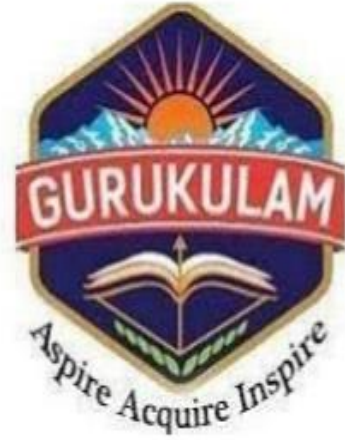


***TELANGANA TRIBAL WELFARE
RESIDENTIAL DEGREE COLLEGES***



***BRIDGE COURESE MATERIAL
DEPARTMENT OF ENGLISH***

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About the Bridge Course Module

A Bridge Course in English for newly admitted students is conducted every year before the commencement of the first semester classes by the Department of English. The main objective of the course is to bridge the gap between subjects studied at Higher Secondary level and subjects they would be studying in Graduation. The syllabus for the course is framed in such a way that they get basic knowledge on the subjects that they would be learning through graduation. This two-week student enhancement and development programme is devised for overall grooming and enhancement of the students' fraternity with a special punctuation for students from rural and semi rural community.

Objectives:

To bridge the gap between school and collegiate education to meet the students communicative requirements

To prepare the students for a classroom atmosphere in which English is the medium of instruction.

To help the students acquire the basic LSRW skills.

Methodology

A Curriculum is framed separately in each of the subjects, for Bridge Course in English. During the first week after the commencement of the classes, the bridge course curriculum is delivered to the students in various disciplines. A post bridge course test is conducted after the completion of bridge course syllabus to assess the ability of student's suggestions is given to students for improvisation.

Outcomes

At the end of the Bridge Course in English, there significant progress in the Listening, Speaking, Reading and Writing skills of the students is expected .

Students students will overcome the stage fear and speak fluently in English. They would be able to take part in Group Discussions, role plays and exhibit their views in English. Students who are non English as the medium of instruction at the school would be able to gain confidence to speak and write in English.

PARTS OF SPEECH

1.1 definition of parts of speech

In any language parts of speech are the most important. In English grammar, these are called as the basic building blocks. Without the sound knowledge and understanding of the parts of speech you cannot proceed in reading English or expressing yourself correctly. No correct sentence can be formed without proper knowledge of the parts of speech.

Importance of the parts of speech:

The parts of speech are important because they show us how the words related to each other.

For example, let's take the words "plays," "Raju" and "cricket."

Now , they are just words, they don't really tell us something.

But, as soon as we assign each word a role(a parts of speech), and put them into a sentence, we actually get something meaningful:

"Raju plays cricket."

Subject: Raju

Verb : plays

Object: cricket

However, if we change the role(parts of speech) of a word, the meaning can become completely different:

“Cricket plays raju.”

Subject :Cricket

Verb: plays

Object: Raju

So as you see, the role of the word in a sentence (which part of speech it is) actually helps to understand the sentence.

English words are categorized into several types or parts of speech based on the use and functions. There are 8 parts of speech in English language which are as follows:

1. Noun
2. Pronoun
3. Verb
4. Adjective

- 5. Adverb
- 6. Preposition
- 7. Conjunction
- 8. Interjectio

NOUN

Definition of noun:

Noun is the name of a person, place, a quality (happiness) an action (swimming) or in fact to any thought about which we want to say something.

I always eat at a restaurant

I like reading books

She lives in Singapore

I have a nice thought today.

We are having a very hot weather

In modern English Grammar, nouns are broadly divided into two types

1. Countable noun

2. Uncountable noun

1.COUNTABLE NOUNS:

Nouns that can be counted are called countable nouns. They can have both singular and plural forms. Under countable noun, there are three sub classes

A.proper Noun: proper nouns are names of particular or specific people, places, things, countries, months, days, magazines, holidays etc.

Ex: Ravi, Sophia/Khammam, Karimnagar, Hyderabad/India, the USA/April, September/2nd, 25th/Reader's Digest etc.

Proper nouns begin with capital letter and they did not take a /an/the before them.

B. Common Nouns: A common noun is a name given to every person or thing of the same kind or class. Common nouns classify into types. They can after a/an/the.

Ex: boy, girl, man , woman, student, teacher, chair, bench, bus, train, house, river, car.

Mountain, lion, cow, Church, sea, ocean, hill, lake, etc.

There are non- count common Nouns also.

Ex: Sugar, rice, wheat, flour

C.Collective Nouns: they are group nouns. Even in the singular they refer to collection of groups of people, animals, things etc.

A collective noun is a singular if it gives the idea of a singular group or entity. It is treated as a plural if it denotes the individuals of a group.

Army	Cattle	Class	Company
Assembly	Herd	Club	Council
Audience	Flock	Community	Country
People	School	Military	Ministry

2. UNCOUNTABLE NOUNS:

Nouns which can't be counted called uncountable Nouns. Normally they have only singular forms. Examples of count Nouns are the Names of materials and the names of abstract qualities

1. Mass Nouns (Names of material):

Air, bread, blood, coal, cotton, coffee, Fish, gas, gold, hair, hobey, iron, milk, oil, sand, soap, steam, steel, tea, water, wheat etc

2. Abstract Noun: words that signify a characteristic or an idea are called Abstract Nouns. Abstract Nouns denote things which we can only think of. They refer to qualities, events, feelings etc.

beauty	freedom	loneliness	Peace	truth
bravery	Grammar	Error	Poverty	Theft
behaviour	goodness	Hatred	Progress	Death

art	homework	Honesty	Politics	Knowlege
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NUMBER(singular- plural)

When the noun refers to more than one person, place, or singular or plural in number. Singular Number refer to the common plural marker is

Boy	Boys	Mango	Mangoes
girl	girls	Potato	Potatoes
Flower	Flowers	Hero	Heroes
Finger	Fingers	Tomato	Tomatoes

Nouns which end in **-ss, -sh, -ch,** and **x** form their plurals by adding **-es**

Bush	Bushes	Kiss	Kisses
Church	Churshes	dish	dishes
glass	glasses	Stich	stiches

Nouns which end **in -y** and precede by a vowel form their plural by adding **-s**

Ex: key – keys, toy – toys, monkey – monkeys, valley – valleys

Noun which end in **-y** and preceded by a consonant form their plurals by dropping **y** and adding **-ies**.

Ex: baby – babies, city – cities, glory – glories, lady – ladies, country – countries

Nouns which end in letter ‘o’ preceded by a vowel form their plurals by adding -s

Ex: radio – radios, folio – folios, zoo – zoos, bamboo – bamboos

Nouns ending in letter ‘o’ preceded by a consonant form their plurals by adding -es

Ex: Mango - mangoes, Motto – mottoes

Exception:

Piano – pianos, kilo – kilos, photo – photos

Regular plurals	Irregular plurals
Belief - beliefs	Wife - wives
Proof - proofs	Child - children
Chief - chiefs	Knife - knives
Gulf - gulfs	Man – men
hoof - hoofs	Life - lives
roof - roofs	Woman - women
Dwarf - dwarfs	Loaf - loaves

Brother – in – law - Brothers- in – law

Passer- by - passers by

Sister- in – law - Sisters- in – law

Grown up - Grown ups

Son- in-law - Sons- in-law

Daughter-in-law - Daughters -in-law

Singular in form: these take verb singular is **diabetics, athletics, measles, mathematics, mumps, news, politics, rabies, species, summons**

Ex: what is the latest news

The news is good today

Plural: Nouns that only occur in the plural.

Earrings, manners, stairs, fireworks, premises, wages, thanks, funds, quarters, wages

GENDER

English makes very few gender distinctions – the connection between the biological category ‘sex’ and the grammatical category ‘gender’ is very close. Noun in English make four different genders.

1. Masculine Gender: Nouns denoting male persons or animals

e.g: man, boy, king, lion, tiger, bull

2. Feminine Gender: Nouns denoting female persons or

e.g. woman, girl, queen, lioness, tigress, cow

3.Common Gender(dual gender) : Nouns that can be applied to both male and female

Ex : child, parent, servant, friend, professor, doctor etc

4.Neuter Gender: All inanimate things – things which do not have life like animals and human beings

Ex: pen, book, chair, window, beauty, meadow.

PRONOUN

Definition of pronoun

Pronoun is a word that talks about a person, place or thing without naming them. It is used as substitute for noun. It makes it unnecessary to repeat the same now over and again. By using pronouns, we simplify the sentence considerably and gender and person. A pronoun is used in place of collective noun in your personal adverb is an adverb which behaves like a preposition.

Neuter gender “pro-“m’ for or instead of’. It is used instead of your noun that has already been stated or understood.

Ex: Ravi is an officer. He is 40 years old

Shekhar is a manager. **He** has two daughters.

Hema is a teacher. **She** lives in Khammam.

Here, '**he**' stands for **Ravi** and **Shekhar**; '**she**' stands for Hema.

He and she pronouns. Ravi and Shekhar are the antecedents of the pronoun 'he'. Noun which is replaced by a pronoun is called antecedent.

Pronounce our different kinds. The different forms of personal pronouns are given below:

Personal pronouns:

1. first person – the person who speaks – I, we
2. Second person - the person spoken to – you,
3. Third person – the person or thing spoken of – he, she, it, they

Personal pronouns

Person	Number	Subject pronouns	Object pronouns	Possessive pronouns	Reflective pronouns
First person	Singular plural	I we	Me Us	Mine Ours	Myself. Ourselves
Second person	Singular plural	You You	You You	Yours Yours	Yourself yourselves
Third person	Singular masculine Feminine	He she	Him Her	His Hers	Himself herself

	Neutral plural	it they	It Them	It's Theirs	itself themselves
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Personal pronouns and reflexive Pronouns are related. The genitive of the personal pronouns are usually called possessive pronouns. Pronouns generally refer to a noun or noun phrase.

Ex. **Ricky** last **his** book yesterday

But a personal pronouns in a subclause can also point forward to a noun phrase in the following main clause.

As **he** was busy **Kishore** could not attend the function

Pronouns cross refer to noun phrases and agree with them in number and gender.

Ex. My son is wearing a raincoat and so he did not get wet

Reflexive pronouns reflect back to the subject it is half in the direct object of a verb

Ex. **He** shaves **himself**

Reflexive pronouns can also be used for emphasizing a given meaning.

Ex: **I myself** went to talk to the minister.

Note: the difference between possessive adjectives and possessive pronouns is given below

Possessive adjectives in English refer to the possessor and not to the thing possessed.

Ex: reeni likes her house

Possessive pronouns are used to replace possessive adjective + noun

Ex: This is my pen (possessive adjective+ Noun)

This pen is mine (possessive pronoun)

We use possessive pronouns to show ownership or position

Other types of pronouns

1. Demonstrative pronouns
2. Interrogative pronouns
3. Relative pronouns
4. Reciprocal pronouns
5. Quantifier pronouns(Indefinite)
6. Material pronouns

1. Demonstrative pronouns: A demonstrative pronoun is a pronoun used to point specific people or things.

Demonstrative pronouns can be used to refer to either people, animals or object.

List of demonstrative pronouns: This, that, these, those, such

Ex: **this** is my friend radhika

That is looks like a poisonous snake.

The cars in the front of worth more than **those** in the back

A demonstrative pronoun can be used as either a subject or an object.

Subject: I think I need new shoes **these** are pretty old

Object: what is **that**?

2. Interrogative pronoun: An interrogative pronoun is a pronoun used to ask a question.

For example the word **who** is an interrogative pronoun in the **sentence who are you?** Like most other pronouns, interrogative pronouns replace nouns they typically replace whatever or whoever the answer to the question is,

Usually, an interrogative pronoun is the first word in an **interrogative sentence**, which always ends in a **question mark**. A sentence that is using an interrogative pronoun to ask an **indirect question** may not end in a question mark:

1. wonder **who** will come tomorrow.
2. She asked us **what** we wanted for lunch

List of interrogative pronouns:

Who, which, what, where, when, whom, whose, how

Ex: **What** is a pineapple? A pineapple is a fruit.

Who built this shed? Carl built this shed.

3. Relative pronoun:

A relative **pronoun** is one which is used to refer to **nouns** mentioned previously, whether they are people, places, things, animals, or ideas. Relative pronouns can be used to join two sentences.

List of Relative pronouns:

Who, which, that, whose, whom, whomever, whoever

Ex: Where did you buy the dress **that** you wore last week?

The four team leaders, **whoever** the committee selects, will be at tomorrow's meetings

4. Reciprocal pronouns: we use them to refer to people, places or things that are involved in the action described by the verb.

List of Reciprocal pronouns: each other, one another

We use each other when referring to two people, places or things and one another for more than items or groups of people, place or things.

Ex: the two are good friends. They help each other

All the students in the class should help **one another**

5. Indefinite pronouns(Quantifier pronouns):

We use them when we are not referring to any particular person or thing. They are singular and we use them with a singular verb.

List of Indefinite pronouns:

Somebody, anybody, everybody

Ex: **somebody** has taken my book

Has **anybody** seen my book?

Indefinite pronouns that begin with some – refer to one person or thing and those begin with any- refer to any person or thing. The pronouns which begin with every- refer to all the people or all things.

Everybody can help the Poor if they would like.

VERB

verb definition

A verb is a word that we use to refer to actions (what things do) and states of being (how things are). For example, the words *describe*, *eat*, and *rotate* are verbs. As you are about to see, verbs come in a lot of different types that don't all behave the same way. When using proper grammar, it is important that you use verbs correctly. So, we are going to explore the many different types of verbs that we use and how to successfully use them to create great, clear sentences.

Types of verbs:

There are 11 types of verbs

1. Action verbs
2. Stative verbs
3. Transitive verbs
4. Intransitive verbs
5. Linking verbs
6. Helping verbs (also called auxiliary verbs)
7. Modal verbs
8. Regular verbs
9. Irregular verbs
10. Phrasal verbs
11. Infinitives

ADJECTIVE

Definition of adjective

An adjective is a word that can modify (quality or describe) a noun or pronoun. An adjective can have two functions.

1. Head (H) of an adjective phrase. Eg: very **rich**
As a modifier (M) in a noun phrase. Eg: **rich** man
Modifier is a word used to describe or limit the meaning of another word.

Most adjectives are derived from nouns. They can be recognized by their endings(suffixes)

- ful**: careful, beautiful, thankful
- some** : troublesome, handsome, irksome
- ous**: courteous, anxious, famous, pompous
- able**: admirable, lovable, manageable, suitable
- ible**: Terrible, sensible, possible, credible
- ive**: creative, expensive, aggressive, sportive
- en**: golden, rotten, wooden, swollen
- **ic**: atomic, artistic, enthusiastic, dramatic
- ary** : primary, imaginary, secondary, ordinary
- al**: musical, magical, natural, logical
- ly**: lucky, tricky, showy, slippery
- less**: senseless, harmless, shameless, careless

Adjectives are of different kinds.

1.Demonstrative adjectives:

Adjective that points out the one minute and separate it from others have the same class.

This, that, these, those, the former(the first of two), the latter(being the second of two)

Ex: **this** girl is a bright student

That building is a new church

Those children are very noisy

There are Mr. A and Mr. B the former (Mr. A is a doctor and the latter Mr. B) is a teacher.

2.Distributive Adjectives: concerning each single member of a group

Each, every, everyone, everybody, everything

Either (any one of the two persons or things)

Ex: there are 10 students and 20 pens . How many pens **each** student will get?

Everyone in the group should contribute his share.

Either of the two can play the game.

3. Quantitative Adjective: these adjective tell us about the quantity, that is, how much or degree of a thing.

a, one, some, any, no, none, much, many, little, few, some, enough, and any a certain quantity

'any' is used in negative and interrogative sentences.

Ex: there is **some** sugar in the box

There is **a little** milk in the bottle

Is there **any** tea powder in the tin?

The previous government didn't spend **much** money on agriculture.

In the local book shop I didn't find many books on English literature and language.

Much refers to amount or quantity. It is used for uncountables.

Many refers to number. It is used for countables.

Very easy to modify adjectives and adverbs of the positive degree.

Ex: very good, very important

Much is used to modify adjectives and adverbs of the comparative degree

In the school are **very** lodge

This room is **much** larger than the other

2. Descriptive Adjective: these adjectives describe the quality or condition of your person or thing.

Ex: she is wearing a **pink** dress.

He is a **brave** soldier.

5. Numeral Adjectives: these adjective so how many persons or things are being talked about and in what order they stand.

Ex: there are **sixty** students in the class.

Sachin was the **first** batsman.

7. Interrogative adjectives: adjectives modify nouns and are used in questions.

Ex: **what** fruit is this

Which road should be taken?

8. Exclamatory Adjectives: these adjectives are used in an exclamatory sense

Ex: **what** a beautiful landscape!

What a fantastic painting!

9. Possessive adjectives: these adjectives indicate possession, for exams, my, his, her, your, our etc.

Ex: **this** is my house.

The dog is wagging **it's** tail.

10. Proper noun adjectives: adjectives formed from proper nouns or called proper noun adjective or proper adjectives:

Ex: I enjoy **Shakespearean** plays.

I love **Italian** food.

11. Emphasising Adjectives: these adjectives are used before that noun to emphasize it for example 'own', 'very', etc.

ADVERB

definition of adverb

Adverbs are words that modify (enhance or change the meaning of) verbs. They tell us the place, the time, the manner, etc. In which the action or state of being exposed by the verb took place.

Ex. Ramu **jumped** from the table **suddenly**

The primary function of an adverb is as head of an adverb phrase

Ex. She spoke **fluently**

M. Modifier

She spoke **very fluently**

H. Head word

M H

The second function is that an adverb can act as **modifier** in an adjective phrase (limit the meaning of another word) or in an adverb phrase.

Rather, quite, such, etc.

Ex. He told me **such** funny stories

Adverbs modify Verbs as well as language units.

Ex. Kishore works **hard**

Most adverbs are formed by the addition of suffix -ly to an adjective. A few adjectives also end in -ly

e.g. lucky is **friendly**

brave- bravely

rapid – rapidly

Adverbs can express many different meanings

Important Adverbs:

Almost, already, also, even, just (barely), much, merely, nearly, , ok indeed, altogether, not , soon, no, still(so far), badly hard certainly, fairly, lately, shortly, presently, pretty, ever, very, too, most.

Types of Adverbs:

Adverb types	Eliciting question	Adverbs
Adverb of manner	How?	Well, nicely, cleverly, badly, hard, kindly, slowly, quickly, heavily
Adverb of place	Where?	Here, there, somewhere, inside, outside, around, nearby, upstairs, away downstairs, home, near, anywhere
Adverb of Time	When?	Today, this morning, this evening, to night, tomorrow, tomorrow night, early, late, soon, then, now, already
Adverb of frequency	How often, How many times	Once, twice, always, usually, often frequently, rarely, seldom, never, ever, normally, occasionally, weekly
Adverb of degree	To what degree	Rather, quite, much, hardly, scarcely, absolutely, nearly, too,

		definitely, entirely, really, thoroughly, so, partly, completely,
Adverb of attitude	-	So, yet, however, therefore, secondly, though, etc.
Adverb of connective Direction	-	Up, back, forward, home
Adverb of Duration	-	briefly

Most adverbs of manners are derived from adjectives with the addition of -ly. Adverbs of manner have degrees of comparison.

Ex. Faster – fastest well – better – best

Linking Adverbs: therefore, this, accordingly, hence, consequently

Preposition

prepositions

Prepositions are words which indicate relationships between Noun or pronouns and other words or phrases the most usual being those of time, space, place, duration, purpose or emotional attitudes. There are about 50 most common prepositions in English.

A preposition is closely tied to the noun or Pronouns it controls. Prepositions are used to show:

1. The place where an action takes place: on, in, at etc.
2. The place where someone or something is : on, in, at, beside, between etc.

3. The place where someone or something is going to or coming from(to , from, along, across etc.)
4. 4. The direction in which they are moving , (through, towards, etc.)

Simple prepositions:

Aboard	as	despite	near.	Since
About	at	down	next.	Through
Above	before	during	to	Of
Across	behind	except	off	Towards
After	below	for	On	till
Against	Beside	from	Opposite	Until
Along	between	in.	Out	Under
Amid	into	inside	Over	Unlike
Among	beyond	by	Past	Up
Around	but	like	Round	With,

Complex prepositions:

along with	instead of	in comparison with	Out of
as for	in front of	at the bottom of	Up to
a way from	in spite of.	On top of	Except for

because of
due to

in relationship to.
by means of.

With regard of
As well as

prepositional adverbs:

Prepositional adverb is an adverb which behaves like a preposition with the complement omitted.

Overhead	on top	behind
Underneath	Above	Beneath
In front	below	

Usage:

At: at is used to show an exact point
(house/ station/ small village/ small street etc.)

Ex: he is **at** the station(just outside/ in the station building)
He is **at** school(he attends/ he is attending school)
He shouted **at** me(he spoke angrily to me)
He shouted **to** me(he spoke loudly to me)

IN: 1. In is used for position – actually inside

Ex: she is **in** the house. The children are in bed.

2. In is used for countries, continents , provinces and sizeable territories of any kind

EX: it is also used for towns and cities considered as large area.

3. In is used for big street, room , forest, field -enclosed space

The cattle are grazing in the field

Take the book in your hand and open at page 10 in April, in the morning, in the evening

In the night= at some time during night

In time = not late, before time

In the end = eventually

Believe in = have faith in

Into: Into is used for verb of motion to indicate entrance.

EX: she went into the house after she had seen me.

He jumped into the swimming pool

ON : on is used for surface $\frac{1}{2}$ dimensional area

EX: write on the line neatly

On time = at exactly the right time, punctual

On the radio, on TV , on the telephone, on foot on horse back, on bicycle

For/ since : for – length of time up to now (period)

Since – some definite point or period in the past till now(point of time)

These two prepositions are always associated with perfect tense in respect of time.

EX: I have lived in Khammam **for** forty- four years

I have been living in Khammam **since** 1960

Search for = look for, look for = try to find

Anxious for = eager to, waiting, anxious to go= eager to go for, come for, for drive, for swim etc.

With: with is used to refer to the instrument with which the action is done

EX: He felled the tree **with** an axe.

He often writes **with** a colour chalk on the board

Shivering with cold; angry with a person

By: by is used to refer to the doer of action or agent.

By identifies a time when the result of an action is in existence (= no later than)

Ex: please send me the car **by** next week= I want to have the car not later than next week

By this time tomorrow, he will be here

By = near, beside, by way of

Ex: he dropped the hammer **by** the gate in the Laurel bushes

TO : speak to – can I speak to the manager, please?

Talk to – I really enjoy talking to you

Explain to, listen to, marry to (a person) , rude to

Beside = (by the side) He sat in the theatre beside his wife

Besides = (in addition to) already said above

Between: is used when we refer to :

Two persons or things or two sets of persons or things any two of a large number

Among: is used with more than two people or things.

The UNO tries to maintain peace **among** the member nations of the world.

Down : run (someone) down = knock down and hurt (a person or animal) = to chase and catch an animal ; to find by searching,

Ex: to run down a criminal

Put down= to write something down, to control, defeat

Conjunction

definition of conjunction

Conjunction are words used to join words, phrases, clauses and sentences. A major use of conjunctions is to join two sentence parts i.e. clauses to show the relationship between the ideas in the clauses.

When we join two clauses or sentences we have to be sure that the new sentences make sense.

The conjunctions are also called connectors(linking words). The connection will help to reduce the number of words in a sentence. The conjunctions are the signals or markers

Two clauses in the sentence may be related either by coordination or by subordination. In coordination (compound sentence) the two clauses are equal partners in the same structure (coordinate structures)

In subordination (complex sentence), the two clauses are not equal partners. One is the main clause and the other is subordinate clause (dependent). Subordinate clause cannot stand alone and must be joined to the main clause for completion of meaning.

There are two types of conjunctions

1)coordinate conjunctions 2) subordinate conjunctions.

1. Coordinate conjunctions:

The most common coordinate conjunctions are:

And, but, or, so yet, for, either

Ex: I arrived at the school by ten **but** no one was there

I went home **and** had my lunch.

I did not find anyone at the school. I returned home.

I did not find anyone at the school, so, I returned home.

AND : is used to connect the sentence because the sentences tell us similar things

Sentences joined by **and** should not have an opposite meaning.

BUT : is used to connect sentences because the sentences have contrasting meanings.

Sentence joined by **but** have different or opposite meanings.

OR: is used as a connector when the words, phrases or sentences indicate a choice. Sentences that are joined by **or** show a choice or a possibility between two or more things.

It is not very wise **or** clever to play on a railway track.

You can help the poor by cash **or** services.

Correlative coordinate conjunctions :

We use the correlative conjunctions to join words or phrases or clauses that have the same construction.

Either....or indicates a choice

Neither.....not indicates lack of choice

Not only.....but also tell us that something has been added

Both....and

You can study either medicine or engineering

If you study arts you **neither** can become a doctor **nor** an engineer

Education **not only** gives knowledge **but also** skills

It rains **both** in monsoon **and** winter.

Subordinate conjunctions:

The most common subordinate conjunctions are given below:

After: After I had studied the map, I went to the treasure Island.

Before: I had studied the map before I went to the Island.

Since: since/ as it is raining I cannot go out

Because: I can't go out because it is raining

Although: although he worked hard, he could not get state rank

Unless: unless work hard, you cannot get state rank

If: if you work hard you will get state rank

When: I can't tell you when he will return home

While: while I was sleeping , a thief broke into my house.

Where: could you tell me where your husband has gone?

Until: I will wait for you until you get ready

: Common contrasting conjunctions:

However, nevertheless, otherwise, on the other hand, rather, still, yet, although, though, inspite of, despite,

Consequential conjunctions: thus, therefore, as a result.

Correlative subordinating conjunctions:

Correlative conjunctions consist of two markers-one marking the main clause and the other marking the beginning of the subclause.

Ifthen. as....as

No sooner.....than Whetheror

Soas

Althoughyet

The....the

Compound conjunctions:

Except.

In that.

In order that

So that,.

Such that

Assuming(that)

Considering

Now(

Provided(that)

As far as

In so far as

Rather supposing

As long as

So as to

In case

As soon as

In as much as

As if

so far as

As though

So long as

Even though

INTERJECTION

Interjection

are words which express sudden emotions like happiness surprise grief and sympathy. Interjections are not grammatically connected with the rest of the sentence and exclamation (!) Mark is usually put after an interjection. But sometimes only a comma is used.

Hey, hello, yes, please, congratulations, Hurrah! Bye, thanks , ok (okay), yeah, hush, shoo, wow, miaow, woof, Hush, Alas! , Ah!

Interjections are words or groups of words used for a variety of social and expressive functions.

Interjections often occur in Isolation.

Bye, thanks, ok

Interjections can also occur within sentences, in which case they are usually separated from the rest of the sentences with punctuation marks.

Thanks, I enjoyed the meal.

I enjoyed that meals, thanks.

Interjections are subdivided according to their use.

Social class greetings : the most common are.

Congratulations, good day, good morning, good night, hello, hi, please, how do you do, sorry, thanks

'Hello' is also used in answering the phone call

Greetings on Introduction:

How do you do?

Hello(British)(Informal)

Glad to meet you.

Hi(American)

How are you?

I am fine

How are you greeting on?

Very well, thanks you, and you

How 's things

It's a lovely day

Apologies: sorry, pardon, excuse me

Good wishes: good luck, have a nice day

Seasoned greetings: merry Christmas, Happy New year

Toats: good health, your health, cheers

Assents: yes, yeah, ok

Dessent: No, nah

VERB

1.2 Definition of verb

Verbs are words that express physical actions (e.g., jump), mental actions (e.g., guess), or states of being (e.g., exist). Here are some more examples of verbs:

A physical action (e.g., “to swim,” “to write,” “to climb”).

A mental action (e.g., “to think,” “to guess,” “to consider”).

A state of being (e.g., “to be,” “to exist,” “to appear”).

Verbs Expressing Physical Actions:

Here are some sentences with verbs that express physical actions. (In each example, the verb is in bold.)

She **sells** pegs and lucky heather.

(In this example, the word “sells” is a verb. It expresses the physical activity “to sell.”)

The doctor **wrote** the prescription.

(In this example, the word “wrote” is a verb. It expresses the physical activity “to write.”)

Verbs Expressing Mental Actions

While many verbs express physical actions (e.g., “to jump,” “to dance,” “to sing”), verbs can also express mental actions. For example:

Peter **guessed** the right number.

(The word “guessed” is a verb. It expresses the mental activity “to guess.”)

I **think** out loud too often.

(The word “think” is a verb. It expresses the mental activity “to think.”)

She **considers** her words before she speaks.

(The word “considers” is a verb. It expresses the mental activity “to consider.”)

Verbs Expressing a State of Being

A small but extremely important group of verbs do not express any activity at all; they express a state of being. The most important verb in this group (arguably of all) is the verb “to be.”

Here is the verb “to be” in the different tenses:

Subject	Past tense	Present tense	Future tense
I	Was	Am	Will be
We	Were	Are	Will be
You	Were	Are	Will be
He/she/It	Was	Is	Will be
They	Were	Are	Will be
You	Were	Are	Will be

Here are some examples with the verb “to be”:

Edwina is the largest elephant in this area.

(The word “is” is a verb from the verb “to be.”)

It was a joke.

(The word “was” is a verb from the verb “to be.”)

I am.

(The word “am” is a verb from the verb “to be.”)

The Types of Verbs

As we've covered, a verb can be categorized as a physical verb (e.g., to run), a mental verb (e.g., to think), or a state-of-being verb (e.g., to be). However, a verb will often be further categorized as one of the following:

Action Verb

An action verb expresses an activity that a person or thing can do. For example:

3. Geetha **eats** cake.

("Eating" is something Lee can do.)

4. The bear **chased** the salmon in the shallow rapids.

("Chasing" is something the bear can do.)

Compare those verbs with these:

10. Geetha **likes** cake.

("To like" is not an activity. It's a state.)

11. The bear **is** hungry.

("To be" is not an activity. It's a state.)

Stative Verb:

A stative verb expresses a state rather than an action. A stative verb typically relates to a state of being, a thought, or an emotion. For example:

I am at home.

She believes in fairies.

He feels elated.

Transitive Verb:

A transitive verb is one that acts on something (i.e., it has a direct object). For example:

I saw the dog.

(Here, the direct object is "the dog.")

Geethe ate the pie.

(Here, the direct object is "the pie.")

The postman will give Sarah the letter.

(Here, the direct object is "the letter.")

Note: The direct object of a transitive verb can be found by finding the verb and asking “what?” For example, “saw what?” (answer: the dog); “ate what?” (answer: the pie); “will give what?” (answer: the letter).

Intransitive Verb

An intransitive verb is one that does not act on something (i.e., there is no direct object). For example:

The rain fell.

My throat hurts.

The cat sneezed.

Auxiliary Verb

An auxiliary verb (or helping verb) accompanies a main verb to help express tense, voice or mood. The most common auxiliary verbs are “be,” “do,” and “have” (in their various forms). Here are some examples of auxiliary verbs:

Geetha has eaten all the pies.

(Here, the auxiliary verb “has” helps to express tense.)

The table has been prepared.

(Here, the auxiliary verbs “has been” help to express voice (in this case, the passive voice).)

If he were to arrive in the next 10 minutes, we would be on schedule.

(Here, the auxiliary verbs “were” and “would” help to express mood (in this case, the subjunctive mood))

Modal Verb

A modal verb is a type of auxiliary verb used to express ideas such as ability, possibility, permission, and obligation. The modal auxiliary verbs are “can,” “could,” “may,” “might,” “must,” “ought to,” “shall,” “should,” “will,” and “would.” For example:

Geetha can eat a lot of pies.

(Here, the modal verb “can” helps to express the idea of ability.)

Geeth might eat that pie before he gets home.

(Here, the modal verb “might” helps to express the idea of possibility.)

Geetha may eat as many pies as he likes.

(Here, the modal verb “may” helps to express the idea of permission.)

Geetha should give you some of that pie given you bought it.

(Here, the modal verb “should” helps to express the idea of obligation.)

Phrasal Verb

A phrasal verb is a verb made up of more than one word (usually two words). A phrasal verb has a main verb and another word (either a preposition or a particle). The phrasal verb usually has a meaning different to the main verb. For example:

A burglar will often break a window to break in.

(Here, the phrasal verb “break in” means “to enter illegally,” which is different to “break.”)

If you drop the baton the team will drop back to last place.

(Here, the phrasal verb “drop back” means “to fall behind,” which is different to “drop.”)

Regular and Irregular Verbs

A regular verb is one that forms its simple past tense and its past participle by adding **-ed** or **-d** to the base form of the verb. (Note: There are spelling rules to consider too.) For example:

Regular verbs	Simple past	Past participle
Love	Loved	Had loved
Hate	Hated	Had hated
Move	Moved	Had moved
Irregular verbs	Simple past	Past participle
Tell	told	Had told
Bleed	Bled	Had bled

The Infinitive Form

When a verb is preceded by the word “to,” it is said to be in its infinitive form (i.e., its most basic form).

I have to smoke that!

(“To smoke” is the infinitive form of the verb.)

Subject of a Verb

The person or thing performing the action of the verb is said to be the subject of the verb or the “subject of the sentence.”

Tony stole the boat.

(“Tony” is the subject of the verb “to steal.”)

The dog is guilty.

(“The dog” is the subject of the verb “to be.”)

Who was that?

(“Who” is the subject of the verb “to be.”)

Direct Object of a Verb

Many verbs perform an action on something. This is called the direct object of the verb.

Terry kissed her hand.

(“Her hand” is the direct object of the verb “to kiss.”)

Beverly can eat a whole chicken.

(“A whole chicken” is the direct object of the verb “to eat.”) TENSES

Some verbs cannot have a direct object. These verbs are called intransitive verbs.

The rain fell heavily.

(The rain fell, but it did not perform an action on anything. In this example, the verb “to fall” is an intransitive verb.)

Jack protested in the street.

Indirect Object of a Verb

Some verbs have two objects, a direct object and an indirect object. The indirect object is the person or thing for whom the action was performed.

Jamie read the children a story.

(Here, “a story” is the direct object, and “the children” is the indirect object.)

I will bake him a cake.

(Here, “a cake” is the direct object, and “him” is the indirect object.)

The postman gives Anne a letter every day.

(Here, “a letter” is the direct object, and “Anne” is the indirect object.)

(Jack protested, but he did not perform an action on anything. In this example, the verb “to protest” is an intransitive verb.)

TENSES

1.3 meaning of tense

Tenses is the form of a verb that shows the time something happened, or is going to happen.

Types of English Grammar :

There are three types of tenses

Present tense

Past tense

Future tense

Present tense:

present tense is used to talk about the present and to talk about the future.

Present tense is divided into 4 sub tenses

1.simple present

2.present continuous

3.present perfect tense

4.present perfect continuous tense

Present simple

Structure of present simple

Subject+ verb1+ s/es+object

Key words: daily, oftenly, usually, always, frequently, naturally, habitually, occasionally everyday/weekonth/year, generally normally, rarely, sometimes, every morning.

Usage: we use the present simple

1.for repeated or regular actions in the present time period

Ex: I **take** the bus to go to school

2.For facts

Ex. The president of the USA **lives** in the white House

3.For habits

Ex: I usually **get** up early

4.For things that are always/ generally true.

Ex: the earth **revolves** around the sun

Positive sentence:

Subject+ verb 1 + s/es+ object

Ex: she **puts** the keys on the table

Negative sentence

Subject+ do/does not+ v1

Ex: she **does not(doesn't)** put the keys on the table

Question sentence

Do/does+ subject+ v1

Ex: **does** she put the keys on the table?

Present progressive(continuous)

Structure of present progressive

Subject+ am / is/are+ verb + ing form+ object

Key words: Now, at present, at this moment, see, hear, don't disturb keep quiet, silence.

Usage:

1. For actions going on at the time of speaking.

Ex: I *am reading* a book. (now)
My friends *are waiting* for me.

2. For actions that are happening now and not necessarily at the time of speaking.

Ex: I *am reading* "Think like a monk". (but I am not reading now.)

3. To talk about people's plans or arrangements for the future.

Ex: I *am flying* to Paris tomorrow.
We *are organizing* a Fun Fest next Saturday.

Positive sentence:

Subject+ am/is/are+ v4(verb+ing)+object

Ex: she **is listening** the music now

We **are learning** English at this moment

Negative sentence

Subject+ am/is/are not+ verb + ing+ object

Ex: she **is not (isn't)** listening the music now

We are not (aren't) learning English at this moment

Interrogative sentence:

Am/is/are+ subject+ verb+ing+object

Ex: is she listening the music now

Are we learning English at this moment

Present Perfect Tense

Structure of present perfect tense:

Subject+ have/has+ V3+ object

Key words: just, just now, a few minutes ago, recently, already, not yet, this week, this month, never, ever, so far.

Usage:

1.For past actions when we think of their effect on the present.

Ex:

- I **have cleaned** the glass jar. (It is clean now.)
- Gopi **has eaten** the meatball subs. (There are none left now.)

2.For actions that happen only a short time ago. (with just)

- **Ex:**
-
- She **has** just **gone** out.
- I **have** just **come** home.

3. For actions beginning at some time in the past and going on up to the moment of speaking (with 'since' and 'for' phrases)

Ex:

I **have known** him since childhood.

We **have lived** in Los Angeles for 10 years. (We still live in Los Angeles.)

Note: The Present Perfect tense says about the past and the present, while Simple Past refers only to the past.

Positive sentence:

Subject + have/has+ V3+object

Ex: I have already **prepared breakfast**

My sister has **cleaned the room**

It has **rained a lot lately**

Negative sentence:

Subject +have/has+not+V3+object

Ex: I have not (haven't) **prepared breakfast yet**

My sister has not (hasn't) **cleaned the room**

It has not (hasn't) **rained a lot**

Interrogative sentence:

Have/has+ subject + V3+ object

Ex: **have you** prepared breakfast?

Has she cleaned the room?

Has it rained a lot?

Present Perfect Continuous Tense

Structure of present perfect continuous tense:

Subject+ have/has+ been+ verb+ ing form+ object.

Key words: since+ point of time

For+ period of time

Usage:

1. For an action which started at some time in the past and is still continuing and also with the time expressions “How long, Since..., For...”.

Ex:

How long **have you been playing** in the rain?

They **have been repairing** this TV since morning.

We **have been waiting** for 2 hours.

2. For an action already finished and the results of the action happen in the present.

Ex:

- am very tired. I **have been dancing**.
- Megha is all wet as she **has been swimming**.

Positive sentence:

Subject+ have /has been+ verb+ ing form+ object

Ex:

My father **have been repairing** the car, that's why his hands are greasy
Susan in the kitchen, she **has been making** pizza.

Negative sentence:

Subject+ have/has not + been+ object

Ex:

My father **have not been repairing** the car
Susan in the kitchen, she **has not been making** pizza.

Interrogative sentence:

Have/has + subject + been + verb + ing form + object

Ex:

Have you been studying English?

Has it been raining for three hours?

PAST TENSE

1. a tense expressing an action that has happened or a state that previously existed.

"the story is told **in the past tense**"

Types of past tense:

1.past simple

2. Past continuous tense

3.past perfect tense

4. Past perfect continuous tense

Past simple

Structure of past simple:

Subject+ V2 + object

Key words: yesterday, last night/ week/month/year, day before, once upon a time, in those days, long ago

Usage:

1. For an action finished at some time in the past.

Ex:

Ram *arrived* last night.

She *called* me yesterday.

2. For habits or repeated actions in the past.

Ex:

We usually *spent* the winter in Paris.

When I was in Mumbai, I *went* to Juhu beach.

Positive sentence:

Subject+ V2+object

Ex: we *watched* the news last night.

They *went* to the party yesterday.

Negative sentence:

Subject+ did+ not +V2+ object

Ex: we **did not (didn't)** *watched* the news last night.

They **did not (didn't)** *went* to the party yesterday.

Interrogative sentence:

Did+ subject+ v2+ object

Ex: Did we watched the news last night?

Did they went to the party yesterday?

Past progress(continuous) Tense

Structure of past perfect tense:

Subject+ was/were+V4+ Object

Key words: When/ while

Usage:

To indicate that an activity or state that was continuing at the time when another activity occurred, the past progressive tense may be used.

We use the past simple to say what happened in the past. Past continuous is different.

We often use this tense aspect with another verb in the past simple.

Ex: when I arrived home my grand daughter was watching TV.

When I came to your house you were sleeping.

The main use of the past continuous tense aspect is to show that action was going on for a while

If we wish to indicate that two or more activities or states were continuing at the same time and to show the continuous nature of the activities or states, the past progressive may be used both or all the activities.

Positive sentence:

Subject+ was/were+ V4+ object

Ex: you **were** **watching** television last night

They **were** **studying** math yesterday.

Negative sentence:

Subject+ was/were+ not + V4+ object

Ex: you **were not(weren't)** **watching** television last night.

They **were not(weren't)** **studying** math yesterday.

Interrogative sentence:

Was/were+ subject+ V4+ object

Ex: **were** you **watching** television last night.

Were they **studying** math yesterday.

PAST PERFECT TENSES

Structure of past perfect tense:

Subject+ had+ V3+ object

Key words : before, after, already

Usage:

For an action completed before a certain point in the past or before another action happened.

Ex:

I got to the bus stand at 6.00, but the bus **had left** by that time.

I **had not slept** much on the ship.

When we wish to express that action was already completed when another action began we put verb expressing the completed action(earlier) into the past perfect and past tense into the later action.

Ex: he **had slept** two hours when I awoke him (do)

After I **had studied** the map I went to the treasure Island.

Positive sentence:

Subject+ had+ V3+ object

Ex: I **went** there after I **had completed** the task.

She **had come** late to the school

Negative sentence:

Subject+ had+ not +V3+ object

Ex: I **had not (hadn't) completed** the task

She **had not(hadn't) come** late to the school.

Interrogative sentence:

Had+ subject+ V3+ object

Ex: **had** you **completed** the task?

Had she **come** late to the school?

Past Perfect Continuous Tense

Structure of past perfect continuous tense:

Subject+ had+ been+ V4+ object

Key words: for+ period of time.

Usage

1. The past perfect continuous tense is used: When an ongoing action in the past has ended.

Ex:

1. Rachel **had been making** a trifle.
2. Ross **had been thinking** about Rachel

Positive sentence:

Subject+ had+ been+ object

Ex: when her husband came home, the women **had been cleaning** the house for hours.

The ground was covered with snow. It **had been snowing** heavy for several hours.

Negative sentence:

Subject + had+ not + been+ object

Ex: I **hadn't been waiting** for radha for 40 minutes before she called me.

My daughter **hadn't been eating** anything all day.

Interrogative sentence:

Had+ subject+ V4+ object

Ex: Had they been **running** for several minutes when the teacher came?

Had you been **studying** English since 3 o' clock?

FUTURE TENSE

A tense expressing an action that has not yet happened or a state that does not yet exist.

Types of future tense:

1. Simple future
2. Future continuous
3. Future perfect
4. Future perfect continuous

Simple Future

Structure of simple future tense:

Subject+ will/shall+ V1+ object

Key words: Tomorrow, day after tomorrow, next week/month/year

Usage:

To talk about things which we cannot control

Ex:

I *shall be* 25 next year.

It *will be* Holi next month.

2.To talk about predictions.

Ex:

I think I **will** *win* this game.

Perhaps I **will** *visit* Los Angeles next.

3. When we decide to do something at the time of speaking.

Ex:

- It is cold. I **will** *close* the door.
- I **will** *wait* for him as he is in a meeting.

Positive sentence:

Subject+ will/shall+ V1+ object

Ex: she **will be** a doctor soon.

You **will** marry me.

Negative sentence:

Subject +will/shall+ not+ V1+ object

Ex: she **will not be** a doctor soon.

You **will not** marry me.

Interrogative sentence:

Will/shall+subject+V1+ object

Ex: **will** she be a doctor soon?

Will you marry me?

Future Continuous Tense

Structure of future continuous tense:

Subject+ will+be+V4+object

Key words: at this time tomorrow, at 5 p.m. next Sunday

Usage:

1. To talk about something that will be going on at a particular time or over a particular period in the future.

Ex:

- This time tomorrow, I **will be playing** guitar.
- Don't call me between 8.00 and 8.30. I **will be watching** the news at that time.

2. When the future action is the result of a previous decision or arrangement.

Ex.

- Mr. Shah **will be giving** a lecture at the same time tomorrow.
- I **will be seeing** you one of these days.

3. To talk about a routine activity

Ex:

I **will be meeting** Aashiq on Friday. That is when we usually meet.

Positive sentence:

Subject+ will+be+ V4+ object

Ex:

When you arrive, I **will be sitting** in the park.

I **will be waiting** for you.

Future perfect tense

Structure of future perfect tense:

Subject+ shall/will+have+V3+ object

Key words: By tomorrow, By next week, By next month, By next year, By 2025, By the end of the month/year.

Usage:

1. This tense is used to express an action that will be completed some point of time in the future.

Ex:

By next year I **shall have** completed (complete) my B.sc

She **will have** selected for IAS by 2025.

Key words: By tomorrow, By next week By next month, By next year, By 2026, By the end of the month/ year.

Positive sentence:

Subject+ will/shall+ have +V3+ object

Ex: By next week we **will have earned** lots of money

I **will have prepared** breakfast by the time the children wake up.

Negative sentence:

Subject+ will/ shall + not+ have + V3+object

Ex:

He **will not(won't) have received** enough score by the summer.

The rain **will not (won't) have stopped** by tomorrow.

Interrogative sentence:

Will/shall+ subject + have +V3+ object

Ex:

Will you **have graduated** from the University before I graduated?

Will he **have learned** all information about this job by may?

Future Perfect Continuous Tense

Structure of future perfect continuous tense:

Subject +shall + will+ have + been+ V1+ ing+ object

Shall have been- **I, we**

Will have been- **you, He, She, It, They**

Usage:

This tense is used to express an action that will be going on up to some point of time in the future.

Ex: He **will have been living** here for 5 years by next year.

When he retires from his service, he **will have been working** here for 2 years.

Positive sentence:

Subject + will/ shall+ have + been+V1+ ing+ object

Ex: I **will have been working** for 7 hours by the time the boss comes.

She will have been sleeping for one hour when he gets home.

Negative sentence:

Subject+ will/ shall+ not + have+ been + V1+ ing + object

Ex: I **will not have been shopping** today.

He will not have been playing football tomorrow evening.

Interrogative sentence:

Will/ shall + subject+ have+ been+ V1+ ing+ object

Ex: **Will you have been studying** English?

Will it have been raining for three hours?

SPEECH

1.4 Definition of speech

Reported speech is how we represent the speech of other people or what we ourselves say.

A way of reporting a statement

There are two main types of reported speech

1. Direct Speech

2. Indirect speech

Direct speech: when the exact words of the speaker is reported, it is called a Direct speech.

Ex: Ravi said to me , “ I am busy.”

Indirect speech: when the speaker's words are reported without quoting his exact words it is called an indirect speech.

Ex: Ravi told me that he was busy.

Rules for changing direct speech into indirect speech:

Note: A direct speech contains two parts

1. Reporting clause(main clause)
2. Reported clause(sub- ordinate clause)

Ex: Ravi said to me, "I am busy"

Reporting clause. **Reported part**

Changes:

1. First of all we have to identify the two clauses
2. First we have to change the reporting clause
3. Change only the reporting verb in reporting clause/ main clause based on the sentence of the reported clause/ sub- ordinate clause.
4. Delete the inverted commas and put a conjunction before entering the reported clause/ sub- ordinate clause.
5. After entering the reported clause change the pronouns based on reporting clause as the following.

Direct speech	Indirect speech
I	He/she
We	They
You(subject)	I/he/she/they
Me	Him/her
Us	Them
You	Me/ him/ her/ them
My	His/Her

Our	Their
Your	My/his/her/their

6. After changing the pronouns, change the reported as the following.

	Direct speech	Indirect speech
	Simple present tens	Simple past
Present Tense	Present continuous	Past continuous
	Present perfect	Past perfect
	Present perfect continuous tense	Past perfect continuous tense
Past Tense	Simple past	Past perfect
	Past continuous	Past perfect continuous
	Past perfect	past perfect(no change)

	Past perfect continuous	Past perfect
Future tense	Shall/will	Would
	Can	Could
	May	Might
	Must	Had to
	Ought to	Had to

7. After changing the verbs, change the Adverbs as the following

Adverb

Direct speech	Indirect speech
Ago	Before
Just /now	Then
Here	There
This	That
These	Those
Hence	Thence
Last night	The previous day/ the night before
Last week/ month/ year	The previous week/ month/year or the week/ month/ year before
Today	That day
Tonight	That night
Yesterday	The previous day

Day before yesterday	Two days before
Tomorrow	The next day/the following day
Day after tomorrow	In two days
Come	Go(sometimes only)
Bring	Take(sometimes only)

There are four main types of sentences:

1. **Declarative:** used to convey information or make statements.
2. **Imperative:** used to issue orders or directives.
3. **Interrogative:** used to ask questions.
4. **Exclamatory:** used to make exclamations.

Assertive sentences

Simple present:

Ramu said to me, “ I speak English.”(DS)

Ramu told me that he spoke English(IDS)

Present continuous:

Ramu said to me, “I am speaking English.”(DS)

Ramu told me that he was speaking English.(IDS)

Present perfect:

Ramu said to me, “ I have spoken English.”(DS)

Ramu told me that he had spoken English.(IDS)

Present perfect continuous:

Ramu said to me, “ I have been speaking English”(DS)

Ramu told me that he had been speaking English.(IDS)

Simple past:

D.s: Ramu said to me, “ I spoke English.”

IDS: Ramu told me that he had spoken English.

Past continuous:

D.S: Ramu said to me, “ I was speaking English.”

I D.S: Ramu told me that he had been speaking English.

Past perfect:

D S: Ramu said to me, “ I had spoken English.”

I.D.S: Ramu told me that he had spoken English.

Past perfect continuous:

D.S: Ramu said to me , “ I had been speaking English.”

I.D.S: Ramu told me that he had been speaking English.

Simple Future:

D.S: Ramu said to me, “ I shall speak English.”

I.D.s: Ramu told me that he would speak English.

Future continuous:

D.S: Ramu said to me “I shall be speaking English.”

I.D.S: Ramu told me that he would be speaking English.

Future perfect:

D.S: Ramu said to me , “ I shall spoken English.”

I.D.S: Ramu told me that he would have spoken English.

Future perfect continuous:

D.S: Ramu said to me, ' I shall have been speaking English.”

I.D.S: Ramu told me that he would have been speaking English.

Imperative Sentences

Reporting verb :

Mood	Says	Said/said to
-------------	-------------	---------------------

Ordered	Orders	Ordered
Command	Commands	Commanded
Request	Requests	Requested
Advice	Advises	Advised

Conjunction - To

Requests:

D.S: my neighbour said to me, "please, post this letter."

I.D.S: my neighbour requested me to post that letter.

Orders/commands:

D.S: the teacher said to the noise makers, " stand up on the bench."

I.D.S: the teacher ordered the noise makers to stand up on the bench .

Advice:

D.S: the doctor said to the patient, " Go to bed early so that you will be healthy."

I.D.S: the doctor advised the patient to go to bed early so that he/she would be healthy.

Negatives:

D.S: the principal said to the students, " Don't come late."

I.D.S: the principal warned the students not to come late.

Interrogative sentences

Reporting verb:

Direct speech	Indirect speech
----------------------	------------------------

Said	Asked
Said to	Asked
Questioned	Questioned
Enquired	Enquired
Interrogated	Interrogated

Conjunction – if/whether

Simple present:

Ramu said to me, “Do I speak English?”(DS)

Ramu asked me whether he spoke English(IDS)

Present continuous:

Ramu said to me, “ have I spoken English?(DS)

Ramu questioned me if he had spoken English.

Present perfect continuous:

D.S: Ramu said to me , “ have I been speaking English?”

I.D.s: Ramu asked me whether he had been speaking English.

Simple past:

D.S: Ramu said to me, ” Did I speak English?”

I.D.S: Ramu asked whether he had spoken English.

Past continuous:

D.S: Ramu said to me, “ was I speaking English?”

I.D.S: Ra asked me if he had spoken English.

Past perfect:

D.S : Ramu said to me, “had I spoken English?”

I.D.S: Ramu asked me if he had spoken English.

Past perfect continuous:

D.S: Ramu said to me, “ had I been speaking English?”

I.D.S: Ramu asked me whether he had been speaking English.

Simple future:

D.S: Ramu said to me, “shall I speak English?”

I.D.S : Ramu asked me whether he would speak English.

Future Continuous:

D.S: Ramu said to me, “ shall I be speaking English?”

I.D.S: Ramu asked me whether he would be speaking English.

Future perfect:

D.S: Ramu said to me, “ shall I have spoken English?”

I D.S: Ramu asked me if he would have spoken English.

Future perfect continuous:

D.S: Ramu said to me, “ shall I have been speaking English?”

I.D.S: Ramu asked whether he would have been speaking English.

Modal auxiliaries:

D.S: Ramu said to me, “ will you speak English?”

I.D.S: Ramu asked me whether I would speak English.

D.S: Ramu said to me, “ can you speak English?”

I.D.S: Ramu asked me whether I could speak English.

Interrogative sentences(W/H questions)

Note:

1.'said to ' is changed to ' asked' or ' questioned' or ' enquired '

2. No conjunctions should be used to connect in the indirect speech.

D.S: Ramu said to me, " what are you doing?"

I.D.S: Ramu asked me what I was doing.

D.S: Ramu said to me, " what is your name?"

I D.S:Ramu asked me what my name was.

D.S: Ramu said to me, " which is your pen?"

I.D.S: Ramu asked me which my pen was.

D.S: Ramu said to me, " who is teaching you English?"

I.D.S: Ramu asked me who was teaching me English.

D.S: Ramu said to me," when are you going to Hyderabad?"

I.D.S: Ramu asked me when I was going to Hyderabad.

D.S: Ramu said to us," where are you going now?"

I.D.S: Ramu asked us where we were going then.

EXCLAMATORY SETENCES

Reporting verb:

Mood	Says	Said/said to
Happiness Hurrah!	Exclames With joy	Exclaimed With joy
Sorrowness Alas!	Exclames With sorrow	Exclaimed With sorrow
Surprise Oh!	Exclames	Exclaimed

Conjunction- that

D.S: Ramu said, “ how cool the weather is!”

I.D.S: Ramu exclaimed that the weather was very cool.

D.S: Ravi said, “ Alas! My grand father as dead.”

I.D.S: Ravi sadly exclaimed that his grand father had dead.

D.S: Anil said, “ Hurrah! I won the prize”

I.D.S: Anil exclaimed with joy that he had won the prize.

VOICE

1.5 What is voice?

Voice is a grammatical category that applies to the verb in a sentence. It shows the

relationship between the doer of an action (subject) and the receiver of that action

(object).

The action remains the same, but the focus changes depending upon the context.

For example: Do not cross the line. (direct, crisp and to the point)

You must not cross the line. (indirect & polite with firmness)

There are two types of voices in English- active voice and passive voice.

Active Voice

Focuses on the subject

Direct

Unambiguous

Easy to understand

Useful in delegating responsibilities, giving orders to an individual or to a small group

Using active voice makes meaning clear for the readers/listeners and keeps the sentence from being complicated and wordy.

Passive Voice:

Subject is unknown

Indirect

Ambiguous

Unclear

Usage:

When the subject is unknown, unimportant and obvious

To make polite statement and is used for general announcements. For example, in airports, railway station etc.

Risk of sounding boastful

When the action is more important than the “Agent” [Agent = one who does the action]

We don't mention the Agent in a passive voice when:

☐ 1. if we don't know who has done what we are talking about. **Our car was stolen last night.** (We don't know who stole it)

☒ 2. if we are not interested in who has done what we are talking about or it is not

important to mention it. **We** don't mention the Agent in a passive voice when:

☒ 1. if we don't know who has done what we are talking about. **Our car was stolen lastnight.** (We don't know who stole it)

☒ 2. if we are not interested in who has done what we are talking about or it is not important to mention it. **He has been taken to the hospital.** (What we are interested in is the fact that he has been taken to the hospital and not who has taken him.)

☒ 3. if it is easy to understand who did something without it being mentioned. **The murderer was arrested last night.** (It is not necessary to mention that he has been arrested by the police because it is self-evident.)

☒ 4. if the subject of the active voice sentence is something like somebody, people, they, you, etc. **Someone broke the window.** → **The window was broken.**

Active Voice and Passive Voice in different Tenses:

Active Voice and Passive Voice in different Tenses

Active voice	Different verb and tenses	Passive voice	Structural pattern when changed into passive voice
<i>He writes the letter</i>	Present simple	The letters are written by him	Sub+am/is/are+ptcp
He wrote the letters	Simple past	The letters were written by him	Sub+ was/were+ptcp
He is writing the letters	Present continuous	The letters are being written by him.	

He was writing the letters	Past continuous	The letters were being written by him	Sub+ were + being +ptcp
He will write the letters	Future simple	The letters will be written by him	Sub+ will be + ptcp
He is going to write the letters	Going to	The letters are going to be written	Sub+v to be(am/is/are) going to+ ptcp
He has written the letters	Present perfect	The letters have been written by him	Sub+ have/has + been+ ptcp
He had written the letters	Past perfect	The letters had been written by him	Sub+ had+ been + ptcp
He has to write the letters	To-Infinitive	The letters have to be written by him	Sub+ have + to+ be + ptcp
He must write the letters	Modal	The letters must be written by him	Sub+ must+ be + ptcp

RULES:

1. Only sentences containing transitive verbs [verbs that takes one or more than one object(s). For example, paint, write, eat, clean, etc.] can be changed from active voice to passive voice. A subject—that is, a ‘doer’ of the action—is required to change a sentence from the passive to the active voice.

Active Voice

Agatha Christie wrote the book.

passive Voice

The book was written by Agatha Christie.

2. For the **Simple Present Tense** use **am, is** or **are** with a **Past Participle** to form the **Passive Voice**.

Active voice

Once a week, Tom cleans the house.

Passive voice

Once a week, the house is cleaned by Tom.

3. For the **Simple Past Tense**, use **was** or **were** with a **Past Participle** to form the **Passive Voice**.

Active voice

Dad drove us home.

Passive voice

We were driven home by Dad.

4. For the **Present Continuous Tense**, use **am, is** or **are** with being followed by a **Past Participle**, to form the **Passive Voice**.

Active voice

The waves are washing away the sandcastle.

Passive voice:

The sandcastle is being washed away by the waves

5. For the **Past Continuous Tense**, use **was** or **were** with being, followed by a **Past Participle**, to form the **passive voice**.

Active voice

Jimmy was making our costumes.

Passive voice

Our costumes were being made by Jimmy.

6. For the **Future Tense**, use **shall** or **will** with be, followed by a **Past Participle**, to form the **Passive Voice**.

Active voice

The choir will sing the next hymn.

Passive voice

The next hymn will be sung by the choir.

7. For the **Present Perfect Tense**, use **have** or **has** with been, followed by a **Past Participle**, to form the **Passive Voice**.

Active voice

Ali has scored two goals.

Passive voice

Two goals have been scored by Ali.

8. For the **Past Perfect Tense**, use had with been, followed by a **Part Participle**, to form the **passive voice**.

Active voice

The hunter had caught a fox.

Passive voice

A fox had been caught by the hunter.

9. "Do" verbs:

the do-verb is used for interrogative and negative sentences. To change an interrogative sentence with 'do' from active voice form into passive voice form, use –

Is/are/am + object of the active verb + past participle form of the verb + by + subject of the Passive verb

Active Voice

Do you speak French?

Passive Voice

Is French spoken by you?

Interrogatives:

10.. In **wh- questions** and **how**, do not change their beginning position when the sentence is changed from the active to the passive. Except for, **who** changes to **whom** in the passive

Active Voice Whom did you laugh at?

Passive voice

Who was laughed at by you?

Active voice

Who took the book?

Passive voice

By whom was the book taken?

Active voice

Why did he punish you?

Passive voice

Why were you punished by him?

11. Can-

Active Voice

Can you play a violin?

Passive voice

Can a violin be played by you?

Active voice

Can anyone cure it?

Passive voice

Can it be cured?

12.a). Imperatives: request, order, advice, suggestion, prohibition

The imperative sentence in the passive voice has the following structure:

Let + object + be + past participle

Active Voice

Pick up the box.

Passive Voice

Let the box be picked up.

b) When the emphasis is on the person addressed to, the sentence can begin with you.

Active Voice

Be patient, please!

Passive Voice

You are requested to be patient.

Active voice

Be in the queue

Passive voice

You are requested to be in the queue.

C).When the active voice begins with **do not**, the passive voice has the following structure:

Let not + object + be + past participle

Active Voice Passive Voice

Don't let the door open. Let not the door be opened.

Passive Voice

Let not the door be opened.

Active voice

Do not beat the dog.

Passive voice

Let the dog not be beaten.

d) The passive form has to begin with you, when the object of the verb in the active voice is not given

Active voice

Work hard. (No object)

Passive voice

You are advised to work hard

Active voice

Please lend me some money

Passive voice

You are requested to lend me some money.

e) In sentences where God is invoked the passive voice will be as follow

Active: May God bless you!

Passive: May you be blessed by God!

F) By you or with you

In the passive voice, we use: **by/ with** with the agent to refer to by whom the action is being done.

☑ The door was opened **by** Mr Black. (Mr Black = agent)

with -is used to refer to the instrument, object or material that was used for something to be done.

The door was opened **with** a key. (a key = the object that was used)

The omelette was made **with** eggs, cheese and peppers. (eggs, cheese and peppers = the material that was used)

13. the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

Subject	Object
I	Me
You	You
He/ she	Him/Her
It	It

Subject	Object
We	Us
You	You
They	Them

DOUBLE OBJECT VERBS- When we have verbs that take two objects like, for example, **give, somebody, something**, we can convert the active sentence into a passive one in two ways:

- a. by making the indirect (animate) object the subject of the passive voice sentence, which is also the way that we usually prefer.
- b. By making the direct (inanimate) object the subject of the passive voice.

Rick gave me (indirect object) this book (direct object).

- I was given this book by Rick.

- This book was given to me by Rick.

Some of the verbs that take two objects are: **give, tell, send, show, bring, write, offer, pay, etc.**

DEGREES OF COMPARISON

1.6 Degrees of comparison

The degree of comparison is a grammatical concept that relates to using adjectives and adverbs. In essence, it is used to describe, modify or quantify adjectives or adverbs.

There are three degrees of comparison of adjectives and adverbs

They are-

1. Positive Degree
2. Comparative Degree
3. Superlative Degree

Positive Degree:

An adjective or an adverb without comparison is said to be in the **'positive Degree.'**

Ex: shekar is a clever boy

The rose is a beautiful flower.

2.Comparative Degree:

An adjective used to compare only two persons or two things is said to be in the **' comparative Degree.'**

Ex: shekhar is **cleverer** than Raghava.

The rose is **more beautiful** than the Jasmine.

Superlative Degree:

An adjective used to compare more than two things or two persons and which indicate the highest degree of quality is said to be in the **'superlative Degree.'**

Ex: Shekhar is the **cleverest** of all boys in the class.

The rose is the **most beautiful** of all flowers.

Way to change positive into comparative and superlative Degree:

Rule-1:

To change an adjective into comparative degree, **'er'** is added to the positive degree and **'est'** is added to change it into superlative degree.

Positive	Comparative	Superlative
Bold	Bolder	Boldest
Deep	Deeper	Deepest
High	Higher	Highest
Strong	Stronger	Strongest
Thick	Thicker	Thickest
Weak	Weaker	Weakest

If **'e'** is present at the end of a positive degree **'r'** is added to change it into comparative degree and **'st'** to change it into superlative degree.

Positive Degree	Comparative Degree	Superlative Degree
Lo Able	Abler	Ablest
Brave	Braver	Bravest
Fine	Finer	Finest
Noble	Nobler	Noblest
True	Truer	Truest
Wise	Wiser	Wisest

Rule-2:

If the positive degree ends in a consonant and a short vowel comes before it, the last consonant is doubled and then 'er' and 'est' are added to change it into comparative and superlative degrees respectively.

Positive Degree	Comparative Degree	Superlative Degree
Big	Bigger	Biggest
Fit	Fitter	Fittest
Hot	Hotter	Hottest
Sad	Sadder	Saddest
Thin	Thinner	Thinnest
Wet	Wetter	Wettest
Slim	Slimmer	Slimmest
Fat	Fatter	Fattest
Red	Redder	Reddest

Rule-3:

When you positive degree ends in 'y' and a consonant is present before 'y' the 'y' is converted into 'i', and then 'er' and 'est' are added respectively.

Positive Degree	Comparative Degree	Superlative Degree
Dry	Drier	Driest
Happy	Happier	Happiest
Heavy	Heavier	Heaviest
Pretty	Pretier	Prettiest
Easy	Easier	Easiest
Holy	Holier	Holiest
Silly	Sillier	Silliest
Lovely	Lovelier	Loveliest
Merry	Merrier	Merriest
Jolly	Jollier	Jolliest
Wealthy	Wealthier	Wealthiest
Worthy	Worthier	Worthiest

Note: if a vowel is present before 'y', only 'er' and 'est' should be used.

Positive Degree	Comparative Degree	Superlative Degree
Gray	Grayer	Grayest
Gay	Gayer	Gayest

Rule-4:

Adjectives that are of more than two syllables are changed to comparative and superlative degree by adding more and most respectively.

Ex.: Beautiful- more beautiful

Positive Degree	Comparative Degree	Superlative Degree
Beautiful	More beautiful	Most beautiful
Courageous	More courageous	Most courageous

Intelligent	More intelligent	Most intelligent
Pleasant	More pleasant	Most pleasant
Difficult	More difficult	Most difficult
Industrious	More industrious	Most industrious
Learned	More learned	Most learned
Proper	More proper	Most proper

Note:

Certain adjectives do not follow any rule. They get changed completely.

Positive Degree	Comparative Degree	Superlative Degree
Good/well	better	Best
Bad/ill	Worse	Worst
Little	Less/lesser	Least
Fore	Former	Foremost/first
Late	Later/latter	Last/latest
Far	Farther	Farthest
Near	Nearer	Nearest
Old	Older	Oldest
Much/many	More	Most

Note: well and ill are adverbs.

Less means 'smaller in amount' while lesser means 'of less strength or importance.'

Listening Skills

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

- explain the difference between listening and hearing
- understand the value of listening
- identify the important attributes of active listeners
- recognize barriers to effective listening
- Employing Techniques and strategies for effective listening
- provide constructive feedback as a listener

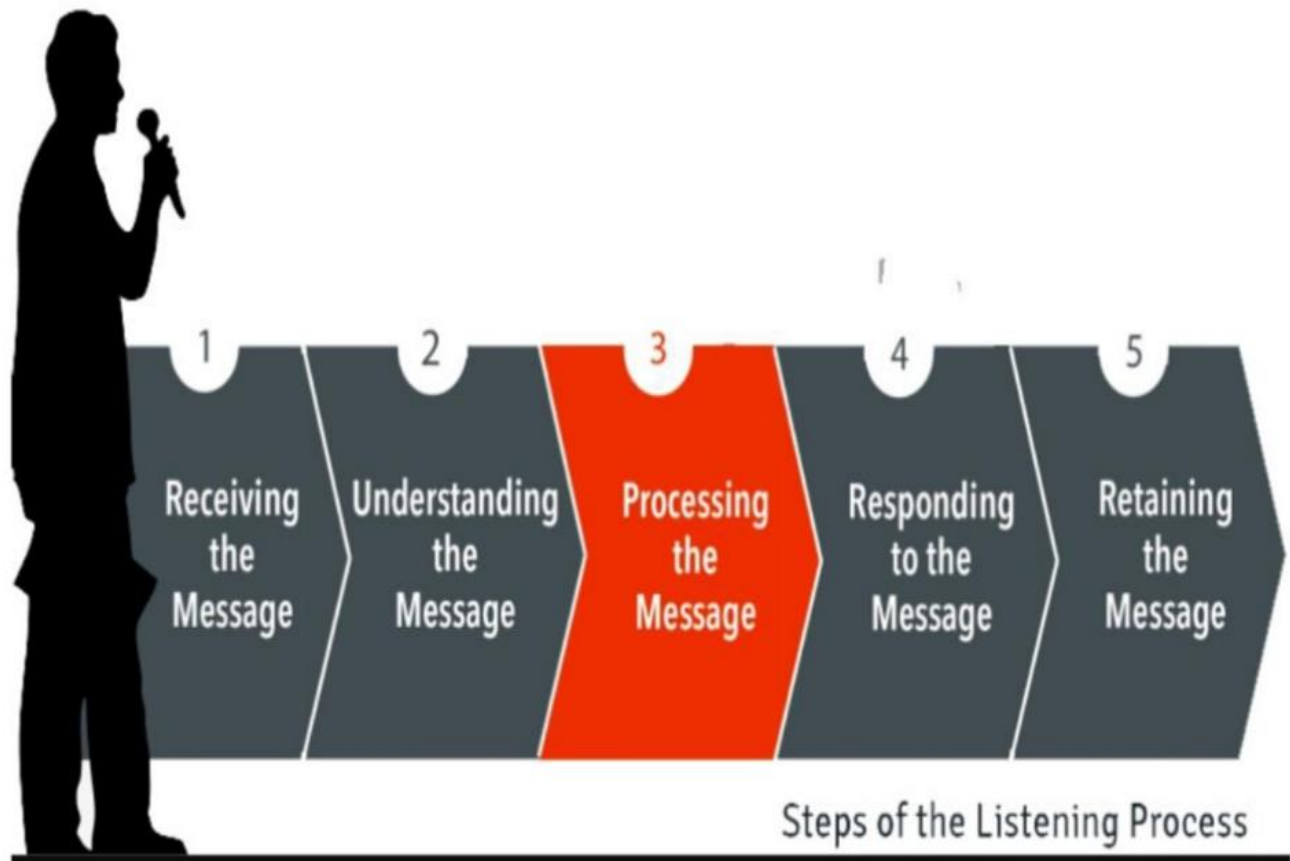
"Listening is very important skills and fundamental to the development of all other skills, since language exist. Language itself is basically 'sound'. Language Learning is developing language skills in the target language. In four skills – LSRW ,out of two are primary skills and other remaining two are secondary skills.

The difference between “ Hearing and Listeremai”:

1. Hearing and Listening uses both your ears.
2. Hearing is receiving sound waves through your ears, while listening means hearing and understanding what you’ve heard.
3. Hearing is part of the five senses, while listening is a choice to hear and analyse what you hear.
4. Hearing is using your ears only, while listening is using your body’s other senses.
5. Listening is observing other’s behavior that can add meaning to the message, while hearing is simply receiving sound vibrations.
6. Listening can build better relationships with others, while hearing cannot.
7. Take good care of your ears; you cannot listen when you cannot hear.

HEARING	LISTENING
<ul style="list-style-type: none"> • Hearing is the act of perceiving sound and receiving sound waves or vibrations through your ear. • Hearing is one of the five senses and it just happens all the time - whether you like it or not - unless you have a hearing problem • Hearing simply happens. • Hearing is a skill where you use your ears only. It one of the five senses. • Hearing is an involuntary act where you simply receive vibrations through your ears. • Physiological • Subconscious level • Concentration is not required 	<ul style="list-style-type: none"> • Listening is the act of hearing a sound and understanding what you hear. • Listening Requires concentration so that your brain processes meaning from words and sentences. • Listening leads to learning. • Listening uses different senses, like the sense of hearing, seeing, or sense of touch. • Listening is a skill that lets the sound you hear go through your brain to process the meaning of • it. • Psychological • Conscious level • Concentration is required

What is listening? :



Listening is an active process of communication. It can be depicted as follows.

(Input... Processing.. Output)

By input we mean the word spoken by the speaker. Output means the listener's response. The listener processed the input before coming out with output. The input could be processing in the following ways.....

Bottom up processing – In the bottom up processing, the listener depends solely on the incoming

Input for the meaning of message, Top down processing In the top down processing, listener rely on their background knowledge

For understanding the message. So, input is not the only source of meaning.

However, good listeners know when to use which type of processing and when to use both type of processing. Usually the choice depends on the listener's purpose of listening, their familiarity with the topic and their background knowledge.

The techniques of effective listening.

Listening is an active skills and one of the four basic language skills. Listening comprehension is the process of understanding what is being listened/spoken. Effective listening is an essential skill in personal and professional life. It is not an exaggeration to say that listening makes or breaks a personal life and professional career. The following techniques may be useful for improving our listening skills:

1).We should consider listening as 'Active Skill'.

2).We need to listen to the speaker with empathy.

3).We must be open while we are listening to any speaker. Any preoccupation regarding either the speaker or what the speaker is going to say will hamper listening comprehension.

4).The process of listening requires the listener to have some sort of awareness about the topic/theme of the conversation or presentation. The listener with awareness can understand better what is in there in the discussion.

5).Eye contact is considered to be the basic component of effective communication. It is always desirable to look into the eyes of the speaker while we are

involved in a conversation. It shows that we are interested in what the speaker is saying

6). We need to practice the art of mirroring in order to reflect some sort of positive non-verbal feedback to the speaker while engaged in the communication process.

'Listening' and 'Comprehension'.

Listening is an active skill and one of the four basic language skills. Listening comprehension is the process of understanding what is being listened / spoken. It is a well-established fact that constant listening activity can help us improve better comprehension and communication and vice versa. There is a close relationship between listening and comprehension processes. The constant listening or continuous listening practice can enhance one's listening comprehension. The following measures may be helpful in improving one's listening comprehension:

(1) Employing listening strategies: The recent studies in the field of listening

Strategies and listening comprehension revealed that the successful listeners employ different learning strategies with higher frequency. In contrast, the less successful listeners do not use such listening strategies with much frequency

(ii) More listening practice: Listening comprehension can be improved through! A constant practice in listening to diversified speech contexts. The continuous! Exposure to listening acts will enhance the listener's ability to understand different speech acts. The more you listen, the better listener you will be.

(iii) Employing Techniques and Strategies for effective listening: In order to comprehend what is being spoken, we need to employ certain techniques of strategies in the listening process such as consider listening as 'Active Skill'; listen

with empathy; open while we are listening to the speaker: enter the listening process with some awareness about the topic in discussion and paraphrasing what the speaker says; maintain proper body language including eye contact with the speaker.

The importance of Probing questions in the listening process.

Probing questions are the questions that are designed and used for encouraging deep thought about a specific topic in discussion. The probing questions are usually open-ended ones, i.e., the answers to these questions are primarily subjective in nature. Probing questions are intended to promote critical thinking as well as to get the speaker explore his or her personal thoughts and feelings about the particular subject in conversation. The probing questions also indicate that the listener is actively involved in the speech act. Therefore, probing questions play an important role in the process of listening activity.

Generally, probing questions are used for asking for more detail on a particular subject. They are more or less follow up questions such as “Please explain what you mean.”, “Could you tell me more about that?”, or “What did you mean to say when you said that...?” Some other examples for probing questions for effective listening are mentioned below:

Do you feel that is right?

What does this remind you of?

How did you come to this conclusion?

What do you think is at the root of the problem?

What are the long-term effects?

Probing questions are different from clarification questions. The intent and nature of the two types of questions is fundamentally different. The clarifying question which are generally brief and are basically asked for facts or the subject matter in discussion. For examples, “What criteria did you use?”, “Is this what you said?, or “What resources were used?”

We can use probing questions in different situations, including: after a presentation; when learning something new; to promote critical thinking for students in a class room setting; to ensure that you have an understanding of the entire story; to facilitate brainstorming possible solutions; if you feel that someone is avoiding divulging some thing: to gain insight into a person’s thought process; when assessing the needs of a new client, etc.

Types of Listening:

- I. Active Listening**
- II. Empathic Listening**

III. Critical Listening

IV. Casual Listening

V. Focused Listening

1.Active Listening: Active Listening is a communication technique that needs the listener to feed back what he hears to the speaker by re-stating or paraphrasing what he has heard in his own words to confirm what he has heard to confirm the understanding of both parties. Active listening comprises interpreting body language or focusing on something other than words. The Active Listening are two types which are as follows...

1. Listening with Comprehension

2. Listening with a Purpose

2. Empathic Listening: Empathic listening is also called active or reflective listening. It is a way of listening and responding to another person that improves mutual understanding and trust.. is essential skill for third parties and disputants enables the listener to receive and accurately response. The response is an integral part of the listening process and can be critical to the success of a negotiation/mediation

3. Critical Listening: The Ability to listen critically is essential in a democracy. There is practically no place you can go where critical listening is unimportant whether on the job, in the community, at service clubs, in the place of worship or in the family. Politicians, the media, salesman, advocates of policies and procedures and our own financial, emotional, intellectual, physical and spiritual do require us to place a premium on critical listening and the thinking that accompanies it.

4. Casual Listening: - Many times we listen to someone or something without any particular purpose. At such times, we often do not listen to them with much concentration, unless we hear something which interests us. This type of listening is often found in social context when we interact with others.

5. Focused Listening: It is “Intensive Listening for information or for transacting business. The listener is attentive and concentrates on what the speaker is saying.

6. Practice the art of mirroring-reflecting positive non-verbal feedback :

When the speaker is in the act of communication, it is better on the part of the listener to paraphrase the speakers' words by saying, "Really!", "That's a great idea!", "You mean to say..." etc. While paraphrasing, the listener can reinforce and give feedback at the right time. This process of reflecting or mirroring on what is being spoken makes the speaking-listening process an engaging and enthralling experience for both the participants.

In addition to the techniques mentioned above, some other strategies can also be applied for the effective listening such as paying attention to the facial expressions and other non-verbal communication; making sure that you are fully paying attention, not just hearing the words, but understanding the speaker and his/her context of the talk; and using your effective listening skills to get a deeper understanding of the situation and build a human relationship with your colleagues.

Listener as Critic: True criticism is evaluation which shows the speaker's is faithful image and to compare it with the ideal he might attain.

What are the precautions while listening to the verbal messages:

- 1) Avoid making fast assumptions.**

- 2) Paying special attention to the intended meanings when the speaker use words**

Describing strong feelings.

- 3) Be alert to the ways by language manipulation.**

4) Hear with the speaker's ear interact of your.

5) Be alert to the impact of non-verbal messages.

How our behavior and gesture, posture is while Listening:

● **Relaxing looks – relax physically.**

• **Maintain eye contact.**

Get the central idea.

• **Take notes only on main points.**

Learn to see abbreviated forms you note.

The listener should focus upon what is being said and not upon how it is said.

What are the levels of listening skill:

There are different types of listening that are typically presented as levels of listening

1. Passive/not listening

2. Pretend listening

3. Biased project listening

4. Misunderstood listening

4. Attentive listening

5. Active listening

6. Empathic listening

7. Facilitative Listening

What are the barriers and breakdowns in listening Skill?

Physically barriers to efficient listening are disappearing but the psychological barriers still remain. We catch words. We take the sentence literary. We do not want to strain out minds to listen to what is not being said. Meanings are not in the language, Meanings are caring in itself and it are in the people. People need recognition, attention, caring and mutual trust.

Barriers and breakdowns in listening skill:

Barriers / factors that affect listening skill

Listening is an active skills and one of the four basic language skills. Listening comprehension is the process of understanding what is being listened / spoken. It is well-established fact that constant listening activity can help us improving better comprehension and communication and vice versa. A good listener is a universal learner. However there are several barriers or factors that affect listening comprehension. They include: linguistic, physical, and psychological barriers.

(i).Linguistic barriers

Linguistic barriers are related to vocabulary, idioms, phrasal verbs (lexical component of the language), sound system of the language (phonological factors), grammar and structure (syntactical aspects). If a listener's linguistic proficiency is low, he/she will have problems in listening.

(ii) Physical barriers

The environment in which the communication is taking place also affects the listening activity. Public places such as cinema halls, shopping malls, public parks, noisy streets, factories, especially, manufacturing units are usually noisy that leads to communication breakdown.

(iii)Psychological barriers

Listening comprehension can also be affected due to some psychological barriers-lack of interest, impatience, over-enthusiasm, Negative attitudes and feeling towards the speaker, the gap between thinking speed and listening speed, strong beliefs, preoccupation of mind with other issues, etc.

However a good listener tries to overcome all the barriers or factors which hinder effective listening comprehension by employing different listening techniques and strategies. The psychological barriers for effective listening comprehension are explained as follows:

(a) Lack of interest: Lack of interest can affect our listening comprehension. For example in classroom context, some students do not pay attention to the teacher's lecture. The reasons may include: students' lack of concentration, teacher's strict demeanour, and indifferent attitude towards the students, etc.

(b) Negative attitudes and feeling: Negative attitude towards the speaker will severely affect listening comprehension. For example, if students develop negative attitude towards their teachers, they cannot listen to their classes.

© Impatience: A listener needs to have a lot of patience. The people who think too much of themselves and overconfident usually do not have patience. Such people interfere in the speaker's talk, instead of listening patiently.

(d) Thinking speed: When we compare our speed of thinking with that of speaking, we think three times faster than we speak. It means that a speaker cannot speak as fast as we understand. Therefore we may employ all our comprehension processing abilities while we are listening to a speaker.

€ Strong beliefs: Some people have strong beliefs which are extreme in nature. These beliefs are so rigid that they will not change their beliefs. Such strong beliefs are also a hindrance for effective listening comprehension.

(f) Preoccupation: If the mind is pre-occupied with some other things, there will not be a possibility for any listening act. For example, imagine a parent scolding a student just before going to school, as he/she got up late. The student will not be able to listen to the class in the classroom.

However a good listener tries to overcome all the barriers or factors which hinder effective listening comprehension by employing different listening techniques and strategies.

- 1. People need psychological space as well as quantitative and qualitative.**
- 2. Short circuits in communication**
- 3. Tendency to judge and evaluate.**
- 4. Develop a sensitive ability to observe carefully.**

What are bad listening habits:

- A. Calling the subject uninteresting.**
- B. Criticizing the speaker's delivery.**
- C. Getting over-stimulated by some point in the speech.**
- D. Listening only for facts.**

E. Fake attention to the speaker.

F. Trying to outline everything.

G. Tolerating or creating distractions.

H. Letting emotion- laden words throw us out of tune with the speaker.

Some specific suggestions for listening improvement

I. Be mentally and physically prepared to listen in the class

II. Behave as you think good listeners should behave

III. Concentrating all of your physical as well as mental energy on listening

IV. Avoid interruption while speaker speaking in the class

V. Be flexible in your views.

VI . Practice listening to difficult expository materials.

VII. Develop habits to good listening as well as difficult listening

Listening Task:

The listening tasks can be of two kinds- Extensive and Intensive.

Let us examine these two kinds of tasks one by one.

1. Extensive listening:

During extensive listening the listener listens to an interesting story, radio program or anecdote, the listening material may be lengthy. The learner listens for pleasure and is not expected to complete a worksheet or a task. Extensive listening may take place inside or outside the school.

2. Intensive listening:

During intensive listening listener listen very carefully. For example: While, listening to directions the listener listens with full concentration. Such listening material is short and has at special task or worksheet designed on it. The intensive listening practice takes place in class and should be so designed that it is practical, easy to administer, and can be completed within the time limit of a lesson.

Use of ICT:

A. The materials for the development of listening skill May be of three types..

B. Audio materials given in audio cassettes or audio CDs Video clipping with audio



C. Multimedia materials where text, voice, video/graphics, animation and Interactivities are available

Objectives of a Group Discussion

Produce a range of options or solutions, addressing a particular problem or an issue.

Generate a pile of ideas by examining issues in greater depth, looking at different dimensions of these issues.

Broaden the outlook of the participants through cross-fertilization and exposure to new and different experiences and ideas and enrich their understanding of the issues under discussion.

Develop their skills in interpersonal communication and in expressing their views in a clear and succinct manner.

Effective means of changing attitudes through the influence of peers in the group

Valuable means of obtaining feedback for the training team on verbal skills, motivation level and personal traits of the participants and characteristics of the group

Group discussion is formed by combining two different words i.e. group and discussion. Here, group means a number of people or things that are put together considered as a unit whereas the word 'discuss' is derived from the Latin 'discutere', which means to shake or strike. Thus 'discussion' refers to examine the topic thoroughly to reach a conclusion. Collectively, it is called Group discussion which means the exchange of ideas by participated candidates on a specific subject or topic. The whole concept is to bring collectively a unit of people on a common platform to share their ideas.

Generally, group discussion is a method used by the companies or organizations to check whether the candidates have certain personality or skills which are must for their members or employees. Nowadays, group discussions have become a main stage in the recruitment process. In this discussion, the group of applicants or candidates is given a topic or a scenario and few minutes are provided them to think about the same, and then asked to discuss the situation among them for a limited time. Organizations conduct group discussion after the written test so as to test the interactive skills of the candidates and how good they are at interacting with other people. Group discussion also tells about how candidates behave, participate and contribute in a group. Also, recruiters come to know about how much importance applicants give to the team objectives as well as their own, how well they listen to viewpoints of others and how open-minded are they in accepting the views contrary to their own. Group Discussion is conducted to evaluate your following skills:

Confidence.

Effective Communication.

Quality of Language.

Listening Skills.

Assertive Attitude.

Paraphrasing Skills.

Leadership.

How does group discussions differ from a debate:

Debate is competitive in nature while group discussion is a co-operative group process. In a debate, a speaker can speak either 'for' the topic or 'against' the topic whereas in a GD, the speaker can express both. The final decision or result in a debate depends on voting while in a GD, the group reaches group consensus

Why is group discussion an important ACTIVITY at college level:

As a student, it helps you to train yourself to discuss and argue about the topic given, it helps you to express your views on serious subjects and in formal situations. It improves your thinking, listening and speaking skills. It also promotes your confidence level.

It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus it is important to be able to take part in a GD effectively and confidently. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

Types of Group Discussion

Generally, group discussion categorized into two categories i.e. Topic-based group discussion and Case-based group discussion and Abstract group discussion as discussed below.

Topic-Based Group Discussion: In this discussion, a topic is provided to the candidates about what they have to perform the discussion. This logic has been

drawn from the actual work scenarios. In this discussion, the given topics are of three kinds i.e. Factual topics, Controversial topics and Abstract topics (related to intangible things).

Case-Based Group Discussion: Instead of the topics, small cases are handover to the candidates which leads to the questions and they have to discuss those questions. This will help in finding out the problem-solving abilities of the candidates.

ABSTRACT GROUP DISCUSSIONS

This kind of discussion gives no outline of the topic, which means no one knows which direction to take. The participants must use innovative strategies and ideas to steer the discussion. The topic could be one word or a sentence, but no one usually knows what to say on that or what the panel might like.

Purpose of Group Discussion

There are several purposes for group discussions. Some of them are listed below:

To reach a solution on an issue of concern.

To generate new ideas for solving a problem.

For choosing the applicants after the written test for a job or for admission to educational institutes.

To train ourselves in various interpersonal skills.

Importance of Group Discussion in Education and Learning

Group discussion plays a vital role in a student's life. Group discussions in the classroom are not only beneficial for a student's social skills only but also enhance their educational development and learning too. Some of the benefits of GD in a student's life are discussed below.

Enhance Critical Thinking: Group discussion is used in a classroom to improve learning, asking open-ended questions will encourage critical thinking and help students think for themselves

Help with Understanding: Group discussion use to help students to understand a topic or concept deeply which will stay for a long time in their minds.

Improve Communication Skills: It is also used to improve communication skills as it can encourage students to become more confident in speaking up and asking questions. This will help them improve their communication in the long run because it should make them more confident to ask if they're stuck and need help.

Improve Interest in Lessons: It improves learning, as group discussion invites the students to be the speakers. This helps students as it can maintain their focus and concentration to hear another voice instead of listening to the same teacher, which holds their attention.

Provide the Feedback: When learners discuss and explain the concepts to each other aloud in a group, it helps the teacher to hear if they have learnt a concept or not. This is a perfect feedback on teaching. It means that, if the teacher sees that they don't understand something clearly, they can help them by stepping in and adding some more context or information in their discussion.

Importance of Group Discussion in Business

Group discussion also has a significant role in the business. As group discussions are organized in the companies to talk over the new strategies about the growth of the business and to find out the valid solution to the problems related to the company's business. Some of the advantages of the GD are mentioned below in terms of the business.

Suggestions: It is through group discussions that a meaningful and practically implementable solution can be reached. The Collaboration of these suggestions gives rise to a new one, creating a space for the best possible output.

Wide Approach: Group discussion helps to provide a wide approach to any concern under consideration, as it includes employees from different sections of a particular business organization.

Decision Making: Group discussion helps in evaluation of a problem and reaches to a suitable decision, based on suggestions presented by the members. It also makes it easier for the boss or chairperson to be able to take even the toughest of decision with an ease because by group discussion he/she can know that the decision to be taken will be supported by other members of the company also.

Exchange of Ideas: With the help of group discussion the exchange of ideas is taken place. As every member participated in the discussion put his/her thoughts on the table and this makes the diversity in the ideas.

Productive Activity: Group discussion is always supposed to be a productive way in terms of business concern. It is the proven method which always helps to procure the best possible decision for a concern.

Importance of Group Discussion in Selection Process

Nowadays group discussion is being used along with personal interviews and written exams for the final selection of applicants. It plays a key role in selecting the best among the best. It is one of the best tools to study the behavioural and attitudinal responses of the applicants or the candidates. With the help of group discussion, many things for a particular candidate can be assessed, such as his/her mental capacity to think, creative mind, analytical abilities, comprehending a subject and then speaking on it, awareness, attitude, and energy levels. Some of them are detailed below:

Assertiveness: Confidence level of a candidate shows up in a group discussion. It is assessed that how confident candidates are, while putting up their opinion in front of others.

Team Work: While working for a company, it is very important to work as a part of the team in an assigned project. This quality is really important and this will be evaluated through group discussion. You not only put your own points but also listen to others and then come to a concluding point.

Leadership Qualities: Group discussion clearly indicates who amongst all the participants is taking the lead and who is a passive contestant. As a good leader gives the entire discussion a good direction and takes it forward whenever it is

moving from the main topic. This quality is also evaluated through this process only.

Communication Skills: As communication skills are must in every field of work. These are evaluated through a structured group discussion.

Do's of Group Discussion

There are several things about which you have to be careful while group discussion.

Speak pleasantly and politely in the group.

Respect and recognize the contribution of every member and represent it with a nod or a smile.

Agree and acknowledge whatever you find interesting.

Disagree politely because it is a discussion

Follow etiquettes while speaking.

Be confident.

Don'ts of Group Discussion

Some of the don'ts are listed below about which you have to careful while presenting yourself in front of others.

Don't lose your temper. It is a group discussion, not an argument.

Don't speak loudly or aggressively. Always use a moderate tone and a medium pitch.

Don't do gestures like finger pointing and table thumping. This can appear aggressive, so limit your body gestures.

Don't dominate the discussion. As confident speakers should allow the quieter, a chance to speak up and contribute to the discussion.

Don't draw too much on personal experience.

Don't interrupt when someone else is speaking. Wait for a speaker to finish before you speak.

SOME IMPORTANT TOPICS FOR GROUP DISCUSSION:

Terrorism in India

Religion should not be mixed with politics

Morals & Values among Indians is Degenerating

With Media Publishing and Telecasting Trivia, Censorship is the Need of the Hour

We are not serious about saving Wildlife/Environment

The education system needs serious reforms

The Internet is an exercise in hype

Is our Political System Reason for our Backwardness?

Politics is run by the Barrel of Gun

Corruption is the Price we pay for Democracy

What India needs is a Dictatorship?

Nuclear War cannot be won and should not be fought Should Research on Human Cloning be banned?

Brain-Drain has to be stopped

Should Animals be used for Testing New Drugs & Medical Procedures?

Do NGOs in India Really Work for Others OR Work for their Own Vested Interests?

Security Cameras & Privacy

Advertisements Cheat People, Hence Should Be Banned

What is the Difference between People who do Things Rightly and People who do Right Things?

Are Peace and Non-Violence Outdated Concepts?

Capital Punishment should be Banned or Allowed?

Is Dependence on Computers a Good Thing?

Every Cloud has a Silver Lining

Nice Guys Finish Last

Privatization of Higher Education

How effective are Indian B-schools?

E-Learning: A Substitute for Classroom Learning?

Cricket as a National Obsession is a Detriment to Other Sports.

JAM(Just a Minute)

Objectives:

- 1.improving their fluency, accuracy and time management skills.**
- 2.Organize ideas and stick to the topic with no deviation.**
- 3.Convey opinions and views in a brief and understandable manner.**

JAM Session or ‘Just a Minute’ session is a specially designed task some companies provide to their candidates. In this session, one has to speak about a certain topic for a minute. The topic might be given to the candidate by the selection team or he might be asked to speak on a topic of his/her own choice.

Going through an interview process and completing all its tasks is one thing. But for better performance and results the appearing candidates should also know the importance of various tasks. This helps them to decide on which task requires more focus and which one requires less.

The Importance of JAM:

Lately, many companies have introduced JAM Session in their interview process. One reason behind this is that it helps the interviewers to judge a candidate on

several parameters in a very short span of time. Thus, it becomes crucial for you to prepare for these sessions.

For the recruiters, JAM Sessions help them to:

Judge a candidate's general awareness and his knowledge about various topics. JAM Sessions are not for checking your deep knowledge in some specific area. Rather, you are required to have introductory level knowledge but you should know how to put it on the table.

Judge how much confident a candidate is. Always remember that confidence is the most important thing. You might know certain points about the topic that has been provided to you but if you lack confidence you won't be able to convey those points to your audience. Thus, it is important to speak boldly and confidently in a JAM Session.

Judge a candidate's communication skills. Communication skills are very important in corporate sector. If you do not possess good communication skills then it will become very difficult for you to survive in an organization.

You cannot develop good communication skills in a day. It requires a lot of practice and patience to get the results. There are lots and lots of articles and videos on how to develop good communication skills. Try those methods and be patient. You'll definitely see the results coming and this will help you immensely in both personal and professional life.

See how a candidate manages his/her time. You might be having a bunch of points about some topic but how you organize them and put them before your audience within the given time is what going to give you points in a JAM session. Your organizing ability is also checked in this.

Decide on how good is flow of thoughts of a candidate. Flow of thoughts is a thing that won't come to you naturally. You'll have to read about various topics and then try speaking about them before a mirror in your home.

Through all these points mentioned above you must have got the idea that JAM Sessions are not as easy as they sound. They are not difficult either; they just need efforts and preparation.

Here are few tips that could help you crack this round.

1. Simple Vocabulary:

Try to avoid long sentences and language with complex vocabulary. Interviewers generally look for simple English. In an attempt to use impressive words, you might fail to drive your point to the panel members. What is important is content. Besides content pay attention to details like grammar, pronunciation, and sentence formation.

2. Preparation:

JAM is all about spontaneity but a little a smart work could help you crack JAM. Invariably some topics are always a part of the JAM topics like – Engineering is a right platform to take-off for a bright career, Are Engineering Colleges really producing professionals? Or Technical fests in Engineering Colleges, all these are relevant topics you can have a look at before your JAM session. Current Affairs is something that you need to prepare for before JAM, there is a high possibility for such topics. By preparing for topics your confidence levels might build up and help you be familiar with the approach.

3. Avoid Repetition:

One of the common mistake that students commit during the JAM sessions and subsequently lose marks is they repeat the ideas and sentences. Try to provide as many new ideas as possible in one minute. Speaking uninterrupted is essential but that does not mean you will repeat the sentences or ideas, you might gain a negative impression there.

4. Avoid Mother Tongue Influence:

Try to avoid Mother tongue Influence at maximum; this will create impression on you. Use proper diction, do not try to fake an accent, that is where you will lose the attention. Be yourself and be clear.

5. Mock JAM Sessions:

Have few mock JAM sessions before your friends, ask them to monitor your performance. Assess yourself, know your faults, weak areas and work on them. Some of you might have numerous ideas and points but have a problem with fluency, some of you might be good at speaking but have a dearth of ideas or content, so work on your weak areas. Eloquence is not entirely innate, it can be achieved with a considerable practice

6. Proverbs:

Proverbs are always the best way to start a speech. By using proverbs you can make an impression right from the beginning because it will make you sound convincing. But make sure you use them in the right context and do not make a fool out of yourself by unnecessarily using them.

7. Avoid Casual Talk:

Make sure you do not the speech conversational or casual. Many students have the tendency to use words like 'toh', 'ante', 'voich' while speaking English, may not be deliberately but subconsciously, so make sure you check on that. Do not ask questions to the audience or panel members. Remember you only have a minute and that could decide your career, therefore do not experiment.

DO'S IN JAM SESSION:

Never be nervous in this round.

Make eye contact

Must see to the faces of the interviewing people and as well as neighbouring people.

Your voice must be very clear and audible to everyone.

Give a presentation and brief details about your topic.

8Present your topic of JAM in clear and simple language.

Better choose the JAM topic which is related to Political, Social, Economic, Legal/Language and Technical.

Use good Grammar.

Use the words like- However, certainly, defiantly. Avoid using the word “But”.

While concluding the topics use the words like- Therefore, In brief, In short, Hence, Overall, In a bird’s eye view, I conclude that ...

Be positive and maintain a positive outlook.

Finish your JAM topic with a Thank You giving.

DONDT’S IN JAM SESSION:

Don’t be Nervous this is the main drawback of disqualifying in JAM round.

Don’t do grammatical mistakes.

Avoid Clichés

Avoid long Pauses

Just use simple and clear English slang while presenting your topic in JAM rounds.

Don’t use mother tongue anywhere in the JAM rounds.

PRACTICE FOR JAM TOPICS:

First of all, choose your own JAM topic. Practice on that topic. Choose as simple as a possible topic for your practicing session. Practice some topics with your friends or before a mirror. Choose any recent and current topics of your interest. Check your grammar and speaking skills. Practice as many as possible topics daily. Follow Do's and Don'ts for Jam Sessions. If you practice speaking in English daily one can crack this Jam round even more easily.

Presentation Skills — Definition & List of Main Presentation Types

What are presentation skills?

Presentation skills are the abilities one needs in order to deliver compelling, engaging, informative, transformative, educational, enlightening, and/or instructive presentations. Central to effective presentation skills are public speaking, tone of voice, body language, creativity, and delivery.

That said, there are several types of presentations:

Main Types of Presentations

Persuasive Presentations

Persuasive presentations are those given to arouse the audience to make the decision which the presenter hopes for. An example might be a startup founder delivering a presentation to an angel in the hopes of getting investment or a salesperson pitching a product to customers.

Instructional Presentations

Instructional presentations are those given to guide the audience on a new policy, law, etc. For example, an HR manager might hold an onboarding presentation to instruct new employees on the rules of the company.

Informative Presentations

Informative presentations give information about a new procedure, benefit, etc. One example might be a company HR presentation where the manager gives information about the new bonus requirements.

Inspirational Presentations

Inspirational presentations are similar to persuasive presentations, but here the speaker aims to boost morale or increase brand pride, for example. Another example would be the rousing conclusion of a TED Talk speaker as they wrap up their speech.

Here's a beautiful example of an inspirational presentation about, well, presentations:

And, there are several presentation delivery methods:

Presentation Delivery Methods

Extemporaneous presentations are those you deliver without any preparation, though you plan it beforehand.

Memorized presentations are those you learn by heart. Hard to get right, but compelling if it is! Manuscript presentations are those you deliver from a pre-written script or notes. Impromptu presentations are similar to extemporaneous presentations, but you decide on and deliver them on the spot. Pro Tip: What's the difference between a speech and a presentation? A speech is just plain oral spoken word read or delivered based on a written draft while a presentation gets creative with interaction, videos, slides, etc. The best ways to improve presentation skills:

- 1. Prepare Your Presentation in Advance** There are various methods of preparing for a presentation, and they're all very similar to preparing for a job interview. Run lines with a mock audience or friend, like actors and actresses auditioning for movie and stage roles. Give yourself plenty of time to prepare for an upcoming presentation or speech, especially when you are less experienced. And, the last part of preparation—always be prepared with answers to follow-up questions once your presentation is over.
- 2. Practice Your Presentation As Much As Possible** As with anything, practice makes perfect. Hopefully it doesn't come down to Gladwell's "10,000 hour rule," but practice of some length is always required to hone your presentation skills. Practice alone. Then, practice with a friend or family member. Then, always use each live presentation opportunity as a practice round for the next presentation.
- 3. Learn How to Skip Around** Poor presentation skills for most people involve a monotonous, robotic delivery. And, sure, that isn't so compelling. However, what's equally lackluster is a presenter who is unable to be dynamic and find real-time solutions to questions asked during the presentation. If an interruption or news update mid-presentation throws you off, then you need to practice and learn how to handle them. Likewise, imagine giving a breaking news update to the public. If an advisor comes up to your podium to whisper in your ear, you have to take this new news into consideration, altering your presentation to fit. Like improve sketches, knowing how to handle changes is an important part of a performance.
- 4. Speak Passionately About Your Topic** When you are passionate about the topic of your presentation, the audience senses it. It leaks

through your pores and reflects from your eyes. Show passion. Show enthusiasm. Be slightly crazy— Or learn how to fake it. Audience members who feel it on a visceral level, rather than only intellectually, are much more inclined to pay attention and find agreement with you. And, bonus: they tend to fall asleep less!

5. Tell Stories in Your Presentations Storytelling is one of the most effective presentation skills. Crowds love stories. They give great examples of what the presenter is talking about, and they earn that rapt attention which any presenter aims for much more easily.

6. Understand What You Should And Shouldn't Do On your first presentation, you'd be forgiven for having a coffee to clear the fog from your mind. If and when it increases any pre-PowerPoint jitters, you know never to drink coffee prior again. Same goes for the way you breathe, and the food you consume beforehand. You don't need the added discomfort of a gassy stomach, so know what foods, if any, cause that for you. On the opposite side, exercise, for most people, is a great way to relieve any built up tension the night prior. As you practice, practice, practice, you'll get signals from your environment, audience, and body as to what does and doesn't work for you.

7. Know Your Audience This one requires research in advance (remember: prepare!). Let's say you were hired to deliver several motivational speeches to various members of a large company. You nail your first presentation delivered to an audience of interns.

8. Film Yourself Try filming yourself delivering the presentation and playing it back. You can learn a lot just by seeing your own mistakes and working to improve them. Later, give that same video to a friend and ask for further feedback and criticism. They are likely to spot something you might have missed, because, you know, two heads are better than one and all that.

9. Connect With the Audience's Emotions & Inspire Action Connect with the crowd on a gut level. The audience has to feel that what you're saying is important, actionable, and true. Be engaging. Be entertaining. This is how you truly speak to the audience. He sums it up like this:

10. Use Humor Add some jokes and humorous comments throughout your presentation. Like storytelling, it connects with the audience on a deeper level, and getting them to laugh helps to earn their attention back if you were losing it. On top of that, you help cut any tension in the room, which is helpful if you're

nervous or have a fear of public speaking, but also helps to make any proposal or instructional presentation more palatable to the audience. **11. Remove Filler Sounds & Crutch Words** For example, do you, um, give, like, uh, sounds like this? There's nothing wrong with these in everyday speech. In linguistics, these are called filler sounds (or crutch words), and it is a common way to allow your brain to catch up with your words. However, in presentations, these only make you look incompetent. Likewise, find other ways to improve your presentation delivery. Maybe your hand gestures look robotic, your jokes fall flat, or your voice cracks. A compelling presentation depends on a compelling delivery. Check out this guide from Harvard Business Review for a great write-up on how to stop using so many crutch words. **12. Use the Right Visual Aids & Presentation Media** With some presentations, the medium of delivery is set (aside from the speech element). On a school project, for example, you may be required to use Microsoft PowerPoint. However, when you have a choice, choose the right visual aid method. Even with PowerPoint, you have to choose between text slides, image slides, and infographic slides. Not only is there not a single perfect visual aid medium for all presentations, but different sections of one presentation could benefit from a different media format. Maybe a 5-minute video would work great as an intro. Perhaps a set of image slides to wrap things up. **13. Improve Your Confidence** When trying to learn how to improve speaking skills or how to improve public speaking, work on improving your confidence. It's one of the single most effective ways to boost your delivery, and thus your presentation. Think positive thoughts. Make a SWOT analysis to boost your self-confidence. Work on your body language and stance. A confident speaker is way more effective at how to give a presentation than one who isn't, and this is true at job interviews, meetings, and negotiations **14. Get Psyched** Sometimes the best way to get over those nervous jitters is to get yourself psyched. Consider workouts, for example. How to get over that lazy feeling and get yourself to the gym? Think of the beach, think about how you'd like to look, play some heavy metal or hip hop. Likewise, figure out what gets you pumped and excited before entering onstage. Music almost always helps, as does a bit of private dancing in an empty room. Maybe make faces at yourself in

a mirror to immediately. Think of the post-show party after your presentation is over. Invigorating yourself with these common routines is sure to prepare you for any type of presentations—including job interviews!

15. Focus on the Core A great presenter may have many illustrious stories to help the audience understand the gist of the show. However— If you don't use storytelling correctly, you're liable to go off on tangents which will lose the audience. More disastrously, it could make you lose your own train of thought. So, when you're more of a beginner, focus on your core topic, and don't stray far from its message. As you get more confident, you'll be able to step further and further with your storytelling. An added bonus: your presentation will be short, sweet, and over that much faster.

16. Engage an Audience Member We've talked about connecting with the audience before, but this presentation trick works wonders, too. Is everyone staring too intently at you and you are starting to get freaked out? Turn the attention onto someone else for a moment to help you recollect yourself. Perhaps make a joke about how your partner ("sitting right over there") just ran three red lights to get you there on time. Or, if you're on a panel, maybe you could give praise to that academic award your colleague behind you just earned. Whichever way you do it, all eyes look away, giving you an instance to get your head right. But be careful and always get permission! You don't want to embarrass someone or say something not meant to be revealed just so you can have a 15-second reprieve. Always ask in advance.

17. Breathe Breathing is so involuntary and commonplace that you likely wouldn't consider it to be a potential presentation booster. However, with the right breathing techniques, you can definitely lower your stress and anxiety, whether it's on stage or at an interview. Snap yourself out of that loop of despair by practicing some breathing exercises.

18. Reappraise Anxiety as Excitement I used to always be nervous going to work each morning. Around the same time, I would also want to use the restroom. That needing-to-go feeling always felt associated with nervousness. However, when I told myself that this feeling was just a normal morning urge, rather than anything to do with work—boy did that help! As a Harvard study theorizes, you can use reappraisal of anxiety to help with presentations, as well: "Individuals can reappraise anxiety as excitement

using minimal strategies such as self-talk (e.g., saying “I am excited” out loud) or simple messages (e.g., “get excited”), which lead them to feel more excited, adopt an opportunity mind-set (as opposed to a threat mind-set), and improve their subsequent performance.” Now, when I go to work each morning, I’m excited.

19. Mingle Beforehand You were probably going to shake hands and chit-chat with audience members after the show’s over, depending on the intimacy and nature of the venue. However— Mingle with them beforehand, as well. For those of you who might be afraid of public speaking, chatting face-to-face with members of the crowd turn them from big, scary monsters to people just like yourself. Even if you’re just generally nervous about public speaking, getting a few smiles and handshakes prior adds a “temporary friend” in the audience for you—sure to put you more at ease than if everyone were complete strangers.

20. Arrive Extra Early You might have planned to arrive a few minutes early anyway, right? However— It’s not enough. There are likely dozens of things you can’t or won’t account for, from the projector malfunctioning to crazy feedback on the mic to curtains that just won’t recede. While you don’t have to account for everything that could go wrong, it’s best to give yourself extra time just in case. And, hey, if everything is fine for you, then you just get a few extra minutes to relax yourself and rehearse once more.

21. Exercise One of the best ways to have a relaxed demeanor and attitude right before a presentation is to exercise. Regular exercise is proven to reduce anxiety and stress, too. Go for a brisk walk for 10–15 minutes, or do a few bicep curls. Like a shot of whisky, it’s sure to take the edge off. It’s just healthier and safer. However, don’t go too hard—you don’t want your shirt to have visible pools of sweat

. Sit In on Other Presentations

Aside from your own public speaking and presentations, what better way to improve your presentations than by watching others?

Don't just watch anybody, of course.

Find a person or two whose presentation skills you absolutely adore. Whether they're online or at your local town hall, watch closely and take notes on what makes them such a compelling presenter.

3. Presentation Skills at an Interview

Lastly, the interview.

The job interview is a make-or-break performance for you, and presentation skills will be needed in spades.

While most of our presentation preparation tips from before are relevant, here is a quick way to ace your interview:

Prepare for your interview properly. Do mock interviews with family members, calm your nerves, and get plenty of sleep the night before.

Dress well for your interview. A nice suit or dress definitely helps to boost your confidence before your big meeting.

Get ready for their questions. What's an interview without questions? Our guide can help you with answers to more than 65 common interview questions.

Bring your own questions to ask. A good interviewer will always ask if you have questions for them at an interview. Don't be unprepared.

Learn the STAR technique. When answering behavioral interview questions, the STAR method is the best way to structure your reply.

Here's a quick recap of everything you need to remember about presentation skills:

Good presentation skills are more than just speaking in public. They are a part of many aspects of life, especially in careers and job seeking.

Preparation is one of the most important ways to have a successful presentation.

Memorizing the speech element of a presentation is not as necessary as good speech delivery.

Knowing your audience is crucial to obtaining your goals for the presentation.

Always prepare for follow-up questions after your presentation is over.

On a resume, list your presentation skills in the skills section as closely to the wording of the job ad as possible.

Role Play

Role play is the act of imitating the character and behaviour of someone who is different from yourself, for example as a training exercise. Group members have to communicate with each other through role-play.

The Benefits of Role Play:

Developing empathy towards others by experiencing new perspectives

Increased problem-solving skills

Improved self-expression through communication

Learning to work better with others

Gaining better social and emotional skills

Types

Informal role-play is an activity performed by simulating certain casual situations like conversations between friends, family gathering and so on...

Formal role-play is an activity performed by simulating certain situations in a formal scenario like seeking appointment of an official over phone, conversation in an official meeting and so on..

Small group role-play is an activity by dividing the larger groups into smaller ones and run the same plays in separate groups simultaneously.

Whole group role-play is used to gain consensus on a larger scale in the organizational communication.

Role reversal is an activity to improve sensitivity and to enhance self-awareness.

Spontaneous role play is an activity in which trainees are asked to produce their own situations of which the conceived situation shall be briefed to others in the group.

COMPONENTS:

Speaking skill: The ability to use a vocabulary suited to spoken forms of English and the ability to compose sentences while keeping up fluency. Use simple language. High sounding words, jargon and slangs are not advisable.

Listening skill: Active listening during a role play is very essential, as your answers and remarks depends on your ability to understand what the other is trying to communicate to you.

Non-verbal communication: It is communication through any other means other than words. Your body is speaking to your audience even before you can open your mouth. All the cues, gestures, facial expressions, signs and symbols enable people to communicate without words. Unless listeners are aware of and are sensitive to others' non-verbal communication they cannot understand the message clearly and effectively. Expression Bank

1) Self-Introduction

Good morning! I am....

Hello! I am from...

I work for...

2) Greetings and taking leave Hello! How are you?

Hi, nice meeting you

Hi, it's great seeing you again

Fine, how are things with you? Certainly, see you some time. Bye!

3) Seeking direction How do I get to

What is the best way to Could you tell me where is.

4. Giving directions

Go

Take a turn from....

Turn right/left

It's on the right/left side

Take the first/second right/left road and.....

5). Making request/Enquiry

Excuse me, could you help me, please?

Could I ask a favour of you?

I'm sorry to trouble you, but I need your help

Would you mind helping me, please?

6).Congratulating

Congratulations!

Well done!

Keep it up!

We are proud of you!

You really deserve this honour

6) .Making apologies

I'm so sorry.....

I must apologize for...

Please forgive me.

I'm really sorry about.

Please accept my sincere apology. I hope you will excuse me.

8.Complaining

I'm so sorry to say that/ bother you, but there is a problem.

I regret to bring to your notice that...

I'm afraid I have to make a complaint about...

I am very annoyed and upset with you.

9) Express sympathy/ Offer Condolence You mustn't let this depress you.

You must be brave. I have no doubt that you'll do much better next time.

Never mind. Things will seem brighter tomorrow.

I just heard the sad news. This must be a terrible blow to all of you.

It is a great loss indeed. I am sorry of what happened.

See we are all with you.

10) Extent/Accept/decline invitations

I will be happy if you and your family could come

I'm here /I'm calling to invite you to....

Why don't you join us at lunch/dinner/ a get-together .

You must come to...

Thank you for the invitation. We will certainly come.

It'll be a pleasure

Oh, sure, I'd like to come.

I'm afraid, I won't be able to come.

I'm sorry, but I will have to miss the....

Step 1-Set up

Students are divided into groups and each group select their team leader. Team leaders collect their topic from the teacher.

Step 2-Preparation

Team leaders discuss the given topic among the members and suggest roles to each member. Accordingly develop the dialogues for each character.

Step 3-Performance

Each team perform the role play.

ACTIVITIES:

INTRODUCING ONESELF IN FORMAL OR SOCIAL CONTEXTS

Listen to the following dialogues in which people greet one another, take leave and introduce themselves and others. Note the language used to perform these functions.

(It is Rafiq's first day at work. He introduces himself to Janet, the head of his

Rafiq: Good morning, ma'am. I'm Rafiq Ahmed. I joined today and was asked to Report to you.

Janet :Good morning Rafiq. I'm pleased to meet you. Welcome to Magna Publications. It'll be nice having you in the department.

Rafiq: Thank you. I look forward to working here.

(It is a meeting that Anand is attending. He meets the Chairman of the company that he has recently joined.)

Chairman: I am pleased to meet you. I understand you have joined recently.

Anand : I am pleased to meet you too. Yes, I am Anand, and I have joined the Information technology cell.

Chairman: I hope you have been having a pleasant introduction to our nature of work.

Anand : Yes, I have been enjoying it. Thank you.

(Janet introduces Rafiq, a new employee, to Aruna, another employee in the company.)

Janet: Aruna, I'd like to introduce Mr Rafiq Ahmed to you. He's our new production assistant. Rafiq, this is Ms Aruna Jain, one of our editors.

Aruna: Hello, Rafiq. Glad to meet you. Rafiq: Nice to meet you too, Ms Jain.

Aruna: You can call me Aruna. We use first names here.

(Vishal is at a wedding reception. He introduces himself to Jacob, his sister's classmate.)

Vishal: Hello. I'm Vishal, Smita's brother. Jacob: Hi, Vishal! Nice to meet you.

Vishal : Nice meeting you too.

(Gita meets her neighbour Girish at a restaurant. She introduces him to her cousin Deepti, who is with her.)

Gita : Hi, Girish. What a pleasant surprise!

Girish: Hi. I'm meeting my friends here. It's Tony's birthday.

Gita : Girish, I don't think you've met my cousin Deepti. She's come from Kolkata on a short visit. Deepti, this is Girish, our neighbour. He is studying economics at Nagpur University.

Deepti: That's nice. Pleased to meet you, Girish. Girish: Nice to meet you too.

ACTIVITY

Working in pairs, write short dialogues for the following situations and enact them.

- 1. Introduce yourself in a business meeting where you would be representing your company.**
- 2. Karuna runs into her cousin Mukund in a shopping mall. The two greet each other, exchange a few words and take leave.**
- 3. Pushpa Kapoor goes to the office of a lawyer, Feroz Mirza. They have not met before; so she introduces herself and tells him why she wants to see him.**

Reading Skills

Objectives

This course aims at:

- 1. Acquainting the students with reading comprehension strategies and skills that facilitate their understanding and analyzing of written texts effectively and easily;**
- 2. Cultivating in the students the love for reading, and developing their oral and silent reading skills; also training students on critical reading and thinking.**
- 3. Further developing the students' four basic skills (listening, speaking, reading and writing); 4. Introducing texts containing new ideas and concepts and helping the students to make use of and build on their prior knowledge to understand the texts and gain more knowledge about the topics. Also teaching students how to connect the ideas and concepts to real life experience; 5. Helping the students to expand their vocabulary and learn new vocabulary in context;**
- 5. Introducing new grammatical structures and special difficulties and helping the students to understand and learn them;**

6. Familiarizing the students with different writing styles and different text genres; 8. Helping the students to ask and answer questions about the texts and developing their ability to summarize both the main idea and specific details from a reading passage; and

8. Developing the students' writing and paraphrasing skills through writing summaries and short compositions about the topics.

Reading techniques.

Reading is one of the four basic language skills, others being listening, speaking, and writing. Reading is a receptive skills and reading comprehension Involves understanding the meaning of the content, vocabulary, structures, concepts, and relationships of ideas. Reading also means understanding the content of what writer has said, and the context in which the content is said. Every text is read in the same manner. The speed required, the amount of comprehension needed, and the strategies applied depend upon the purpose of the reader in reading a text. The following techniques of strategies are usually adopted by readers depending on the purpose of the reading of the text:

(a)Skimming: Skimming is a reading technique in which the reader's eyes run over a text quickly to get a general idea or gist of it. Looking at the title. The illustrations, pictures, newspaper headings, labels, graphs, charts, etc. are examples for skimming

(b) Scanning: scanning is a reading technique for finding numbers, names, dates, and answers to the specific

questions. We employ scanning as a reading technique for railway timetable, telephone directory, names of characters in a story, dictionaries for meaning, pronunciation of words, etc

© **Intensive Reading:** The primary objective of a reader is to extract information from the text. Intensive reading is done for getting every detail of the text. This type of reading technique is used mostly in reading textbooks, research articles, reports, court orders, commission reports, etc.

(c) **Extensive Reading:** Extensive reading refers to reading longer texts like novels, and short stories which generally take longer periods. This is usually done for pleasure. She or he may skip certain pages and complete the reading

Gathering ideas and information from a given text:

Reading process involves a group of skills including: recognising the letters of the language; identifying the meaning of the words; deducing the meaning of the unfamiliar words; understanding the relationships among the constituents of each sentence, and among different sentences; comprehending the overtly stated information; inferring the information not overtly stated; getting a general idea of the text; locating specific information. There are certain techniques which can be useful in gathering ideas and information from a given text.

- (i) **Identify the main claim of the text: What claims are contained in the text? What is the author arguing in favour of? It is easy to identify a main idea that is directly expressed in the text.**

Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. Main ideas are also found in the concluding sentences of a paragraph.

- (ii) Identify the purpose the text: Writers usually write their texts for a reason. They have something to say and have a motive for saying it. In other words, every piece of writing has its purpose. Many texts have more than one purpose, but usually one will stand out as primary. Readers have the job of determining the purpose or purposes of a text and understanding why the writer is writing and what the writer wants the reader to do with the text.**

- (iii) Identify the context of the text: Context helps readers understand what they otherwise wouldn't be able to comprehend. It is a much-needed assistant, helping readers define unknown words and make sense of outside information. That is why context, when broken down, literally means 'with text.' It helps readers understand that which otherwise, they wouldn't be able to comprehend.**

Evaluating the ideas and information gathering from a given text:

Reading is a complex and challenging process. It is complex because it requires the reader to evaluate the text in terms of its ideas and information provided in the text by the writer. Evaluation of the ideas and information from given in a

text requires on the part of the reader to identify the arguments employed in the text, and identify the theories employed or assumed in the text.

(i). To identify the arguments employed in the text:

Usually all texts are not argumentative. The primary purpose of majority of texts is to inform. They provide information about something rather than arguing in favour of a particular point of view. However, there are many texts that we come across will be argumentative texts. The writer of such text argues in favour of something. Often author will state clearly what it is that he or she is arguing.

(ii) To identify the theories employed or assumed in the text: In order to identify the theories employed or assumed by the writer in the text, the readers need to keep these questions in mind while they are involved in the reading process: How does the author substantiate her/his claims? What evidence is the writer using to substantiate the arguments? Why do these arguments appear to be relevant in this context? The link between an argument and a claim of the writer is as a warrant

The ways of interpreting the text:

The process of reading a text, reflecting on it, and interpreting it refers to critical reading, Critical reading is a more active way of reading and a deeper and more complex engagement with a text. It is a process of analysing, interpreting and, sometimes, evaluating a text. When we read critically, we use our critical thinking skills to question

Both the text and our own reading of it. In order to interpret a text, readers need to adopt certain strategies which require the readers

(a) To understand what a text says: The first thing a reader can do while reading a text is to understand what the text explicitly says. Reading what a text says is concerned with basic comprehension, with simply following the thought of a discussion. Usually we restate or summarize what the writer presents in the text.

(b) To understand what a text does: The reader need to examine the credibility of the “facts” as well as the line of reasoning that ties the facts to the main assertion of the writer. It is important for the readers to ask themselves what the writer wants them to believe and whether the reasons and supporting evidence convince them of this viewpoint. What the text does is closely related to the questions: How does the text work? How is it argued? What are the choices made? What kinds of reasoning and evidence are used? What are the underlying assumptions?

© To understand what a text means: It is the final stage in critical reading. The reader tries to answer the question: What does the text mean? The direction of reading is not with the text, taking for granted it is right but against the text, questioning its assumptions and arguments, interpreting meaning in context.

READING COMPREHENSION PRACTICE TEST 1

Questions 1 through 7 refer to the following passage:

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king’s favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The 16th century was an age of great _____ exploration.

1. cosmic
2. land
3. mental
4. common man
5. None of the above

2. Magellan lost the favor of the king of Portugal when he became involved in a political _____.

1. entanglement

2. discussion
3. negotiation
4. problem
5. None of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a _____ direction.

1. north and south
2. crosswise
3. easterly
4. south east
5. north and west

4. One of Magellan's ships explored the _____ of South America for a passage across the continent.

Menu

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1. north and south

2. crosswise

3. easterly

4. south east

5. north and west

4. One of Magellan's ships explored the _____ of South America for a passage across the continent.

1. coastline

2. mountain range

3. physical features

4. islands

5. None of the above

5. Four of the ships sought a passage along a southern _____.

1. coast

2. inland

3. body of land with water on three sides

4. border

5. Answer not available

6. The passage was found near 50 degrees S of _____.

1. Greenwich
2. The equator
3. Spain
4. Portugal
5. Madrid

7. In the spring of 1521, the ships crossed the _____ now called the International Date Line.

1. imaginary circle passing through the poles
2. imaginary line parallel to the equator
3. area
4. land mass
5. Answer not available

The following passage refers to questions 8 through 14.

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

8. The Curies' _____ collaboration helped to unlock the secrets of the atom.

1. friendly
2. competitive
3. courteous
4. industrious
5. chemistry

9. Marie had a bright mind and a _____ personality.

1. strong
2. lighthearted
3. humorous
4. strange
5. envious

10. When she learned that she could not attend the university in Warsaw, she felt _____.

1. hopeless
2. annoyed
3. depressed
4. worried
5. None of the above

11. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

1. challenged authority
2. showed intelligence
3. behaved
4. was distressed
5. Answer not available

12. _____ she remembered their joy together.

1. Dejectedly
2. Worried
3. Tearfully
4. Happily
5. Irefully

13. Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

1. misfortune
2. anger

3. wretchedness
4. disappointment
5. ambition

14. Even though she became fatally ill from working with radium, Marie Curie was never _____.

1. troubled
2. worried
3. disappointed
4. sorrowful
5. disturbed

The following passage refers to questions 15 through 19.

Mount Vesuvius, a volcano located between the ancient Italian cities of Pompeii and Herculaneum, has received much attention because of its frequent and destructive eruptions. The most famous of these eruptions occurred in A.D. 79.

The volcano had been inactive for centuries. There was little warning of the coming eruption, although one account unearthed by archaeologists says that a hard rain and a strong wind had disturbed the celestial calm during the preceding night. Early the next morning, the volcano poured a huge river of molten rock down upon Herculaneum, completely burying the city and filling the harbor with coagulated lava.

Meanwhile, on the other side of the mountain, cinders, stone and ash rained down on Pompeii. Sparks from the burning ash ignited the combustible rooftops quickly. Large portions of the city were destroyed in the conflagration. Fire, however, was not the only cause of destruction. Poisonous sulfuric gases saturated the air. These heavy gases were not buoyant in the atmosphere and therefore sank toward the earth and suffocated people.

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behavior of the volcano. By analyzing data, much as a zoologist dissects an animal specimen, scientists have concluded that the eruption changed large portions of the area's geography. For instance, it turned the Sarno River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate.

In addition to making these investigations, archaeologists have been able to study the skeletons of victims by using distilled water to wash away the volcanic ash. By strengthening the brittle bones with acrylic paint, scientists have been able to examine the skeletons and draw conclusions about the diet and habits of the residents. Finally, the excavations at both Pompeii and Herculaneum have yielded many examples of classical art, such as jewelry made of bronze, which is an alloy of copper and tin. The eruption of Mount Vesuvius and its tragic consequences have provided everyone with a wealth of data about the effects that volcanoes can have on the surrounding area. Today, volcanologists can locate and predict eruptions, saving lives and preventing the destruction of other cities and cultures.

15. Herculaneum and its harbor were buried under _____ lava.

1. liquid
2. solid
3. flowing
4. gas
5. Answer not available

16. The poisonous gases were not _____ in the air.

1. able to float
2. visible
3. able to evaporate

4. invisible

5. able to condense

17. Scientists analyzed data about Vesuvius in the same way that a zoologist _____ a specimen.

1. describes in detail

2. studies by cutting apart

3. photographs

4. chart

5. Answer not available

18. _____ have concluded that the volcanic eruption caused a tidal wave.

1. Scientists who study oceans

2. Scientists who study atmospheric conditions

3. Scientists who study ash

4. Scientists who study animal behavior

5. Answer not available in article

19. Scientists have used _____ water to wash away volcanic ash from the skeletons of victims.

1. bottled

2. volcanic

3. purified

4. sea

5. fountain

The following passage refers to questions 20-24.

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's supremacy.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Spanish Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled 130 sailing vessels of all types and recruited more than 19,000 robust soldiers and 8,000 sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

20. Sir Francis Drake added wealth to the treasury and diminished Spain's

_____.

1. unlimited power
2. unrestricted growth
3. territory
4. treaties
5. Answer not available in article

21. King Philip recruited many _____ soldiers and sailors.

1. warlike
2. strong
3. accomplished
4. timid
5. inexperienced

22. The _____ Armada set sail on May 9, 1588.

1. complete
2. warlike
3. independent
4. isolated
5. Answer not available

23. The two battles left the Spanish fleet _____.

1. open to change
2. triumphant
3. open to attack
4. defeated
5. discouraged

24. The Armada was _____ on one side.

1. closed off
2. damaged
3. alone
4. circled
5. Answer not available in this article

Answers & Explanations

1. B

“Terrestrial” means land. No choice here offers a synonym for “marine,” e.g. nautical/naval/water/seagoing, and no other choices match either marine or terrestrial.

2. A

“Quagmire” means literally a bog or marsh, and figuratively an involved situation difficult to escape; entanglement is a synonym, more specifically similar than the other choices.

3. A

Longitudes are imaginary geographical lines running north and south. Latitudes run east and west. The other choices do not equal either latitude or longitude in direction.

4. C

Topography means the physical features of a land mass. It does not mean coastline (A), mountain range (B), or islands (D).

5. C

A peninsula is a piece of land connected to the mainland by an isthmus and projecting into the ocean such that it is surrounded on three sides by water. A peninsula is not a coast (A); it is not found inland (B); and it is not a border (D).

6. B

The passage was found near 50 degrees S latitude. Latitudes are measured horizontally, in relation to the equator or central imaginary line, equidistant between the North and South Poles. Longitudes are measured vertically.

Greenwich (A), the location of zero degrees longitude, adopted as the global standard, is both incorrect and never named in the passage. Spain (C), Portugal (D), and Madrid € in Spain are also incorrect.

7. A

Meridians are imaginary geographical circles intersecting the poles. Imaginary lines parallel to the equator (B) are latitudes. The International Date Line is a specific meridian, not an area (C). It is not a land mass (D) as it crosses both water and land.

8. A

“Amicable” means friendly. It does not mean competitive (B), i.e. oppositional, ambitious, or aggressive; courteous (C), i.e. polite; industrious (D), i.e. hard-working; or chemistry €: their collaboration was in physics, but moreover, the passage specifically describes their collaboration as “amicable.”

9. B

“Blithe” means light-hearted. It does not mean strong (A), humorous (B) or funny; strange (D), or envious €.

10. B

“Disgruntled” means annoyed. It does not mean hopeless (A), depressed (C), or worried (D).

11. A

Marie challenged authority by going to study at the Sorbonne, because Warsaw’s university did not admit women. The passage indicates this challenge by describing her “defiantly” leaving Poland for France; i.e., she was defying authority. The passage does not indicate she showed intelligence (B), “behaved” (C), or was distressed (D) or upset by her move.

12. A

A synonym for “despondently” is “dejectedly,” meaning sadly, with despair or depression. The passage indicates this by describing Curie’s emotional state as one of “heartbreaking anguish” over her husband’s sudden accidental death. She is not described in this passage as worried (B) by her memories, or recalling them tearfully (C), happily (D), or irefully €, i.e. angrily.

13. C

The closest synonym for the “feeling of desolation” (despair) described in the passage is wretchedness. Misfortune (A) or ill fate/luck is not as close. Anger (B) is a separate emotion from desolation. Disappointment (D) is also different from desolation, meaning feeling let-down rather than hopeless. Ambition € is drive to succeed or accomplish things. It was not Curie’s ambition that faded upon returning to the Sorbonne but her depression.

14. C

“Disillusioned” means disappointed. It does not mean troubled (A), i.e. concerned or disturbed; worried (B) or anxious; sorrowful (D) or sad; or disturbed €.

15. B

“Coagulated” means solidified. Liquid (A) is an opposite of solid. Flowing (C) assumes a liquid, not solid, state. Gas (D) is another opposite of solid. (Three states of matter, like volcanic material, are liquid, solid, and gaseous.)

16. A

“Buoyant” means able to float. The passage indicates this by indicating that the gases therefore, sank toward earth and suffocated people. Buoyant does not mean visible (B) or possible to see. Able to float/buoyant does not mean able to evaporate (C). Evaporation means turning to vapor, which only liquids can do. Gases are already vapors. Buoyant does not mean invisible (D) or unseen. Able to float does not mean able to condense €, i.e. turn from vapor to liquid.

17. B

“Dissect” means to cut apart for study. It does not mean to describe in detail (A), to photograph (C), or to chart (D) a specimen.

18. B

Meteorologists are scientists who study atmospheric conditions, particularly weather. Scientists who study oceans (A) are oceanographers, i.e. marine scientists. Scientists who study ash (C) do not exist as members of a separate discipline. Climate scientists and many others concerned with its effects study volcanic ash. Scientists who study animal behavior (D) are ethologists or animal behaviorists and do not study ash.

19. C

Distilled water is purified water. Distilled water is not equivalent to bottled (A), volcanic (B), sea (D), or fountain € water.

20. A

“Supremacy” means unlimited power, not unrestricted growth (B). The passage states that Drake diminished Spain’s supremacy, but does not specifically mention diminishing its territory (C). Drake’s raids enriched England and reduced Spain’s power; no mention is made of eliminating any treaties (D).

21. B

“Robust” means strong. It does not mean warlike (A), accomplished (C) or competent, timid (D) or fearful, or inexperienced €.

22. B

“Martial” means warlike or war-related. It does not mean complete (A), independent (C), or isolated (D).

23. C

“Vulnerable” means open to attack or susceptible to harm. It does not mean open to change (A) or receptive, triumphant (B) or victorious, defeated (D) or beaten-they were vulnerable to attack first and then consequently were defeated-or discouraged €, i.e. disheartened or dispirited.

24. A

The passage indicates the Armada was “blocked” on one side, i.e. closed off rather than damaged (B) (it was damaged extensively, not on one side); alone (C) or circled (D), i.e. surrounded, neither of which can be done on only one side.

Writing skills

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

Letter writing

5.1 letter writing

A letter is a written message that can be hand written or printed on paper. It is usually sent to the recipient via mail or post in an envelope , although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties.

Now that E-mails ([Advantages and disadvantages](#)) and texts and other such forms have become the norm for communication, However, even today a lot of our communication, especially the formal kind, is done via letters. Whether it is a cover letter for a job, or the bank sending you a reminder or a college acceptance letter, letters are still an important mode of communication. Which is why it is important that we know the intricacies of letter writing.

Types of Letters

Let us first understand that there are broadly two types of letter, namely Formal Letters, and Informal Letters. But then there are also a few types of letters based on their contents, formalities, the purpose of letter writing etc.

FORMAL LETTERS:

These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

INFOEMAL LETTERS:

These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

Business letters:

This letter is written among business correspondents, generally contains commercial information such as quotations, orders, complaints, claims, letters for collections etc. Such letters are always strictly formal and follow a structure and pattern of formalities.

Official letter:

This type of letter is written to inform offices, branches, subordinates of official information. It usually relays official information like rules, regulations, procedures, events, or any other such information. Official letters are also formal in nature and follow certain structure and decorum.

Social letter:

A personal letter written on the occasion of a special event is known as a social letter. Congratulatory letter, condolence letter, invitation letter etc are all social letters.

Circular letters:

letter that announces information to a large number of people is a circular letter. The same letter is circulated to a large group of people to correspond some important information like a change of address, change in management, the retirement of a partner etc.

Employment letters:

Any letters with respect to the employment process, like joining letter, promotion letter, application letter etc.

Letter Writing Tips:

Now that we have learned the basics of communicating via letters and the types of letters as well.

1)Identify the type of letter

This obviously is the first step of the letter writing process. You must be able to identify the type of letter you are to be writing. This will be dictated by the person the letter is addressed to and the information that will be conveyed through the letter. Suppose you were writing to the principal of your college to ask for leave, this would be a formal letter (Types of formal letters with samples). But say you were writing to your old college professor catching up after a long time. Then this would be a personal (informal) letter.

2)Make sure you open and close the letter correctly

Opening a letter in the correct manner is of utmost importance. Formal letters open with a particular structure and greeting that is formal in nature. Informal letters can be addressed to the person's name or any informal greeting as the writer wishes.

Even when closing the letter, it must be kept in mind what type of letter is being written. Formal letters end respectfully and impersonally, whereas informal letters may end with a more personal touch.

3] Establish the main intent of the letter

Once you start writing, make sure to get to the point as soon as possible. Especially in formal letters, it is important to immediately make clear the purpose of the letter.

4] Be careful of the language

A letter is always supposed to be polite and considerate. Even if it is a complaint letter, the point must be made in a careful and courteous manner. So it is necessary to use polite expressions and civil language in all types of letters.

5] Length of the letter

And the other important factor to be considered is the length of the letter you are writing. It should be kept in mind that formal letters are generally to the point, precise and short. Lengthy formal letters tend to not have the desired effect on the reader. The length of an informal letter is determined by the message in the letter and the relation to the recipient.

Example 14.1 (Social letter):

259, Courtland Apartment Homes

1200, Broadmore Drive

Austin, TX 78723

U.S.A.

My dear Uncle,

Many happy returns of the day! I hope the day will be peaceful and happy for you. You

Have always been a kind and generous uncle to me, and I take this opportunity to thank you

From the bottom of my heart for all you have done to me.

I was so glad to know that you are still able to take your four-mile walk every day.

Please take things easy and be strong.

I am happy to inform you that my institute is running well and that I am planning to

Open a branch soon.

With love and best wishes,

Yours loving nephew,

.....

Example 14.2 (Business letter):

229, Santa Fe Apartments

1101, Clayton Lane

Austin, TX 78723

U.S.A.

Pustak Mahal

F-2/16, Ansari Road

Daryaganj

New Delhi, 110002

Dear Sirs,

I shall be grateful to you if you send me as soon as possible the books, which I ordered a week ago

Yours faithfully.

PRECISE WRITING

5.2 What is Precise Writing?

Precise Writing is a summary. It is an exercise of compression. A precis writing is a gist of any passage in as few words as possible. A precis should mention all important details of the original paragraph so anyone who reading is able to understand the idea of the original passage.

In precise writing, you must be carefully objective and maintain the theme of the passage without excluding the important points. Comprehend the passage carefully to conclude about what is important in an article or a story. You might take a while to read it the first time, but as you keep reading it, the later times might just be an easy skim over the pages. Precise writing requires a very strong understanding of the story/ text to convey the same message in a miniature form.

Use of Precise Writing

People often want to go through the highlights of books, movies, meetings, an article, report, news, etc. This is when precise writing works to deliver the main points to the audience without making any modifications in the proportion, tone, or theme of the content. Precise writing plays an essential role in the following areas:

- Precise writing can be used to describe a chapter so that students get the gist of the basics.
- Precise writing is also used in companies for job descriptions meeting highlights etc.
- Use of recising writing these also seen in movies to describe the main events are plot of the film

- Size writing is also used in scientific reports and researches to give gist it is content
- **Do's and Don'ts for precise writing:**

Do's:

- Do start with the main idea of the Precise so that the readers can quickly grasp the base of the Precise.
- Cut out all the insignificant information in the passage and remove them from your Precise
- Add the relevant key words and keep a check on the word count
- **Don't's:**
- Do not use abbreviations or short forms. Only useful forms while writing.
- Be sure not to insert any facts taken from the internet. Incorporate only facts given in the passage.
- Not ask questions while writing precise. Imperative you can cover in the form of a sentence.
- Don't keep precise too long because it is summary. It should be short

Steps for precise writing:

Start reading the paragraph carefully before Writing the Precise. It is essential to understand the central theme of the passage. After identifying the idea, incorporate it in the required manner.

- The word count is another important factor for a good Precise. Check whether the total number of words is given or not. If not, then count

the number of words. Generally, it should be one-third of the total words given in your passage.

- You should be clear about the theme or idea of the passage for Precise Writing. If you do not understand the theme, read the passage a couple of times, before starting to write your Precise. Make sure you are clear about the idea.
- While reading, note down the points or highlight them. Try to find the points that are irrelevant to your Precise.
- The heading of your Precise is critical. It should give a brief idea of the passage given. So, choose your title, wisely.
- The Precise should be arranged in a manner so that the reader understands the gist quickly. Logically organize your sentences and write them in reported speech.
- Before submitting, read it carefully for mistakes. As it is already in a short manner, there should be a minimal error.
- At the end mention in a bracket the number of words of your Precise.
- **Elements of Precise:**

- The following are the key elements of a Precise: **Clarity:** A Precise is actually a summary of the story, hence a reader should clearly understand what the story is about. Your Precise should be easy for readers to understand.
- **Correctness:** Always take care of punctuation, grammar, and sentence structure mistakes while Writing a Precise. Be sure to double-check all of the dates, addresses, facts, and figures that were used in the original passage.
- **Objectivity:** Be objective while Writing a Precise. You should only talk about facts in your Precise. Do not try to give your opinions and views.
- **Conciseness:** Always be concise while Writing a summary of a story. A writer should avoid repeating things and using unnecessary words.
- **Coherence:** Your piece of Precise should make sense. You can say what you want to say, but it should be presented clearly. Readers should not get lost or confused while reading your Precise. Use effective words that help readers understand better.
- **Features of a Good Precise:**
 - A good Precise must have clarity, brevity, and Precision.
 - It should not be just Writing the sentences directly from the passage for Precise Writing.
 - It should be written in your own words. It is a miniature version of the given passage.

- The Precise should be well-knit and well connected.
- It would be best if you used linking words like so, therefore, and, because, further, etc.
- It must have a good title.
- Must have coherence and follow the order of the original extract.
- It must contain only the information given in the passage of Precise Writing.
- **Characteristics of Precise:**
 - The following are some of the primary Characteristics of Precise.
 - A Precise is usually short and to the point, as compared to the original passage It is an ideal demonstration of content in the original passage.
 - Precise filters out supporting ideas, supplementary details, and illustrations of the original passage.
 - It is written from the point of view of the original authors of the content.
 - Indirect speech is usually used in Precise Writing
 - Third-person pronouns are mostly preferred in Precise Writing.
 -

PARAGRAPH WRITING

5.3 paragraph writing

Paragraphs are the group of sentences combined together, about a certain topic. It is a very important form of writing as we write almost everything in paragraphs, be it an answer, essay, story, emails, etc. We can say that a well-structured paragraph is the essence of good writing. The purposes of the paragraph are to give information, to explain something, to tell a story, and to convince someone that our idea is right.

Structure of a Paragraph:

- A paragraph has three major parts-
- T sentence
- Supporting sentences
- Concluding sentence

- **1. Topic Sentence :**

- A topic sentence is a precise statement that reflects the main idea of the paragraph. It should be carefully written as it will show the reader what you are going to talk about. Words chosen for this should not be cluttered and ambiguous as readers will decide to read further based on this. It is not necessary to write the topic sentence at the beginning of the paragraph. It can be put anywhere, as long as it reflects the main topic. For instance, if you mention that you are going to talk about the advantages of using the hand sanitizer, then in supporting sentence you should only talk about advantages, not the features or anything else.

- **2. Supporting Sentences:**

- Supporting sentences explain the topic sentence in detail. They expand the main topic and develops the main idea into the explanation. They explain the main topic using examples, facts, quotes, etc. They have to be related to the topic sentence

- There can be two types of Supporting sentences, First, The major supporting sentence; this sentence directly explains the main idea with some new fact or new idea. Second, a minor support sentence helps the major supporting sentence develop the controlling idea.

- **Conclusion Sentence :**

- A good concluding sentence brings a paragraph to a polished end. It may give a summary of the main topic, a concluding sentence also gives a final take on the topic and leaves the reader with complete information.
- A good conclusion can either be just reiterating the topic again or it could be concluded with a few main points which were not exclusively mentioned in the paragraph
- **What Makes a Paragraph Very Good :**
- A perfect and well-written paragraph comprises a key sentence, applicable supporting sentences, and a last (or transition) sentence. This structure is fundamental to maintaining your paragraph centered on the main concept and creating a clear and concise photo.
- In order to add something interesting, and adding an interesting fact in your content does not necessarily follow the conventional paragraph structure, it's more about scene building and continuing a story. Properly-written paragraphs are a staple of suitable flash fiction and short fiction writing, as short testimonies need to target a principal concept. When your sentences are unified and connected with other sentences, you can write a good paragraph.
- **Tips to Write a Good Paragraph** Whether you're writing a small paragraph or a big paragraph, the basic laws of structure should apply to both. While the framework for fiction is less strict than for nonfiction, the material or tale you create must logically or sequentially tie to the next paragraph.
- **1. Think Before writing:**
- Think before writing helps establish a structure and understand what you are going to answer in the paragraph. How can you be going to answer and what points should be provided to support your hypothesis? What facts and quotes can support your idea.
- **2. Open Your Notebook:**
- Write the answers to the above questions in a manner that includes all the important points. Just write in pointers to remember the gist of the matter.
- **3. Choose the Main Idea:**
- Out of all the information you have found, you will have to decide the main idea of the paragraph which you would like to operate.

8. Use a Dictionary and Thesaurus:

- Use a dictionary and thesaurus to add additional words to express your ideas
-

5. Make Use of Transitional Words:

Transition words help unite disparate paragraphs to generate a unified theme. Readers will be able to trace your ideas and comprehend how they relate to one another if you use phrases like "in addition" or "moreover," which will make for a smoother, more enjoyable reading experience.

Conclusion:

segment has to wrap all of your arguments and factors.

Must restate the primary arguments in a simplified way.

Make sure that the reader is left with something to think about, specifically if it's far from an argumentative essay continually don't forget to permit time to rewrite the first proofread your essay before turning it on.

REPORT WRITING

5.4 REPORT:

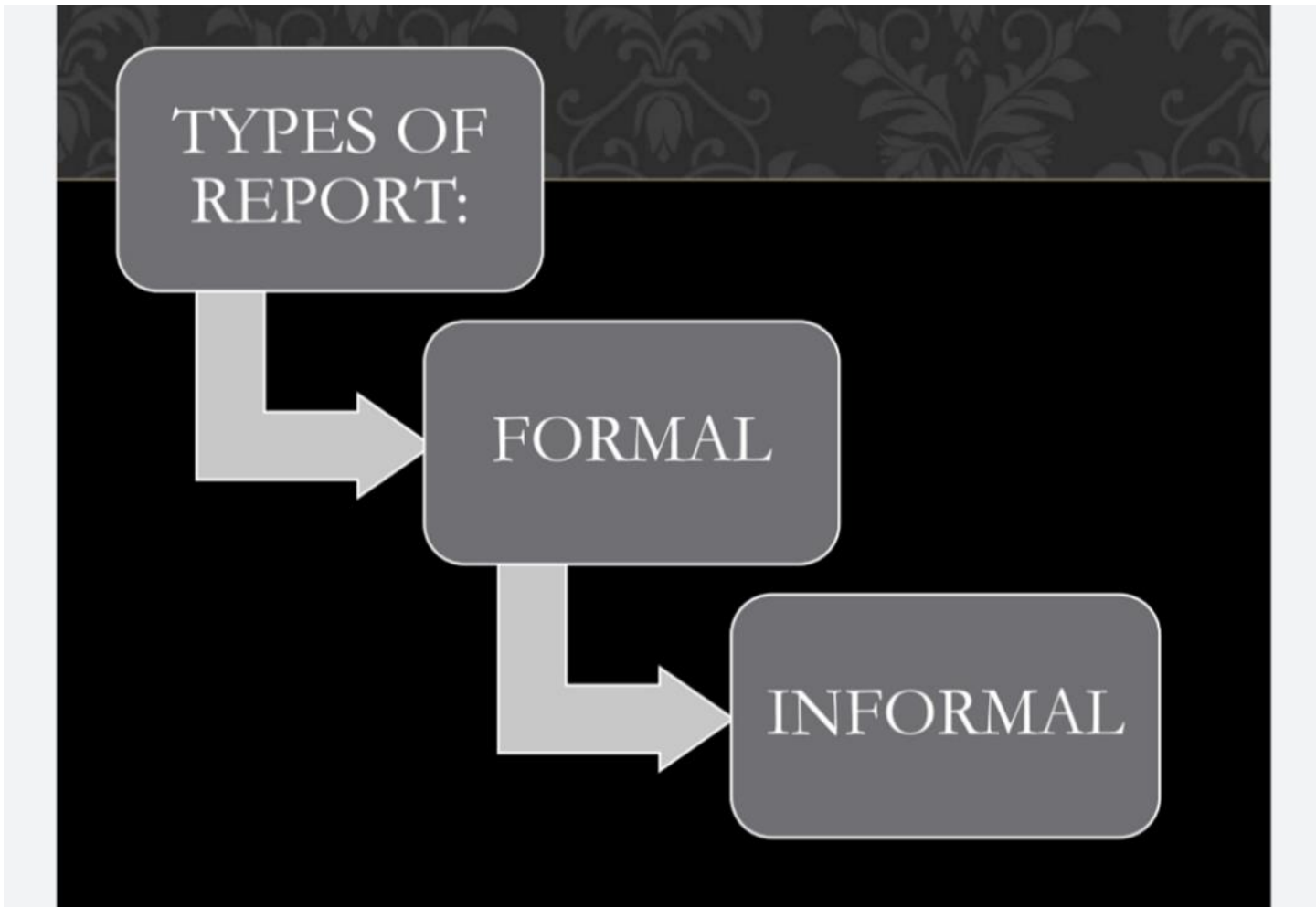
It is any informational work made with an intention to relay information or recounting certain events in a presentable manner.

Reports are often conveyed in writing, speech, television, or film.

Report is an administrative necessity.

Most official form of information or work are completed via report.

Report is always written in a sequential manner in order of occurrence



Informal letters:

The informal report functions to inform, analyze, and recommend.

It usually takes the form of a memo, letter or a very short international document like a monthly financial report, monthly activities report,

research and development report, etc.

This report differs from the formal report in length and formality.

- **It is written according to organization style and rules, but usually does not include the preliminary (front) and supplemental (back) material.**
- **The informal report is usually more controversial in tone and typically deals with everyday problems and issues addressed to a narrow readership inside the organization.**

TYPES OF INFORMAL REPORT:

There are many embodiments of the informal report:

- i. Progress report**
- ii. Sales activity report**
- iii. Personnel evaluation**
- iv. Financial report**
- v. Feasibility report**
- vi. Literature review**
- vii. Credit Report**

Formal Report

The formal report is the collection and interpretation of and information.

- **The formal report is complex and used at an official level.**
- **It is often a written account of a major project.**
- **Examples of subject matter include new technologies, the advisability of launching a new project line, results of a study or experiment, an annual report, or a year old review of developments in the field.**

TYPES OF FORMAL REPORT

They can be categorized as:

Informational reports

Analytical reports

Recommendation reports

FORMAT OF A REPORT

Although, there is no set report writing format,however, there are general sections that should be included.

Unlike essays, reports are written in sections with headings and sub-headings, which are usually numbered.

There are numerous possible formats available for writing a report, and it mostly depends on the context of topic

Below given are the components of a report in which they would occur:

1. Title page: It should include the title, your name and the name of the tutor to whom it is being submitted, date of submission, your course/department. The logo of the organisation should also be printed.

2. Acknowledgements: A list of people and organisations who have helped you in the compilation of report other related work

3. Contents page: A clear, well-formatted list of all the sections and sub-sections of the report. Page numbers should be marked correctly.

4. Abstract: A summary of the major points, conclusions, and recommendations should be written to give a general overview of report.

5. Introduction: The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made.

6. Body: This is the main section of the report. There needs to be several sections, with each having a subtitle. The various sections include Review of Literature, Materials and Methods and Results. A discussion section can also be included at the end of the body to go over by findings and their significance.

7. Conclusion: A conclusion should draw out the implications of your findings, with deductions based on the facts described in your main body. The significance and relevance of study is discussed in this section.

8. References: This is a list giving the full details of all the sources to which you have made reference within your

RELEVANCE OF REPORT WRITING:

1. REPORT AS A MEANS OF communication
2. A report acts as an effective means of
3. communication within the organization.
4. It provides feedback to employees.
5. It is prepared for the information and guidance of others connected with the matter/problem.

3. REPORT FACILITATES DECISION MAKING AND PLANNING:

Report provide reliable data which can be used in the planning and decision making process.

It acts as a treasure house of reliable information for long term planning and decision making

3. REPORT DISCLOSES UNKNOWN INFORMATION

Reports provide information, which may not be known previously.

The committee members collect data, draw conclusions and provide information which will be new to all concerned parties.

Even new business opportunities are visible through unknown information available in the reports

4. REPORT GIVES INFORMATION TO EMPLOYEES

Reports are available to managers and departments for internal use.

They are widely used by the departments for guidance.

Report provide a feedback to employees and are useful for their self-improvement.

statement of purpose

A Statement of Purpose (SOP), is a reflection of your personality that you portray in front of the admissions committee (AdCom) for getting enrolled in universities abroad. It is your chance of impressing the committee by presenting your profile strongly through an essay that describes your personality traits, which are not covered in your academic documents

5.5 What Is sop?

An SOP is a long essay required by universities abroad and nowadays some of the Indian universities during the application process. As the full form of SOP reveals, a Statement of Purpose is an essay stating the purpose of applying to a particular course in a particular university. This essay consists of a gist of who you are, who you want to become, and how ready you are to pursue a certain course in an institution.

The document seeks to understand the candidate's life, the motivations for the chosen career path and his/her goals. Hence, you should discuss the past incidents that have influenced your career path in a specific domain wherein you aspire to grow by joining a course/college.

Why is SOP important?

A well-written SOP is extremely critical to your admission. Needless to say, there are many aspects of a candidate's application that are inspected before finalizing a decision. While the academic record and other exam scorecards/[academic transcripts](#) and [backlog certificates](#) are essentially objective in nature, an SOP is the only truly subjective aspect of your application.

It is the only document in your application that gives you the opportunity to prove that you have something unique that makes you stand out from the crowd. As such, it is the document of your application docket that can hugely determine your admission.

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What is the General Statement of Purpose Format?

Most universities across the globe have a standard format/template that is acceptable. However, the content in SOP varies with different kinds of courses.

SOP Samples and Format for MBA, MS, UG, and PhD Courses

Every course has a different way of writing its SOP application. Check out the course-wise SOP Samples and Formats.

- [Sample SOP for MBA Courses](#)
- [Format SOP for MS Courses](#)
- [Sample SOP for UG Courses](#)
- [Format SOP for PhD Courses.](#)

Should you put your name on your Statement of Purpose?.

In a traditional SOP, you do not need to write your name or course details anywhere in the document. The SOP is a part of your application/student profile, thus, it will have your name and course details by default. However, there might be some universities or schools that specify whether they require your name and course details in the SOP. These universities will provide you with specific instructions on how and where to write your personal details in a document. Thus, you need to follow their instructions thoroughly.

How to make your SOP stand out from the Crowd?

Now that we have assessed how important your SOP is, we come to the important part – how to write an SOP that stands out amongst 1000s of applicants every year. There are obviously some basics about SOP writing, which clear what all you need to keep in mind like general word limit, format, etc.

What is important to note, is that you must, at all times, remember which course you are writing the SOP for. For example, if you are talking about studying Computer Science in a country, you must discuss all your encounters, experiences, and learnings of Computer Science. Do not miss out on anything important and do not talk about the rest of the things too much.

Specifically speaking, the SOP for an MBA application would be rather different from the SOP for a Masters course like an MS or an MSc. Similarly, the SOP for a Bachelors course would be widely different from any of the two. Here is a look at how to write a winning SOP.

What to Include in an SOP?

There are many elements to an SOP. Universities could ask question-based essays or simply a general statement of purpose. Until and unless categorically asked, an SOP must include your goals and the career path you have taken up so far as well as your academic progress. Other elements that are further important to the SOP are also the personal motivations that lead you to choose the university/course you have applied to as well as how you intend to use that experience to achieve that goal.

While understanding how to write an SOP, we come across various questions. To sum up your entire life and career in 100 words can be a tiresome exercise.

What not to include in an SOP?

Remember that there is no exhaustive list of what you can include in an SOP. What you need to remember is that in such a case, it becomes equally important to understand what you must not include in your SOP. For instance, should you talk about your family? What about your school life? Every organization I have ever worked with? All my extracurricular achievements? How to know the most important question.

Strategies to Write a Powerful and Convincing SOP

Whether applying for undergraduate, graduate, or post-graduate programmes, the strategy of writing a powerful statement of purpose would be to sound focused throughout. Starting from your academic and professional background to your career aspirations, you need to carefully connect all the dots between reaching your goals through your choice of school and course.

The essay should always go in a flow covering your past experience, present involvements, and future plans. An important point to remember while writing your SOP would be to divide it into paragraphs that cover all the pointers. Here is a look at how you may write the SOP presenting your profile strongly:

Introduction:

This paragraph is often confused with self-introduction. It should not introduce you but should discuss what you are about to discuss in your SOP. There are multiple approaches you may adopt to go about this paragraph:

Discuss your long-term goal and connect it with your idea of pursuing the course you are applying to

Present your understanding of the chosen field and write how you want to contribute to that field

Explain your background in 2-3 lines and connect it with your future goals

Write about an anecdote that helped you realise your professional interest in the chosen field.

SOP 5th Paragraph: Career Goals

This is the most important paragraph, where you should discuss your short and long-term goals. Your immediate goal would be where you would want to work right after completing this course. You should be able to name some companies within India along with the designation you see yourself working at. This should explain the kind of job profile you would be working on.

Then comes your long-term goal, wherein you should mention where you see yourself from 10-12 or 15 years down the line. This may include your desire of working at the CEO/CFO/CTO level or maybe establish a firm that you own. It may also include your dream of expanding your existing family business overseas. You may also be interested in further studies like a PhD which can be included here.

SOP 6th Paragraph: Why This University?

This is a specific paragraph wherein you can convince a university as in how they are suitable for your profile and you are an ideal candidate for their university. You should discuss the course curriculum, research work, faculty names, as well as the university-specific activities that would help you in enhancing your profile.

Closing Paragraph of SOP

In this paragraph should conclude your desire and readiness towards joining the chosen course. Since this is the closing paragraph, you should sound focused and prepared for all the challenges that came your way. It should also show that you have the zest in you to succeed and with the help of the chosen course and university you will definitely make a difference in the industry on a global perspective.

