

No, I will not have gotten married by the time I turn 30.

10. How long had you been smoking before you quit? (past perfect progressive)

I had been smoking for two years before I quit.

11. How long have you been waiting for the bus? (present perfect progressive)

I have been waiting for the bus for 20 minutes.

12. How long will you have been working before you retire? (future perfect progressive)

11 Explain the degrees of comparison and its conditions with examples.

Ans:

To describe, quantify, modify or identify nouns/pronouns, adjectives are used or reused. Adjectives have their own degrees called degrees of adjectives or degrees of comparison that compare one thing/person to another.

Degree Of Comparison Rules

Rule 1. When two items/people are compared, a comparative degree is used by putting 'er' to the adjective woi'd in association with the word 'than'. In some cases 'more' is used.

He is the most handsome actor.

Rule 2. 'More' is used when you compare qualities of a single thing/person. Even if the first adjective is a single syllable word.

Degree of comparison examples:

Incorrect — She is smarter than clever.

Correct — She is more smart than clever.

Rule 3. Do not use double comparative adjectives or superlative adjectives.

Degree of compai ison examples:

Incorrect — These mangoes are more tastier than those.

Correct — These iriangoes are tastier than those.

Rule 4. Never use 'more or most' with adjectives that give absolute sense.

Degree of comparison example:

Incorrect — This track is more parallel to that one

Correct — This track is parallel and the other is not.

Rule S. There aide a few adjectives that are accompanied by 'to', like, senior, junior, superior, inferior, preferable, prefer, elder. Do not use 'than' with these adjectives.

Degree of adjective examples:

Incorrect: I am elder than her.

Correct: I ant elder to her.

Incoi rect — ThiS car brand is superior than that.

Correct — This card brand is superior to that.

Rewrite the following sentence in the space provided, first replacing the subject noun Laula with a subject pronoun; then replacing the object noun Amy with an object pronoun.

These sample sentences tell us some important things about pronouns:

1. A pronoun takes the place of a noun.
2. The pronoun which replaces the noun must agree with it in these ways:
 - a) A subject pronoun must replace a subject noun.

An object pronoun must replace an object noun.

- b) A feminine pronoun must replace a feminine noun.

A masculine pronoun must replace a masculine noun.

- c) A singular pronoun must replace a singular noun.

A plural pronoun must replace a plural noun.

Look at the examples below to see how to choose the right pronoun for two antecedents joined by and, or, or nor.

1. When two or more singular noun antecedents are joined by and, they make a PLURAL antecedent. ($I + 1 = 2$)

example:

NOTE: the plural pronoun their replaces both masculine and feminine nouns.

If both noun antecedents joined by and are plural, then the referent pronoun will also be PLURAL.

2. When two or more noun antecedents are joined by or or nor, choose a pronoun referent to agree with the antecedent CLOSEST TO THE VERB.

Examples:

- A. Two singular antecedents
- B. Two plural antecedents,
- C. One singular antecedent followed by a plural antecedent
- D. One plural antecedent followed by a singular antecedent

Part - A

(~~43~~)
~~50~~)

JOTHIRAK K

V18CS013

1. Rewrite as directed:

a. Can you please tell me where is the nearest post office?

b. May I know where Martin will be staying?

2. Article:

a. This is the fifth day of our conference.

b. He has the more expensive car than I do.

3. Verb:

a) The kids arrive at six o'clock.

b. She enjoys playing the piano.

4. Single Word substitution:

a: Omnipresent

b: Amphibians

5. Phrasal Verbs:

a. He ran away after throwing the stones at her.

b. Immediately after the meeting, she took off to her office.

b. When one is young, they can be learnt best.

Science has armed man with inventions which

Part - B

7.

Dear ~~xxxx~~

xxxx

3/10.2

I am excited to inform you that my college is organizing a science expo and I am participating in it. Moreover, almost 10 other colleges are also taking part in it. I have planned with my team to exhibit a good show on satellite launching. I would be happier and convenient if you stand by there to encourage and support me. Hence I request you to attend the expo without fail.

With love,

~~xxxx~~

3. Customer : Good day ! Could you please tell me the details on the flights available to New Delhi on ~~xx~~ before 10.10.2018 ?

Travel Agent : Good day sir ! Yes ofcourse I can.

~~xx~~ Customer : Actually I am a student, I
~~5.2.~~ have to attend the National Symposium,
held on 13.10.2018 at Delhi.

Travel Agent : Good to know sir. I am pleased
to know it.

Customer : So, could you please help me
with the required information?

Travel Agent : Sure sir. Please hold on for a
minute, while I check the
flight availability and requirements.

Customer : Yeah! Sure sir!

Travel Agent : Yes sir, there are actually
4 flights available on 9.10.2018
but only economy class. If you
are convenient, I will proceed
with booking sir.

Customer : Good sir. May I know the details?

Travel Agent : Yes sir! Please share your mail id
so that I can forward you the
details.

It is 123@gmail.com.

Travel Agent : Okay Sir! Have a good

Customer : Thank you. Wish you too.

? Preposition:

A word that indicates the relationship between a noun and other parts of a sentence is called as a preposition. It explains relationships of sequence, space and logic between the object in the sentence and the remaining part of a sentence. It helps us understand order, time connections and positions.

Eg: I am going to Canada.

The present is inside the box.

The boy stood leaning against the wall.

There are six types of preposition.

1. Preposition of time eg: (in, on, at)
2. Preposition of place eg: (in, on, at)
3. Preposition of Direction eg: (into, to, ^{towards}to)
4. Preposition of Phrases eg: (off, out, around, etc.)

good.

Part - C

too!

from

xxx,

yyy.

zzz.

To

The xxx Company Manager,

xxx Company,

zzzz.

Respected Sir,

Sub: Complaint on faulty delivery - Regd.

Two weeks ago I had ordered a Smart TV from xxx company with 757681080 as order ID. I have paid the total amount of 75,000 as online transaction, I received my order yesterday morning. Yet, it isn't the one promised by your company/enterprise. Hence, I request you to immediately replace my product as promised earlier. I sincerely hope this is just a faulty delivery. Kindly do the required

11. Degrees of comparison:

→ An adjective describes a noun.

→ Adjective describing quality is known as Adj. of quality.

→ It is used in simplest form to show the presence of some quality without any comparison.

Simplest form → Positive degree.

→ To show the adjective in the higher form than the positive degree, we use Comparative degree.

Higher form → Comparative degree

→ To show the adjective in the highest form of quality, we use Superlative degree.

→ Three / more equal or unequal things can be compared., to give an meaningful expression.

→ There is no superlative degree when we compare only two persons / things.

i) Comparison involving three and more unequal things:

The + Adj - est / the + Most + Adj / of/in...
(Sup. Deg)

Adj - er / more + Adj + than / any other...
(Comp. Deg)

No other ... so (as) + Adj + As...
(Pos. Deg)

ii) Comparison involving three or more equal things:

Very few... so + Adj. + As...
(Pos. Deg)

Adj - er / more + Adj + than / most other...
(Comp. Deg)

One of the + Adj - est / most + Adj / of...
(Sup. Deg)

iii) Comparison involving two unequal things:

Not so + Adj - as + ... (Pos. Deg) (Neg. Sentence)

Adj - er / more + Adj + than ... (Comp. Deg) (Aff. Sentence)

iv) Comparison involving two equal things:

As + Adj + As + ... (Pos. Deg)

Not + Adj - er / more + Adj + than ...
(Comp. Deg)

COMMUNICATION ENGLISH

INTERNAL ASSESSMENT TEST - II

Class VIII
U18CSC38

PART - A

1. Rewrite as directed :-

1. * Could you tell me where the post office is?
*
1)
2. * The
* a
3. * Arrived
* Enjoying
4. * Amphibians
*
5. * He ran away from home at the age of thirteen.
* The helicopter take off from the platform
*
6. * They can be learnt best when one is young.
* Science has an armed man with inventions which

PART - B

II Answer the Question :

4. ⇒ FORMAL LETTER

A formal letter is a letter written to business, a college, or many professional that are considered friends or family.

Name Address Phone number E-mail.

Example of layout :

- * Dear (Name)
- * Body of letter
- * Sincerely, (Name) (sign in pen under typed name)

⇒ INFORMAL LETTERS :

An informal letters is a letter you would write to a friend or family member it doesn't necessarily need a format, but there is standard.

Example of layout :

- * Dear
- * Body of letter
- * Sincerely,

8.1 Adverbs:

An adverb describes a Verb, an adjective or another adverb. It tells us how, where, when, how much and with what frequency.

An adverb can tell:

⇒ How:

Quietly, peacefully, carefully, slowly, badly, easily, well, fast, quickly, cheerfully, efficiently, painfully, secretly.

⇒ Where:

above, abroad, far, away, back, here, outside, backwards, behind, below, down, indoors, downstairs, inside, nearby, there, towards.

⇒ When:

Now, Yesterday, Soon, later, tomorrow, yet, already, tonight, today, then, last month, last year.

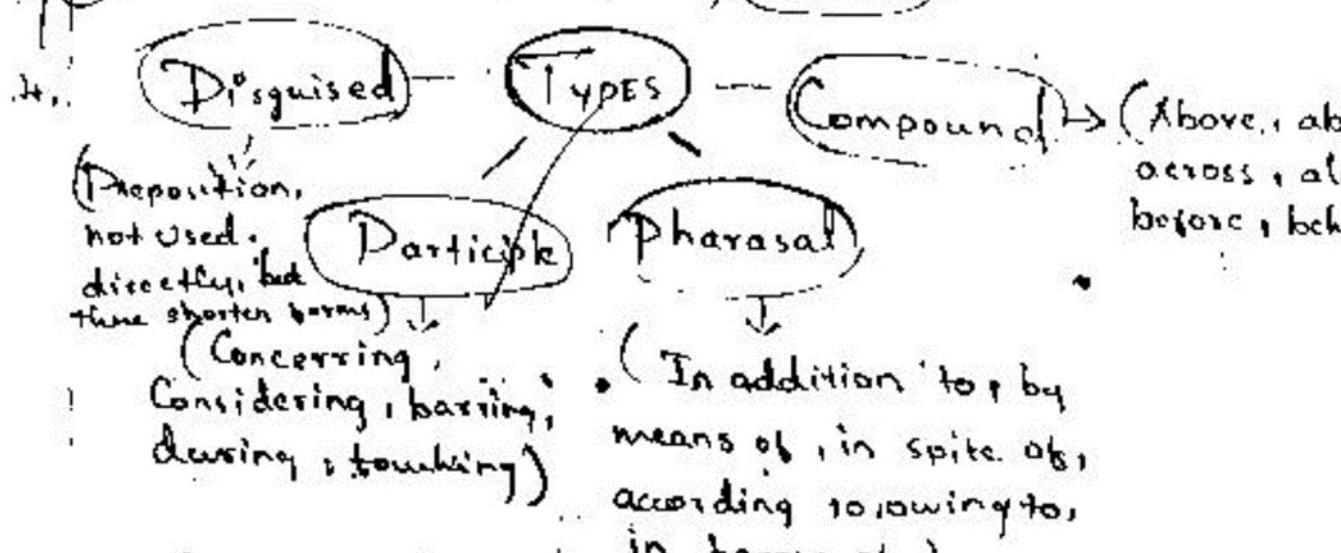
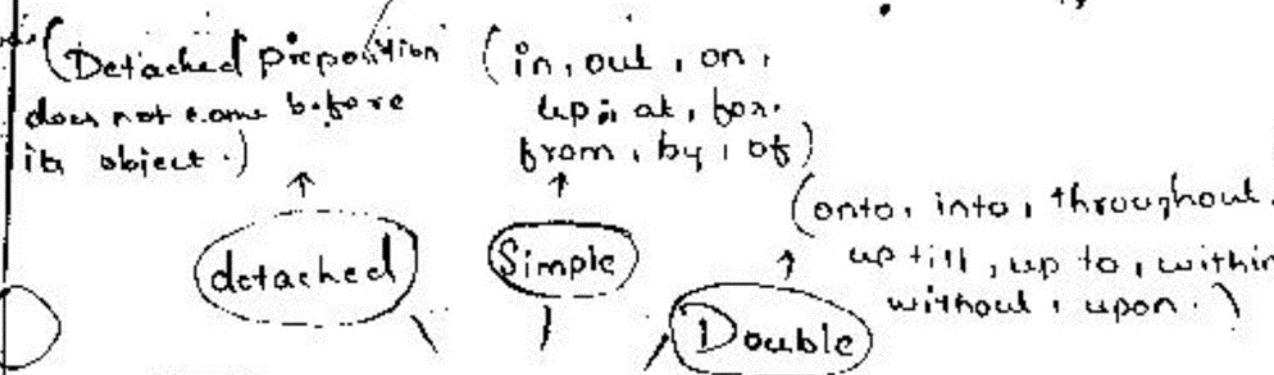
⇒ How much:

Quite, fairly, too, enormously, entirely, very, extremely, rather, almost, absolutely, just, hardly.

⇒ How Often :
 Sometimes, often, frequently
 Always, generally, usually, occasionally, seldom
 hardly ever, never

9. PREPOSITION :

Preposition are the words that we put before nouns or pronouns. They denote in what relation the person or thing indicated by it exists, in relation to something else (e.g.: "There is a book in the jar").



PART - C

Q. Answer the details :

Q. TENSES :

Tenses, are the form taken by a Verb to show the time of an action or the state of an event.

These are three tenses.

The Present Tense

The Past Tense

The Future Tense

Each of the three has four forms or sub-divisions to show Continuity or Completeness of the action at time : These are

1. Indefinite

2. Continuous or imperfect

3. Perfect

4. Perfect Continuous

TENSES	Indefinite	Continuity	Perfect	Perfect Continuity
Present	Play	Is / Am / Are Playing	Has / Have Played	Has / Have been Playing
Past	Played	Was / Were Playing	Had Played	Had been Playing

II. Pronouns

4 Pronoun is the part of Speech that

Substitutes for nouns or noun phrases and

* designates persons or things asked for:

→ It can take the place of a subject word
(Subject Pronoun)

⇒ It can take the place of an object word
(object pronoun)

⇒ It can take the place of a possessive word
(Possessive Pronoun).

ALL

Any?

More;

All of the gas Any of the jewelry ~~place~~ at the ~~place~~

is gone. ... is yours for the ... is now left.

All of the children taking it is revealed at the

as gone

Aug 8th my Cousins

act three

are right for them

Part

Two of our plan
are going to work.

Getting him here

Some :

May 1

AOME,

Most of the ~~None~~ material some of the face
cake was gone was covered in

when I go
home

None of the students

But most of us happy about Somewhat. Students
the condition will be very good.

COMMUNICATIVE ENGLISH

INTERNAL ASSESSMENT TEST - I

PART - A

I Answer the Question :



1. * Ability to Convey one's message on information, Verbally
in a proper and suitable manner.
 2. * Ability to express oneself clearly in front of others.
 3. * Ability to express one's ideal, feelings, and thoughts
2. Add Suitable Prefix / Suffix :
- (a) Ignoble
 - (b) Courageous
 - (c) Prerequisite
 - (d) Knifeman
3. A Preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationship or to introduce an object.

4. A narrative is a story with characters and there is a definite plot line. A narrative normally has a beginning, a middle and an end.

There are two types of narrative fiction and non-fiction.

5. Reading Comprehension is the ability to understand a text. Understand its meaning, and to integrate it with what reading already know. Word recognition is difficult, Students use much of their processing capacity to read individual word, which interferes with their ability to comprehend what is read.

- 6.
- a) What do you want?
 - b) How far is your office from your home?
 - c) Where there pen?
 - d) How often do you go to the cinema?

PART - B

II. Answer the Question (Any 3)

Definition:

An oral Presentation is a formal, structured and systematic presentation of a message to audience.

Steps in preparing a presentation:

Planning your presentation

Step 1 : Analyze your audience

Step 2 : Select a topic

Step 3 : Preparing the Content of your presentation

Step 4 : Prepare the introduction and Conclusion.

8. Yes/No Question are so called because they require , among other appropriate responses

2. 'Yes' or 'no' answers ; whereas wh-

Questions are those that do not require yes or no answer but Question a Constituent.

9. Text Structure refers to how the information in a written text is Organised . This strategy helps Students Understand that

~~two person directed towards a
Particular subject.~~



Bharath

INSTITUTE OF HIGHER EDUCATION AND RESEARCH
(Declared as Deemed -to- be - Univeuity under section 3 of UGCAct 1956)

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH ASSIGNMENT QUESTION — ODD SEMESTER [2018— 19]

Degree / Branch	B. Tech. / ALL BRANCHES
Batch / Semester / Section	2018-2019 / ODD(I)

Course Name: COMMUNICATIVE ENGLISH

Subject Code: U18HSEN10I

Question:

1. Write an assignment on 12 tenses with examples.

STAFF



Tenses	Affirmative	Negative	Interrogative
Simple present	she drinks coffee	she does not drink coffee	does she drink coffee?
Simple past	she drank coffee	she didn't drink coffee	did she drink coffee?
Simple future	she will drink coffee	she will not drink coffee	will she drink coffee?
Simple present continuous	she is drinking coffee	she isn't drinking coffee	Is she drinking coffee?
Simple past continuous	she was drinking coffee	she wasn't drinking coffee	was she drinking coffee?
eií, pàtì Lk continuous	zí, • áis • dä° eg	le *ofd inking coffee	will she drinking coffee?
present perfect	she has drinking coffee	she hasn't drinking coffee	Has she drinking coffee?
past perfect	she had drunk coffee	I• hod •zó rakt «AE AEhx Lk ãgg „,[p,	
å * .p • ê/	í, ll, rak ägn	*I°o o!/ o•d o* o¥, • t _k t _r o.%\$	
present perfect continuous	she has been drinking coffee	she hasn't drinking coffee	has she been drinking coffee?
past perfect continuous	she has been drinking alh _k	she hadn't drinking coffee	had she been drinking coffee?
Future perfect continuous	she will have been drinking coffee	she will not have been drinking coffee	will she have been d

Tenses	Affirmative	Negative	Interrogative
Simple present	He speaks	He does not speak	Does he speak?
past present	He spoke	He did not speak	Did he speak?
future present	He will not speak	He will not speak	Will he speak?
Simple present continuous	He is speaking	He is not speaking	Is he speaking?
simple past continuous	He was speaking	He was not speaking	Was he speaking?
simple future continuous	He will be speaking	He will not be speaking	Will he be speaking?
Present perfect	He has spoken	He has not spoken	Has he spoken?
Past perfect	He had spoken	He had not spoken	Had he spoken?
Future perfect	He will have spoken	He will not have spoken	Will he have spoken?
Present perfect continuous	He has been speaking	He hasn't been speaking	Has he been speaking?
Past perfect continuous	He had been speaking	He hadn't been speaking	Had he been speaking?
Future perfect continuous	He will have been speaking	He will not have been speaking	Will he have been speaking?

uses	Affirmative form	Negative
e present	Tt : rains	It does not rain
Simple past	Tt rain	It did not rain
e future	Tt will rain	It will not rain?

uses	Affirmative form	Negative
present continuous	Tt is raining	It is not raining
past continuous	Tt was raining	It was not raining
future continuous	Tt will be raining	It will not be raining
perfect continuous	Tt has been raining	It has not been raining
perfect	Tt will have rain	It will not have rain
past perfect continuous	Tt had been raining	It had not been raining
past perfect	ad een regen	had it been raining?
	will have been	will have been
	ahn g	ahn g

8/10 future perfect
continuous

TENSES

	<u>Affirmative</u>	<u>Negative</u>	<u>Interrogative</u>
1) Simple Present:	1) He speaks ; 2) I have a car. 3) I prefer my coffee black .; 4) I write a letter every day ; 5) He write ;	He does not speak ; I don't have a car . I don't prefer my coffee black .; I Don't write a letter everyday ; Does he write ;	does he speak ? Do I have a car . Do I prefer my coffee black ? Do you write a letter every day ? He doesn't write ?

2) Simple past:-	1) He spoke ; 2) I lived in London .; 3) We watched the news last night ; 4) I wrote a letter yesterday . 5) He wrote ;	He didn't speak ; I didn't live in London . ; We did watch the news last night ; I don't write a letter yesterday . Did he write ;	Did he speak ? Did I live in London ? Did you watch the news last night ? letter yesterday ? Did he not write ?
------------------	---	--	---

3) Simple future:-	1) He will speak ; 2) I will come ; 3) Will study ; 4) I will write a letter tomorrow .	He will not speak ; I will not come ; They will not study maths ; I won't write a letter tomorrow .	Will he speak ? Will I come in ? Will they study maths . Will you write a letter ?
--------------------	--	--	---

4) Simple present continuous :-

- 1) He is speaking; He is not speaking; Is he speaking.
- 2) I am writing; Am I writing; I am not writing.
- 3) He is playing; He is not playing; Is he playing.
- 4) We are playing; We are not playing; Are we not playing?

5) Simple past continuous:-

- 1) He was speaking; He was not speaking; Was he speaking?
- 2) I was writing; Was I writing; I was not writing?
- 3) I was playing; I was not playing; Was I playing?
- 4) We were playing; We were not playing; Were we playing?

6) Simple future continuous:

- 1) He will be speaking; He be not speaking; We be he speaking?
- 2) I will be writing; will I be writing; I will not be writing?
- 3) I shall be playing; I shall not be playing; Will be not be playing?

7) Present Perfect :-

- 1) He has spoken ; He has not spoken ; Has he spoken ?
- 2) I have played ; I have not played ; Have I played ?
- 3) He has played ; He has not played ; Has he played ?

8) Past Perfect :-

- 1) He had spoken ; He had not spoken ; Had he spoken ?
- 2) He had played ; He had not played ; Had he played ?
- 3) I had played ; I had not played ; Had I played ?

9) Future Perfect :-

- 1) He will have spoken ; He will not have spoken ; Will he have spoken ?
- 2) I shall have played ; I shall not have played ; Shall I have played ?
- 3) He will have played ; He will not have played ; Will he have played ?

10) Present Perfect continuous.

1) I have been playing ; I have not been ; have I been
playing. playing?

2) He has been playing ; He has not been ; Has he been
playing. playing?

11) Past Perfect continuous :

1) I had been playing ; I had not been ; Had I been playing?
playing.

2) He had been ; he had not been ; Had he been
playing playing. playing?

12) Future Perfect continuous

1) I shall have been playing ; I shall not have ; shall I have
been playing. been playing?

2) He will have been ; He will not have ; will he have
been playing. been playing?

8/10

Tenses	Affirmative	Negative	Interrogative
Simple Present.	She drinks coffee	she does not drink coffee	does she drink coffee?
Simple Past.	She drank coffee.	she didn't drink coffee	did she drink coffee?
Simple Future.	She will drink coffee.	she will not drink coffee	will she drink coffee?
Past continuous	She is drinking coffee.	she isn't drinking coffee	Is she drinking coffee?
Past continuous	she was drinking coffee	she wasn't drinking coffee	Was she drinking coffee?
Future continuous	she will be drinking coffee.	she won't be drinking coffee	Will she be drinking coffee?
Present Perfect	she has drinking coffee.	she hasn't drunk coffee.	Has she drunk coffee?
Past Perfect.	she had drunk coffee.	she hadn't drunk coffee.	Has she drunk coffee?
Future Perfect	she will have drunk coffee	she won't have drunk coffee.	Will she have drunk coffee?
Present Perfect continuous	she has been drinking coffee	she hasn't been drinking coffee.	has she been drinking coffee?
Past Perfect continuous	she had been drinking coffee	she hadn't been drinking coffee.	had she been drinking coffee?
Future Perfect continuous	she will have been drinking coffee.	she will not have been drinking coffee.	will she have been drinking coffee?

Tense

Negative

Interrogative

Affirmative

Simple Present

It rains

It does not rain

does it rain?

Simple Past

It rained

It did not rain

did it rain?

Simple Future

It will rain

It will not rain

will it rain?

Present continuous

It is raining

It is not raining

Is it raining?

Past continuous

It was raining

It was not raining

Was it raining?

Future continuous

It will be raining

It will not be raining

Will it raining?

Present Perfect
continuous

It has rained

It has not rained

has it rained?

Past Perfect
continuous

It had rained

It had not rained

had it rained?

Future perfect
continuous

It will have rained

It will not have rained

Will it have rained?

Future perfect
continuous

It has been raining

It has not been raining

Has it been raining?

Past Perfect continuous

It had been raining

It had not been raining

Had it been raining?

Past Perfect continuous

It will not have been
raining.

It will have been
raining.

Will it have been
raining?

Future perfect
continuous

It will have been
raining.

It will have been
raining.

Will it have been
raining?

Future perfect
continuous

It will have been
raining.

It will have been
raining.

Tense	Affirmative	Negative	Interrogative
Simple present	she eats an apple	she doesn't eat apple	Does she eat an apple?
Simple past	she ate an apple	she did not eat an apple	Did she eat an apple?
Simple future	she will eat an apple	she won't eat an apple	Will she eat an apple?
Simple present continuouy	she is eating an apple	she isn't eating an apple	Is she eating an apple?
Simple past continuouy	she was eating an apple	she wasn't eating an apple	Was she eating an apple?
Simple future continuouy	she will be eating an apple	she will not be eating an apple	Will she be eating an apple?
Simple perfect continuouy	she has eaten an apple	she hasn't eaten an apple	Has she eaten an apple?
Present perfect continuouy	she had eaten an apple	she hadn't eaten an apple	Had she eaten an apple?
Part perfect continuouy	she will have eaten an apple	she won't have eaten an apple	Will she have eaten an apple?
Present perfect continuouy	she has been eating an apple	she hasn't been eating an apple	Has she been eating an apple?
Part perfect continuouy	she had been eating an apple	she hadn't been eating an apple	Had she been eating an apple?
Future perfect continuouy	she will have been eating an apple	she won't have been eating an apple	Will she have been eating an apple?

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
END SEMESTER EXAMINATION — ODD SEMESTER (2018 — 2019)]

Course Code / Name	U20HSEN101/ COMMUNICATIVE ENGLISH	Date & Session	19.11.2018/ FN
Degree / Branch	: B. Tech. / ALL BRANCHES	Duration	100Min
Batch / Semester / Section	: 2018-2019/ 1/ ALL	Max. Marks	100 Marks

Assessment Pattern as per Bloom's Taxonomy:						
Remember	Understand	Apply	Analyze	Evaluate	Create	Total
	4	8		4	4	20

Course Outcomes for Assessment in time Test:	
COs	Course Outcome
CO 1	Develop global listening abilities of the students, and teach them a few basic listening strategies and expose them to a number of different listening situations through activities (understand)
CO2	Help students develop the knowledge, skills and strategies they must possess to become proficient and independent readers who is able to interact and construct meaning from the content (Apply)
CO3	Understand how to apply technical information and knowledge in practical documents for a variety of professional audiences, including peers and colleagues or management, and public audiences (Apply)
CO4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Create)
COS	Help students recognize culture-specific perspectives and values embedded in language behaviour. Decode, analyze, and interpret authentic texts of different genres (Evaluate)
CO6	Designing digital slides. Breaking up a presentation into parts of reasonable length. Using statistics effectively to persuade an audience. Incorporating concrete examples and stories to illustrate points (Create)

Part — A (10•2=20 Marks) Answer All Questions		Pattern	Mapping COS	Marks
1	Rewrite the following sentences to passive voice: 1. Sue changed the flat tire. 2. I ran the obstacle course in record time.	A	CO2	2
2	What is an intransitive verb?	E	COS	2
3	What are the difference between a resumé and a CV?	C	CO4	2
4	Define sequence words with examples.	A	CO3	2
5	Match the suitable synonyms for the following words: 1. Propel- Postpone 2. Massive- Religious 3. Defer- Huge 4. Pious- Drive	c	CO4	2
\$	What is an extended definition?	U	CO1	2
7	Fill in the blanks with suitable verb agreeing the subject: 1. A bouquet of flowers required for the event. 2. A pair of socks been missing from my wardrobe.	U	CO1	2
8	Define transition words with example.	A	CO2	2
9	Rewrite the following sentence: 1. She said, "I can swim". 2. He said, "I'm going to call Alan"	E	CO5	2

10	What aide the two types of listening?	A	CO3	2
	Part — B(5•6=30 Marks) Answer EITHER A or B Question	Pattern	Mapping COS	Marks
11	Why is listening skill important to become a proficient in language? <i>Or</i> Help a layman to board a bus to Pallavaram from your college bus stop.	U	CO1	6
12	List down the vocabulary used in report writing. <i>Or</i> What is an adjective? Explain numerical adjectives with examples.	A	CO2	6
13	Describe the process of writing an effective essay. <i>Or</i> What are inisspelled words? Explain with few examples.	A	CO3	6
14	Draft an email to your manager seeking permission to swap your shift schedule with another employee. <i>Or</i> Explain 3 “If conditionals” with rules and examples.	C	CO4	6
15	Draft an accident report that you are assumed to be a witness of. Rewrite the following sentences: 1. Someone has stolen my purse. 2. Will she deliver the message? 3. Tom is building a house.	E	CO5	6
	Part — C (5 10=50 Marks) Answer Any5 Questions	Pattern	Mapping Cos	Marks
16	Write a minutes of meeting, assuming that you have attended the recent coordinator meeting in our college. Or Write a cover letter with a resume to apply for a job that suits your prof1c.	E	CO5	10
17	What is a technical presentation? How can one excel in it? <i>Or</i> Explain class room lectures for listening.	A	CO3	10
18	Write an essay on Air Pollution and its impact on our society. <i>Or</i> Write an essay on “How to make your career interesting?”	C	CO4	10
19	Write any 10 Subject-verb agreement rules with examples. <i>Or</i> Mention any 20 technical words, with resR•Gtto your department.	U	CO1	10
20	List down the vocabulary used in formal writing(emai1, letter and reports) . Or Write the vocabulary used in e-mail writing.	A	CO2	10

Assessment Summary:							
Cos	Remember	Understand	Apply	Analyze	Evaluate	Create	Total
cor		4					4
CO2			4				4
foe			4				4

CO4						4	4
CO5					4		4
COC							



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BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
END SEMESTER EXAMINATION — ODD SEMESTER [2018 — 19]

Degree / Branch	B. Tech. / ALL BRANCHES
Batch / Semester / Section	2018-2019/ODD(I)

Course Name: COMMUNICATIVE ENGLISH

Subject Code: U18HSEN101

Answer Key

Part A— (10^2=20 Marks)

1. a. The flat tire was changed by Sue.
b. The Obstacle course was run by me in record time.
2. A verb that indicates a complete action without being accompanied by a direct object, as sit or lie, and, in English, that does not form a passive.
3. A resume is a one- to two-page about your professional experience. A CV is a longer document of your career. A resume is used for job search, a CV—for academic purposes.
4. Sequence words: Sequencing is one of many skills that contribute to students' ability to comprehend what they read. Sequencing refers to the identification of the components of a story — the beginning, middle, and end.
5. a. Drive b. Huge c. Defer d. Religious
6. An extended definition: is a one or more paragraphs that attempt to explain a complex term.
7. a. are b. been

8. A transition or linking word is a word or phrase that shows the relationship between paragraphs or sections of a text . Transitions guide a reader through steps of logic, increments of time.
9. a. She said she could swim.
a. b. He said he was going to call Alan.
10. a. Deep Listening b. Critical Listening

1

Part — B (5X6=30 Marks)

11a. LISTENING is considered to be a RECEPTIVE skill, something humans can do with little effort on their part. Someone speaks, or music is played, or a noise occurs. ..and the receiver hears it. That is why it's called a receptive skill, because it is received by the person, not produced by the person.

Scientists and doctors now can prove that babies inside their mothers' wombs respond to sounds such as soothing classical music, singing or humming by the mother, or loud noises. As a biological reality, listening occurs naturally by the baby even before birth. Once born, the baby responds to all kinds of sounds, and can sense the tone of voice by adults around him / her, such as calming, loud, or angry voices.

There are some studies suggesting that these early sounds can affect a baby's emotional development and personality. There are many adults who believe that a new-born baby is just a baby, not understanding anything until months later, when he/she is able to respond to the spoken word.

11b. Introduce the following phrases:

- Turn right/left (at the 1st/2nd/3rd corner).
 - Go straight.
 - You'll see it on the right/left.
 - It's across from (the school, the park, the post office)
 - It's next to (the police station, the playground, the library)
- Explain the meaning of each phrase and lead some pronunciation practice exercises.

12a. The aim / intention / purpose of this report is to outline / present / discuss / sum up . O Further to my visit to . . . , I have prepared the following report. O I have recently visited ... and have prepared the following report for your consideration. O This involved visiting / looking at / investigating .. / The data was obtained by . . . O In order to help make this report I asked / discussed / gave out a questionnaire O It is based on my observations / the feedback from participants . . O My findings are

outlined / presented below. I outline my findings below. O The i-report contains the relevant details concerning the problem as you required.

12b. Adjectives are words that describe the qualities or states of being of nouns: *enormous, doglike, silly, yellow, fun, fast*. They can also describe the quantity of nouns: *many, few, millions, eleven*.

Numerical Adjectives: A numerical adjective is an adjective that tells us about how many or how much or in what order the noun is in. There are three kinds of numerical adjectives: Definite numerical adjectives use cardinal (numbers used in an amount) and ordinals (numbers used as an order).

13a.THE WRITING PROCESS

The writing process is something that no two people do the same way. There is no "right way" or "wrong way" to write. It can be a very messy and fluid process, and the following is only a representation of commonly used steps.

- 0 PREWRITING *THINK AND DECIDE*
- 0 RESEARCH (IF NEEDED) *SEARCH*
- 0 DRAFTING *WRITE*
- 0 REVISING *IMPROVE IT BETTER*
- 0 EDITING AND PROOFREADING *MAKE IT CORRECT*

13b. Misspelled Words:

Misspelled is defined as to have written a word with incorrect letters or an incorrect arrangement of letters.

Examples: achieve — achieve.

acknowledge — acknowledge, aknowledge.

14a. E-mail:

Dear Sir/Mam,

I am writing this letter to inform you that I need permission for two weeks starting fromThanks for considering my leave application and helping me in a tough situation.

Thanking You,
Yours sincerely,
Piiyanka Sharma.

14b. If conditionals:

1. The Zero Conditional: (if + present simple, ... present simple)
Eg. If you heat water to 100 degrees, it boils.
2. The First Conditional: (if + present simple, ... will + infinitive)
Eg. If it rains tomorrow, we'll go to the cinema.
3. The Second Conditional: (if + past simple, ... would + infinitive)
Eg. If I had a lot of money, I would travel around the world.
4. The Third Conditional: (if + past perfect, ... would + have + last participle)
Eg. If I had gone to bed early, I would have caught the train.

15a. Accident Report:

At 11.20am on Tuesday 7th July 2020, a worker, Timothy Johnson, tripped over an electrical wire on the Blue & Green construction site, located on Main Street, Riverside. He was carrying a hammer at the time.....The foreman for the construction site has assessed the wires on the ground and concluded that brightly colored tape should secure the wires to the ground to draw attention to them and to ensure there are no bumps in the wire that are easy to trip over so that this does not happen again”.

- 15b. (1) My purse has been stolen.
- (2) A house is being built by Tom
- (3) Will the message be delivered by her?

Part — C ($5 \times 10 = 50$ Marks)

16a. Minutes of Meeting:

Date and time of the meeting, Names of the meeting participants and those, unable to attend, Acceptance or corrections/amendments to previous meeting minutes, Decisions made about each agenda item, for example: Actions taken or agreed to be taken, Next

steps, Voting outcomes, Motions taken or rejected, Items to be held over, New business, Next meeting date and time.

16b. Cover letter:

Joseph Q. Applicant
123 Main Street
josephq@email.com

August 17, 2020

Director, Human Resources
Business City, NY 54321

Dear Ms. Smith,

I'm interested in the author's assistant position at Acme Company,.....

Sincerely,

Joseph Q. Applicant (signature hard copy letter)

17a. Technical Presentation:

Technical presentations require a slightly different approach than the average presentation. The main goal of any technical presentation is typically to convey a specific topic that is either technical in nature or has a technical component to it that needs to be addressed or understood. However, that doesn't mean the presentation should be overly technical or didactic.

17b. Classroom lecture for listening:

Improved Communication Skills

More Time on Task

Increased Academic Understanding

Enhanced Interpersonal Connections

Sharpened Listening Skills

18a. Air pollution: Air pollution is a mixture of solid particles and gases in the air. Car emissions, chemicals from factories, dust, pollen and mold spores may be suspended as

particles. Ozone, a gas, is a major part of air pollution in cities. When ozone forms air pollution, it's also called smog.

Some air pollutants are poisonous. Inhaling them can increase the chance you'll have health problems. People with heart or lung disease, older adults and children are at greater risk from air pollution. Air pollution isn't just outside - the air inside buildings can also be polluted and affect your health.

18b. Make your career interesting:

- < Work out why you're bored. Everyone feels demotivated from time-to-time, but if you are stuck in a career rut, it's important to find out why. ...
- > Change the way you work. ...
- 0 Explore hobbies and interests. ..
- 0 Set goals. ...
- 0 Be proactive. ...
- 0 Play the quiz.

19a. If the subject is singular, the verb must be singular too.

If the subject is plural, the verb must also be plural.

When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.

When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.

19b. Bandwidth, Big data, Bit, Bug, Cloud storage, Code, Control panel, Analog, Virus, Spyware, Trojan, Worm, Malware, Memory, Disk Space, Modem, Broadband, Bytes, Reboot, Default.

20a. Vocabularies used in E-mails: I hope you had a good weekend, I hope you had a great trip, Hope you had a nice break, I hope you are well, I hope all is well, Hope you're enjoying your holiday, I hope this email finds you well, I hope you enjoyed the event, I'm glad we had a chance to chat at the convention, It was great to see you on Thursday, It was a pleasure to meet you yesterday.

20b. Vocabularies used in report: I think / believe that ... / In my opinion ... / I am of the opinion that ... / It seems to me that ... Personally I believe that ... / In my view ... / If you ask me ... / To my mind ... / As far as I am concerned ... I would like to suggest / recommend ... / I therefore suggest / recommend



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INSTITUTE OF HIGHER EDUCATION AND RESEARCH

(Declared as deemed to be university under section 3 of UGC Act 1956, vide notification No.F.9-5/2000-U.3)

**Bharath Institute of Science and Technology
Department of English**

Subject code: U18HSEN1 01	Subject Name: COMMUNICATIVE ENGLISH (Common to B. Tech - Mech, Mechatronics, Automobile, Aero, EEE, EIE, ECE, CSE, IT, Civil & Bio Medical admitted from July 2018d)	L	T	P	C
	Total Contact Hours — 45	2	1	0	3
	Prerequisite course — School Level English				
	Course Coordinator Name & Department: - Mr. M. Gopinath & Dept. of English				
COURSE OBJECTIVES I -	4 Enhance the learner's communication skills by giving adequate exposure in LSRW - Listening, Speaking, Reading, Writing skills and the related sub-skills. 4 Help the learners recognize and operate in various styles and registers in English.				

TEXT BOOKS:

1. English a course book for Under Graduate Engineers and Technologists. Orient Black Swan Limited, Hyderabad: 2015
2. Richards, C. Jack. Interchange Students' Book-2 New Delhi: CUP, 2015.

REFERENCES

1. Bailey, Stephen. Academic Writing: A practical guide for students. New York: Rutledge, 2011.
2. Comfort, Jeremy, et al. Speaking Effectively: Developing Speaking Skills for Business English. Cambridge University Press, Cambridge: Reprint 2011
3. Dutt P. Kiranmai and Rajeevan Geeta. Basic Communication Skills, Foundation Books: 2013
4. Means, L. Thomas and Elaine Langlois. English & Communication for Colleges. Cengage Learning, USA: 2007
5. Practical English Usage. Michael Swan. OUP. 2005.
6. Remedial English Grammar. F.T. Wood. Macmillan.2007
7. On Writing Web. William Zinsser. Harper Resource Book. 2001


Course Coordinator

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BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
INTERNAL ASSESSMENT TEST I — ODD SEMESTER |2017 - 2018)

Course Code / Name	:	BEN101/ ENGLISH I	Date & Session	:	04.09.2017/FN
Degree / Branch	:	B. Tech. / ALL BRANCHES	Duration	:	100 Min
Batch / Semester / Section	:	2017 - 2018/ H/ ALL	Max. Marks	:	50 Marks

Assessment Pattern as per Bloom's Taxonomy:						
Remember	Understand	Apqly	Analyze	Evaluate	Create	Total
	6		5			11

Course Outcomes for Assessment in this Test:	
Cos	Course Outcome
CO1	Enable students to learn and identify faulty pronunciation, grammar and vocabulary. (Understand)
CO 2	Help students develop the knowledge, skills and strategies to become proficient and independent readers and make them to interact and construct meaning from the content.(Analyze)

Part — A (6x2=12 Marks) Answer All Questions		Pattern	Mapping Cos	Marlis
	What is speaking skill?	U	CO1	2
2	Add suitable prefix and suffix to the following words:(ig, -ous, -pre, -ies) a)Reqtiisite b) Courage c) Knife d) Noble	U	CO1	2
3	What is preposition	U	CO1	2
4	What is reading skill?	An	CO2	2
s	Define comprehensive reading?	An	CO2	2
6	Frame four questions using the following question words respectively: What b) How far c) Whose d) How often	U	CO1	2
Part — B (3•6=18 Marks) Answer Any 3 Questions		Pattern	Mapping Cos	Marks
7	How many kinds of parts of speech in English and give an example for each one? (Or) Write a short note for formal presentation.	U	CO1	6
8	Explain the usage of 'WH' and Yes/No questions? (Or) Explain the usage of Question tags in sentences.	U	CO1	6
9	Write a short note on Vocabulary building. (Or) Describe the understanding text structure.	An	CO2	6
Part — C (2•10=20 Marks) Answer Any 2 Questions		Pattern	Mapping Cos	Marks
11	What is a formal presentation? Explain its traits and the barfiers respectively. (Or) Explain the usage of speaking for communication.	An	CO1	10
12	Rewrite the words below to form meaningful sentences: i) music/like/the/1/evenings/listening/in/to. ii) buildings/are/this/there/beautiful/town/some/in. iii) brother/has/a/your/job/got? iv) at/yesterday/were/not/school/they. v) lights/are/the/in/those/sky/what? (Or) Explain the usages of dialogue and conversation.	An	CO2	10

Assessment Summary:							
Cos	Remember	Understand	Apply	Analyze	Evaluate	Create	Total
co 1							
CO 2				5			5

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH
 INTERNAL ASSESSMENT TEST II — ODD SEMESTER [2017 - 2018]

Course Code / Name	:	BEN101 / ENGLISH I	Date & Session	:	09.10.2017fFN
Degree / Branch	:	B. Tecli. / ALL BRANCHES	Duration	:	100 Min
Bntcli / Semestei- / Section	:	2017 - 2018/ODD(I)	Max. Marks	:	50 Marks

Assessment Pattern as per Bloom's Taxonomy:						
Remember	Understand	Apply	Analyze	Evaluate	Create	Totz
5					6	11

Course Outcomes for Assessment in tliis Test:	
Cos	Course Outcome
CO 3	Develop listening abilities of tie students, and teach basic listening strategies and expose them to a number of different listening situations through activities. (Remember)
CO 4	Impart writing sliills by sensitizing the learners to the dynamics of effective writing.(Create)

Part — A (6•2=12 Marks) Answer All Questions		Pattern	Mapping Cos	Marks
1	Rewrite as directed: a) Where is the nearest post office? (Indirect question) Do you know where Martin will be staying? (Direct question)	R	CO3	2
2	Fill in tie blanks with suitable article: a) This is-----fifth day of our conference. He has ----- more expensive car than I do.	C	CO4	2
3	Fill in the blanks with suitable verb forms: a) The kids ----- (nrrive) at six' o clock. b) She ----- (enjoy) playin th ano.	R	CO?	2
4	Identify the single word substitution for' the following : a) One who is present eveiywhere. Animals living on both laud and water	R	CO3	2
5	Frame sentences using the following phrasal verbs: a) Run away b) Take Off	C	CO4	2
6	Rearrange the given words: a) When/best/they can/one is/is learnt/young. Inventions/armed/whichare/has/miracles/science/man with/not less than	C	CO4	2
Part — B (3x5=18 Marks) Answer Any 3 Questions		Pattern	Mapping Cos	Marks
7	. Draft a letter to your fi iend inviting him / her to join the Science Expo that is to be held in your college. (Or) Write a short note on Formal and personal letters.	C	CO4	6
8	Define Adverb and its kinds, each with examples. (Or) Write a telephonic conversation on enquiring and booking a flight ticket to New Delhi. (To attend a National Symposium)	R	CO	6
9	Define Preposition and its types with examples. (Or) Define Articles for examples with Definite and Indefinite articles.	C	CO4	é

Part — C (2 10=20 Marks) Answer Any 2 Questions			Pattei n	Mapping Cos	Marks
11	Write a letter complaining about a faulty delivery or a shipping error. (Or) How many tenses in English with examples for each one.		C	CO4	10
12	Explain the degrees of comparison and its conditions with examples (Or) Write any 10 Noun Pronoun Agreement rules with examples.		R	COC	10

Assessment Summary:							
Cos	Remember	Understand	Apply	Analyze	Evaluate	Create	Total
CO 3	5						5
CO 4							



Bharath Institute of Science and Technology

Bharath Institute of Higher Education and Research

DEPARTMENT ENGLISH

COMMUNICATIVE ENGLISH/ U18HSEN101(2018-19)

QUESTION BANK

UNIT - I PART-A- SPEAKING

1. What is Intonation?
 2. What is preposition?
 3. What is Speaking skill?
 4. What is Pronunciation?
 5. Frame four questions using the following question words respectively:
a)What b) How far c) Whose d) How often
 6. Add suitable prefix and suffix to the following words:(ig, -ous, -pre, -ies)
a)Requisite b) Courage c) Knife d) Noble
 7. Fill in the blanks with suitable article:
a) This is ----- fifth day of our conference.
b)He has ----- more expensive car than I do.
 8. Fill in the blanks with suitable verb forms:
a) The kids ----- (arrive) at six' o clock.
b) She --- --- (enjoy) playing the piano.
 9. Identify the single word substitution for the following :
a) One who is present everywhere.
b) Animals living on both land and water.
 10. Frame sentences using the following phrasal verbs:
a) Run awavb) Take Off
- PART B (6 Marks)**
1. Draft a letter to your friend inviting him / her to join the Science Expo that is to be held in your college
 2. Write a short note on Formal and personal letters.
 3. Define Adverb and its kinds, each with examples.

4. Write a telephonic conversation on enquiring and booking a flight ticket to New Delhi.
(To attend a National Symposium)
5. Define Preposition and its types with examples.
6. Define Articles for examples with Definite and Indefinite articles.

PART C (10 Marks)

1. Write an Essay on importance of Education.
2. Write a letter complaining about a faulty delivery or a shipping error.
3. What are parts of speech explain with example?
4. Explain the usage of dialogue and conversation.
5. Write a Dialogue between passenger and clerk for booking tickets.

UNIT- II (2 Marks)-READING

1. Define - Discourse Markers.
2. What is Coherence?
3. What are the types of Reading?
4. What is Reading?
5. What is Prefix and Suffix write with example?
6. Add suitable prefix and suffix to the following words: (dis-, mis-, un-, under-)
a) ---understand b)---stand c) ---agree d) -- fair
7. Rearrange the given sentences.
a) gathers / a / rolling stone / moss / no
b) bird / bush / in hand / a / worth / is / two / in / the
8. Antonyms
a) Admire b) Adjacent
9. Synonyms
a) Magnify b) hypocrisy
10. Define comprehensive reading?

PART B (6 Marks)

1. Write a conversation between Head of the Department and students regarding Symposium to be held in their department.
2. Explain compound words and its types.
3. Rearrange the given sentence:
(a) exercises / for / health / good / doing / is
(b) days / aware / their / health / these / people / are / more / of
(c) health / are / in / available / many / foods / also / the / market
4. Complete the following sentences.
 1. I fired at the leopard, he shook my arm.
a) as b) since c) because d) for
 2. Arranged marriages are unusual in the West. In the Middle East,....., they are common.
a) but b) on the other hand c) similarly d) in spite of this
 3. The job wasn't very interesting., the money was OK.
a) While b) Mind you c) In addition d) Due to this
 4. The train was late. I managed to reach in time.
a) In spite of this b) Additionally c) Similarly d) Due to this

5. we are satisfied with life.

- a) In general b) As for c) As far as d) Apart from

6. The flood victims are short of food. they urgently need medical supplies.

- a) Similarly b) In addition c) Any how d) For instance

5. Write a short note on Vocabulary building.

6. Describe the understanding text structure.

PART C (10 Marks)

1. Write an essay on importance of Reading skills.

2. Explain about Discourse markers with few examples.

3. Write a dialogue between Dhoni and reporter.

4. Rewrite the words below to form meaningful sentences:

i) music/like/the/I/evenings/listening/in/to.

ii) buildings/are/this/there/beautiful/town/some/in.

iii) brother/has/a/your/job/got?

iv) at/yesterday/were/not/school/they.

v) lights/are/the/in/those/sky/what*

S. Explain the usages of dialogue and conversation.

6. Explain the usage of 'WH' and Yes/No questions.

UNIT 3 (2 Marks) PART A (LISTENING)

1. What is Listening?

2. What is Product description?

3. What is Pronoun?

4. What is an Adverb?

5. What is Subject-Verb agreement?

6. How one can improve Listening Skill?

7. What is Noun-pronoun agreement?

8. Identify the single word substitution for the following :

a) Certain to happen

b) A thing that is kept as a reminder of a person, place, or event

9. a) Aristocracy-

b) Democracy-

10. The dog or the cats (is, are) outside.

PART B (6Marks)

1. Choose the correct option:

a) Either my shoes or your coat (is, are) always on the floor.

b) George and Tamara (doesn't, don't) want to see that movie.

c) Benito (doesn't, don't) know the answer.

d) One of my sisters (is, are) going on a trip to France.

e) The man with all the birds (live, lives) on my street.

f) The movie, including all the previews, (take, takes) about two hours to watch.

2. Choose the correct option:

a) Jane Roberts is my friend and mentor; (she/they) answers all my questions.

- b) I wrote the letter (ourselves/myself/yourself).
 - c) *Reginald* wanted to try throwing the ball ----- (himself/herself/themselves)
 - d) Nadia lost _____ keys at the store today.(her/his)
 - e) *John and raj* brought _____ books to class.(their/his)
 - f) The tiny chest and dresser still have ----- original hardware.(their/them)
3. Write any 10 Noun Pronoun Agreement rules with examples.
4. Write any 10 Subject Verb Agreement rules with examples.
5. Define Adverb and its kinds, each with examples.

UNIT 4 (2Marks) Part A- Writing

1. What is writing skill?
2. What is dialogue writing?
3. What is a Phrasal verb?
4. What is Preposition?
5. What is Tenses?
6. How one can improve writing skill?
7. Synonyms: Consequence, Ecstasy
8. Antonyms: entity, discreet
9. *I think ----- /o/onJ animal is in the garage*
10. What are all the articles words?

PART B (6Marks)

1. What is a formal presentation? Explain its traits and the barriers respectively.
2. Explain the usage of writing for communication.
3. Write a letter complaining about a faulty delivery or a shipping error.
4. Explain Tenses with examples in detail.
5. You are Mr. Malik, the coordinator of the ABC Public School. Write a letter to place a bulk order for school uniform to M/S Sinha Garments.
6. Write a letter to your friend congratulating him/her on his/her success in class 12 board exam.

PART C (10 Marks)

1. Rearranging Jumbled Words
 - (a) love / of others / good manners / and / win the / respect.
 - (b) when / best / they can / one is / be learnt / young.
 - (c) saves us / turns away/ soft answer / anger and / a / a pitfall / from many.
 - (d) who is / stranger / respectful / a person / even / like.
 - (ej is/coffee/drinking/fond/chelcea/of
2. Define Preposition and its types with examples.
3. Write a dialogue between two friends regarding semester exam.
4. Write a conversation between father and son regarding vocation.
5. Define Articles for examples with Definite and Indefinite articles.
6. Explain Tenses with examples in detail.

UNIT 5 — (LANGUAGE DEVELOPMENT)

PART A (2 Marks)

- 1. What is Dialogue writing?**
- 2. What is a phrase?**
- 3. What is Clauses?**
- 4. What is an Antonym?**
- 5. What is Synonym?**

6. Fill in the blanks with suitable verb forms:

- a) The kids ----- (arrive) at six' o clock.
- b) She ----- (enjoy) playing the piano.

7. Frame sentences using the following phrasal verbs:

Take away b) Take Off

8. Where do you place modals in a sentence?

9. Define comprehensive reading?

10. Frame four questions using the following question words respectively:

- a) What
- b) How far
- c) Whose
- d) How often

PART B (6Marks)

- 1. Write a short note for formal presentation.**
- 2. Explain the usage of Question tags in sentences.**
- 3. Write a short note on Vocabulary building.**
- 4. Describe the understanding text structure.**
- S. Draft a letter to your friend inviting him / her to join the Science Expo that is to be held in your college.**
- 6. Write a short note on Formal and personal letters.**

PART C (10Marks)

- 1. Write a telephonic conversation on enquiring and booking a flight ticket to New Delhi. (To attend a National Symposium)**
- 2. Define Articles for examples with Definite and Indefinite articles.**
- 3. Write a letter complaining about a faulty delivery or a shipping error.**
- 4. Explain the usage of speaking for communication.**
- S. Write an essay on Air pollution.**



Bharath Institute of Science and Technology
STUDENTS PERFORMANCE RECORD

B.Tech -COMPUTER SCIENCE AND ENGINEERING (SEM I)

Course Name: Communicative English

Course Code: U18HSEN 1t

Name of the Faculty: Mr. M. Gopinath

S.No	Roll. No	Nnme	INT - I	INT - II	Assignment	Att %
1	U18CS001	KICHANAGARI YASHWANTH 1	40	39	45	82
2	U18CS002	MUPPARAJU CHIRANJEEVI	38	40	44	79
3	U18CS003	KATAM MAHENDRA REDDY	37	36	40	79
4	U18CS004	KOTA VENKATA VISHNU VAT	34	34	40	78
5	U18CS005	DARAM SRINIVASAREDDY	34	35	42	84
6	U18CS006	PEDDIGIRI GANGAIAH	A	39	40	79
7	U18CS007	BURRA PRAVAY KUMAR	A	42	41	93
8	U18CS008	ISWARYA V	43	45	50	91
9	U18CS009	VANITHA S	37	A	40	82
10	U18CS010	FRANAY KUMAR REDDY SAM	?8	39	43	88
11	U18CS011	NARAYANAM VAMSI KRISHN7	33	37	44	94
12	U18CS012	VIKAS RAJ R	33	30	42	83
13	U18CS013	JOTHIKA K	A	43	45	82
14	U18CS014	CALCIN JOSHVA R	A	44	47	90
15	U18CS015	DUGGINENI MOUNIKA	32	41	50	91
16	U18CS016	KAKI SIDDHU SRINIVAS	36	39	47	81
17	U18CS017	NEETU	37	37	48	80
18	U18CS018	UDAGANDLA HIMAJA	A	39	42	89
19	U18CS019	POTHIREDDY YOGESWARA R£	A	36	40	76
20	U18CS020	ASWANTH K	32	38	47	91
21	U18CS021	VIKASH KUMAR SINGH	40	45	50	79
22	U18CS022	UTHAYA A	37	35	48	80
23	U18CS023	TELLAKULA SAI RAM	44	A	41	78
24	U18CS024	PEDDI GNANA SURYA	37	38	44	84
25	U18CS025	TAMMANA SHAMMI RAJU	36	42	49	80
26	U18CS026	DHARUNN V R	33	36	43	81
27	U18CS027	SURAPAREDDY MANASA	0	0	47	79
28	U18CS028	SARAN P T	A	39	40	80
29	U18CS029	SHIVA DHURU VEL S	A	38	41	93
30	U18CS030	DEVI CHANDANA D	0	39	49	90
31	U18CS031	DINESH KUMAR K V	3	39	48	81
32	U18CS032	VISHWANATH J	30	37	46	91
33	U18CS033	KANDULA CHAITANYA SAI	44	33	49	90
34	U18CS034	SHARAVATH GIRIDHAR	A	39	45	76
35	U18CS035	DOMMETI SARATH KRISHNA	A	36	42	79
36	U18CS036	PIDUGU VENKATA SRI NAGA	32	38	45	87
37	U18CS037	GOVIND VIKRANTH	39	45	48	83
38	U18CS038	BOYAPATI JITHENDRA CHOWI	37	35	47	76
39	U18CS039	GUNDAPU HARI NARAYANA	A	38	42	87
40	U18CS040	BARAKA RAVI CHARAN	38	39	49	91

41	U18CS041	M VENKATARAMANA	36	40	50	87
42	U18CS042	HIMANSHU KAUSHIK	38	37	48	78
43	U18CS043	PALEM LALITHA SASHANK V.	38	44	50	84
44	UI8CS044	POTHANA BHAVYA	40	A	42	81
45	UI8CS045	GUDIPATI SAI VINAY	30	0	48	60
46	U18CS046	INDALA HEMANTH	39	39	49	83
47	U18CS047	VUNNAN MOULI	0	0	41	85
48	UI8CS048	CHAVA AKHIL	A	38	40	83
4s	U18CS049	KILARI VINAY	35	38	48	93
50	U18CS050	JANGILI LEELAVATHI	37	34	49	91
54	UI8CS051	DHULIPALLA VENKATA SIVA	44	39	50	79
52	U18CS052	NALLABOTHULA SAI CHINNI	34	42	50	90
53	UI8CS053	UPPAR1 ADARSH	38	43	50	98
54	U18CS054	CHINDAM ROHITHKUMAR	34	35	47	76
55	UI8CS055	KOPPU BHARATH	38	38	46	93
s6	U18CS056	RAVULA SURYA PRAKASH	35	38	48	81
s?	U18CS057	KOTHAKONDA PREAMCHANDI	40	41	50	99
s8	U18CS058	CHAVALI DVN DHARANI CI-L	A	39	0	80
59	U18CS059	KURAPATI VARAPRASAD	A	36	43	89
60	U18CS060	DEEPANRAJ P	32	38	49	80

INSTRUCTION

1. The register is for attendance, assessment and record of class work to be maintained by every staff member handling classes.
2. This record is an important document and the staff should make the entries in the relevant columns and keep the same upto date and correct. i.e., Topics covered, Assignments, Unit Test, Model Examination Marks.
3. At the end of each period the total No. of absentees should be clearly noted at the bottom of each column in each page and checked and initials affixed.
4. In the case of absence for each period from the class, the concerned student must be made to offer explanation in writing and if the staff is not satisfied with the explanation it should be forwarded to the Principal with the remarks of the Staff concerned.
5. The register should be handed over to the HOD whenever the teacher goes on long leave.
6. At the end of every month and semester the percentage attendance should be worked out and entered in the relevant column for each student and the register should be submitted to the Principal.
7. The First Page should be filled in and approved by the Principal at the beginning of every next month.

Name of the Staff : Mrs. M. SUDHINATH

Designation : ASSISTANT PROFESSOR

Branch : C.S.E - E

Semester : I

From Aug To November

Subject Name and Code No.:

COMMUNICATIVE ENGLISH / U18IASBN10

	End of 1 st Month	End of 2 nd Month	End of 3 rd Month	End of Semester
Staff				
HOD				
Principal				

ATTENDANCE

S.No.	Roll No.	NAME	Month Period	2021-22 B3 26, P5
1	001	KICHANAGARI VENKATESH REDDY	1/1/1	162516
2	002	MUPPARATU CHIRANJEEVI	1/1/1	
3	003	NATAM MAHENDRA REDDY	1/1/1	
4	004	KOTA VENKATA VISHNU	1/1/10	
5	005	DARAM SRINIVASA	1/1/1	
6	006	PEDDIGIRI GANGARIGH	1/1/1	
7	007	BURRA PRABHAKUMAR	1/1/1	
8	008	ISHWARYA . V	1/1/10	
9	009	VANITHA -S	1/1/1	
10	010	PRABHAKUMAR	1/1/1	
11	011	NARAYANAM	1/1/1	
12	012	VIKAS RAO R	1/1/1	
13	013	TOTHIKA . K	1/1/1	
14	014	CALCIV JOSHYA	1/1/1	
15	015	TUGGIRENDI MONNIKA	1/1/1	
16	016	KAKI SINDHU SRINIVAS	1/1/1	
17	017	WRETU	1/1/1	
18	018	UDAGANDLA	1/1/1	
19	019	YOGESWARA REDDY	1/1/1	
20	020	ASWATHA . AC.	1/1/1	

No. of Absentees / Initials of Faculty Member

September

October.

48/8/1915

1/2/15

119CB
002 S

1/1/1/1

4

1/1/1/1

19

1/1/1aa

26 S

a/1/1a

35

1/1/1a/1

37

1/1/1a

44 S

a/1/1a

62

a/1/1a

65 S

1/1/1a

102

1/1/1a

117 S

1/1/1a

133 S

1/1/1/1

CN003

1/a aa

11

a/1/1a

24 S

1/1/1aa

50 S

a/1/1aa

58 S

a/1/1aa

109

a/1/1aa

121

a/a/a/a

134 S

1/1/1

164

a/1/1a

66

59

52

76

70

72

50

60

65

88

-

55

51

54

66

56

51

56

61

-

43

72

ASSESSMENT

Assignment				Test				Model Exam	Total out of 20	Exam Reg.No.	Remarks
1	2	3	Avg.	1	2	3	Avg.	1			
				25	29				192		
				20					536		
				27	35				538		
				29					590		
				25	33				592		
				26	31				593		
				26	30				594		
				38	38				595		
				25	36				596		
				28	34				597		
				4	26				598		
				27	31				599		
				22	26				600		
				25	29				601		
				27	A				602		
				31	34				604		
				14	17				605		
				26	A				606		
				8	20				608		
				8	26				609		

S.NO		18/29			
21	610	/ /	/	/	
22	611	/ a /			
23	612	/ /			
24	613	a / /			
25	614	/ /			
26	615	a / /			
27	617	a a /			
28	618	a a a			
29	619	a / a			
30	620	a / /			
31	621	/ / /			
32	622	a / /			
33	623	/ / a			
34	624	/ / a			
35	625	/ / /			
36	626	/ / /			
37	627	/ / /			
38	628	/ / /			
39	629	/ / /			
	631	/ / a			

ATTENDANCE

S.No.	Roll No.	NAME	Month	2	2	6	6	9	9	20	20	21	21	30	3	3	6	6	10	10	13	13	17	17	80	80	24	24	27	27	1	1
			Period	2	5	1	6	2	5	1	6	1	6	5	1	6	2	5	1	6	2	5	1	6	2	5	1	6	2	5	1	6
41	633	Tejas																														
42	634	Aluri Sandeep																														
43	636	Rakesh																														
44	637	B.V. Sasidhar Reddy																														
45	638	Naveen																														
46	639	Dhananjay Singh																														
47	640	Tajawini																														
48	643	Lalitha																														
49	644	Jahn																														
50	645	Devapaul																														
51	649	Sinha																														
52	671	Karthik																														
53	672	Komali																														
54	619CN 518	Rohith																														
55	548	Thamizharasan																														
56	603	Mayur																														
57	614	Lekara																														
58	633	Harsitha																														
59	689	Puraran																														
60	717	Vikas																														

No. of Absentees / Initials of Faculty Member

S.No		15/10/23 6.21
41	633	a/a
42	634	a/a
43	636	/ /
44	637	/ /
45	638	a /
46	639	/ /
47	640	/ / a
48	643	/ /
49	644	/ a a
50	645	/ / a
51	649	/ / a
52	671	/ / a
53	672	/ /
54	U19CN518	/ a /
55	548	/ /
56	603	/ /
57	614	/ /
58	633	/ /
59	689	/ /
60	717	/ /
N		

			89	008
			91	415
			11	111
408			11	111
426	S		10	100
448	.		11	111
451			11	110
452	S		11	110
459	S		11	110
466	S		11	111
474	S		11	111
486			aa	aa
497			a	111
C8023			a	111
365			1	111
42			aa	110
44			11	100
905			10	111
916			1	111
122	S		11	111
127			11	100
172	S		11	111

ASSESSMENT

Assignment				Test				Model Exam	Total out of 20	Exam Reg.No.	Remarks
1	2	3	Avg.	1	2	3	Avg.	1			
29	33								632		
A	43								633		
A	30								634	✓	
25	32								636		
A	35								637		
A	4								638		
25	26								639		
38	37								640		
38	27								643		
20									644		
27	27								645		
A	25								649	✓	
28	31								671		
30	39								672		
18	19								CN 518		
A	23								548		
33	30								603		
34									614		
30									633		

ATTENDANCE

SN		(8892)	625
61		a/a	
62	806	a/a	
63	823	111	
64	206	111	
65	945	a,1	
66	970	111	
67	973	a,1a	
68	974	1,1,1	
69	977	111	
70	982	111	
71	983	111	
72	984	1,1,1	
73	988	a,1	
74	991	1,1,1	
75	992	1,1,1	
76	993	1,1,1	

ATTENDANCE

		8	14	
186		1111/a		
254	5	00110		
259	5	111/a		
262	5	11111		
268	5	111/a		
272	5	1111		
280		1111		
285		001aa		
295	5	111/a		
339		111aa		
357		11111		
377	5	111/a		
392	5	11111		
395		1111R		
396	5	00111		
434		001111		
435		001aa		
441	5	111;1		
				34
				71
				54
				62
				58
				58
				73
				53
				57
				65
				62
				64
				78
				56
				78
				-
				66
				54

ASSESSMENT

Assignment				Test				Model Exam	Total out of 20	Exam Reg.No.	Remarks
1	2	3	Avg.	1	2	3	Avg.	1			
				25	26				717		
				A	A				806		
				25	10				823		
				38	42				906		
				25	33				945		
				9	26				970		
				33	33				973		
				33	31				974		
				29	27				977		
				34	36				982		
				35	35				983		
				35	42				984		
				25	28				988		
				A	11				991		
				35	23				992		
				40	28				993		
				4	26				996		
				34	30				997		
				30	35				999		

RECORD OF CLASS WORK

Date	Period	Topics Covered	Initials
		Unit - I (Speaking)	
20/8	1	Parts of speech.	MG
21/8	6	W/h question & answering	MG
21/8	2	Yes or no question.	MG
23/8	3	prefix and suffix	MG
24/8	1	Articles.	MG
25/8	6	preposition.	MG
26/8	2	pronunciation (phonetic)	MG
27/8	5	Intonation.	MG
30/8	1	Sounds and Rhythm.	MG
31/8	5	Common everyday situation.	MG
3/9	1	Interviews and formal	MG
3/9	6	Presentation.	MG
6/9	2	Introducing oneself	MG
6/9	5	Exchanging personal info	MG
6/9	1	Narrating events.	MG
13/9	6	Incidents and speaking.	MG
11/9	2	Unit - II (Reading)	MG
20/9	5	Understanding text.	MG
24/9	1	Jumbled sentences.	MG
27/9	6	Vocabulary & structures	MG
1/10	2	Comprehension (MG, short)	MG

RECORD OF CLASS WORK

Date	Period	Topics Covered	Initials
21/10	1	Comprehension	MG
31/10	2	short narratives,	MG
4/10	5	dialogue & conversation.	MG
5/10	1	test longer passage	MG
8/10	2	Review understanding	MG
9/10	6	text structure.	MG
10/10	2	Vocabulary building.	MG
11/10	5	The concept of word <small>(unstressed)</small>	MG
12/10	1	Degrees of comparison	MG
15/10	2	pronoun - Direct & Indirect	MG
16/10	6	Vocabulary development	MG
17/10	2	single word.	MG
18/10	5	Adverbs	MG
19/10	1	Subject Verb agreement	MG
22/10	2	noun-pronoun	MG
23/10	6	Listening to longer texts	MG
24/10	2	product description.	MG
25/10	5	Asking about routine actions	MG
26/10	1		MG
29/10	2	Listening to telephone conversations.	MG
30/10	6		MG

RECORD OF CLASS WORK

Date	Period	Topics Covered	Initials
7/11	6	Unit IV (writing)	MG
"	2	Letter writing, formal and personal letters.	MG
"	8		MG
"	1	Listening to dialogues	MG
7/11	6	Understanding beat about in writing.	MG
"	1		MG
"	2	use of reference words	MG
"	8	and discourse markers.	MG
8/11	6	Tumbled sentences	MG
"	2	Tenses: simple, present	MG
"	5	past, p.c; Past cont.	MG
"	1	Vocabulary development	MG
"	6	Synonyms & Antonyms	MG
6/11	2	phrasal verbs &	MG
"	5	Articles & preposition	MG
"	1	Unit (V) Language and	MG
8/11	6	writing short essays. developing an outline,	MG
"		Poem, fable, maxims and	MG
9/11	2	Subordinate Tense	MG

80 Attainment Score		U18HSEN101(2018-2019) Communicative English							
S.No	Reg.No	Name	CO Alignment Percentage						
			Cot H	COCs	CO3 H	CO4 x	CO5 x	CO6 f	Ayer e
4	UI8CS001	KICHANA GARI YASH\YANTH REDDY	7j	73	61	86	TOO	lor	87
2	UI8CS002	MUPPARAJU CHIRANJEVI	6t	86	64	82	80	ioc	7s
s	UI8CS003	KATAM MAHEN DRA REDDY	7t	8s	64	s5	8d	ac	7s
	UI8CS004	KOTA VENKATA VISHNU VAROHAN REDDH	st	73	s7	s5	im	8d	7s
5	UI8CS005	DARAF4 SRINI VASAREDDY	6a	73	s7	ss	6c	80	77
S	VHCS006	PEDDIGI RI GANGAIAH	a8	73	s7	8s	80	ec	7a
r	UI8CS007	BUT PRAVAY KUMAR	68	68	6s	77	TOO	80	77
a	UI8CS008	IS\VARYA V	8s	73	S7	91	TOO	toc	81
s	UI8CS009	VANITHA S	7i	73	57	73	80	so	6s
JO	UI8CS010	FRANAY KUMAR REDDY SASJMIDI	64	73	6i	8z	80	i00	77
s4	UI8CS011	NARA YANAM VAM SI KRISHNA	7s	68	s7	9j	80	80	7s
Iz	UI8CS012	VIKAS RAj R	Zi	zz	st	ec	at	Zi	
J4	UI8CS013	JOTHIN i:	Gi	si	57	9i	s0	80	76
44	UI8CS014	CALCIN 40SHVA R	7s	ss	sa	a0o	too	4or	87
4s	UI8CS015	DUGGIN ENI MOUNI UA	37	82	6a	7	80	toc	7c
u	UI8CS016	ftAKI SIDDHU SRINIVAS	s8	68	s7	82	80	80	73
47	UI8CS017	NEETU	64	7,	6	tor	80	TOO	s
48	UI8CS018	UDAGANDLA HIMA4A	5d	66	50	8G	fi0	80	6e
j8	UI8CS019	PUE4IREDD'R YO\3ES\vara REDDY	6j	7s	s0	1H	i00	80	77
zo	UI8CS020	ASWANTHx	7i	yr	0	0	100	100	st
l	UI8CS021	VIKASH LUMAR SINGH	6j	73	S7	95	100	TOO	8j
z	UWCS022	UTHAYA A	7i	73	Sa	es	80	80	74
23	UI8CS023	TELLAIULA SAI RAM	6a	73	sa	77	i0	400	78
?	UI8CS024	PEDDI GNANA SURYA	61	78	Sc	94	8E	80	73
M	U%CSfzd	AMRixuA siixvJui nAju	S1	11	SO	Z1	10n	inc	11
%	UICS02G	CHART V R	64	8i	s0	86	60	80	70
U	U8CS027	SURAPAREDDY tvtANASA	o	c	84	77	i0c	toc	5s
U	USC5028	SARAN P T	e4	68	s>	86	80	80	73
URC8f29	SHIVA DHURU VEL S	71	7s	S4	ion	80	80	7s	
TO	U18CS030	DEVI CHANDANA D	o	o	S7	8z	ion	8d	s3
31	U18CS031	DINES-I EUMAR K V	71	8i	61	9i	80	60	7s
o2	U18CS032	VISHVANATH J	s8	7s	6a	e2	80	Jo0	7s
za	U18CS083	KANDULA CHAITANYA SAI	74	77	64	100	100	60	79
za	U18CS034	SHARAVATH GIRIDHAR	71	77	S7	77	100	80	77
4s	UI8CS085	DOM\4ETI SARATH fRISfINA	s4	e2	s7	s5	8d	Jo0	7s
zs	UI8CS036	PIDUGU VENKATA SRI NAGA RAJA RISHI	7s	9z	S4	9s	80	8c	7G
or	U18CS087	oOViND VIKRnNTH	6i	73	68	86	i00	ax	si
ze	U18CS088	BOYAPATTI JITHENDRA CHO\YDAR\	84	73	S7	9*	100	80	78
a9	U18CS039	GUNDAPU HARI NARAYANA	68	81	S7	86	i00	80	79
40	U18CS040	DARAKA RAVI CHARAN	6z	77	5*	TOO	8G	TOO	80
44	UI8CSA41	M'veNftATARAMANA	68	7s	6i	8	60	Jm	7*
42	U18CS042	H184ANSHU KAUSHIK	6j	7z	s4	82	ion	Joe	8c
44	U18CS043	PALEF4 LALITHA SASHANK VARMA	sj	7s	0	0	80	80	4s
M	UI8CS044	POTHANA BHAVYA	6j	8I	s7	8E	low	80	78
45	U18CS045	GUDIPATI SAI VINAY	2s	e	s7	8s	80	Jm	ss
4s	U18CS046	i1DALA HEMANTRI	7s	77	a6	91	sc	10c	7e
4s	U18CS0d7	ANMOuLi	o	o	SS	St	100	Sr	St
4s	U18CSm8	cHAvaAAxuic	a	sa	S	St	too	ad	7
4s	UI8CS049	xirARIVINAY	i1	ei	sc	9i	z0	80	7c
so	UI8CS050	iA:iGiLi rCELAVATHI	64	ei	s0	86	80	4ee	77
s4	U18CS051	DHULIPALLA VENEATA SIVA LAXMAN RAD	84	77	s4	86	TOO	80	77
62	U18CS052	NALLABOTHULA SAI CHNNI KRISHNA	84	73	57	77	60	100	72
ss	U18CS053	JPPARI ADARSJ-1	sa	68	si	8c	ied	10c	7s
s4	UI8CS054	CHINDAK4 ROHITHKUtuAft	G4	82	54	91	IN	ION	82
55	U18CS055	xOP+U BHARATH	6j	sz	s	ss	6c	80	71
ss	U18CS056	RAVuLA sURYA PRAKASH	7i	73	6a	8i	80	80	75
s1	U1zCS057	KOTHAKONDA PREAMCHANDU	s4	77	80	95	IN	100	79
s8	U18CS058	CHAVALI DVN DHARANI CHAND	64	73	o	o	60	80	a6
5e	U18CS059	KJLA8ATt VARAPTLASAD	s8	77	SJ	9T	TOO	TOO	e3
8c	U18CS060	DEEPA ISAI P	61	73	6t	91	a0	80	y4
		Av<roec	6z	70	54	84	86	87	

CO attainment through students Performance

Department of English

Year	I year	Semester	I
Subject code	U18HSEN101	Subject	Communicative English
Test	All test	Strength	60

	CO1	CO2	CO3	CO4	CO5	CO6
Average Mark	62	70	54	84	86	87
No.of students above average	41	49	48	41	26	26
Total no. of students	60	60	60	60	60	60
% CO attainment	68.3	81.7	80.0	68.3	43.3	43.3

CO INDIRECT ATTAINMENT - SURVEY REPORT

CO	No. of 5's	No.of4's	No.of3's	No.of2's	No.of1's	CO
CO1	22	18	12	5	3	68.0
CO2	21	15	13	6	5	82.0
CO3	26	16	11	4	3	80.0
CO4	17	19	11	7	6	68.0
CO5	23	19	8	6	4	43.0
CO6	19	15	14	8	4	43.0
Total	128	102	69	36	25	

PO mapping against CO							Aver. PO attainment
	CO1	CO2	CO3	CO4	CO5	CO6	
PO1		3			3		2 74.00
PO2		1	2		3		74.67
PO3		3		2			72.00
PO4		2	3	1			73.33
PO5		2					70.00
PO10					2	3	74.80

36CO TOTAŁ Attainment		73.0	70.0	75.0	75.0	76.0	74.0
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All the PO's are above the set value(50E6)



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V AND RESEARCH

(1956)

W.W.P.C. U.K.M.U.I.T. N.W.M. (Govt. of India, dated 4th July 2002)

U18HSEN101 COMMUNICATIVE ENGLISH (2018-2019)

CO ATTAINMENT AVERAGE FROM ASSESSMENT TEST	END SEMESTER EXAM MARKS ALLOTTED	MARKS OBTAINED	CO ATTAINMENT AVERAGE FROM END SEMESTER EXAM	DIRECT CO ATTAINMENT	ECT CO ATTAINMENT	TOTAL CO ATTAINMENT (%)	TARGET (CLASS AVERAGE) (%)	ATTAINMENT GAP [TARGET - ATTAIN]	Actions Proposed to bridge the Gap (Gap >0)	Modification of Target when achieved(Gap <=0)
62	16	12	75	70	81	72	70	-2	Target Attained	Target Increased to 75
70	16	10	63	66	73	67	65	-2	Target Attained	Target Increased to 70
S4	16	13	81	70	84	73	70	-3	Target Attained	Target Increased to 75
84	16	11	69	75	81	76	73	-3	Target Attained	Target Increased to 78
86	16	11	69	76	84	77	75	-2	Target Attained	Target Increased to 78
87	20	11	55	68	87	72	70	-2	Target Attained	Target Increased to 75