

ಬೆಂಗಳೂರು
ನಗರ ವಿಶ್ವವಿದ್ಯಾಲಯ



BENGALURU
CITY UNIVERSITY

PEN - ALIGNER

Discipline Specific Core
Communicative English

Paper I: Basics of Communication and Functional Grammar
(As Per National Education Policy 2020)

Chief Editor: Dr Thandava Gowda TN

Editor: Manjula Veerappa

Prasaranga: Bengaluru City University

Pen-Aligner I: DSC Communicative English Textbook for I Semester BA Communicative English under Faculty of Arts is prepared by the Members of the Text Book Committee, Bengaluru City University (BCU).

**© Bengaluru City University
First Edition: 2021**

**Published by:
Bengaluru City University Press
Bengaluru City University (BCU)
Central College Campus
Bengaluru -560 001.**

FOREWORD

Pen- Aligner I, is the Discipline Core- Communicative English Text Book for I Semester BA under Faculty of Arts, Bengaluru City University (BCU).

English is the *lingua franca* of a large population in the world. It has been observed that English has the ability to blur geographical and cultural barriers. Enhancing one's communication skills in English is the need of the hour and a prerequisite to meet the demands of the ever-changing world we live in.

The Communicative English course envelops a variety of aspects. The course has been structured in a gradient manner. It starts with enhancing students' communication skills and then moves on to equipping them for various professions.

I congratulate the Chief Editor, Prof. Thandava Gowda T N and the Members of Text Book Committee on their efforts in the preparation of the material. This is the first Communicative English Text Book for Discipline Specific Core-Communicative English, as per National Education Policy 2020.

I thank the Director of Bengaluru City University Press and their personnel for bringing out the Text Book neatly and on time.

I hope the text will motivate the teachers and the students to make the best use of it.

Prof. Lingaraja Gandhi
Vice-Chancellor
Bengaluru City University
Bengaluru-560001.

PREFACE

Pen Aligner I, introduces under graduate Discipline Core- Communicative English students to the fundamentals of Communication and the nuances of Functional Grammar.

Learning is constant and evolves with time. *Learning* i.e., acquiring knowledge, *understanding* this knowledge and *retention* of this knowledge is the process involved in the acquisition and enhancing of English. A knowledge of grammar is essential and a speaker or writer who has a cognizance of these rules will be able to communicate effectively and confidently.

The Communicative English course has been designed to introduce students to various areas in communication and media. The course starts by honing the students' speaking skills and improving their grammatical acumen to writing for the print media, electronic media, scripting and making documentaries/short films, creative writing and technical writing. The course has been designed to equip students in the theoretical and practical aspects of English language.

Paper I: *Basics of Communication and Functional Grammar* re-orientes students to the basics of English grammar, equips them with better communication skills and enables them to use English in everyday situations.

I would like to thank Manjula Veerappa, Chairperson and her team of teachers who have meticulously put together a textbook, which spells out specificities that frame the norms of effective speech and writing.

I wish to thank the Vice Chancellor, Bengaluru City University for his consistent support. I also thank the publisher, who helped us bring out this text on time.

Prof. Thandava Gowda T N

Chairperson

UG BOS in

English BCU

Members of the Board of Studies

Prof. Thandava Gowda TN
Chairperson
Board of Studies in English
Bengaluru City University (BCU) Bengaluru-560 001

1. Dr R Raja Ram

St. Joseph's College of Commerce
(Autonomous),
Bengaluru.

2. Dr P Sartaj Khan

Associate Professor
Al Ameen Arts Science & Commerce
College,
Bengaluru.

3. Dr R V Sheela

Associate Professor and Head
MES College of Arts, Commerce and
Science
Bengaluru.

4. Dr Anita Rao

Associate Professor
Nrupathunga University
Bengaluru.

5. Ms Ayesha Firdose

Associate Professor
Vijaya College, Jayanagar,
Bengaluru.

6. Dr Kavita Shastri

Associate Professor and Head
Vijaya College, Jayanagar,
Bengaluru.

7. Dr Padmavathy K

Associate Professor
Sindhi College,
Bengaluru.

8. Ms Leena Karanth A

Associate Professor
Bishop Cotton Women's
Christian College
Bengaluru.

9. Dr Narasimha Raju K

Associate Professor
RC College of Commerce and
Management
Bengaluru.

10. Ms Prasanna Udipikar

Associate Professor
Vasavi Vidyanikethan
Bengaluru.

Members of the Text Book Committee

Manjula Veerappa

Chairperson

Associate Professor
Vijaya College, Jayanagar,
Jayanagar, Bengaluru.

Dr Kavita Shastri

Member, Board of Studies

Associate Professor
Vijaya College, Jayanagar,
Jayanagar, Bengaluru.

Members

Shirisha Balagam

Assistant Professor
St. Francis College
Koramangala,
Bengaluru.

Anuragh Gowtham K

Assistant Professor
Vijaya College, Jayanagar,
Jayanagar, Bengaluru.

Simantini Kulkarni

Assistant Professor
Jnana Jyothi Degree College,
Yelahanka, Bangalore.

Kevin Frank Fernandes

Assistant Professor
Indian Institute of Psychology and Research,
Hosur Road, Bengaluru.

Introduction And Note to the Facilitator

Pen-Aligner I has been prepared for the students of First Semester Discipline Specific Core- Communicative English in accordance with the programme outcomes of National Education Policy 2020.

Approximately 1.35 billion people speak English and it is the lingua franca of the world. Globalization has bolstered the spread of English and this in turn has connected all facets of the society: cultural, economic, political, science and technology, business etc. This connection of the diverse world requires a language to connect and English, the second largest spoken language fulfills this requirement. Today, English is not only a link language but also the second language and official language in many countries.

Proficiency in English and good communication skills enhance students' job prospects. The I Semester Discipline Specific Core Subject: Communicative English aims at honing the grammatical competence and spoken communication skills of the students. It focuses on training the students to use English accurately and helps in preparing them for papers designed in the forthcoming semesters. The course has been designed to equip students in the theoretical and practical aspects of English language. The first semester practical component focuses on impromptu speaking role play, identifying errors in spoken English and editing passages with grammatical and spelling errors.

This book attempts to familiarize students with the nuances of functional grammar and basic communication skills. The modules in the *Pen-Aligner I* have been designed with a variety of tasks that are stimulating.

Programme Objectives:

- To enhance the communicative competence in students.
- To identify and understand the different parts of speech in English.
- To avoid common errors in using the Parts of Speech.
- To frame appropriate sentences.
- To talk about the past, present and future using suitable expressions and structures.
- To create an awareness about the errors in concord.
- To edit passages with grammatical errors.
- To enhance competence in the contextual use of English.
- To speak eloquently.
- To communicate effectively in different social situations.

Programme Outcomes:

- Identify and understand the different parts of speech in English.
- Identify and use different prepositions correctly in speech or in writing.
- Talk about the past, present and future using suitable expressions and structures.
- Use appropriate reporting verbs.
- Convert dialogue to narrative and vice versa.
- Frame appropriate questions.
- Identify errors in the spoken word.
- Locate and correct grammatical and spelling errors in the written word.
- Communicate effectively in different social situations.

Assessment Pattern:

| Theory | |
|-----------------------------|------------|
| Summative | 60 |
| Formative Assessment | 40 |
| Total | 100 |

| Practicals | |
|-----------------------------|-----------|
| Summative | 25 |
| Formative Assessment | 25 |
| Total | 50 |

| Formative Assessment Pattern | |
|--------------------------------------|---------------------------|
| Assessment Occasion/ Type | Weightage in Marks |
| Presentation/Seminar | 10 |
| Assignments | 15 |
| Tests and Attendance | 15 |
| Total | 40 |

| Formative Assessment Pattern for Practical | |
|---|---------------------------|
| Assessment Occasion/ Type | Weightage in Marks |
| Record | 10 |
| Test | 10 |
| Attendance | 5 |
| Total | 25 |

The material in this book has been drawn from various sources. I, on behalf of the team thank Dr Thandava Gowda TN, Chairperson Board of Studies, English, Bengaluru City University for entrusting us with the responsibility of generating material for the text book. I thank Dr Kavita Shastri, Member Board of Studies and Members of the Communicative English Text book Committee for their cooperation.

Manjula Veerappa

Chairperson and Editor, Communicative English Textbook

BA Semester 1

Title of the Course: Basics of Communication and Functional Grammar

| Number of Theory Credits | Number of lecture hours/ Semester | Number of Practical Credits | Number of Practical hours/ Semester |
|--|-----------------------------------|-----------------------------|-------------------------------------|
| 4 | 52 or 56 | 2 | 52 or 56 |
| Content of Theory Course 1 | | | 52/56Hrs |
| Unit – 1 | | | 13/14 |
| Module 1 Word Classes Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections Articles (Every component to be done in detail) | | | |
| Module 2 Verbs Auxiliary- Modals- Finite- Non-Finite | | | |
| Module 3 Tenses | | | |
| Unit – 2 | | | 13/14 |
| Module 4 Sentences Parts of a sentence- Kinds of sentences- Phrases and Clauses- Simple, Compound and Complex sentences Jumbled paragraphs | | | |
| Module 5 Concord Rules of Subject-Verb Agreement | | | |
| Module 6 Common Errors by Non- Native Speakers | | | |
| Unit – 3 | | | 13/14 |
| Module 7 | | | |

| | |
|---|-------|
| <p>Active and Passive Voice Direct and Indirect Speech Module 8 Question Forms- Wh-, Yes/No, Question Tags Module 9 Punctuation</p> | |
| Unit – 4 | 13/14 |
| <p>Module 10 Introduction to Communication Definition – meaning – communication process -importance of communication -seven Cs of communication Module 11 Types of Communication Formal and informal – Verbal and non-verbal - Oral and written communication- Visual communication- Body language - Sign language -Para language, Intrapersonal and interpersonal communication- Barriers to communication - Overcoming communication barriers Module 12 Situational Communication</p> <ul style="list-style-type: none"> • Greeting and Introduction • Enquiry • Seeking/Granting/Refusing Permission • Interrupting a Conversation • Asking and Giving Directions • Accepting and Declining Invitations • Making/Responding to Complaints • Congratulating • Sympathising | |

| Contents | Page No. |
|--|-----------------|
| Unit – 1 | |
| Module 1 | |
| Word Classes | 13 |
| Articles | 56 |
| Module 2 | |
| Verbs | 61 |
| Module 3 | |
| Tenses | 69 |
| Unit – 2 | |
| Module 4 | |
| Sentences | 84 |
| Module 5 | |
| Concord | 102 |
| Module 6 | |
| Common Errors by Non- Native Speakers | 107 |
| Unit – 3 | |
| Module 7 | |
| Active and Passive Voice | 113 |
| Direct and Indirect Speech | 117 |
| Module 8 | |
| Question Forms- Wh-, Yes/No, Question Tags | 124 |
| Module 9 | |
| Punctuation | 129 |
| Unit – 4 | |
| Module 10 | |

| | |
|--|-----|
| Introduction to Communication | 134 |
| Module 11 | |
| Types of Communication | 143 |
| Module 12 | |
| Situational Communication | 159 |
| Question Paper Pattern | 172 |
| Model Question Paper | 173 |
| Practical component and Question Paper Pattern | 176 |

Word Classes

“Then suddenly, he was struck by a powerful but simple little truth, and it was this: that English grammar is governed by rules that are almost mathematical in their strictness!” Roald Dahl



Words in the English language are grouped under different classes called the Parts of Speech. The parts of speech are considered the building blocks of the language. They are classified according to their function. Each part of speech explains not what the word *is*, but how the word *is used*. The same word can be a noun in one sentence, a verb or an adjective in another. The grammatical units of English are: word, phrase, clause and sentence.

Traditional grammar classifies words based on eight parts of speech: the verb, the noun, the pronoun, the adjective, the adverb, the preposition, the conjunction, and the interjection. Parts of Speech can be classified into two categories: ‘*Vocabulary words*’: verbs, nouns, adjectives and adverbs and ‘*Grammatical words*’: prepositions, pronouns and conjunctions.

NOUN:

A noun is the name of a person (*girl, Amrita*), place (*Bengaluru, city*), animal (*cow, tiger*), thing (*cap, box*) or idea (*love, hate*).

PRONOUN:

A pronoun is used in place of a noun (*he, she, them, him, someone, anything*).

VERB:

A verb is a word that indicates an action or a state of being (*stand, went, believe, feel*).

ADJECTIVE:

An adjective modifies a noun or a pronoun (*yellow, hard, the biggest*).

ADVERB:

An adverb modifies a verb (walk *quietly*), adjective (*quite* tall), or another adverb (walk *very* quietly).

CONJUNCTION:

A conjunction joins two or more words, phrases, or clauses together (*and, but, or, because, since*).

PREPOSITION:

A preposition is a word relating a noun or pronoun to another word in the sentence (*on, in, between*).

INTERJECTION:

An interjection is a brief and abrupt pause in speech, word/words used for expressing emotions. An exclamatory mark is used after the expression (*No! Ouch!*).

A word can be used as more than one part of speech.

The function of a word determines what part of speech it is:

Example 'can' can be used in different ways:

The tin **can** of sardine is smashed. (Can is a noun)

Appearances **can** be deceiving. (Can is a modal verb)

We should **can** the mango pickle. (Can is an action verb)

The English actor danced the **can-can**. (Can-can is a noun)

Assignment

I Identify the Parts of Speech of the underlined words:

1. Columbus discovered America.
2. He was a brave man.

3. The boys jumped happily in the snow.
4. The swift river flowed calmly.
5. The Royal Challengers are always an exciting group of players.
6. Someone brought delicious apples and pears for dessert.
7. During the storm the other day, several windows cracked.
8. On my desk was a long yellow pencil.
9. Close the door very quietly.
10. You can never succeed by crooked methods.
11. The crowd shouted its approval for his speech.
12. "Hurrah!" shouted the boys. "We won!"
13. The hammer and saw belonged to the carpenter.
14. Nonsense! It is not impossible to do that.
15. Nithin and his brother won the contest.

Nouns

A noun is the name of a person, place, animal, thing, feeling or idea. Nouns can be used as a subject, a direct object or an indirect object of a verb; as an object of a preposition; and as an adjective in sentences. Nouns can also show possession.

Subject: The company was established in the year 2000.

Direct Object: I found my book.

Indirect Object: Amita gave Sunil a chocolate.

Object of Preposition: She hid under the bed.

Adjective: Children love cheese burgers.

Possession: Nouns can also indicate ownership and these nouns are called possessive nouns, and are indicated by an apostrophe and the letter – s.

Her brother's dog is very ferocious.

Kinds of Nouns:

Proper Noun

Proper nouns are nouns that refer to a specific person, place, object or period of time. Proper nouns begin with capital letters.

Examples: Mr. Rai, Bangladesh, Dharwad, Mauryan Empire, Taj Mahal etc.

Common Noun

Common nouns are nouns that refer to people or things in general. A common noun does not begin with a capital letter unless it appears at the beginning of a sentence.

Examples: dog, doctor, institution, tiger, woman, lamp etc.

Collective Noun

Collective nouns are nouns that refer to a group or collection of similar people, animals or things. Collective nouns are used when you want to refer to a whole group of people or objects.

Examples: army, jury, team, choir, etc.

Abstract Noun

Abstract nouns are nouns which exist only in our mind. These nouns cannot be seen or touched and things which have no physical reality. It includes qualities, relationships, conditions, ideas and states of being.

Examples: happiness, strength, sorrow, beauty, hatred etc.

Material Noun

Material nouns are nouns that name materials. They do not have plural forms.

Examples: gold, wood, steel, copper etc.

Nouns are further classified into two types depending on whether they can be counted or not: Countable Nouns and Uncountable Nouns.

Countable Nouns:

Countable nouns refer to things that exist as separate and distinct individual units, and can be counted. They have both singular and plural forms (Ex- dog/dogs; man/men; country/countries). In the singular, they can be preceded by *a/an/the*. Examples: table, finger, girl, candidate etc.

Uncountable Nouns/ Mass Nouns

Uncountable nouns refer to things that cannot be counted. They do not have a plural form. Some of the uncountable nouns are: information, love, milk, flour, coffee, sand etc.

Using Articles with Countable and Uncountable Nouns

A countable noun always takes either the indefinite (*a, an*) or definite (*the*) article when it is *singular*.

When *plural*, it takes the definite article if it refers to a definite, specific group and does not take an article if it is used in a *general sense*.

1. The guest of honour arrived late.
2. You are welcome as a guest in our home.
3. The guests at your party yesterday made a lot of noise.

Uncountable nouns never take the indefinite article (*a* or *an*), but they do take singular verbs. *The* is sometimes used with uncountable nouns in the same way as it is used with plural countable nouns, that is, to refer to a specific object, group, or idea.

1. *Information* is a precious commodity in our computerized world.
2. *The information* in your files is correct.
3. *Sugar* has become expensive.
4. Please pass me *the sugar*.

Common Rules of Nouns:

1) A collective noun can be singular or plural, depending on how you see the individuals in the group.

If the individuals act together, as a whole/ in unison, the collective noun is taken as a singular noun (with singular verbs and singular pronouns):

1. The jury **has** delivered its conclusion to the judge.

If the individuals act individually, then the collective noun is treated as a plural (with plural verbs and plural pronouns):

1. The jury **have** not reached a conclusion because **they are still arguing among themselves**.

2) Articles (a, an, the) are not used before material nouns.

1.This is a gold, not **a** silver. (Incorrect)

2.This is gold, not silver.

3) In the case of a very young child, insect or other small creature neuter gender is to be used.

1.The baby wants **his** bottle. (Incorrect)

2.The baby wants **its** bottle.

4) When a neuter gender noun is personified, we use-

Masculine Gender to objects remarkable for their strength.

Sun, Time, Death, Winter etc.

Feminine Gender to objects remarkable for their beauty and gracefulness.

Earth, Moon, Nature etc.

5) Nouns that are plural in form but singular in meaning like Mathematics, Physics, Dynamics, Ethics, Linguistics, Metaphysics, Optics, Economics, News, Politics, Mumps, Measles, Rickets, Athletics, Mechanics, etc. usually take singular verbs.

1.Mathematics **is** the science of quantity.

2.Everybody now says that politics **is** not good for an honest person.

3.Bad news **travels** fast.

6) Titles of books and other works of art are always considered singular even if the title sounds plural.

1. *A Thousand Splendid Suns* **is** an incredible chronicle of thirty years of Afghan history.

7) Some nouns like gentry, poultry, cattle, people, infantry, cavalry, police, children etc. look singular but are always used in the plural sense and take a plural verb.

1.The **childrens** are playing in the field. (Incorrect)

2.The **children** are playing in the field.

3. On large farms, cattle **is** usually marked with brands. (Incorrect)

4. On large farms, cattle **are** usually marked with brands.

8) Some nouns like deer, sheep, series, fish, crew, team, jury, aircraft, counsel etc. take the same form both in singular and plural.

1.This cricket team **is** best for T-20 matches.

2.The crew **is** large.

9) Some nouns are always used in plural form and always take Plural verbs. Like, scissors, premises, thanks, spectacles, etc.

1. 'I cannot find my trousers, where **are** they?'
2. She ordered a pair of spectacles online, they **are** classy.

10) There are nouns that give a different meaning when used in the singular form and another meaning when used as a plural noun:

1. Authority is command while authorities mean people in power.
2. Force means strength while forces is an army.
3. Content means satisfaction and contents is things contained.
4. Iron is a metal while irons mean chains or fetters.

Assignment

I Tick the boxes that contain nouns:

| | | | | | | |
|-----------|--------|-----------|----------|---------|-----------|-----------|
| pencil | Wipro | slow | hard | paper | write | elephant |
| different | doctor | beautiful | Raymond | Armenia | sorrow | team |
| football | play | butter | graceful | happy | happiness | excellent |

II Fill in the blanks using the correct form of the nouns given in brackets:

1. I had a very happy _____ (child).
2. I forgot to renew my _____ (member) in the badminton club.
3. We formed a deep and lasting _____ (friend).
4. He hopes to take over the _____ (leader) of the party.
5. There are lots of nice people in the _____ (neighbour).

III Fill in the blanks with the right word from the list given below:

Litter, gang, colony, choir, army, fleet, bouquet, pride, cluster

1. an _____ of soldiers
2. a _____ of ants
3. a _____ of flowers
4. a _____ of thieves
5. a _____ of naval ships

IV Fill in the blanks with suitable collective nouns:

1. A _____ of birds flew high in the sky.
2. They saw a _____ of paper on the table.
3. The farmer has a _____ of cattle on his farm.
4. He ate a _____ of grapes today.
5. Our friend showed us his _____ of cars.

V Use the correct noun forms of the underlined words:

1. I admire so many things about her; her generousness, intelligentness, and humbleness.
2. Weightlifting not only increases your strongness but also improves your general fitfulness.
3. I don't think you have understood the complexness of the problem.
4. The humidness in the air is making us sweat.
5. Swiss trains are well known for their punctualness.

VI Correct the sentences where necessary:

1. The company bought new machineries.
2. The car's window is broken.
3. My aunt gave me many advices.
4. I have five sister-in-laws.
5. Anil studied in a boy's college.
6. When I moved out of town, all my classmates gave me a suggestion for how to make friends in my new school.
7. I hate wearing my shoes when they are wet; it squeaks and squishes when I walk.
8. Dogs, unlike many types of birds, usually do not stay with their mate for life.
9. The best part of science fiction movies are the special effects.
10. He has got five scores of books.

VII In the following questions, some part of the sentence has an error. Which option given below the sentence should replace the part to make it grammatically correct?

- 1) I want to eat lunch across the street while the committee are deliberating.
A) I want to eat lunch across the street while the committee are deliberating

- B) I want to be eating lunch across the street while the committee are deliberating.
 - C) I want to eat lunch across the street during the time that the committee is deliberating.
 - D) I want to be eating lunch across the street during the time that the committee is deliberating.
 - E) I want to eat lunch across the street while the committee is deliberating.
- 2) There is no place in the compartment.
- A) There is no place in the compartment.
 - B) There is no room in the compartment.
 - C) A and B
 - D) None of the above
- 3) His scissor is sharp.
- A) His scissors are sharp.
 - B) His scissor is sharp.
 - C) A and B
 - D) None of the above
- 4) My spectacle is new.
- A) My spectacle is new.
 - B) My spectacles are new.
 - C) A and B
 - D) None of the above
- 5) I bought new shoe yesterday.
- A) I bought new shoe yesterday.
 - B) I bought new shoes yesterday.
 - C) A and B
 - D) None of the above
- 6) His pant is red in colour.
- A) His pant is red in colour.
 - B) His pants are red in colour.
 - C) A and B
 - D) None of the above
- 7) His short is blue in colour.
- A) His short is blue in colour.
 - B) His shorts are blue in colour.
 - C) A and B
 - D) None of the above
- 8) Her tong is good.
- A) Her tongs are good.

- B) Her tongue is good.
- C) A and B
- D) None of the above

- 9) Pramod is running eighteen.
- A) Pramod is running eighteen.
 - B) Pramod is eighteen.
 - C) A and B
 - D) None of the above

- 10) It is my friend's Ravi's bike.
- A) It is my friend's Ravi's bike.
 - B) It is my friend's Ravi bike.
 - C) It is my friend Ravi's bike.
 - D) None of the above.

Pronouns

A pronoun is a word that is used instead of a noun. Some of the pronouns are: he, you, ours, themselves, some, each... If we didn't have pronouns, we would have to repeat a lot of nouns. We would have to say things like:

Do you like the actor? I don't like the actor. The actor is very pompous.

With pronouns, we can say:

Do you like the actor? I don't like him. He is very pompous.

Pronouns are divided into the following categories:

Personal Pronouns

I, we, you, he, she, it, they, me, us, you, him, her, and them.

Demonstrative Pronouns

this, that, these, those

Possessive Pronouns

mine, yours, his, hers, ours, theirs

Interrogative Pronouns

what, which, who, whom, and whose.

Reflexive Pronouns

myself, ourselves, yourself, himself, herself, itself and themselves

Reciprocal Pronouns

each other, one another

Empathetic Pronouns

myself, ourselves, yourself, himself, herself, itself and themselves

Indefinite Pronouns

someone, somebody, anyone, anybody

Distributive Pronouns

everyone, everybody, each, either, neither, one, none

Relative Pronouns

who, that, what, which, those

Personal Pronouns

Personal pronouns represent specific people or things. We use them depending on:

- number: singular (I) or plural (We)
- person: 1st person (I), 2nd person (You) or 3rd person (He/She/It/They)
- gender: male (He), female (She) or neuter (It)
- case: subjective (We) or objective (Us)

| Number | Person | Gender | Personal Pronouns | |
|----------|-----------------|--------------------|-------------------|--------|
| | | | Subject | Object |
| Singular | I | Male/Female | I | Me |
| | II | Male/Female | You | You |
| | III | Male | He | Him |
| | | Female | She | Her |
| | | Neuter | It | It |
| Plural | 1 st | male/female | We | Us |
| | 2 nd | male/female | You | You |
| | 3 rd | male/female/neuter | They | Them |

Demonstrative Pronouns

A demonstrative pronoun represents a thing or things:

- near in distance or time (this, these)
- far in distance or time (that, those)

| | | |
|----------|-------|-------|
| | Near | Far |
| Singular | This | That |
| Plural | These | Those |

Examples:

1. This tastes good.
2. Have you seen this?
3. These are bad times.
4. Do you like these?
5. That is beautiful.

Possessive Pronouns

We use possessive pronouns to refer to a specific person/people or thing/things (the "antecedent") belonging to a person/people (and sometimes belonging to an animal/animals or thing/things).

We use possessive pronouns depending on:

- number: singular (Mine) or plural (Ours)
- person: 1st person (Mine), 2nd person (Yours) or 3rd person (His/Hers)
- gender: male (His), female (Hers)

Below are the possessive pronouns, followed by some example sentences. Notice that each possessive pronoun can:

1. be subject *or* object
2. refer to a singular *or* plural antecedent

Possessive pronouns: mine, yours, his, hers, ours, yours, theirs

1. Look at these paintings. Mine is the big one. (subject = My painting)
2. I like your bag. Do you like mine? (object = my bag)
3. I looked everywhere for your key. I found John's key but I couldn't find yours.
(object = your key)
4. My flowers are dying. Yours are lovely. (subject = Your flowers)
5. All the essays were good but his was the best. (subject = his essay)

Reflexive Pronouns

We use a reflexive pronoun when we want to refer back to the subject of the sentence or clause.

Reflexive pronouns end in "-self" (singular) or "-selves" (plural).

There are eight reflexive pronouns:

| | Reflexive Pronoun |
|----------|--|
| Singular | myself yourself himself, herself, itself |
| Plural | Ourselves yourselves themselves |

| | |
|---|--|
| The <u>underlined</u> words do not refer to the same object | The <u>underlined</u> words refer to the same person/thing |
| <u>Rekha</u> saw <u>me</u> . | I saw <u>myself</u> in the mirror. |
| Why does <u>he</u> blame <u>you</u> ? | Why do <u>you</u> blame <u>yourself</u> ? |
| <u>Farhan</u> sent <u>him</u> a copy. | <u>John</u> sent <u>himself</u> a copy. |
| <u>My dog</u> hurt <u>the cat</u> . | <u>My dog</u> hurt <u>itself</u> . |
| <u>We</u> blame <u>you</u> . | <u>We</u> blame <u>ourselves</u> . |
| Can <u>you</u> help <u>my children</u> ? | Can <u>you</u> help <u>yourselves</u> ? |
| <u>They</u> cannot look after <u>the babies</u> . | <u>They</u> cannot look after <u>themselves</u> . |

Emphatic Pronouns

Notice that all the above reflexive pronouns can also act as emphatic pronouns, but the functions and usages are different. An intensive pronoun emphasizes its antecedent.

1. I made it myself. (R)
I myself made it. (E)

2. Have you yourself seen it? (E)
Have you seen it yourself? (R)
3. She spoke to me herself. (R)
She herself spoke to me. (E)

Indefinite Pronouns

An indefinite pronoun does not refer to any specific person, thing or amount. It is vague and "not definite". Some indefinite pronouns are: another, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody, someone.

A singular verb is used after an indefinite pronoun.

1. Each of the players *has* a doctor.
2. I met two girls. One *has* given me *her* phone number.

Reciprocal Pronouns

Reciprocal pronouns are used when two or more subjects act in the same way towards the other.

For example: Aarav is talking to Sanjana, and Sanjana is talking to Aarav.

Aarav and Sanjana are talking to each other. The action is "reciprocated".

There are only two reciprocal pronouns, and they are both two words:

- each other (usually used to refer to two persons or things)
- one another (usually used to refer to more than two persons or things)

These reciprocal pronouns are used in the following contexts:

- there must be two or more people, things or groups involved (so we cannot use reciprocal pronouns with I, you [singular], he/she/it), and
 - they must be doing the same thing.
1. The ten prisoners were all blaming one another.
 2. Both teams played hard against each other.

Relative Pronouns

A relative pronoun is a pronoun that introduces a relative clause. It is called a "relative" pronoun because it "relates" to the word that it modifies.

1. The person who phoned me last night is my teacher.

In the above example, "who":

- relates to "person", which it modifies.
- introduces the relative clause "who phoned me last night".

There are five relative pronouns: *who*, *whom*, *whose*, *which*, *that*

Who (subject) and *whom* (object) are used for people, *whose* is for possession, *Which* is for things, *That* can be used for people and things and as subject and object in defining relative clauses (clauses that are essential to the sentence and do not simply add extra information).

Interrogative Pronouns

Interrogative pronouns are used to ask questions. The interrogative pronoun represents things that we don't know (what we are asking the question about).

There are four main interrogative pronouns: *who*, *whom*, *what*, *which*

Look at these example questions. In the answers, the noun that the interrogative pronoun represents is shown in bold.

| Question | Answer | |
|--------------------|-------------------------|---------|
| Who told you? | Sunayna told me. | Subject |
| Whom did you tell? | I told Sunayna . | Object |

| | | |
|-------------------|------------------------------|---------|
| What's happened? | An accident happened. | Subject |
| What do you want? | I want coffee . | Object |

Assignment

I Fill in the blanks with suitable pronouns:

1. Does _____ (her, she) know that _____ (me, I) was absent?
2. Please tell _____ (he, him) _____ (I, me) have obtained a degree in Chemistry.
3. I remember that _____ (they, them) bought the fruits from _____ (we, us).
4. Please don't tell _____ (she, her) about _____ (I, me).
5. _____ can swim because _____ has webbed feet.
6. I met Anitha yesterday. _____ invited _____ to her house.
7. Jeeva has a cat; _____ likes to play with _____.
8. When the dog chased Janardan, _____ ran as fast as _____ could.
9. My uncle works in a factory. _____ says _____ is a noisy place.
10. The teacher said to the class, "When _____ have finished your work, please pass _____ books to me."

II Complete the following with suitable possessive or personal pronouns:

1. Mary has _____ exams next week; so _____ is working hard for _____.
2. Jim went out to get _____ car from the garage; however, _____ came home disappointed, as _____ was not yet ready.
3. The students had to complete _____ projects by Monday.
4. His house is bigger than _____.
5. Here, let me carry _____ bag; _____ looks heavy.

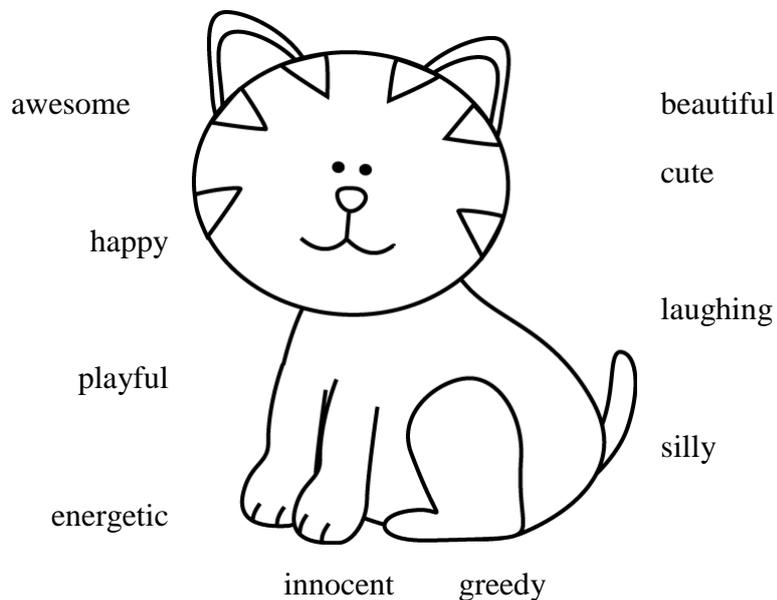
III Correct the errors in the following:

1. Myself Rohan.
2. Her hair is longer than me.
3. This book is mines.
4. The dog wagged it's tail.
5. This book is your's.
6. The newspaper was delivered every morning to him and I.
7. Me and you have never seen eye to eye on any issue.
8. I know that Tamanna is generally a kind girl, but I and her have never enjoyed spending time together.
9. Us and them are going to join together for the greater good.

IV Fill in the blanks with 'which, 'who', 'whom' or 'whose'.

1. The boy, _____ father is a doctor, is my best friend.
2. This is not something, _____ we like to do.
3. That man, _____ left leg was amputated, suffers from diabetes.
4. The thief, _____ they caught, was sent to the prison.
5. Our friends, _____ we invited to the party, arrived rather early.

Adjectives



An adjective is a word that tells us more about a noun/pronoun/noun phrase. An adjective "qualifies" or "modifies" a *noun* (a big *cat*).

Adjectives can be used before a noun (I like Chinese *food*) or after certain verbs (*It* is hard).

Adjectives tell the reader how much—or how many—of something you're talking about, which thing you want passed to you, or which kind of something you want.

Kinds of Adjectives

a) Determiners: it is a word that comes before a noun to show which person or thing you are talking about. Some of the determiners are: a, an, the, my, your, some.

1. Please give me *my* phone.
2. *Some* people decided to come late.

b) Demonstrative Adjectives: are used to indicate or demonstrate specific people, animals, or things. These, those, this and that are demonstrative adjectives.

1. *These* books belong to her.
2. *This* movie is my favourite.

3. Please put *those* cookies on the blue plate.

c) Descriptive adjectives: are words which describe nouns and pronouns. Most of the adjectives belong to this type. These adjectives provide information and attribute to the nouns/pronouns they modify or describe. Descriptive adjectives are also called qualitative adjectives.

1. Julia Roberts has *beautiful* eyes.
2. Rapunzel had *long* hair.
3. She drives a *fast* car.

d) Quantitative Adjectives: These adjectives provide information about the quantity of the nouns/pronouns. This type belongs to the question category of ‘how much’ and ‘how many’.

1. The cap seller sold *twenty* caps.
2. There was *a little* water in the bottle.
3. *A few* people are waiting to meet the cricketer.

e) Possessive Adjectives: These adjectives indicate possession or ownership. It suggests the belongingness of something to someone/something.

1. Raunak has borrowed *my* book.
2. Sudhakar has given *his* car to his brother.
3. Ashwini has sold *her*.

f) Interrogative Adjectives: These adjectives ask a question. An interrogative adjective must be followed by a noun or a pronoun. These words will not be considered as adjectives if a noun does not follow right after them.

1. *Whose* book do you want?
2. *What* product did you order from Amazon?
3. *Which* song is Balu listening to?

Degrees of Comparison

There are three degrees of adjectives: **Positive, Comparative, Superlative**. These degrees are applicable only for descriptive adjectives.

Positive degree

Positive degree is used when we speak about only one person or thing.

1. Ramita is a *good* girl.
2. Bangalore is a *big* city.
3. This article has *important* information.

Comparative degree

Comparative degree is used when two persons or two things are compared with each other.

1. Prema's house is bigger than Sheela's house.
2. Hari is the taller of the two boys.
3. This book has more information than that book.

Superlative degree

Superlative degree is used when we compare more than two persons or things with one another.

1. Yesterday's match was the *most interesting* match.
2. Harish is the *tallest* boy in the class.
3. The cheetah is the *fastest* animal.

| Positive form | Comparative form | Superlative form |
|---------------|------------------|------------------|
| Big | Bigger | (the) biggest |

Quantifiers

Some/Any:

Both "some" and "any" can modify countable and uncountable nouns.

1. "There is *some* water on the floor."
2. "There are *some* Mexicans here."
3. "Do you have *any* food?"
4. "Do you have *any* apples?"

Much/Many:

"Much" modifies only uncountable nouns.

1. "They have so *much* money in the bank."
2. "The horse drinks so *much* water."

"Many" modifies only countable nouns.

1. "*Many* Indians travel to Europe."
2. "I collected *many* sources for my paper."

Little/Few:

"Little" modifies only uncountable nouns.

1. "He had *little* food in the house."
2. "When I was in college, there was *little* money to spare."

"Few" modifies only countable nouns.

1. "There are *a few* doctors in town."
2. "He had *few* reasons for his misbehaviour."

Order of Adjectives:

When more than one adjective comes before a noun, the adjectives are placed in a particular order. Adjectives which describe opinions or attitudes (e.g. beautiful) usually come first, before more neutral, factual ones (e.g. brown):

The sequencing of adjectives is as follows:

| Order | Relating to |
|-------|--|
| 1 | Opinion, quality, or observation (<i>beautiful, useless, cute, difficult</i>) |
| 2 | Physical description of size (<i>big, little, tall, short</i>) |
| 3 | Age (<i>young, new, adolescent, old</i>) |
| 4 | Shape (<i>square, circular, triangular</i>) |
| 5 | Color (<i>pink, purple, orange</i>) |
| 6 | Origin or maker's source (<i>Irish, American, Indian</i>) |
| 7 | Materials (<i>Metal, cotton, plastic</i>) |
| 8 | Qualifier (a noun used as an adjective to modify the noun that follows; <i>campus activities, rocking chair, business suit</i>) |
| 9 | Main/Head Noun that the adjectives are describing (<i>activities, chair, suit</i>) |

Assignment

I Write the adjective forms of the following nouns/verbs:

| | | | | | |
|-----------|----------|-------|--------|-----------|--------------|
| Noun | Strength | Power | Beauty | Happiness | Satisfaction |
| Adjective | | | | | |

II Supply three suitable adjectives to add more meaning to the nouns:

| | | | | | | |
|-------|------|-------|------|-------|----------|-----|
| Nouns | Girl | Movie | Book | River | Mountain | Job |
|-------|------|-------|------|-------|----------|-----|

III Write about your most memorable holiday/vacation. (Use relevant adjectives)

IV Write about your role model in a paragraph. List at least five qualities you admire in that person.

V Read the sentences below and then choose the adjective from the list that conveys the opposite meaning:

quiet, slow, generous, energetic, pretty, brave, rich, weak

1. Jimmy is such a cowardly dog. He's scared of everything!
2. This is a very fast car. It goes nearly 200mph.
3. Susan is a mean girl. She never gives me anything.
4. In the morning, I'm so lazy. I just want to sleep.
5. That building is so ugly. Gray and ugly!
6. The party is too noisy. The police are coming!
7. My country is very poor. It doesn't have a lot of money.
8. That bull is very strong.

VI Complete each sentence by choosing the correct word:

1. There is so (many, much) smoke coming out of the chimney.
2. There are (plenty of, a large amount of) fish in the pond.
3. (A little, A few) minutes is all it takes for him to shave.
4. The postman put (a great deal of, a lot of) letters into the bag.
5. He threw (a little, some) nuts to the monkeys.

VII For each of the following sentences, choose the correct order of adjectives to fill in the blanks:

1. My grandmother lives in the _____ house on the corner
 - a. little blue, green and white
 - b. little blue and green and white
 - c. little, blue, green, and white
2. The store carries an assortment of _____ objects.
 - a. interesting new, old and antique
 - b. new, old, interesting and antique

- c. interesting, old and new and antique
3. We went for a two-week cruise on an _____ ocean liner.
- a. Incredible, brand-new, huge Italian
b. incredible, huge, brand-new Italian
c. Italian incredible, brand-new, huge
4. I bought a pair of _____ boots.
- a. new, nice, red rain
b. nice, new, red rain
c. red, nice, new rain
5. My dad was thrilled with his gift of _____ bowties for his clown act.
- a. three squirting new nice big polka-dotted
b. three polka-dotted nice new squirting
c. three nice big new polka-dotted squirting
- .

VIII Correct the following sentences:

1. She is more stronger than her sister.
2. Bombay is further from Delhi than Agra.
3. You have much books.
4. I have many work to do.
5. She is growing strong and strong everyday.
6. I can't afford that a big car.
7. Tell me the last news.
8. I have less worries than you.
9. This pastry is more better than the one you baked.
10. The population of Tokyo is greater than London.

Adverbs

The principal job of an adverb is to modify (give more information about) verbs, adjectives and other adverbs. In the following examples, the adverb is in bold and the word that it modifies is in *italics*.

- Modifies a verb:
Karan *speaks* **loudly**.
- Modifies an adjective:
He is **really** *handsome*.
- Modifies another adverb:
She drives **incredibly** *slowly*.

But adverbs have other functions, too. They can:

- Modify a whole sentence:
Obviously, I can't know everything.
- Modify a prepositional phrase:
It's *immediately* inside the door.

Many adverbs end in -ly. Some adverbs are formed by adding -ly to the adjective. Examples: quickly, softly, strongly, honestly, interestingly. But not all words that end in -ly are adverbs. For example "friendly", is an adjective.

Some adverbs have no particular form, for example: well, fast, very, never, always, often, still.

Kinds of Adverbs

Adverbs of Manner: tells how an action is/was done.

1. She moved slowly and spoke quietly.
2. They lived happily.

Adverbs of Place: tells where an action is/was done.

1. She has lived on the island all her life.
2. She still lives there now.

Adverbs of Frequency: tells how often an action is/was done.

1. She takes the boat to the mainland every day.

2. She often goes by herself.

Adverbs of Time: tells when an action is/was done.

1. She tries to get back before dark.
2. She finished her tea at 5 o'clock.

Adverbs of Degree: tells how much or in what degree or to what extent an action is/was done.

1. We have eaten enough.
2. I am feeling much better.

Like adjectives, adverbs can have comparative and superlative forms to show degree.

1. Walk faster if you want to keep up with me.
2. The student who reads fastest will finish first.

We often use more and most, less and least to show degree with adverbs:

1. With sneakers on, she could move more quickly among the patients.
2. The flowers were the most beautifully arranged creations I've ever seen.

Adverbs often function as intensifiers, conveying a greater or lesser emphasis to something. Intensifiers are said to have three different functions: they can emphasize, amplify, or down tone. Examples:

Emphasizers:

1. I really don't believe him.
2. He literally wrecked his mother's car.

Amplifiers:

1. The teacher completely rejected her proposal.
2. I absolutely refuse to attend any more faculty meetings.

Downtoners:

1. I kind of like this college.
2. Joe sort of felt betrayed by his sister.

Assignment

I Choose the most suitable adverb to fill each blank:

angrily, enough, never, outside, yesterday, down, last week, often, quickly, rarely

1. She left _____ for the university where she is doing a degree course.
2. We are standing _____ his house waiting for him.
3. He told us _____ not to walk on the grass.
4. I am not strong _____ to help him carry that box.
5. She will _____ be happy in that job.

II Place the given adverbs or adverb phrases appropriately in the following sentences:

1. There was a huge crowd, which waited for tickets (yesterday, in front of the new cinema, patiently).
2. The crowd began to get restless and threw stones (at the windows, after half an hour, as fast as they could).
3. The owner of the cinema 'phoned the Collector, and he asked the Superintendent of Police to disperse the crowd (at once, firmly, but not roughly).
4. The rescue operation, the Superintendent got together about forty policemen (Very quickly, at his office).
5. When the policemen arrived on the scene, the crowd was ordered to disperse (at once, peacefully).

III Choose the correct form from each pair of words:

Dear Neelam,

Well, here I am in England. Thank you for your _____ (kind/kindly) letter. You asked me what it's like here. I must say, it's pretty _____ (good/well)! The language school is very _____ (efficient/efficiently) organized. On the first morning we had to do a test, which I found rather _____ (hard/hardly.) However, I got a _____ (surprising/surprisingly) good mark, so I'm in the second class. I didn't talk much at first, because I couldn't think of the words _____ (quick/quickly) enough, but _____ (late/lately) I've become much more _____ (fluent/fluently). I'm staying with a family who live _____ (near/nearly) the school. They are

quite _____ (pleasant/pleasantly), although I don't see much of them because I'm always so _____ (busy/busily) with my friends from school. I was surprised how _____ (easy/easily) I made new friends here. They come from _____ (different/differently) parts of the world and we have some _____ (absolute/absolutely) fascinating discussions. I do hope you will be able to join me here next term. I'm sure we'd have _____ (good/well) fun together.

All the best

Misha

IV Underline the correct form or phrase in bold:

1. You're bound to be promoted; the captain thinks very **high/ highly** of you.
2. The trek took us **deep/ deeply** into the rainforest.
3. In our class, **fifty roughly/ roughly fifty** students have mobile phones.
4. As we descended the hill the bike began to go **faster/ fastly**.
5. I've had a lot of insomnia recently. I **only slept yesterday/ Yesterday I only slept four hours**.
6. Weekly **I get paid/ I get paid weekly**, so I can pay the EMI on Saturday.
7. Here lies **the tomb / The tomb here lies** of Aurangzeb.
8. The train strike won't affect her, **she arrives usually / usually arrives** by taxi.
9. Sham isn't our most punctual member of staff, she **is often/ often is** late for work.
10. I'm afraid that we **still don't/ don't still** know his address.

Prepositions

“The plane flew above the cloud, behind the cloud, around the cloud, below the cloud, beneath the cloud, beside the cloud, beyond the cloud, into the cloud, near the cloud, outside the cloud, over the cloud, past the cloud, through the cloud, toward the cloud, under the cloud, and finally dived underneath the cloud.”

A preposition is a word that is placed before a noun or a pronoun which shows relationship or position with other words in the sentence. The relationships may include direction, place, and time. There are different types of prepositions used in English Language that not only add detail but also make a sentence complete.

Note: A preposition may have two or more objects.

[A noun or pronoun which is used with a preposition is called its object.]

1. There are few disagreements between you and me.
2. The road runs over hills and plains.

Some are called appropriate prepositions because only they can be used with certain verbs or words, examples: addicted to, believe in, aware of, care for etc.

Some of the most frequently used prepositions are:

| | | | | | | | | | |
|---------|----------|--------|---------|---------|-------|--------|-------|------------|--------|
| about | above | across | after | Against | along | behind | below | beneath | beside |
| besides | between | down | during | Except | for | from | in | Off | on |
| onto | opposite | out | outside | Till | to | toward | under | underneath | until |

Types of Prepositions:

Prepositions of Time

They are used to help indicate when something happened, happens or will happen. Some examples of time prepositions include: at, on, in, before and after.

1. I was born **on** 12th July, 2001.
2. I was born **in** 2005.

For years, months, seasons, centuries and times of day, the preposition in is to be used:

1. I first met Smitha **in** 2001.
2. It's always cold **in** January.

For days, dates and specific holiday days, the preposition on is to be used:

1. We go to school **on** Mondays, but not **on** Sunday.
2. Christmas is **on** December 25th.

For time, indicators of exception and festivals, the preposition at is to be used:

1. Families often gather **at** Christmas time.
2. I work faster **at** night.

Other prepositions of time could include: during, since, from-until, about, around, until and throughout, most of these indicate extended time:

1. The concert will be staged **throughout** the month of May.
2. I learned how to ski **during** the holidays.
3. He usually arrives **around** 3pm.

**The prepositions on, at, in are the most common prepositions to indicate time and are also used to indicate position.

Preposition of Places: These prepositions indicate position.

1. The cat is **on** the table.
2. The dogs are **in** the kennel.
3. We can meet **at** the crossroads.

On is used when referring to something with a surface:

1. The sculpture hangs **on** the wall.
2. The images are **on** the page.

In is used when referring to something that is inside or within confined boundaries:

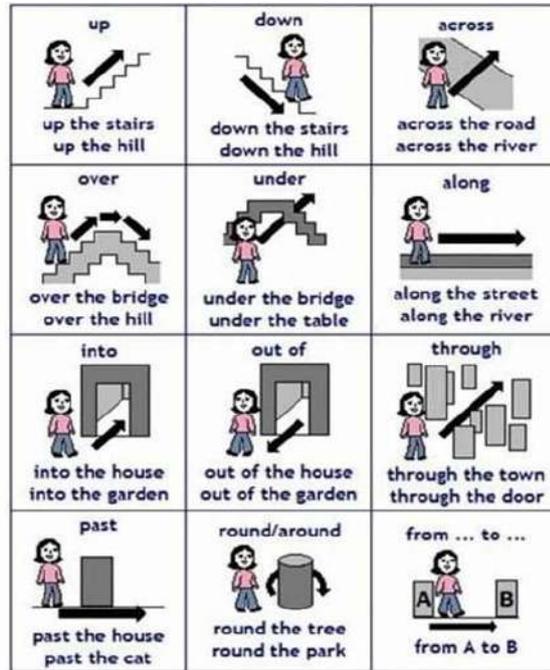
1. James is **in** Bengaluru, visiting his aunt **in** the hospital.
2. The milk is **in** the jar **in** the fridge.

At is used when referring to something at a specific point:

1. The boys are **at** the entrance at the movie theatre.

2. He stood **at** the bus stop at the corner of Water and High streets.

Prepositions of Movement:



Prepositions of movement describe how something or someone moves from one place to another.

He has gone on vacation **to** France.

Across refers to moving from one side to another.

Mike travelled **across** America on his motorcycle.

Through refers to moving directly inside something and out the other end.

The train passes **through** the tunnel.

Into refers to entering or looking inside something.

My father went **into** the room.

Up, over, down, past and around indicate directions of movement:

1. Jack went **up** the hill.
2. Jill came tumbling **down** after.
3. The horse runs **around** the track all morning.

Contextual use of some common prepositions:

| | |
|--|---|
| <p>The girl ran to her mother. Don't go into that room.</p> <p>There's a flower vase on the table.</p> <p>You can't climb upon that high roof.</p> <p>He'll be there till 4 o'clock.</p> <p>I haven't seen a movie since the end of February.</p> <p>The doctor will be here from 10 a.m. onwards.</p> <p>They come from Bombay.</p> <p>I sat between Ram and his brother.</p> <p>He is among his friends.</p> <p>He has been here since 1970.</p> <p>He has been here for four years.</p> | <p>to and into for people and things in motion.</p> <p>on for things stationary.</p> <p>upon indicates motion</p> <p>till indicates time.</p> <p>since is followed by phrase indicating a certain point of time.</p> <p>from indicates time.</p> <p>from also indicates a place.</p> <p>between usually involve only two.</p> <p>among involves more than two.</p> <p>since refers to a particular point of time, for example a day, a month or a year.</p> <p>for refers to a particular period of time.</p> |
|--|---|

Prepositions after certain words:

| | |
|-------------------------|------------------|
| accuse of | guilty of |
| accustomed to | independent of |
| afraid of | indifferent to |
| aim at | Insist |
| angry with/at | interested in |
| arrive at/ in | jealous of |
| ashamed of | look at |
| believe in | married to |
| boast of | guard against |
| careful of, with, about | pleased with |
| complain about | prefer to |
| composed of | proud of |
| conform to | related to |
| congratulate on | repent of |
| consist of | satisfied with |
| cure of | similar to |
| depend on | succeed in |
| deprive of | superior to |
| die of | sure of |
| different from | surprised at, by |
| fail in | tired of |
| full of | translate into |

Note: Facilitators are to discuss the use of the following prepositions: into, onto, below under, above and over.

Assignment

I. Choose the best preposition for each sentence and underline them:

1. She has been married to/for him for more than two decades.
2. Indians are very proud of/in their culture.
3. He is interested at/in supernatural elements.
4. I am pleased with/about your promotion.
5. Kiran was angry on/with me for revealing his secret.
6. Ram is getting anxious about/for his mother's health.
7. You can't be independent from/of your parents until you find a job.
8. Why can't you be polite to/at him?
9. Both parents are responsible for/about raising a child.
10. I feel really sorry for/at him.

II. Choose the appropriate prepositions from the words given below and fill in the blanks:

through, among, along, into, out, about, before, of, at, to, on, upon

Suddenly she came _____ a little three-legged table, all made of solid glass; there was nothing _____ it except a tiny golden key, and Alice's first thought was that it might belong _____ one of the doors of the hall; but, alas! Either the locks were too large, or the key was too small, but _____ any rate it would not open any them. However, on the second time round, she came upon a low curtain she had not noticed _____, and behind it was a little door _____ fifteen inches high: she tried the little golden key in the lock, and to her great delight it fitted!

Alice opened the door and found that it led _____ a small passage, not much larger than a rat-hole: she knelt down and looked the passage _____ the loveliest garden you ever saw. How she longed to get _____ of the dark hall and wander about _____ those beds of bright flowers and those cool fountains, but she could not even get her head through the doorway; 'and even if my head would go _____,' thought poor Alice, 'it would be of very little use without my shoulders.'

[An excerpt from "Alice's Adventures in Wonderland" by Lewis Carroll]

III Underline the correct or most appropriate word(s) in each sentence:

1. The mist was so thick; it was like walking across/over/along/through a cloud.
2. John Fairfax was the first man to row solo over/along/through/across the Atlantic.
3. He leapt along/through/across/over the wall and made his escape.

4. Rita only had time to dress and run a comb through/across/over/along her hair before the taxi arrived.
5. Hanuman made his way up the hill across/over/along/through a narrow path.
6. There was so much traffic, I was fortunate enough to get over/along/through/across the road without being knocked over.
7. There were plastic bags and bottles along/through/across/over the entire length of the beach.
8. The road goes through/across/over/along the forest.
9. The picture was hung across/over/along/above the television.
10. They walked over/along/through/across the footpath until they came to a small bridge.

IV Correct the prepositions wherever necessary:

1. He was unhurt apart from a small cut above his eye.
2. Rani looked out from her balcony. Twenty feet under her, in the garden, was a cow.
3. The path runs high over the river and the view is wonderful.
4. She swept the dust under the mat.
5. He pulled his muffler above his ears and went out into the cold.
6. There was a crack in the wall over the window.
7. A little girl sat under the tree.
8. Your shoes are below the bed.
9. She put her hands above her eyes and began to cry.
10. The castle sat in the mountains over the town.

V Add appropriate prepositions wherever necessary in the passage given below:

Ladies and gentlemen. Here my right are the proposers the motion ‘Science has brought more evil than good to mankind.’ On my left are those debating against the motion. Each team has come prepared lots ‘ammunition’ to ‘fire’ their opponents. I think we are going have an exciting time this evening because both teams have made it to the finals losing a single debate along the way. I have been told they are Mark Anthony and Brutus, two historical figures such stature that they could sway crowds with their oratory, passion and logic. So let us give our finalists here all our attention.

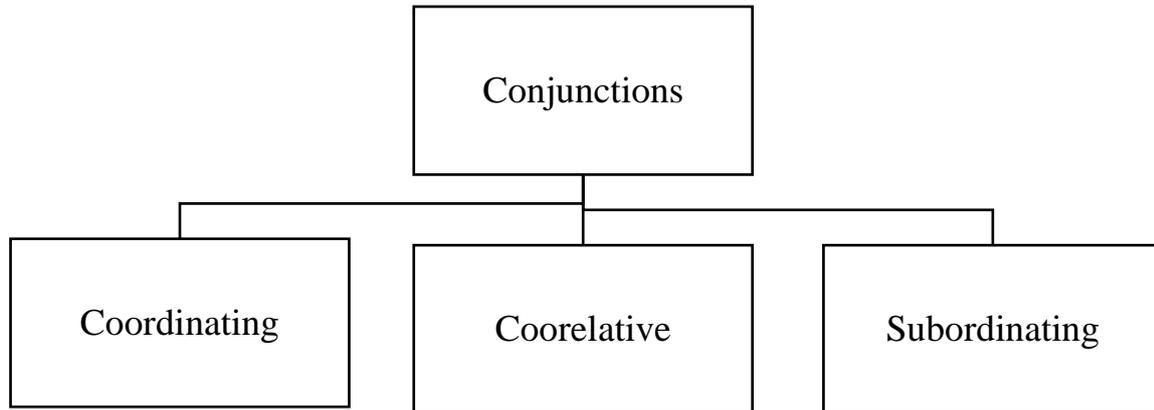
VI Choose appropriate phrase prepositions from the brackets and fill in the blanks:

(in favour of, in accordance with, instead of, along with, in order to, in course of, for the sake of, in spite of, by virtue of, owing to, in consequence of)

1. He could not attend the meeting_____ill health.
2. Raj has prepared the report_____the instructions.
3. He secured the job_____of his intelligence.
4. _____repeated warnings he was not careful while riding his bike.
5. _____time even enemies become friends.
6. She did all the hard work_____help her husband.
7. Manoj went to Madras_____his mother.
8. He failed in the examination_____of his laziness.
9. He died_____his principles.
10. Malik gave up his claim on the post_____his friend.

Conjunctions

A conjunction is a word that "joins". A Conjunction is a word that joins other words or groups of words in a sentence.



Coordinating Conjunctions

Coordinating conjunctions are used to join two parts of a sentence (for example words or independent clauses) that are grammatically equal or similar (for example: nouns, adjectives, verbs and prepositional phrases). The two parts may be single words or clauses. There are *seven* coordinating conjunctions. There is an easy way to remember them - their initials spell:

F A N B O Y S

For And Nor But Or Yet So

Coordinating conjunctions always come between the words or clauses that they join. When a coordinating conjunction joins independent clauses, a comma is to be placed before the conjunction:

1. I want to work as an interpreter in the future, so I am studying Russian at the university.
2. She is kind so she helps people.
3. Jack and Jill went up the hill

Correlative Conjunctions

Correlative conjunctions are pairs of words that join other words or groups of words in a sentence to show a relationship. These are used to link words, clauses or phrases into a complex sentence.

The most common correlative conjunctions are:

both and not only but also just as so
either or neither... nor whetheror

1. Girish was both a playwright and a poet.
2. Just as he loved writing, so did he love reading.
3. He was interested not only in literature but also in politics.

Subordinating Conjunctions

Subordinating conjunctions are used to join a subordinate /dependent clause to a main clause. Subordinating conjunctions usually come at the beginning of the subordinate clause. Some common subordinating conjunctions: after, as, before, since, unless, when, although, because, if, though, until

He explores the sea because it is interesting.

(The first part of the sentence can stand by itself. It is called the main clause. The second part of the sentence contains a subject and a predicate; however, because it does not express a complete thought, it cannot stand alone. It depends on the main clause to complete its meaning, the second clause is called a dependent or subordinating clause, and subordinating clauses are introduced by subordinating conjunctions.)

1. Until he finds the sunken ship, his exploration will continue.
2. She studies oceanography because she is fascinated by sea life.
3. Unless you love the sea, you should not become an explorer.

Correct use of some conjunctions:

Except and unless

‘Except’ cannot be used as a conjunction equivalent to ‘unless’.

Incorrect: I will not come **except** you invite me.

Correct: I will not come **unless** you invite me.

‘Except’ is a preposition. It should be followed by a noun or noun-equivalent.

He ate everything on his plate **except** potatoes.

Except and without

The preposition ‘without’ also cannot be used as an equivalent to ‘unless’.

Unless you leave my house, I will call the police. (NOT Without you leave my house, I will call the police.)

‘Without’ is a preposition. It should be followed by a noun or noun equivalent.

Without your help, I would have failed.

Like and As

‘Like’ is a preposition. It cannot be used to connect two clauses. It should be followed by a noun or noun equivalent which acts as its object.

She looks **like** her mother.

‘As’ is a conjunction. It should be followed by a clause.

She walks **as** her mother does.

Assignment

I Complete the following using Conjunctions:

1. The sessions are between 10 a.m. _____ 6 p.m.
2. I can do it _____ you’ll help me.
3. You can have a Pizza _____ a burger.
4. _____ I tried my best; I lost the prize.
5. They were tired; _____ they rested a while.
6. Could you keep an eye on her _____ get back please?
7. I hope she gets here _____ the train leaves.
8. I came _____ I was unwilling.
9. The shirt fitted Harry well, _____ the trousers had to be shortened.
10. He likes tea _____ coffee.

II Join the following sentences to make one complete sentence without using and, but or so:

Ex: It was a very stormy night. Everyone stayed indoors.

Everyone stayed indoors as it was a very stormy night.

1. The suspect may hide anywhere. The police will find him.
2. We went to the market. We bought some sweets.
3. I have completed my studies. I am looking for a job.
4. What happened at the match? Nobody has an idea.
5. She forgot her car keys. That was careless of her.

III Insert conjunctions wherever necessary:

When a ship sinks, the passengers crew are left drifting in life-boats many of them die from thirst starvation they are rescued. A French doctor, Alain Bombard, thought that people in such an unfortunate position did not need to die. He believed that they could drink a little sea water each day that by catching fish other sea creatures they could obtain enough food to stay alive.

IV Correct the errors in the following sentences:

1. The match will begin at 9 am although rain delays it.
2. I haven't spoken with Noor when she moved to her new flat.
3. Please buy the book when the bookseller's stock finishes.
4. He arrived just as long as I was leaving.
5. Call in and say hello because you are in town.

Interjections

The word interjection comes from the Latin words 'inter' (between) and 'jacere' (to throw). An interjection is a word that is thrown in between sentences or thoughts to express a sudden feeling. There is no strict rule about the placement of an interjection in a sentence. It can be used before or after a sentence that explains what's going on.

1. He dropped his phone again, ugh!
2. Wow, this city is amazing!

They have no real grammatical value but they are used quite often, usually more in speaking than in writing. Nouns, adjectives, verbs and adverbs become interjections when they are uttered as exclamations. Examples of some interjections: nonsense! strange! hail! away! Etc

"Ah! there he comes" and "Alas! what shall I do?"

The word 'ah' expresses surprise, and the word 'alas' expresses distress.

Interjections are an excellent way of expressing emotion within the dialogue of a piece of prose, but one must be careful not to overuse them. Interjections can breathe a true sense of humanity into the character when used sparingly and appropriately. They give them the sort of personality that readers can connect with on a deeper level.

Assignment

I Complete the given sentences with suitable interjections:

1. We won the match.
2. It hurts.
3. She's stunningly beautiful.
4. I missed the train.
5. I lost my uncle in an accident.

II Choose the correct reply to the following:

1. Do you mind holding this for a while?

Not at all

Indeed yes

Oh no!

2. Did you have a good flight?

Terrible

Not at all

Of course, not

3. Would you be interested in this proposal?

Seems interesting

Terrible

My pleasure

4. Did you remember to lock the door?

Darn! I forgot.

Of course, not

My pleasure

5. I think I shall visit you this summer.

Splendid!

Terrible

Of course, not

Articles

English has two articles: the and a/an. Articles are words that define a noun as specific or unspecific. An article is an adjective. Like adjectives, articles modify nouns.

The is used to refer to specific or particular nouns and therefore, it is a definite article.

A and An are used to modify non-specific or non-particular nouns, therefore they are called as an indefinite articles.

1. "Let's read the book." means a *specific* book.
2. "Let's read a book." means *any* book rather than a specific book.
3. "I just saw the most popular movie of the year." (There are many movies, but only one particular movie is the most popular. Therefore, we use the).
4. "I would like to go see a movie." (We're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind).

Indefinite Articles: A and An

"A" and "An" signal that the noun modified is indefinite, referring to *any* member of a group.

1. "My daughter really wants a dog for her birthday." This refers to *any* dog. We don't know which dog because we haven't found the dog yet.
2. "Somebody call a policeman!" This refers to *any* policeman. We don't need a specific policeman; we need any policeman who is available.
3. "When I was at the zoo, I saw an elephant!" Here, we're talking about a single, non-specific thing, in this case an elephant. There are probably several elephants at the zoo, but there's only *one* we're talking about here.

Using A /An

Using a or an, depends on the sound that begins the next word:

- a + singular noun beginning with a consonant: *a boy; a car; a bike; a zoo; a dog*
- an + singular noun beginning with a vowel: *an elephant; an egg; an apple; an idiot; an orphan*

- a + singular noun beginning with a consonant sound: a user (sounds like 'yoo-zer,' i.e. it begins with a consonant 'y' sound, so 'a' is used); *a university*; *a unicycle*
- In some cases where "h" is pronounced, such as "historic," use an: *An historic* event is worth recording.

If the noun is modified by an adjective, the choice between a and an depends on the initial sound of the adjective that immediately follows the article:

- a broken egg
- an unusual problem
- a European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant 'y' sound)

The indefinite articles are used to indicate membership in a group:

- I am a teacher. (I am a member of a large group known as teachers.)
- Brian is an Irishman. (Brian is a member of the people known as Irish.)
- Seiko is a practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

"A/an" can be used only with count nouns:

1. I need a bottle of water.
2. I need a new glass of milk.

Definite Article: The

The definite article is used before singular and plural nouns when the noun is specific or particular. It signals that the noun is definite, that it refers to a particular member of a group. For example:

1. "The dog that bit me ran away." Here, we're talking about a *specific* dog, the dog that bit me.
2. "I was happy to see the policeman who saved my cat!" Here, we're talking about a *particular* policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved the cat.
3. "I saw the elephant at the zoo." Here, we're talking about a *specific* noun. Probably there is only one elephant at the zoo.

The can be used with noncount nouns, or the article can be omitted entirely.

1. "I love to sail over the water" (some specific body of water).
2. "I love to sail over water" (any water).

3. "He spilled the milk all over the floor" (some specific milk, perhaps the milk you bought earlier that day)
4. "He spilled milk all over the floor" (any milk).

Using the Article, The:

Use 'the' before:

- Names of rivers, oceans and seas: *the Nile, the Pacific*
- Points on the globe: *the Equator, the North Pole*
- Geographical areas: *the Middle East, the West*
- Deserts, Forests, Gulfs, and Peninsulas: *the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula*
- Names of holy books: *the Bible, the Bhagvad Geeta, the Quran*

Do not use 'the' before:

- Names of most countries/territories: *Italy, Mexico, Bolivia; except, the Netherlands, the Dominican Republic, the Philippines, the United States*
- Names of cities, towns, or states: *Seoul, Manali, Madurai*
- Names of streets: *Washington Blvd., Main St.*
- Names of lakes and bays: *Hebbal Lake, Dal Lake* except with a group of lakes like the Great Lakes
- Names of mountains: *Mount Everest, Mount Fuji* except with mountain ranges like *the Andes* or *the Rockies* or unusual names like *the Matterhorn*
- Names of continents (Asia, Europe)
- Names of islands (Easter Island, Maui, Key West) except with island chains like the Aleutians, the Hebrides, or the Canary Islands

Omission of Articles

Some common types of nouns that don't take an article are:

- Names of languages and nationalities: *Chinese, English, Spanish, Russian*
- Names of sports: *volleyball, hockey, baseball*
- Names of academic subjects: *mathematics, biology, history, computer science*

Assignment

I Complete the following using a, an, the:

1. There were many dogs in the park. One dog was ___ Dalmatian
2. Pandas and ___ tigers are both endangered animals.
3. She is wearing ___ blue dress with red earrings.
4. Hawaii is ___ island in the Pacific Ocean.
5. Ramzan comes once ___ year.
6. ___ ant is ___ insect.
7. The Nile is ___ river.
8. I went to the shop to get ___ bread.
9. He broke ___ glass when he was washing dishes.
10. You should take ___ umbrella.

II Insert a/an/the wherever required:

Wallet, or purse for some, is precious item in which most people carry things more essential than money towards everyday life. If some people were to lose that portable safe, they may be upset for rest of that day. The person without that wallet could be cranky or depressed for while. Maybe something of great sentimental value was in that wallet. This person could stay hold these feelings for long time, until they find their belongings by which case they are filled with joy. I, personally, keep anything I may have interest in knowing where it is, in my wallet. I am very good about always having my wallet and never losing it...until recently.

III Fill in the blanks with suitable articles:

Ms M, ___ most famous lady detective of _____ twenty-first century, was born in ___ United Kingdom in ___ 1960s. Since then, she has been to many countries, including _____ Portugal, Singapore and Australia, and has lived in _____ northern hemisphere and _____ southern hemisphere, as well as on _____ equator. She has never been to _____ Philippines or _____ United States, but she speaks _____ English, French and Portuguese. Like Sherlock Holmes, _____ famous detective, she plays _____ violin, and sometimes practises up to five times _____ day. She is also _____ only person in ___ world to have performed Tchaikovsky's 1812 overture in one breath on _____ recorder. She has been _____ detective for thirty years and claims that although many people think that being _____ detective is ___ piece of

cake, detectives generally work very hard and it's not all fun and games. ___ detective is someone who solves mysteries, and _____ people who contact Ms M have some very unusual problems. Little information is available about some of _____ cases she has solved, but quite_____ few of her most famous cases have attracted worldwide attention and she has been offered up to _____ thousand dollars___ hour to help solve mysteries such as_____ case of ___ Australian owl in ___ uniform. ___ bird laid ___ egg in ___ European nest in less than ___ hour after its arrival. What ___ strange problem! With great ___ modesty, she has either declined such ___ fee or donated ___ money to ___ poor, or to_____ Grammar Survival Fund, believing that ___ detective should use their skills for ___ common good.

Verbs

“If you know how to handle the verbs, you know how to handle the language. Everything else is just vocabulary” Michel Thomas.

The verb is king in English. A sentence cannot be constructed without a verb. You can make a one-word sentence with a verb, for example: "Stop!" You cannot make a one-word sentence with any other type of word.

Verbs are sometimes described as "action words". Many verbs give the idea of action, of "doing" something. For example, words like *run*, *fight*, *do* and *work* convey action.

But some verbs do not give the idea of action; they give the idea of existence, of state, of "being". For example, verbs like *be*, *exist*, *seem* and *belong* convey state.

A verb always has a subject. (In the sentence "John speaks English", *John* is the subject and *speaks* is the verb.) In simple terms, therefore, we can say that verbs are words that tell us what a subject does or is; they describe:

- action (Ram plays football.)
- state (Anthony seems kind.)

Types of Verbs:

Transitive verbs

Some verbs do not convey complete meaning by themselves; they require nouns or pronouns to complete their meaning. The verb denotes an action which passes over from the doer or subject to an object.

1. My mother **loves** chocolates.
2. We **heard** a loud noise.
3. The girl **kicked** the football.

Intransitive verbs

Some verbs do not require an object to make sense but make good sense by themselves. The verb denotes an action which does not pass over to an object.

1. The train **was** late.
2. The birds **flew** away.
3. The babies **are sleeping**.

Some English verbs can only be intransitive, they will never make sense when paired with an object, example: arrive and die. You can't arrive something, and you certainly can't die something. Some verbs function as both transitive and intransitive depending on how they are used in a sentence.

1. Urged by the others, he **sang**.
2. She **sang** the national anthem at the inauguration of the 2021 edition of IPL.
3. After Rajesh cleaned up, he **left**.
4. Rajesh **left** the book on the table.

Stative verbs

They express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements. They are verbs that describe things that are not actions. The stative verbs are all expressing a state: A state of doubting, a state of believing, a state of wanting. These states of being are often temporary.

1. The doctor **disagrees** with your analysis.
(Disagree is a stative verb here, as it describes the doctor's state of being – disagreement)
2. John **doubts** the doctor's opinion.

Irregular verbs

Verbs that don't take on the regular spelling patterns (ed) of past simple and past participle verbs. Some of the most common irregular verbs are: say- said, make-made, go-went, take-took, come-came.

Phrasal verbs

They are combinations of words that are used together to take on a different meaning to that of the original verb.

1. Mary looked forward to her high school reunion.

(The verb looked has taken on forward to, to become a phrasal verb meaning to be excited about or eagerly await something).

1. He **brought up** the same points again and again.

2. Lekha **handed in** the wallet to the police.

Finite verbs

These verbs change their forms when there is a change in the number or person of the subject.

These are the actual verbs in a sentence.

1. My little brother **wants** to be an actor.

2. My friend **spoke** Tulu.

Non-Finite verbs

These verbs do not change according to the number/person of the subject. These are called verbals. They work as nouns, adjectives, adverbs.

There are mainly three types of non-finite verbs: infinitives, gerunds and participles.

An infinitive is a verbal usually consisting of the word 'to' plus a verb and functions as a noun, adjective or adverb. The infinitive of a verb has two forms: the to-infinitive and the infinitive without 'to'.

1. **To err** is human.

2. She wants **to meet** me.

Bare Infinitive

A bare infinitive is an infinitive without "to." Bare infinitives are used as verbals in a sentence.

*They are usually used with modal verbs like: would, could, can, should, will, may, might, ought to, shall etc.

1. I **could** be an actor.

2. Divya **might** have another ice-cream.

* The infinitive is used without 'to' after certain verbs like bid, let, make, see, hear, need, dare etc.

1. Did you **hear** some sound?

2. She **made** her students tidy their beds.

A gerund is a verbal that ends in '-ing' and functions as a noun. It is also called a verbal noun.

1. **Jogging** is good for health.

2. Hari quit **smoking** a year ago.

A participle is a verbal that is used as an adjective and most often ends in -ing or -ed. It is called a verbal adjective.

1. I touched a **burning** burner.

2. He likes **fried** potatoes.

Main Verbs

Sometimes there is more than one kind of verb in a sentence. There are auxiliary verbs, modal verbs, and main verbs (sometimes called full or non-auxiliary verbs).

The main verb expresses the main action or state of being of the subject in the sentence and changes form according to the subject (singular, plural, 1st person, 2nd person, 3rd person).

Most statements in speech and writing have a main verb.

The main verb changes its form according to the noun number and tense form.

1. Dogs usually **chase** cats.

2. But my cat **chases** my dog.

3. My cat **is chasing** my dog.

Auxiliary Verbs or Helping Verbs

Auxiliary verbs are used together with a main verb to give grammatical information and therefore add extra meaning to a sentence, which is not given by the main verb.

- Auxiliary verbs (sometimes known as helping verbs) are verbs that are used to assist the verb.
- Auxiliary verbs cannot be used with modal verbs.
- Auxiliary verbs are used to make sentences negative.
- Auxiliary verbs are used to ask questions.
- Auxiliary verbs are used in the sentence structure of the verb sentence.

| | | | | | | | |
|------------|-----|------|-----|--------|-------|------|-------|
| Be forms | Am | Is | Are | Was | Were | Been | Being |
| Have forms | Has | Have | Had | Having | | | |
| Do forms | Do | Does | Did | Done | Doing | | |

Modals:

A modal is a type of auxiliary (helping) verb that is used to express: ability, possibility, permission, advice, permission, prohibition or obligation. Modal verbs do not change their form. The main verb is always in its base form when used with a verb.

The following modal verbs are used with the present/future verb tense:

- can, will, shall, ought to, must, need, may

The following modal verbs are used in the past tense:

- would, should, could, might

Modal verbs are used to answer questions in the short form

- Yes, I can.

We use modals to show if we believe something is certain, possible or impossible:

1. My bag must be in the car.
2. It might snow tomorrow.
3. That can't be Sunil's bag. It's too small.

We also use them to do things like talk about ability, ask permission, and make requests and offers:

1. I can't swim.
2. May I ask a question?
3. Could I have some coffee, please?

Assignment

I. State whether the verbs in the following sentences are finite or non-finite:

1. Pandu runs to work every day.
2. They have run away together.
3. Tilak gave Paul a menacing look.
4. Kashi was watching TV when the phone rang.
5. We found him smoking behind the shed.

II. State whether the verbs in the following sentences are transitive or intransitive:

1. She advised me to consult a doctor.
2. Let's invite your cousins as well.
3. I waited for an hour.
4. I received your letter in the morning.
5. I am going to send her some flowers.
6. He has changed a lot since he got married.
7. Suddenly the child woke up.
8. The loud noise woke me.
9. Let's discuss your plans.
10. I heard a lovely song in the morning.

III. Fill in the blanks with 'is' or 'are':

1. The rose _____ a beautiful flower.
2. His two sons _____ still small.
3. My brother _____ doing his degree at that university.
4. Dogs _____ the most faithful animals.
5. There _____ a lot of ants on the tree.

IV. Fill in the blanks with 'do' or 'does':

1. He _____ his work promptly.
2. They _____ everything possible to help others.
3. Richard and Hazrath _____ not want an extension.
4. The client _____ his best to please his vendors.
5. The company _____ not insist on regular timings.

V. Fill in the blanks with 'has' or 'have':

1. They _____ a busy schedule.
2. He _____ completed his work on time.
3. Govind and Bismil _____ a lovely home.
4. Alia Bhat _____ a wonderful smile.
5. The company _____ its own policies.

VI. Complete the following sentences with the appropriate modal verb from those given in the brackets:

1. The latest government crisis _____ affect the outcome of talks today which British dairy farmers are hoping _____ determine that Britain _____ not be required to accept further reductions in dairy exports to the EEC. (dare, will, could, should, must)
2. If the war continues, do we have a referendum to decide if people _____ accept the conscription of 18-year-olds? (will, must, dare, should)
3. We _____ have to wait and see if the election _____ change the way people feel, but we _____ not expect too much too soon. (will, shall, should, would, ought to)
4. There _____ be no doubt that Europeans _____ soon be enjoying the best economical climate for years. (might, can, will, shall)
5. The minister _____ have realized the policy was unlikely to succeed, and done something to rectify the situation before it _____ get any worse. (oughtn't to, could, should, won't)

VII. Fill in the blanks with appropriate modal auxiliary verbs:

1. My grandmother is eighty-five, but she _____ still reads and writes without glasses. (Ability)
2. _____ I come with you? (Permission)
3. _____ you help me with the housework, please? (Polite request)
4. There was a time when I _____ stay up very late. (Past ability)
5. You _____ not lose any more weight. You are already slim. (Necessity)
6. We _____ make the first move. (Prohibition)
7. It is snowing outside so I _____ stay at home. (Intention)
8. I _____ get you a shawl from Kashmir. (Promise)
9. _____ you mind if I borrowed your car? (Permission)
10. _____ you take care of my dog for a day? (Polite request)

Tenses

Tenses are modified forms of verbs used to indicate the time and state of an action/event; to specify when an event or action took place, whether it is complete or in continuation. Tenses can be classified into three categories:

Present

Past

Future

Each of these Tenses has four different forms:

- a) Simple Tense
- b) Continuous Tense
- c) Perfect Tense
- d) Perfect Continuous Tense

Present Tense

Present tense is used to refer to an action that occurs in the present.

Simple Present

Simple Present Tense is used to:

I. Talk about things in general

1. Arun plays tennis.
2. I speak three languages.

II. State facts/universal truths

1. The sun rises in the East.
2. The earth revolves around the sun.

III. Express habitual actions/events (things that happen regularly/ repeatedly)

1. She goes to school.
2. We drink coffee in the morning.

IV. Express feelings

1. She loves kids.
2. He hates milk.

*Some of the common **present time expressions** are usually, always, often, sometimes, on Sundays, at weekends, regularly, rarely, every week etc.

Structure of a Simple Present Tense Sentence

Subject+ Main Verb + Object

Note: If the subject is third person singular (he/she/it/singular noun), then “s” or “es” is added to the main verb.

1. She goes to office every day.
2. He plays cricket every evening.

Structure of a Negative Sentence

Subject+ Auxiliary Verb+ Not+ Verb

Negative sentences are constructed by using “do/does/did/are/is etc.” followed by “not”. If the subject is third person singular, “does not” is used; if the subject is plural, “do not” is used.

1. Children do not like vegetables.
2. He does not drive.

Structure of an Interrogative Sentence

Auxiliary Verb + Subject + Main Verb + Object

If the subject is third person singular, the sentence starts with the auxiliary verb “does”. If the subject is plural, the sentence starts with the auxiliary verb “do”.

1. Do you have a pen?
2. Does he like music?

Present Continuous

It is also called as present progressive tense. It is used to describe actions happening in the present; these actions are happening at the time of speaking.

Structure of a Present Continuous Tense Sentence

Subject + Auxiliary Verb + Present Participle (base form of the verb + ing)

1. Keerthi is reading a book.
2. Maya is playing cricket.

Structure of a Negative Sentence

Subject + Auxiliary Verb + Not + Present Participle (base form of the verb+ ing)

1. Atharva is not participating in the competition.
2. They are not playing today.

Structure of an Interrogative Sentence

Auxiliary Verb + Subject + Present Participle (base form of the verb + ing)

Or

Question Word+ Subject+ Auxiliary Verb+ Present Participle (base form of the verb + ing)

1. Is she driving the car?
2. Which book are you reading?

Present Perfect

It is used to describe actions that began in the past and continue in the present or have just been completed. (Refers to actions completed in the recent past)

Structure of a Present Perfect Tense Sentence

Subject+ Have/Has+ Past Participle+ Object

1. They have bought a new house.
2. Sahana has gone home.

Note: We use present perfect with adverbials such as recently, just, only, yet, already etc.

1. She has never seen a giraffe.
2. They have just completed the project.

Structure of a Negative Sentence

Subject + Auxiliary Verb + NOT + Past Participle + Object

1. You have not done your homework.
2. He has not applied for a job.

Structure of an Interrogative Sentence (Question)

Auxiliary Verb + Subject + Past Participle + Object

Or

Question Word+ Subject+ Auxiliary Verb+ Past Participle

1. Have you sent the mail?
2. Has he bought a new bike?

Present Perfect Continuous

It is used to refer to the actions that began in the past and continue at the present time; it also shows when the action has started in the past or for how long it continued.

Structure of a Present Perfect Continuous Tense Sentence

Subject + Auxiliary Verb (has been/have been) + Present Participle (basic form of the verb) + ing + Time reference

Note: The words “since” and “for” are generally used to show the time and duration of the action. “Since” is used to indicate point of time (when exactly the action started in the past) and “for” is used to specify period of time (the duration).

1. It has been raining since yesterday.
2. Rupa has been cleaning the kitchen since 10 am.

Structure of a Negative Sentence

Subject + Auxiliary Verb (has not been/have not been) + Present Participle (basic form of the verb) + ing + Time-reference

1. They have not been working since five years.
2. Hari has not been playing the guitar since Friday.

Structure of an Interrogative Sentence (Question)

Auxiliary Verb (has/have) + Subject + Been + Present Participle (verb+ing) + Time-reference

Or

Question Word+ Subject+ Auxiliary Verb+ Present Participle (verb + ing)

1. Have you been attending classes since the beginning of the semester?
2. Has he been working in this office for long?
3. What have you been doing since I left?

Past Tense

It is used to refer to actions that occurred in the past. Past tense is further divided into 4.

Past Simple is used to:

1. Describes actions that happened in the past.

1. I drank tea.
2. Susan lived in Mysore.

2. Actions that occurred regularly in the past.

1. She used to play badminton in college.
2. They travelled to work by train.

Sentence Structure of Simple Past Tense

Subject + Verb in the Past form + Object / Adverb of Time

1. The children enjoyed the picnic.
2. She went out yesterday.

Structure of a Negative Sentence

Subject + Auxiliary Verb (did) + NOT + Basic form of the Verb + Object

1. They did not like the food.
2. I did not write the letter.

Structure of an Interrogative Sentence (Question)

Question word/Auxiliary Verb (did) + Subject+ Basic form of the Verb + Object

1. Did the teacher engage the class?
2. When did you buy the car?

Past Continuous

It is also called as past progressive tense. It indicates on-going actions of the past. It describes:

1. Action going on at some point in the past.
 1. The students were preparing for the test.
 2. I was sitting in the garden.
2. Something that happened before and after another action.
 1. Anarkali was making salad when I arrived.
 2. Radha was watching a movie when I called her.

Structure of a Past Continuous Sentence.

Subject + Auxiliary Verb (was/were) + Present Participle + Object

1. The dog was playing with a ball.
2. The lion was roaring.

Structure of a Negative Sentences

Subject + Auxiliary Verb (was/were) + Not + Present Participle + Object

1. We were not running in the street.
2. Ann was not doing her work.

Structure of an Interrogative Sentence

Auxiliary Verb (was/were) /+ Subject + Present Participle + Object /Adverbial

OR

Question Word+ Auxiliary Verb (was/were) + Subject + Present Participle + Object /Adverbial

1. Was he helping his mother?
2. How many hours **was** she working last night?

Past Perfect is used in the following situations:

1. Describe two kinds of actions that have taken place in the past, usually one before the other.

1. Amy had cooked lunch before we got up.
 2. When I reached Tarun's house, he had already left for work.
2. Refer to an event that happened a long time ago.

1. She had met with an accident in her childhood.
2. He had visited his friends in Mumbai in 2018.

Structure of a Past Perfect Sentence

Subject + Had + Past Participle (base Verb+ed/en) + Object

1. She had acted in a few movies.
2. Hari had written a few poems.

Structure of Negative Sentence

Subject + Had + Not + Past Participle (base Verb+ed/en) + Object

1. He had not told us the truth.
2. Sunil had not done his work.

Structure of an Interrogative Sentence

Auxiliary Verb (had) + Subject + Past Participle (verb + ed/en) + Object

1. Had he submitted his project?
2. Had you received the news?

Past Perfect Continuous

It is also called past perfect progressive tense. It is used to describe an on-going action that started in the past and continued for some time in the past. “Since” is usually used to show when the action started in the past and “for” is used to specify for how long the action lasted.

Structure of a Past Perfect Continuous Tense Sentence

Subject + Auxiliary Verb (had been) + Present Participle (base form of the verb + ing) + Object + Time reference

1. I had been learning computers for one year.
2. She was very tired. She had been writing all day.

Structure of a Negative Sentence

Subject + Auxiliary Verb (had Not been) + Present Participle + Object + Time-reference

1. Children had not been playing in the field since two months.
2. Leena had not been sleeping.

Structure of an Interrogative Sentence

Had + subject + been + Present Participle + Object + Time-reference

1. Had she been lecturing since 2006?
2. Had you been eating?

Future Tense

It is used to express actions that will happen in the future. It is classified into:

Future Simple

It is used to describe an action that will happen in the near or far future.

Note: Auxiliary verb “Will/Shall” is used to indicate future

Structure of a Future Time Sentence

Subject + Auxiliary Verb (will/shall) + Base form of the verb + Object

1. The group will perform at the show after two days.
2. I hope she will get the job she has applied for.

Structure of a Negative Sentence

Subject + Auxiliary Verb (will) + Not + Base form of the verb + Object

1. They will not help us.
2. Sundar will not get his book from me.

Structure of an Interrogative Sentence

Auxiliary Verb (will) + Subject + Base form of the verb + Object

or

Question Word+ Auxiliary Verb (will) + Subject + Base form of the verb + Object

1. Will you marry me?
2. Will they buy a new house?

Future Continuous

It is used for actions that will be in progress in the near or distant future.

Structure of Sentence

Subject + Auxiliary Verb (will be) + Present Participle +Object

1. They will be shifting to a new home by the end of this month.
2. By this time tomorrow, I will be writing my exam.

Structure of a Negative Sentence

Subject + Auxiliary Verb (will Not be) + Present Participle + Object

1. She will not be enjoying her vacation.
2. Amy will not be running the marathon next week.

Structure of an Interrogative Sentence

Will + Subject + Be + Present Participle + Object

OR

Question Word+ Will + Subject + Be + Present Participle + Object

1. Will you be appearing for the interview?
2. When will you be meeting the doctor?

Future Perfect

It is used when the speaker assumes that some action will be completed or happened by a particular time in future.

Structure of a Future Perfect Sentence

Subject + Auxiliary Verb (will have) + Past Participle + Object

1. I will have joined a university in two years.
2. Sushma will have retired by the year 2050.

Structure of a Negative Sentence

Subject + Auxiliary Verb (will not have) + Past Participle + Object

1. She will not have learnt dancing.
2. Sowmya will not have cooked the dinner?

Structure of an Interrogative Sentence

Will + Subject + Have + Past Participle + Object

OR

Question Word + Will + Subject + Have + Past Participle + Object

1. Will they have obtained permission from the authorities?
2. When will they have quit their jobs?

Future Perfect Continuous

It is used to describe on-going actions that will be completed in the future. “Since” is usually used to show when the action will start in the future and “for” is used to specify for how long the action would continue.

Structure a Future Perfect Continuous of Sentence

Subject + Auxiliary Verb (will have been) + Present Participle+ Object + Time-reference

1. She will have been writing her next novel by this time next year.
2. By this time next year, I will have been working on this project for a year.

Structure of a Negative Sentence

Subject + Auxiliary Verb (will not have been) + Present Participle (base verb + ing) + object + Time-reference

1. She will not have been living here for two years.
2. I will not have been waiting for you for seven hours.

Note: “won’t” can be used instead of “will not”

Structure of an Interrogative Sentence

Will + Subject + Have been + Present Participle (base verb + ing) + Object

OR

Question Word+ Will + Subject + Have been + Present Participle (base verb + ing) + Object

1. Will you have been working in the organization long before you quit?
2. Who will they have been training before the conference?

Note: Present simple tense and present continuous tense are also used to indicate future.

Tenses at a Glance:

| Tense | Use | Affirmative/Negative/Question |
|----------------------------|--|--|
| Simple Present | <ul style="list-style-type: none">▪ action in the present taking place regularly, never or several times▪ facts▪ actions taking place one after another▪ action set by a timetable or schedule | A: He speaks. N: He does not speak. Q: Does he speak? |
| Present Progressive | <ul style="list-style-type: none">▪ action taking place in the moment of speaking▪ action taking place only for a limited period of time▪ action arranged for the future | A: He is speaking. N: He is not speaking. Q: Is he speaking? |

| | | |
|--------------------------------------|---|--|
| <p>Simple Past</p> | <ul style="list-style-type: none"> ▪ action in the past taking place once, never or several times ▪ actions taking place one after another ▪ action taking place in the middle of another action | <p>A: He spoke. N: He did not speak. Q: Did he speak?</p> |
| <p>Past Progressive</p> | <ul style="list-style-type: none"> ▪ action going on at a certain time in the past ▪ actions taking place at the same time ▪ action in the past that is interrupted by another action | <p>A: He was speaking. N: He was not speaking. Q: Was he speaking?</p> |
| <p>Present Perfect Simple</p> | <ul style="list-style-type: none"> ▪ putting emphasis on the result. ▪ action that is still going on. ▪ action that stopped recently. ▪ finished action that has an influence on the present. ▪ action that has taken place once, never or several times before the moment of speaking. | <p>A: He has spoken. N: He has not spoken. Q: Has he spoken?</p> |

| | | |
|---|--|--|
| <p>Present Perfect Progressive</p> | <ul style="list-style-type: none"> ▪ putting emphasis on the course or duration. (not the result) ▪ action that recently stopped or is still going on. ▪ finished action that influenced the present. | <p>A: He has been speaking. N: He has not been speaking. Q: Has he been speaking?</p> |
| <p>Past Perfect Simple</p> | <ul style="list-style-type: none"> ▪ action taking place before a certain time in the past. ▪ sometimes interchangeable with past perfect progressive. ▪ putting emphasis only on the fact. (not the duration) | <p>A: He had spoken. N: He had not spoken. Q: Had he spoken?</p> |
| <p>Past Perfect Progressive</p> | <ul style="list-style-type: none"> ▪ action taking place before a certain time in the past. ▪ sometimes interchangeable with past perfect simple. ▪ putting emphasis on the duration or course of an action. | <p>A: He had been speaking. N: He had not been speaking. Q: Had he been speaking?</p> |

Assignment

I Complete the following sentences with the correct verb form(s):

1. Yesterday I (see) _____ the professor who (help) _____ me with my survey results.
2. In my life I (live) _____ in many places, but I (think) _____ the city lifestyle is best.
3. Last year, the amount of waste (increase) _____ dramatically from

10% to over 35.5%.

4. It (be) _____ previously important for a family to _____ (own) _____ their own home.

5. I believe governments should always be willing to (compromise) _____ with those who (not want) _____ the environment to be further damaged.

II. Choose the correct words or phrases that are missing in the following sentences, paying attention to the correct tense required.

1. Nobody believes that investment in telecommunications lose money.
 - a. has ever
 - b. will ever
 - c. would ever
 - d. had ever
2. After her lunch, the teacher began marking the essays.
 - a. finished
 - b. had finished
 - c. finishing
 - d. having finished
3. The student very well in her first practical examination.
 - a. did
 - b. had done
 - c. has done
 - d. all of the above
4. It is hard to know why undergraduates help with their assignments.
 - a. fail to seek
 - b. are not seeking
 - c. will not seek
 - d. all of the above
5. Most of the general public to see a live theatrical performance.
 - a. have ever been
 - b. are never wanting
 - c. have never been
 - d. all of the above

III Use either the Present Perfect Tense or the Present Perfect Continuous Tense to fill in the blanks:

1. I (bring) all your letters. Please take them.
2. Abha (type) your letters since morning and she is only halfway through.
3. I (collect) stamps ever since I joined this school.

4. Now I (gather) so many stamps that I do not know where to put them.
5. My towel is wet. Someone (use)..... it.
6. I (use)..... all the milk; nothing is left for you.
7. The old man (stand).....at the bus stop for an hour. Tell him that the last bus (go)..... already.
8. I (work) since morning and I cannot go home until late in the evening.
9. He (finish)his work and he is going home now.
10. Sheetal (write) for three hours and soon she will have to stop.

IV Fill each of the numbered blanks with the correct form of the word given in brackets:

Chandi Prasad Bhatt1.... (launch) a public campaign,2.... (know) as the ‘Chipko’ Movement, to protect the trees against the axe. In this movement, village women played an active role. They took up their positions with each3.... (hug) a tree by enveloping the trunk in their arms. This4.... (do) to warn the contractors that if they wanted5.... (cut) down a tree, they would have to attack the protestors first. Bhatt himself6.... (surprise) at the success of the movement and at the protestors’ positive participation to prevent the felling of trees. This unusual movement was successful as it7.... (base) on the principle of non-violence and8.... (focus) on the sentimental feelings of the inhabitants who treated trees as their family members.

V Rewrite the following passage correcting all the errors related to verbs:

Leonardo da Vinci’s “Mona Lisa” is one of the most famous portraits in the history of painting. Leonardo took four years to complete the painting: he begun work in 1503 and finish in 1507. Mona (or Madonna Lisa Gherardini) was from a noble family in Naples, and Leonardo may have paint her on commission from her husband. Leonardo is said to have entertain Mona Lisa with six musicians. He install a musical fountain where the water play on small glass spheres, and he give Mona a puppy and a white Persian cat to play with. Leonardo did what he could to keep Mona smiling during the long hours she sit for him. But it is not only Mona’s mysterious smile that has impress anyone who has ever view the portrait: the background landscape is just as mysterious and beautiful. The portrait can be seen today in the Louvre Museum in Paris.

VI Rewrite the following passage correcting all the errors related to verbs:

A bank teller in Italy was jilted by his girlfriend and decide the only thing left to do was kill himself. He stolen a car with the idea of crashing it, but the car broken down. He steal another one, but it was too slow, and he barely dent a fender when he crashed the car into a tree. The

police arrive and charge the man with auto theft. While being questioned, he stab himself in the chest with a dagger. Quick action by the police officers saved the man's life. On the way to his cell, he jumped out through a third-story window. A snowdrift broken his fall. A judge suspends the man's sentence, saying, "I'm sure fate still has something in store for you."

VII Fill each of the blanks with the correct form of the word given in brackets:

One day I _____(be) in the lunch line, and there I saw a pile of apples. The teacher-in-charge _____(stare) at me and said, "Just _____(take) one. God _____(watch)". So, I _____(take) an apple, and the line _____(move) along. At the next table there _____(be) a pile of chocolate chip cookies. I _____(not know) what to do. "Psst," the kid behind me _____(whisper). "_____ (take) all you want. God's watching the apples."

VIII Fill each of the numbered blanks with the correct form of the word given in brackets:

My mother (0) _____ (start) school when she (1) _____ (be) six and (2) _____ (stop) the same term. She was unusual in the village as she had a father and brother who (3) _____ (encourage) her to go to school. She was the only girl in a class of boys and claims she was brighter than the boys. But every day she (4) _____ (will) leave behind her girl cousins (5) _____ (play) at home and she (6) _____ (envy) them. There (7) _____ (seem) to be no point in (8) _____ (go) to school just to end up doing housework.

Sentences

A sentence is a group of words which makes complete sense. A sentence begins with a capital letter and a full stop/period is affixed at the end of the sentence. Every sentence contains two parts: a subject and a predicate. The **subject** is what (or whom) the sentence is about, the person, place, thing or idea a sentence is talking about, the rest of the sentence is the **predicate**. The predicate contains the verb and this verb expresses the action. In the following sentences, the subject is underlined and the predicate is in bold.

1. Rahul **runs**.

2. Rahul and his dog **run in the park every morning**.

Structure of an English Sentence

Subject + Verb + Object word order.

Sweety (subject) loves (verb) chocolates (object).

Subject: A person, animal, place, thing, or concept that does an action. Determine the subject in a sentence by asking the question “Who or what?”

I like fried rice.

Sushma reads comics.

Verb: Expresses what the person, animal, place, thing, or concept does. The verb can be determined in a sentence by asking the question “What was the action or what happened?”

I like fried rice.

Sushma **reads** comics.

Object: A person, animal, place, thing, or concept that receives the action. The object can be determined in a sentence by asking the question “The subject did what?” or “To whom? /For whom?”

I like **fried rice**.

Sushma reads **comics**.

Assignment

I. Identify whether the underlined part of the sentence is the subject or the predicate.

1. Bala ate a packet of nuts.
2. The ants made a nest on the tree.
3. April and May are both months of the year and names of girls.
4. My mother cooked a lavish meal for the entire family.
5. An apple was eaten by Sharon.

Kinds of Sentences

Sentences can be classified in two ways: a) based on their function

b) based on their structure.

When a sentence is described based on its function, then the description is based on what it does.

There are four types of sentences, classified by their purpose/function:

1. Declarative sentence (statement)
2. Interrogative sentence (question)
3. Imperative sentence (command)
4. Exclamative sentence (exclamation)

1. **Declarative Assertive Sentences** make a statement, provides an explanation and conveys one or more facts. They give us information, and they normally end with a full-stop/period.

1. I forgot to wear a jacket today.
2. Your cookies are very soft because you didn't bake it long enough.

2. **Interrogative Sentences** ask a question. They ask us something. They want information, and they always end with a question mark.

1. How many pet dogs do you have?

2. May I come in?

3. Imperative Sentences give a command/ give advice/ instruction/or make a request. An imperative sentence can end in either a period or an exclamation point, depending on the urgency of the sentiment being expressed.

1. Get off my sofa!

2. Don't give her coffee.

4. Exclamative Sentences communicate heightened emotion and are often used as greetings, warnings, or rallying cries. They express strong emotion/surprise—an exclamation—and they always end with an exclamation mark/point (!).

1. Hey!

2. How exciting the cricket match was!

Assignment

I. Change the following assertive sentences into interrogative:

1. Gulliver could hear his watch ticking in his pocket.

2. Manali is known for its scenic beauty.

3. Everybody has heard of Aristotle.

II. Change the following exclamatory sentences into assertive:

1. What a horrible sigh is it!.

2. Alas, What an unhappy life he leads!

3. How stupid of me to forget your name!

III. Change the following assertive sentences into imperative:

1. We should go out.

2. Anushi did not tell a lie.

3. She wants to go out.

IV. Change the following imperative sentences into declarative sentence:

1. The mother told the children, 'Drink milk twice a day to improve your health.'
2. The invigilator to the candidates, 'Stop writing. Time is up.'
3. Kavita told me, 'Be careful.'

Phrases and Clauses

Phrase - A phrase is a group of related words. It does not contain a subject and a verb.

1. from the stairs
2. to run
3. playing the piano

Clause - A clause is a group of words that contains a subject and a verb.

1. The play was funny.
2. Since the play was funny.

Kinds of Phrases

1. Prepositional Phrase - (prep + noun/pronoun)

1. Most of the Australians live in large cities.
2. Many cities with large factories have a smog problem.

2. Infinitive Phrase - (to + verb)

1. To run every day is healthy.
2. They pretend to speak Latin.

3. Other Phrases - (beginning with an ing, ed, or en word.)

Although these words are formed from verbs, they are not verbs when used without helping words.

1. Hating homework, Bob put off doing it until late at night.
2. Dusting the furniture and washing the floors are tiresome chores.
3. Destroyed by fire, the church was never rebuilt.

4. Noun Phrase

A noun phrase centers around a single noun and works as a subject, an object or a complement in the sentence.

1. I like to swing the bat hard when I am at the crease. (An object)
2. Reading novels is a good habit. (A subject)

5. Adjective phrase is comprised of an adjective and works as a single adjective in the sentence.

1. Sumant is a well-behaved man.
2. He is a man of friendly nature.

6. Adverbial Phrase modifies the verb or the adjective and works as an adverb in the sentence.

1. The horse runs at a good speed.
2. I was in a hurry then.

Clause: a clause is a group of words that contains a subject and a verb. There are two types of clauses:

1. Independent Clause: expresses a complete thought and has a subject and verb. It is the main thought of a sentence and can be used alone as a simple sentence.

1. Mrs. Sumanth bakes wonderful cakes.
2. During the rainstorm, the children were frightened by the thunder.

2. Dependent Clause: has a subject and verb but cannot be used as a simple sentence.

A dependent clause is introduced by a dependent word (subordinating conjunction).

The following is a list of subordinating conjunctions:

| | | | | |
|----------|---------------|---------|----------|-----------|
| After | even though | so that | whatever | which |
| although | ever since | Than | when | whichever |
| As | how | That | whenever | while |
| as if | if | Though | where | who |
| because | in order that | Unless | whereas | whom |
| before | since | Until | wherever | whose |
| even if | so (that) | What | whether | why |

Whenever a clause begins with one of the above dependent words, it is dependent.

1. After we finished the game

2. Although we finished the game
3. As we finished the game
4. Before we finished the game

The clause can no longer stand alone, it doesn't make a complete sentence. It is an incomplete thought and cannot be interpreted as a sentence, hence to complete it an independent clause has to be added.

1. After we finished the game, we went to a restaurant.
2. While we finished the game, the others waited.
3. We gave up the court when we had finished the game.
4. We were happy that we had finished the game.

In other words, every sentence must have at least one independent clause.

Assignment

I. Identify the following and write P for phrase, IC for independent clause, and DC for dependent clause:

1. Throwing papers along the streets.
2. While debris covered the park.
3. With broken glass in the alley
4. Beside old trucks and cars
5. No one lives there
6. For lights on every corner
7. If the expense is too great
8. As he walked home
9. Dragged up the subway steps
10. Thousands of people walk every day

II. Underline the dependent clauses and circle the subordinating conjunctions (dependent words) that introduce the dependent clauses:

1. I refused to go because I had homework to do.
2. I could make good grades if I studied.
3. After I finish college, I'll get a job.
4. They were playing Frisbee while he was studying.
5. Her essay would have been better if she had rewritten it.

III. Identify the following sentences as either a dependent clause or an independent clause:

1. I went to the park
2. Sandra and Lara have been good friends since first grade.
3. Although Shanaia likes Andhra, South Indian, Rajasthani, and Gujrathi food
4. After swimming in the ocean
5. Animal communication is not considered to be a legitimate language by some scientists.
6. When I went to the zoo, I looked at the animals.
7. He came to class, but he forgot his homework.
8. We studied all night; therefore, we did well on the test.
9. She might have been sick, or maybe her car broke down.
10. They went out to eat because they were hungry

Sentences

Sentences are classified in the following ways based on their structure: Simple, Compound, and Complex Sentences

We use a variety of sentences to make writing interesting and lively. Too many simple sentences, for example, will make the writing sound choppy and immature while too many long sentences will make the writing difficult to read and hard to understand.

1. Simple Sentence

A simple sentence contains a subject and a verb. It expresses a single complete thought that can stand on its own. A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

1. Jai waited for the train.

"Jai" = subject, "waited" = verb

2. Mary and Samantha took the bus.

"Mary and Samantha" = compound subject, "took" = verb

3. Mary and Samantha arrived at the bus station early but waited until noon for the bus.

"Mary and Samantha" = compound subject, "arrived" and "waited" = compound verb

The following are the main patterns of the simple sentences in English.

PATTERN-1

SV Subject+Verb

1) Fire burns.

2) The child cried.

PATTERN-2

SVO Subject + verb+ object

1) The teacher praised the student

2) We bought a new car.

PATTERN-3

SVOO—subject. + verb +(direct) object +(indirect) object

1) Grandma told me a fairy tale.

2) The postman gave me a letter.

PATTERN-4

SVC...subject+ verb+ compliment

1) The child appears innocent.

2) She looks tired.

PATTERN-5

SVOC----subject + verb+ object + compliment

1) Noble deeds make a person immortal.

2) Modern scientists have proved the theory wrong.

Assignment

I. Identify the pattern of each sentence and mention the pattern against the respective sentence:

1) I have read the Ramayana.

2) Maharshi Valmiki wrote this famous epic.

3) It deals with the life and work of lord Ramachandra.

4) He was the son of Dasaratha of Ayodhya.

5) It also tells us the story of Ravan, the king of Lanka .

II. Complete the following sentences by filling in with appropriate words required for a simple sentence:

1. I am going _____ the party.

2. They are _____ for the dinner.

3. They _____ coming for _____ dinner tonight.

4. I was exercising _____ the gym.

5. Ron and Ronny _____ going to the party together.

6. She _____ her sister _____ going to college for the classes.

7. The bird was _____ on the roof.

8. The bird was _____ on the roof of the _____.

9. The bird was perched on the roof of the building in late _____.

10. He is _____.

2. Compound Sentence

A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a

complete thought. Except for very short sentences, a comma goes right before a coordinating conjunction. Basically, a compound contains two simple sentences. These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

1) The shoplifter had stolen clothes, so he ran once he saw the police.

- Both sides of the conjunction “so” are complete sentences.
- “The shoplifter had stolen clothes” can stand alone.
- “he ran once he saw the police.” can also stand alone.
- Therefore, this is a compound sentence.

2) They spoke to him in Spanish, but he responded in English.

3) I tried to speak Spanish, and my friend tried to speak English.

Co-ordinators or co-ordinating conjunctions are used to join two independent clauses in the following compound sentences.

1. and

The students listen attentively and take notes carefully.

2. but

He tried hard, but he failed. / Man proposes, but God disposes.

3. yet

He is illiterate, yet he is very polite.

4. still

It is a holiday; still some officers have come to office.

5. or

You may agree to the proposal or give your own.

6. so

Mother is ill: so, you find me in the kitchen.

7. nevertheless

Father is tired, nevertheless he insists on hard work.

8. therefore

The child is hungry, therefore it is crying.

9. otherwise

Work hard, otherwise you will fail.

10. either..or

Either you personally attend the function or send somebody to represent you.

11. neither...nor

A villain neither speaks truth nor accepts others words are true.

12. Not only...but also

Ranjeeta not only dances well but also sings nicely.

Assignment

I. Make compound sentences by filling in the blanks with an appropriate coordinate conjunction.

1. I called her many times she didn't answer the phone.
2. He is intelligent honest.
3. He is old he is active.
4. He not only lost his reputation brought a bad name to his family.
5. You may spend the night here or go home.

3. Complex Sentence

A complex sentence has one independent clause and one to two dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought. A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

1. After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.
 - The independent clause is "Tim went to the gym to exercise."
 - The subordinating clause before it is dependent on the main, independent clause.
 - If one were to say "after eating lunch at The Cheesecake Factory," it would be an incomplete thought.
2. Opinionated women are given disadvantages in societies that privilege male accomplishments.
 - The subject is "opinionated women" and the verb is "are given."
 - The first part of the sentence "opinionated women are given disadvantages in societies" is an independent clause that expresses a complete thought.
 - The following "that privilege male accomplishments" is a relative clause that describes which types of societies.

Dependent clauses begin with subordinating conjunctions. Below are some of the most

common subordinating conjunctions like: after, although, as, because, before, though, unless

Note: When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Manvi and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.

Assignment

I. Read each sentence and underline the dependent clause and write the independent clause:

1. In the morning, I went for a walk.
2. For the last time, I will take up fielding.
3. After the game, we went out for pizza.
4. Although I left, I did remember my roots.
5. Since he was not there, I was quite upset.
6. Wherever we are, it is the right place to be.
7. Even though I am tired, I will give it my shot.
8. Although we won, I was not satisfied with my performance.
9. While I was waiting, I saw a meteor overhead.
10. Before the movie, I went to the snack bar.

II. Write an independent clause to complete each complex sentence:

1. Since I'm hungry, _____
2. Although I'm late, _____
3. Before the game, _____
4. Since we were early, _____
5. Because she is rich, _____

III. Identify whether the sentences are simple, complex, compound or compound-complex:

1. Vampires Dairies is my favourite television show, but I also love True Blood.

2. The student wiped the white board that was filthy with last week's notes.
3. The trendy fashion designer released her new line on Wednesday.
4. Trina and Hareem went to a club in Hollywood to celebrate their anniversary.
5. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.

Jumbled Paragraphs

A paragraph starts with what is known as the topic sentence. This sentence introduces the topic and the domain of the paragraph. Then follow the supporting sentences. The supporting sentences contain further information about the topic sentence. The conclusion or the concluding sentence is the last part of the paragraph. It sums up the supporting sentences and also points to the topic sentence.

The paragraph thus has to follow a natural order: Topic sentence - Supporting Sentences - Concluding Sentence.

Para-Jumble refers to a paragraph wherein the sentences forming it are jumbled. In para jumbles, you have to rearrange the parts of a sentence into a meaningful sentence or sentences into a meaningful paragraph.

Para-jumbles are the best way to evaluate a candidate's ability to understand language. Students are required to arrange the jumbled sentences in such a way that it makes a meaningful paragraph. It evaluates the comprehension skills i.e. paragraph writing skill of the student.

Any paragraph consists of Introduction, the middle section and the Ending. It's easy to determine the Introduction and the Ending part. The middle section should be arranged accordingly such that it follows both the Introduction and Conclusion. We need to have an idea about tenses, pronouns, subject-verb agreement rules to answer the 4 to 5 questions in less than 2 minutes.

Understanding the topic of the paragraph: One should be able to discern what is being talked about, because the subject of individual sentences forms the most important clue for establishing links between various sentences.

Understanding the information flow and approach of author: The second thing that is pivotal to identify is the information flow that has been adopted by the author. What is his exact purpose in the paragraph? Is he explicating something or is he criticizing something? Being able to identify his purpose in the paragraph will obviously help us to establish the order of sentences.

A pre-requisite to develop the two skills above is to possess the qualities of a Good Reader.

Points to be considered to be considered while rearranging the sentences:

Transition words make the shift from one idea to another very smooth. They organize and connect the sentences logically. Observing the transition words found in a sentence can often

give you a clue about the sentence that will come before/after that particular sentence. Given below are some commonly used transition words:

also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly, consequently, hence, otherwise, subsequently, therefore, thus, as a rule, generally, for instance, for example, for one thing, above all, aside from, barring, besides, in other words, in short, instead, likewise, on one hand, on the other hand, rather, similarly, yet, but, however, still, nevertheless, first of all, to begin with, at the same time, for now, for the time being, in time, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind, after all, all in all to sum-up.

Personal pronouns are he, she, it, him, her, they, you, your etc. Personal pronouns always refer to a person, place or thing etc. Therefore, if a sentence contains a personal pronoun without mentioning the person, place or object it is referring to, the person, place or object must have come in the previous sentence. Often, this is a good lead to identify a link.

Demonstrative pronouns (such as that, this, these, those) also cannot be used in the first sentence without introduction.

Articles – There are two types of articles- Definite and Indefinite article. ‘The’ article is used to define an already known specific person or a thing. Therefore, ‘The’ is most unlikely to be used in the opening sentence or the first sentence. ‘A’ or ‘An’ are used to express a general statement or give Introduction of a person, place or a thing. So, in a paragraph, we can expect the sentence containing Indefinite articles to be prior to the sentence containing the Definite article.

Abbreviation/acronym approach: If both Full forms as well as short form of a word are present, then the sentence containing Full form will appear before the sentence containing the short-form.

Make sure to follow the chronological order present in the sentences (such as before, after, later, when)

The Conclusion part is the summary of the whole paragraph. Example: If most of the sentences are problem oriented then the conclusion should be a solution or preventive measure for that particular problem.

Assignment

I. Arrange the words to form meaningful sentences:

1. family/I/really//with/enjoy/time/spending/my.
2. again/see/I/to/you/soon/hope
3. called/being/detests/Tommy/he
4. imagine/I/getting/angry/can't/him
5. to/more/to/have/patient/learn/you'll/be

II. The following sentences are not in order. The correct order is provided in one of the options, select the correct option from the following options:

Question 1.

I: The main thing that propelled the development of the aeroplanes at such a fast pace was, however, the first and the second world war.

II: An aeroplane was a wonderful invention of its time.

III: But its use as a main means of transport was adopted only later.

IV: Some even say that it was one of the greatest inventions of all time.

The correct order of the sentences is:

- A) I – II – IV – III
- B) II – IV – III – I
- C) III – IV – II – I
- D) IV – II – III – I

Question 2.

I: An indefinable suspicion, which he could not explain, made him uneasy.

II: It was this, probably, that prompted him to go to the closet in which he knew that Nicholas Bundy kept a pistol.

III: This ought to have quieted him for the night, but it did not.

IV: At times he placed the pistol under his pillow, but he had not done so to-night, considering it quite unnecessary in a quiet boarding-house.

- A) II – III – I IV
- B) III – II – I – IV
- C) III – I – II – IV
- D) IV – II – I – III

Question 3.

I: The explanation of Mr Kapil's letter is briefly this.

II: If pushed to extremity he would turn against Kapil, and make public the conspiracy in which he had joined, together with Kapil's motive in imprisoning his wife.

III: He had had an interview with Dr Pal, in which he had so severely censured the doctor that the latter finally became angry and defiant, and intimidated.

IV: His visit to the South had done no good.

- A) I – III – IV – II
- B) II – IV – III – I
- C) IV – III – II – I
- D) I – IV – III – II

Question 4:

- A. Claimed that an “independent agency” found that
 - B. the Prime Minister, in a recent televised interview, misleadingly
 - C. 70 lakh Employees’ Provident Fund Organization (EPFO) accounts
 - D. were opened for persons aged 18–25 years
- (A)BACD (B) BCDA (C)ADCB (D)DBCA

Question 5:

- A. Riots had to be contained, food shortages to be overcome, princely states (as many as five hundred) to be integrated, refugees (almost ten million) to be resettled.
 - B. It is safe to say that no modern politician had anywhere near as difficult a job as Jawaharlal Nehru’s.
 - C. At Independence, the country he was asked to lead was faced with horrific problems.
 - D. This, so to say, was the task of fire-fighting; to be followed by the equally daunting task of nation-building.
- (A)ABDC (B) BCAD (C) BACD (D) DCBA

III. Re arrange the following sentences to form a coherent paragraph:

Question 1.

- (a) The eldest of the three sons would have become the king after his father.
- (b) So he drove the three sons away.
- (c) There was once a king in India who died leaving behind three sons.
- (d) But the captain of the king’s army wanted the kingdom for himself.

Question 2.

- (a) What were the conditions of life in London during the days of the plague?
- (b) He was a child during the plague and could not remember much.
- (c) We know that a lot of people moved away from the city and went to other places which were free of the plague.
- (d) The writer Daniel Defoe described conditions in London during the plague, but he did this some years after it had ended.

Question 3.

- (a) He had many brothers.
- (b) When the old king died, there was fighting between the brothers for the throne.
- (c) Ashoka was born in the ruling Maurya family of Magadha.
- (d) Ashoka was able to defeat his brothers.

Question 4.

- (a) A house becomes a home when it reflects the personality of its residents.
- (b) There are no rules as to how our home has to look.
- (c) The important thing is that we should enjoy inhabiting them.
- (d) Houses are personal statements about our lives.
- (e) They reflect the confidence we have in ourselves.
- (f) The more confidence we have, the more individualistic our homes are.

Question 5.

- (a) Special arrangements are made to water the wheat plants in winter.
- (b) They grow to about 8 mts height by December.
- (c) At this time in December, they need watering.
- (d) Wheat seeds are planted in October.

Question 6.

- (a) He is called so because he led India to freedom from British rule.
- (b) The first cause that he took up was of an indigo farmer of Champaran, Bihar.
- (c) Mahatma Gandhi is called the Father of the Nation.
- (d) He started fighting for India's freedom after he returned from South Africa.

Question 7.

- (a) We decided to have a special morning assembly and a cultural programme in the last two periods.
- (b) I have been chosen to be the Head Boy of my school.
- (c) I was given the responsibility of organising the Children's Day programme in the school.
- (d) I had a meeting with the members of the Students' Council to decide the programme.

Concord

A verb must agree with its subject:

- In number
- In person

| SINGULAR VERB | PLURAL VERB |
|---|---|
| Is/am/are/was/has | Are/were/have |
| Takes 's' form: Ex: She waits/writes | Takes root form: Ex: They wait/write |

(Singular subject agrees with singular verb & plural subject agrees with plural verb)

Rule 1: *A plural verb is used when two or more subjects are combined by 'and'.*

1. She and her sister **are** identical.
2. Govind and Arun **were** friends.
3. Radha and Ramani **have** secured the same rank.

There are **two exceptions** in using **and**

- When two singular subjects refer to the same person or thing a singular verb should be used.
 1. A good Statesman and Scientist **was** Abdul Kalam. (Referring to one Person)
 2. My mother and guide **has** helped me. (Here mother is also the guide referring to one person)

NOTE: In the first sentence article 'A' is used only once denoting it as the same person, if the article is used behind each subject like:

A good Statesman and a good Scientist – this refers to two different people hence a plural verb will be used.

- When two subjects represent one idea or concept a singular verb should be used.
 1. Idli and Chutney **is** a nutritious breakfast.
 2. Time and tide waits for none.

Rule 2: *Words such as 'each' or 'every' is used before two singular subjects*

– singular verb should be used:

When two or more singular subjects are combined with or, nor, but, none, neither nor, either, or a singular verb is used.

1. Every man and woman **works** hard to feed the family.
Each bird and beast **tries** to protect its young ones.
2. John or Abraham **has** to compromise.
3. Not only his friend but even his brother **finds** him selfish.
Neither Suresh nor Mahesh **is** at fault.
4. Either Malini or Sohan **has** the property in their names.

Rule 3: A singular collective noun (a crowd, a gang, a team, jury) takes a singular verb.

- Class names or classified categories (Footwear, Crockery, Stationery) take singular verb.
- Names of branches of Science or diseases (Mathematics, Physics, Ethics) take singular verb.

There are two exceptions

A **dozen** takes a **plural verb** since it denotes a plural number. There **are** a dozen cups in the tray.

A dozen bananas **are** cheaper compared to one apple.

A **pair of** when applied to things (such as: Scissors, Shoes, Trousers) which are two components always together, takes a **singular verb**.

However, if **we omit a pair of** and use the plural words then it must agree with **the plural verb**.

1. There **is** a pair of trousers in the cupboard.
2. There **is** new pair of shoes in the box.
3. There **are** scissors in the drawer.
4. His socks **were** torn and worn out.

In short, they take:

| SINGULAR VERB | PLURAL VERB |
|--------------------------------|--------------------------|
| Much (quantity) | Many (number) |
| Collective Noun | A number of, several |
| Class names/ title of the book | A dozen |
| One of / none/neither/ either | Some of(number)/ half of |
| Each/ every/ anybody | People/ cattle |

Rule 4 Words like with, together with, along with, besides, as well as, including, in addition to, etc. do not affect the number of the verb. If the subject is singular, a singular verb is required; if plural, a plural verb.

1. The television, **along with** the cabinet, is to be sold.
2. Mrs. Paul, **with** her son and daughter, is going to the theatre this evening.
3. Our chief competitor, as well as ourselves, is obliged to increase prices.
4. The decoration of the rooms, **including** the carpets and furniture, is most pleasing.

Rule 5 If the subject is made up of both singular and plural words connected by or, nor, either... or; neither ... nor, not only ... but also, the verb agrees with the nearer part of the subject.

1. Neither the quality nor the *prices* have changed.

2. Neither the prices nor the *quality has* changed.
3. Not only the headmaster but also the *teachers are* in favour of the expansion of the school.
4. Not only the teachers but also the *headmaster is* in favour of the expansion of the school.
5. Neither the salesmen nor the *buyer is* in favour of the system.
6. Neither the buyer nor the *salesmen are* in favour of the system.

Rule 6 If the subject consists of two singular words connected by *or, neither... nor, or either... or, the subject is singular and requires a singular verb.*

1. Neither our Accounts Department nor our Head Office *has* a record of the transaction.
2. Sunita or Neetu *has* the swimming suit.
3. Either October or November *is* a good vacation month.
4. Neither the radio nor the television *was* in working order.

Rule 7 Plural verbs are required for many nouns that have no singular form, such as *proceeds, goods, ashes, remains, credentials, premises, etc.*

1. *The proceeds of* the magic show *are* to be given to the fund for soldiers' welfare.
2. The goods *are* being dispatched today by goods train.

Rule 8 When the group acts as a unit, the verb should be singular.

1. The *committee has* agreed to submit its report on Friday.
2. The *Board of Directors meets* once in a month.
3. *The firm is* one of the most reputed in the country.
4. The *majority has* made its decision.

Rule 9 When the members of the group are thought of as acting separately, the verb should be plural.

1. The *team are* arguing over who should be the captain, (individual members in the team are arguing)
2. The *committee were* not in agreement on the action to be taken. The *audience were* cheering and laughing; even crying.

Rule 10 Company names may be either singular or plural, according to their meaning. The plural form emphasizes the individual personnel making up the company.

1. Mudra and Corporation *have* retained the goodwill of *their* customers.
2. The Oil Corporation *is* located at Nariman Point, Mumbai,

Assignment

I. Fill in the blanks with the correct form of the verbs given in brackets:

1. Kamala and Vimala _____ twins. (is/are)
2. John and Vikshita _____ not come home. (has/have)
3. Two and two _____ four. (make/makes)
4. Three-fourths of the house _____ constructed. (was/were)
5. Bread and butter _____ a wholesome food. (is/are)

II. Fill in the blanks with the correct form of the verbs given in brackets:

1. Everyone of the group _____ participated in the activity. (has/ have)
2. Each child in the class _____ written the composition. (has/have)
3. None but the brave _____ given a medal. (is/are)
4. Neither his mother nor his father _____ the game. (play/plays)
5. Neither parent _____ proud of her achievements. (is/are)

III. Fill in the blanks with the correct form of the verbs given in brackets:

1. A bouquet of flowers _____ been given to the elderly. (has/have)
2. A mob _____ attacked the office. (has/have)
3. A new pair of shoes _____ given to him as a gift. (is/are)
4. The trousers he has worn _____ bought from the famous mall. (is/are)
5. The stationery _____ very old in the office. (is/are).

IV. Underline the correct verb form in the following sentences:

1. The quality of the shoes *is/are* not good.
2. Neither of the applicants *is/are* fully qualified.
3. His knowledge of many languages *was/were* really remarkable.
4. Few men *is/are* able to do cooking.
5. Either of the students *was/were* allowed to write the exam.
6. The 'Arabian Nights' *is/are* still a favourite book among children.
7. People in our village *do/does* not have electricity.
8. Not only his writing but also his speech *was/were* confusing.

9. One of the girls in the class *own/ owns* this book.

10. Many of the flowers *has/have* no smell.

V. Correct the following sentences:

1. The pen and the paper is on the desk.

2. Every one of the students have practiced very hard.

3. The skills of understanding personal communications is crucial to good business.

4. Not many people know the truth about the lifestyles of the rich and famous.

5. The number of people who are mobile phone owners rise every year.

6. It used to be thought that learning languages waste time.

7. She is taking the test twice because she believe it is best to have a trial run.

8. In the '50s, the comedy team of Abbott and Costello were world famous.

9. Every day there is another driver who lose his driving license due to speed.

10. Neither of the debates were successful.

Common Errors by Non- Native Speakers

Goodbye Party for Miss Pushpa T.S. :

Friends,
our dear sister
is departing for foreign
in two three days, and
we are meeting today
to wish her bon voyage.

You are all knowing, friends,
What sweetness is in Miss Pushpa.
I don't mean only external sweetness
but internal sweetness.
Miss Pushpa is smiling and smiling
even for no reason but simply because
she is feeling.

Miss Pushpa is coming
from very high family.
Her father was renowned advocate
in Bulsar or Surat,
I am not remembering now which place.

Surat? Ah, yes,
once only I stayed in Surat
with family members
of my uncle's very old friend-
his wife was cooking nicely...
that was long time ago.

Coming back to Miss Pushpa
she is most popular lady
with men also and ladies also.

Whenever I asked her to do anything,
she was saying, 'Just now only
I will do it.' That is showing
good spirit. I am always
appreciating the good spirit.
Pushpa Miss is never saying no.
Whatever I or anybody is asking
she is always saying yes,
and today she is going
to improve her prospect

and we are wishing her bon voyage.
Now I ask other speakers to speak
and afterwards Miss Pushpa
will do summing up.

By Nissim Ezekiel

Do learners of English make particular mistakes in grammar, pronunciation, and vocabulary depending on their mother tongue? It makes intuitive sense that some mistakes are more likely to be made by speakers of certain languages. One well-known example is that speakers of Slavic languages, such as Polish, often miss out articles (*she bought new car*) while speakers of Roman languages, such as Italian, occasionally use too many articles (*I love the my sister!*). These kinds of mistakes reflect the nature of the students' mother tongues, and are arguably fairly minor, but other kinds – such as the greater tendency among speakers of certain Asian languages (like Khmer or Japanese) to mix up *he* and *she* – may lead to real communication difficulties.

Linguistic quirks (rather than mistakes) also vary between cultures. Italian learners of English tend to overuse the word *nice* (for anything and everything, including a *nice* horror film); Cambodians love to throw a *small party*; Indian speakers describe a lot of things as being a *huge problem*; and Japanese students frequently dream of *beautiful views*.

However, there are some mistakes that crop up across cultures. The English language have – sorry, *has* – plenty of idiosyncrasies, such as the third person subject verb agreement in the present tense. The latter is just one example of a mistake that, on closer inspection, is a perfectly rational one.

India has the second highest English-speaking population in the world. It is a second language for many people. India is known for its diversity, be it culture, food, language etc. In a country where many regional languages are spoken, the influence of the regional language on English is immense and this is reflected in the grammar, pronunciation and vocabulary of English speakers in India.

Writing and speaking in English as a non-native speaker has its own set of problems. Grammatical errors come in many forms and can easily confuse and obscure meaning. Some common errors are with prepositions most importantly, subject verb agreement, tenses, punctuation, spelling and other parts of speech.

Here are some of the most common mistakes from learners of English across the globe.

1) Subject-verb agreement: *My sister like coffee.*

English verbs are relatively easy, as long as you remember to change them slightly in the present tense for *he*, *she*, and *it*, usually by adding *-s*.

1. *My sister likes coffee.* [My sister=she]
2. *Gautham really loves swimming.* [Gautham=he]
3. *That restaurant serves Italian food.* [That restaurant=it]

Pronunciation of *th*: *Yes, I sink so/Yes, I tink so/Yes, I fink so* for *Yes, I think so.*

The *th* sound, which is so common in English, is one of the most difficult for non-native speakers to pronounce.

- 2) *Please!* in the wrong context (when giving or offering someone something)

This is typical of students who translate from their own language where the equivalent of *please* is often used on its own in these contexts. In English, we typically use *please* to soften a request or an acceptance:

1. *Would you pass me the water, please?*
2. *Please come this way.*
3. *More coffee? – Yes, please!*

In other situations, we tend to use specific phrases. For example, when giving someone something, we'd say something like *There you are!* when showing customers to their seats in a cafe, we'd probably say *Please have a seat*; and when presenting food to guests, we'd say *Enjoy your meal!*

- 3) Problems with prepositions, particularly: *My sister loves listening music and I am angry on you.*

Prepositions almost always catch students out, as they usually differ from language to language. Dropping the 'to' from *listen to* is one of the commonest mistakes made by English learners everywhere. In English we always *listen to something or someone* (while we would *read a book* without a preposition). *Angry with* a person

1. *My sister loves listening to music.*
2. *I am angry with you.*

- 4) Using *-ing* instead of *-ed*: *I was very boring!*

In some contexts, this sentence would be perfectly correct, but the chances are that students usually mean:

I was very bored!

Mixing up *-ing* and *-ed* participles is a huge source of confusion: those ending in *-ed* describe how people feel, and those ending in *-ing* describe the things (or people) that cause those feelings. One rule of thumb for trying to remember the difference is:

Theekshan is bored. (people)

Ironing is boring. (thing)

- 5) Missing out articles: *Woman goes to school.*

Many languages don't use articles at all, and since the intricacies of the definite and indefinite article in English are notoriously complex, even advanced students can struggle with getting these right. Did the student mean *The woman goes to school*, *A woman goes to the school*, or another subtly different sentence?

6) Mixing up the present perfect and past simple: *Last year we have been to Thailand.*

The present perfect is used differently in English from the way it's used in other languages. English speakers use the present perfect to speak about something that took place at an unspecified time. Present perfect tense is used when the emphasis is in the action and not on when/time the action happened. However, if we mention a completed period of time, such as *this morning*, *last year*, or *in the 1990s*, we should generally use the past simple:

Last year we went to Thailand.

7) Forming questions incorrectly, particularly: *How long you stay?*

Asking questions can pose problems because, unlike some other languages, English usually requires the word order to be inverted (the statement *You are Punjabi* becomes *Are you Punjabi?*) or, for yes/no questions, an auxiliary verb is needed (*You like chocolate* becomes *Do you like chocolate?*)

On its own, *How long you stay?* could be ambiguous – does the student mean:

How long are you staying (here for)? (i.e. looking into the future)

Or

How long have you been here? (i.e. looking into the past)?

Not using the present perfect continuous: *She works here for three years.*

This is a perfectly logical translation from many languages, but English requires the present perfect continuous to describe actions that began in the past and are still continuing (if this is what the student means):

She has been working here for three years.

8) Using *since* instead of *for*: *I've been living in Tokyo since two months.*

Students always seem to opt for *since* by default. In practice, *since* is used when talking about specific points in time:

Since

- 1 o'clock
- yesterday
- my birthday

and

for is used when talking about periods of time

for

- two weeks
- twenty days

9) **Cope Up vs. Cope With**

Using prepositions with verbs loosely is one of the common mistakes Indians make.

Incorrect: *How do you cope up?*

Correct: *How do you cope?*

Incorrect: *I was stuck up in the traffic.*

Correct: *I was stuck in traffic.*

This tendency to use “up” indiscriminately with common verbs may have been influenced by common phrasal verbs such as break up, take up, wrap up.

Incorrect: You should learn how to cope up.

Correct: You should learn how to cope.

The verb ‘cope’ usually collocates with the ‘with’ preposition.

10) Isn’t It? A Universal Question Tag

Question tags are some of the most confusing parts of learning English for many Indians.

Questions tags are tag questions which are added to the end of declarative statements. For example, “You’re John, aren’t you?”

Question Tags follow a specific grammar pattern. They usually depend on the verb or auxiliary verb in a sentence.

It’s going to take a long time, isn’t it?

She has done really well in this test, hasn’t she? They’re very excited about the new project, aren’t they?

11) Going by its definition in dictionaries, “**Revert**” essentially means restoring something/someone to its previous/original state.

After leaving the rehab, he reverted to his old drinking habits.

Moreover, “Revert” is an intransitive verb, meaning it doesn’t require a direct object to complete its meaning.

Since “Revert” means “Going Back” to a previous state/condition, you don’t have to add “back” while using the word “Revert”.

12) Past tense questions. Double past tense forms are used.

If the tense of the auxiliary verb is changed from present to past then the tense of the main verb should be in the present tense.

Incorrect: *Why did you not brought your pen?*

Correct: *Why did you not bring your pen?*

Assignment:

I Correct the errors commonly made by non-native speakers:

1. Myself I am Suniana.
2. I am having four brothers and three sisters.
3. He do not have a car.
4. "Today office is there?" (Answer) "No office is not there. Today is Kanakadasa Jayanthi."
5. That only, she is very arrogant.
6. He did not wrote the exam last year.
7. I cannot cope up with this pressure.
8. His son-in-laws have come home.
9. I am meeting my cousin brother for dinner.
10. She has white hairs.
11. Anila said that she will revert back soon.
12. I have been their.
13. This could never have turned out to be more better.
14. Shall we discuss about sports today?
15. I am sorry, I can't attend tomorrow's meeting as I am going out of station.
16. Let's order for an ice-cream?
17. "Hi, what are you doing?" (Answer) "I am timepassing."
18. "I will tell you now only."
19. My sister said me to buy a chocolate.
20. I am knowing many people in your college.

For more information click:

<https://teacherluke.co.uk/2011/10/14/common-errors-typical-mistakes/>

Active and Passive Voice

Voice is a *form of verb* showing whether the subject acts or has acted upon the verb i.e., sentences are in either active or passive voice.

Change of voice involves **three** major changes:

1. It changes the **function** of the subject and the object.
2. It changes the **position** of the subject and the object.
3. It changes the **form** of the verb.

**** The meaning of the sentence remains unchanged.
The tense of the verb remains unchanged.
The passive voice is used when the agent or doer is unknown or obvious.

Active Voice

Active Voice is a sentence in which the verb shows that the subject does an action.

In active form, the subject acts.

Characteristics of Active Voice

- The subject of the sentence in active voice is in the beginning of the sentence.
- The subject is followed by a verb and object.
- A sentence in Active Voice indicates clearly who has done the action.

Use

Active Voice can largely be used in subjective or opinion related writings where the doer of the action is given importance.

Sentence Structure of a Sentence in Active Voice

Subject+ Verb+ Object

1. The storm damaged the roof.
2. He may have cooked the food.

Passive Voice

Passive Voice is the sentence in which the form of verb shows that an action is done to the subject.

Characteristics of Passive Voice:

- When we change the sentence from active to passive voice, the object becomes the subject.
 - We can use sentences only with *transitive verbs* in passive voice i.e. we can change the sentences that have an object in to this voice. *Intransitive verbs do not take passive forms.*
1. I went to Delhi yesterday.
 2. The ship slowly disappeared from view.

Uses:

- Passive voice is often used in objective writing where the focus is mainly on the action.
- It is widely used in formal, professional, journalistic, legal writings and scientific research papers.
- It is used to make an impersonal statement.
- It is used to eliminate the mention of the agent.

Sentence Structure of a Sentence in Active Voice

Subject + 'be' form + Past participle + by + Object

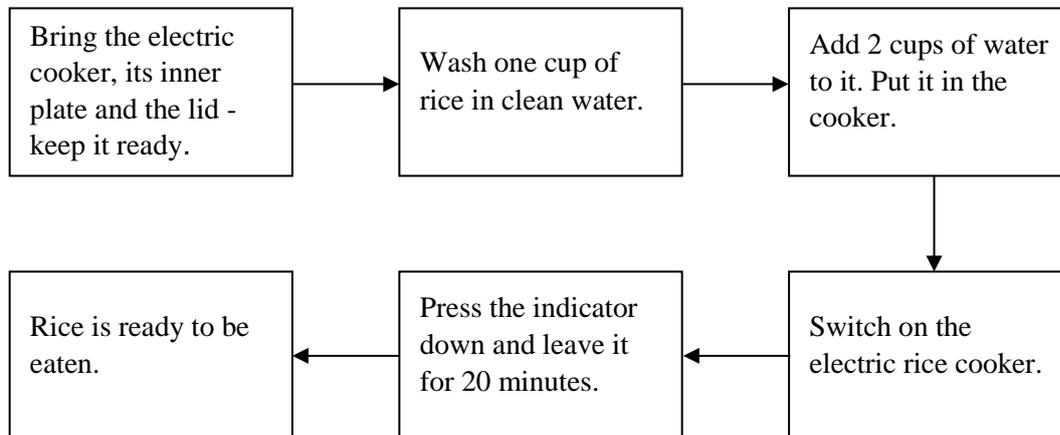
1. The roof was damaged by the storm.
2. The work can be done by Sam.

| Active Voice | Passive Voice |
|----------------------|--------------------------------|
| He flies a kite. | A kite is flown by him. |
| He is flying a kite. | A kite is being flown by him. |
| He has flown a kite. | A kite has been flown by him. |
| He flew a kite. | A kite was flown by him. |
| He was flying a kite | A kite was being flown by him. |
| He had flown a kite. | A kite had been flown by him. |
| He will fly a kite. | A kite will be flown by him. |

Assignment

I Read the flow chart given below and complete the given passage:

Given below is a procedure for cooking rice in the rice cooker.



The electric cooker is brought and (a) Then one cup of rice (b) Two cups of water (c) The rice is put in the cooker and the cooker (d) The indicator (e) for twenty minutes when the rice is cooked and ready to be eaten.

II Rewrite the sentences in Passive Voice:

1. The guide took the visitors on a tour of the Mysuru palace.
2. Some burglars broke into our house last night.
3. The news surprised me.
4. Are they meeting him at the station?
5. She handed me the plate.
6. Someone threw a life jacket at me.
7. You should handle these boxes with care.
8. The doctors are treating her mother.
9. People are destroying large areas of forests every day.
10. I conducted the test in the school library.

III Fill in the blanks with the correct Active or Passive forms of the verbs in the brackets:

1. Our work _____ (complete) last night so we can relax this morning.
2. Arjun _____ (smell) the dish cooking as soon as he entered the house.
3. The fury of the cyclone _____ (feel) all along the coastal areas last week.
4. The village folk usually _____ (launch) the festival with traditional music and dancing.
5. The automobile plant _____ (employ) more than a thousand workers at present.
6. The Chinnaswamy Stadium _____ (pack) with people who are eagerly waiting for the match to begin.

IV Complete the news stories accompanying the following headlines by filling in the blanks:

1. 8 killed, 50 hurt in Maharashtra train mishap

..... early on Friday when a passenger train derailed in Maharashtra after its driver applied emergency brakes to escape colliding with a freight train that was on the same track.

2. Musharraf threatened me, says Imran Khan

Pakistan's cricketer turned politician Imran Khan

..... before the October elections. He further expressed regret at having supported the military establishment earlier.

3. Water tariff likely to be increased

The that you use in building your house, shop, or factory is likely according to Delhi Jal Board.

4. Man kills 3, shoots himself

A 40-year-old man business partners in Rohtak on Wednesday evening before fleeing to Delhi where inside his parked car in Connaught Place in Central Delhi.

5. CP-Dwarka Metro corridor work to begin in Feb

..... to be built at a cost of Rs.3,500 crore
....., said Madan Lal Khurana, Chairman of Delhi Metro Rail Corporation.

Direct and Indirect Speech

When we want to report or narrate what somebody has said, we can either quote the exact words or talk about what was said without using the exact words. When one quotes the words of the speaker, the speech is in direct speech and when one says what was said by the speaker, the speech is in indirect speech.

1. The teacher said, “Why are you late?”

2. The teacher asked why I was late.

Sentence 1 uses the exact words of the teacher and hence it is direct speech whereas sentence 2 conveys the same message in the words of the narrator and hence it is in Indirect/ Reported Speech.

Conventions to be followed when changing from direct to indirect speech:

Rule 1- Pronouns should be changed

a) First person pronouns should be changed to third person except when the speaker is reporting his/her own words.

She said “Prerana is my daughter”.

Reported: She said that Prerana is her daughter.

b) Second person pronoun is changed according to the object of the reporting verb.

Direct: She says to me, “You have done your best”

Reported: She said to me I had done my best.

c) Third person pronoun is not changed.

Direct: She says “He does not work hard.”

Reported: She said he does not work hard.

Change of Person:

| DIRECT SPEECH | REPORTED SPEECH |
|---------------|-----------------|
| I | He/ She |
| Me | Him/ Her |
| We | They |
| My | His/ Her |
| Mine | His/ Hers |
| Our | Their |
| This/These | 147 They/Them |

Rule 2- Adjectives should be changed

Demonstrative adjectives such as this/that/these should be changed.

1. **This** used as time expression becomes **That**.

Direct: She said “She is coming this week”.

Reported: She said she was coming that week.

2. **This** and **that** used as adjectives usually change to **The**

Direct: He said “I bought this bike for my brother”.

Reported: He said he had bought the bike for his brother.

Rule 3- Expressions of Time and Place

Adverb and adverbial phrases of time change as follows:

| DIRECT SPEECH | REPORTED SPEECH |
|--|--|
| Today Ex- I said, “I will be buying a car today”. | That day I said I would be buying a car that day. |
| Yesterday Ex- I said, “I bought a car yesterday”. | The previous day/ The day before I said I had bought a car the previous day |
| The day before yesterday Ex- I said, “I bought a car day before yesterday”. | Two days before I said I had bought a car two days before. |
| Tomorrow Ex- I said, “I will buy a car tomorrow”. | The next day/ the following day I said I would be buying a car the next day. |
| The day after tomorrow Ex- I said, “I will buy a car the day after tomorrow”. | Two days later/ in two days’ time I said I would buy a car two days later. |
| Next week/Year Ex- I said, “I am planning to buy a car next year”. | The following week/year I said I was planning to buy a car the following year. |
| Last week/year Ex- He said, “It rained heavily last week”. | The previous week/year He said it had rained heavily the previous week. |
| A year ago Ex- “A year ago I would do anything to get money” he said, | A year before/ previous year He said he would do anything to get money the previous year. |

Rule 4- Tense Should be Changed

Usually when we change direct to reported speech, present tense changes to past and past tense changes to past perfect.

Direct: She says “I walked all the way from home”.

Reported: She said she had walked all the way from home.

The table summarizes the use of tenses in reported/ indirect speech:

| DIRECT SPEECH | REPORTED SPEECH |
|---|---|
| <u>Simple Present</u> “He said “I play football”. | <u>Simple Past</u> He said he played football. |
| <u>Present Continuous</u> “I am waiting for the cab”, she said. | <u>Past Continuous</u> She said she was waiting for the cab. |
| <u>Present Perfect</u> “I have found a flat”, Karthik said. | <u>Past Perfect</u> Karthik said he had found a flat. |
| <u>Present Perfect Continuous</u> Radha said, “I have been waiting for Krishna”. | <u>Past Perfect Continuous</u> Radha said she had been waiting for Krishna. |
| <u>Simple Past</u> “I worked hard”, said Kartik. | <u>Past Perfect</u> Kartik said he had worked hard. |
| <u>Past Continuous</u> He said, “I was going to school every day” | <u>Past Perfect Continuous</u> He said he had been going to school every day. |
| <u>Past Perfect</u> She said “The bread had gone stale”. | <u>Past Perfect</u> She said the bread had gone stale |
| <u>Past Perfect Continuous</u> The Principal said, “Simran had been teaching in the school since 2010”. | <u>Past Perfect Continuous</u> The Principal said, Simran had been teaching in the school since 2010. |
| <u>Future</u> He said “He will be in Paris on Monday”. | <u>Conditional</u> He said he would be in Paris on Monday. |
| <u>Future Continuous</u> She said, “She will be driving the car by herself in a week”. | <u>Conditional Continuous</u> She said she’d been driving the car by herself in a week. |
| <u>Conditional</u> I said, “I would like to see it.” | <u>Conditional</u> I said I would like to see it. |

Modal verbs also have to be changed in reported speech:

| DIRECT SPEECH | REPORTED SPEECH |
|---------------|-----------------|
| Can | Could |
| May | Might |
| Might | Might |
| Must | Had to |
| Have | Had |
| Should | Should |
| Ought to | Ought to |

Questions

When a direct question is turned into an indirect question the following points are to be considered:

- a. Tenses, pronoun, demonstrative adjectives and adverb of time and place change as in statements.
- b. The interrogative form of the verb changes to affirmative form.
- c. The question mark is omitted.
- d. If the direct question starts with a question word as in when/where/why/ who/ how/what, the question word is retained in the indirect question.

Direct Question: He **said**, “**What** do you want?”

Indirect Question: He **asked her what** he wanted.

- e. If there is yes/no question word, **If/whether** must be added.

Direct question: “Is anyone there?” I asked.

Indirect question: I asked **if/whether** anyone was there.

Exclamatory Sentences

Exclamatory sentences become statements in reported speech.

- a. Exclamations beginning with What/ How can be reported by exclaim/say that:

Direct Exclamation: He said, “**What** a dreadful idea!”

Reported Exclamation: He **exclaimed** that **it was** a dreadful idea.

- b. If the exclamation is followed by an action, we can use the construction with an exclamation of delight/disgust etc. + subject + verb.

Direct Exclamation: “Ugh!” she exclaimed, and turned off the programme.

Indirect Exclamation: With an exclamation/expression of disgust she turned the programme off.

Reporting Verbs

Reporting verbs are used in Indirect Speech to convey language functions like offering, suggesting, expressing sympathy.

Direct “Shall I bring you some tea?” he asked.

Reported: He **offered** me some tea.

Direct: “Shall we meet at 2pm?” she said.

Reported: She **suggested** meeting at 2pm.

| DIRECT SPEECH | REPORTED SPEECH |
|---|--|
| Sorry/ Pardon “I am sorry”, she said. | Apologised. She apologised for her mistake. |
| Thank You He said “thank you” | Expressed gratitude/ Thanked. He expressed gratitude/ He thanked Me. |
| Good morning/afternoon etc. “Good morning, sir”, she said. | Greeted. She greeted the Principal. |
| Congratulations “Congratulations!” I said. | Congratulated I congratulated her. |
| Yes/of course/ okay “Okay! I will do it”, I said. | Agreed I agreed to do it. |
| No/ Cannot/ not at all “No! I can’t do it”, she said. | Disagreed/Denied She disagreed. |

Exceptions:

1. If the direct speech indicates a universal truth or habit or fact then there is no change in tense.

Direct: Our teacher said, “The earth is round”.

Reported: Our teacher said that the earth is round.

2. If the sentence in direct speech is a historical fact, then there is no change in tense.

Direct: The article said, “Ashoka vowed never to fight again after the Kalinga war”.

Reported: The article said that Ashoka vowed never to fight again after the Kalinga war.

3. If the sentence in direct speech has two events happening simultaneously then there is no change in tense.

Direct: She said, “The students were talking when the teacher was taking the class”.

Reported: She said that the students were talking when the teacher was taking the class.

4. If the sentence in direct speech has some imagined condition, then there is no change in tense.

Direct: She said, "If I were rich, I would help him".

Reported: She said that if she was rich, she would help him.

5. If the sentence contains to-infinitive or would/could/should/ought, then the tense does not change.

Direct: She said to me, "You should obey your elders".

Reported: She told me that I should obey my elders.

Assignment

I. Rewrite the following in Reported Speech:

1. "I saw her today", he said.
2. "I don't like this film", she said.
3. She said, "We went swimming today."
4. "I met her three months ago", he said.
5. "I'll see Mary on Sunday", she said.
6. "Pete and Sue are getting married tomorrow", she said.
7. "Stephen is bringing some records to the party tomorrow", she said.
8. "I really like this furniture", she said.
9. "My parents are arriving tomorrow", she said.
10. "We visited her this morning" they said.

II. Read the following conversations and complete the passages:

1. Anand: I want to order a big pineapple cake for my birthday.

Confectioner: When is your birthday?

Anand: It is tomorrow.

Confectioner: You can collect it tomorrow.

Anand told a confectioner _____ a big birthday cake for his birthday.

The confectioner asked _____ Anand replied it was the following day. The confectioner told him _____ the _____.

2. Shilpa: Can I borrow your English textbook?

Jaya: Sure, you can. But when will you return it?

Shilpa: I will return it to you after two days from today.

Jaya: Please do as I have to prepare for the exams.

Shilpa asked Jaya_____. Jaya replied that _____ and asked her_____. Shilpa said she_____. Jaya urged her_____since she_____.

III. Report the following conversations:

1. Monu: Hi Sonu! Where are you going?

Sonu: I am going to the library to get these books reissued.

Monu: Are you a member in this library?

Sonu: Yes, for the past four years.

2. Student: May I come in sir? Principal: Yes. Student: Good morning, sir. I am Radha. I year BA student Principal: What can I do for you? Student: Sir I am here to invite you for the Teachers' Day celebration tomorrow at 10am. Principal: Oh! Sorry. I have a meeting tomorrow. Student: That's okay sir. Thank you.

IV. Rewrite the following passage in reported speech:

Veer says to me, "Madam I have to go home now. Today my brother is returning from the U.S. He is a professor. He will bring a lot of gifts for me. He has promised to get me an Xbox".

V. Rewrite the following passage in Indirect Speech:

The Soldier said, "What is the cost of all these birds?" Bird seller said, "It is 500 for all the birds"

The Soldier bought the birds and set it free. The Bird Seller said, "Why did you let them free?"

The Soldier said, "I was a prisoner of war and I know the suffering of being caged."

Question Forms

A question form is a type of sentence expressed in a form that requires—or at least appears to require—an answer. Also known as an interrogative sentence, a question is generally distinguished from a sentence that makes a statement, delivers a command, or expresses an exclamation.

Types of Questions in English

There are four types of questions:

1. Yes/No Questions
2. Wh-Questions
3. Choice Questions
4. Disjunctive or Tag Questions

1. Yes/No Questions

Common questions that can be answered with a simple “yes” or “no” are logically called **yes/no questions**. Yes-no questions are formed with **an auxiliary verb (be, do or have) + subject + main verb or with a modal verb + subject + main verb**:

As a rule, this kind of question relates to the whole sentence, and not to a separate element of it. For example:

1. Do you like this country?
2. Does Hema know about your new job?
3. Can I call my sister?
4. Is it cold outside?
5. Are they ready for the trip?
6. Are you hungry?

To ask such questions, the appropriate rising intonation should be used at the end of the sentence.

The answer can be a brief “yes” or “no.” Or, a longer answer can be given: “Yes, I do.” “No, I don’t like this country.” The response to a question depends on the verb used.

Answer the question the way it was asked.

If the question begins with a form of the verb “to be” (**am, is, are**), then the answer is: “Yes, I am/he is/they are,” or “No, I am not/he isn’t/they aren’t.”

When it begins with other auxiliary verbs (**do/does, did, will, have/has**):

1. Did she clean the room? – Yes, she did/No, she didn’t.
2. Have you done your homework? – Yes, I have/ No, I haven’t.
3. Will you buy that dress? – Yes, I will/ No, I won’t.

2. Special / Wh-Questions

Question words beginning with Wh-are used at the beginning of the sentence to ask a specific question. The questions words **who, what, where, when, why, how, how many, how much** etc., are used to begin the question. These questions are framed to get specific information, and the answers will be detailed.

1. Where is he from?
2. When did you come here?
3. How did you meet her?

Questions about a subject (who? what?) have their own special structure; they do not require an auxiliary verb, we replace the subject with the question word. For example:

1. We **go** to the cinema. – Who **goes** to the cinema?
2. The glass is on the table. – What is on the table?
3. Most girls here **wear** jeans. – Who **wears** jeans here?

The third-person singular form of the verb should be used after the question words **who** and **what**.

3. Choice Questions

Choice questions are questions that offer a choice of several options as an answer. They are made up of two parts, which are connected by the conjunction **or**.

Choice questions can be either general, open-ended questions or more specific ones. If the question does not center on the subject of the sentence, a complete answer is needed.

1. Does she like ice cream or sweets? – She likes ice cream.
2. Where would you go, to the cinema or the theatre? – I would go to the cinema.
3. Is he a teacher or a student? – He is a student.

However, when the question concerns the subject, the auxiliary verb comes before the second option. The answer is short:

1. Does she make it or do you? – She does.
2. Did they buy that house or did she? – They did.

4. Disjunctive or Tag Questions

They are short questions at the **end of a sentence**. They are often used in **Spoken English**. Question tags are **formed with the auxiliary or modal verb** from the sentence and the appropriate subject. Question tags are often used when we expect the listener to agree with our statement. When the statement is positive, we use a negative question tag and if the statement is negative, we use a positive question tag.

1. She is an artist, **isn't she?**
2. She sent him an invitation, **didn't she?** –

The question tag with a falling intonation is used when we are sure that the listener will accept that our statement is correct and if we are a bit unsure, we say the question tag with a rising intonation.

There are also exceptions:

I am going with you, **aren't I?** – Yes, you are.

You can't say, "I am a great person, **am I not?**" That would be incorrect. Just remember that when the pronoun "I" is used, the tag is **are/aren't**.

Tag questions are only used in conversational speech to clarify information or to confirm or refute something if there are doubts.

If the main part of the sentence doesn't contain an auxiliary verb, the question tag is constructed with the relevant form of 'do'.

1. She reads books, doesn't she?
2. They love going out in the evening, don't they?

When the sentence begins with let, the question tag should begin with shall.

1. Let's watch a movie, shall we?

Assignment

I. Frame questions for the given statements to get the underlined word/s as answers:

1. Janardhan is writing a letter.
2. She walks home from school.
3. The children are sitting in the garden.
4. Pandu runs with his dog on Sundays.
5. My rabbit has a cage in the garden.
6. They go to work by bus.
7. Dhanraj likes cats because they are nice.
8. Rahul isn't sleeping late today.
9. We are going to the cinema.
10. I'm leaving now.

II. Fill in the suitable question form for the following:

1. _____ your friend a scientist? – No, he's an artist.
2. _____ Nrithya live in Mysuru? – No, she lives in Bagaluru.
3. When _____ you get home? – I got home yesterday.
4. What time _____ you get up? – I get up at 6.00.
5. _____ the children go to the park? – Yes, they went there after school.
6. Are _____ going to the office? – No, I'm going home.
7. _____ you speak Hindi? – Just a little.
8. _____ did you grow up? – I grew up in Davangere.
9. _____ you ever seen the Great Pyramids of Egypt?
10. _____ you like a cup of tea?

III. Add suitable question tags for the following:

1. You'll be there, _____?
2. I'm next, _____?
3. Sumathi already knew him, _____?
4. We've never met, _____?
5. Rohit and Kamal don't like me, _____?
6. He was dating that celebrity chef, _____?

7. You wouldn't lie to me, _____?
8. They aren't serious, _____?
9. I wasn't rude, _____?
10. We should have turned left, _____?
11. None of the printers are working, _____?
12. I'm giving the next presentation, _____?
13. She can't meet on Mondays, _____?
14. You usually take the bus, _____?
15. Salim and Jhanavi had been seeing each other for years, _____?

Punctuation

Poem on Punctuation

Sentences start with a Capital letter,
So as to make your sentence better.
Use a full stop to mark the end.
It closes every sentence penned.
The comma is for short pauses and breaks,
And also for lists the writer makes.
Dashes –like these-are for thoughts by the way.
They give extra information (so do brackets, we may say).
These two dots are a colon: colons pause to compare.
They also do this: list, explain and prepare.
The semicolon makes a break; it's followed by a clause.
It does the work of words that link; it's also a short pause.
An apostrophe shows the owner of anyone's things,
And it's also useful for shortening.
I'm so glad! He's so mad! We're having such a lark!
To show strong feelings use an exclamation mark!
A question mark follows What? When? Where? Why? and How?
Do you? Can I? Shall We? Give us your answer now!
'Quotation marks' enclose what is said,
Which is why they're sometimes called 'speech marks' instead.

The most common punctuation marks in English are: capital letters and full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks.

In speaking, we use pauses and the pitch of the voice to make what we say clear. Punctuation plays a similar role in writing, making it easier to read.

Capital letters/ Uppercase (A, J) and full stops (.)

a. We use capital letters to mark the beginning of a sentence and we use full stops to mark the end of a sentence:

The Football World Cup takes place every four years. The next World Cup will be held in Qatar. In 2018 it was held in Russia.

b. We also use capital letters at the beginning of proper nouns. Proper nouns include personal names (including titles before names), nationalities and languages, days of the week and months of the year, public holidays as well as geographical places:

Dr Dhaavith is the consultant at Ladakh City Hospital.

They are planning a long holiday in New Zealand.

Can she speak Japanese?

c. We use capital letters for the titles of books, magazines and newspapers, plays and music:

'Oliver' is a musical based on the novel 'Oliver Twist' by Charles Dickens.

In addition to closing sentences, we also use full stops in initials for personal names:

G. W. Dhanoa

David A. Sharma, Accountant

Question marks (?) and Exclamation marks (!)

We use question marks to make clear that what is said is a question.

Example: *Why do they make so many mistakes?*

We use exclamation marks to indicate an exclamative clause or expression in informal writing.

When we want to emphasise something in informal writing, we sometimes use more than one exclamation mark:

Listen!

Oh no!!! Please don't ask me to phone her. She'll talk for hours!!!

Commas (,)

a. We use commas to separate a list of similar words or phrases:

It's important to write in clear, simple, accurate words.

b. We use commas to separate words or phrases that mark where the voice would pause slightly:

I can't tell you now. However, all will be revealed tomorrow at midday.

Colon (:)

a. We use colons to introduce lists:

There are three main reasons for the success of the government: economic, social and political.

b. We also use colons to indicate a subtitle or to indicate a subdivision of a topic:

Life in Provence: A Personal View

We commonly use a colon between sentences when the second sentence explains or justifies the first sentence:

Try to keep your flat clean and tidy: it will sell more easily.

We use semi-colons instead of full stops to separate two main clauses. In such cases, the clauses are related in meaning but are separated grammatically:

Spanish is spoken throughout South America; in Brazil the main language is Portuguese.

Apostrophe

You use an apostrophe to show that a thing or person belongs or relates to someone or something:

Raj's party.

Yesterday's weather.

An apostrophe can be used to show that letters or numbers have been omitted.

*I'm – short form for **I am***

*Didn't – short form for **did not***

A common error made in written English is using an apostrophe to indicate plurals.

Quotation marks ('...' or "...")

In direct speech, we enclose what is said within a pair of single or double quotation marks, although single quotation marks are becoming more common. Direct speech begins with a capital letter and can be preceded by a comma or a colon:

She said, "Where can we find a nice Indian restaurant?"

We also use single quotation marks to draw attention to a word. We can use quotation marks in this way when we want to question the exact meaning of the word:

I am very disappointed by his 'apology'. I don't think he meant it at all.

Other punctuation marks

a) Dashes are more common in informal writing. They can be used in similar ways to commas or semi-colons. Both single and multiple dashes may be used:

Our teacher – who often gets cross when we're late – wasn't cross at all. No one could believe it!

b) Hyphens are used to link words and parts of words. They are used in many compound words to show that the component words have a combined meaning or that there is a relationship between the words that make up the compound:

for example, rock-forming minerals

Hyphens can be used to join a prefix to another word.

Use a hyphen to separate a prefix from a name or date, e.g. post-Aristotelian or pre-1900.

Hyphens can also be used to divide words that are not usually hyphenated. They show where a word is to be divided at the end of a line of writing. For example, *hel-met* not *he-lmet*; *dis-abled* not *disa-bled*.

c) Brackets have a similar function to dashes. They often add extra, non-essential information:

Thriplow (pronounced 'Triplow') is a small village in the eastern part of England.

We use brackets around dates and page numbers in academic writing:

Heaton (1978) gives a convincing explanation of how hurricanes are formed (pages 27–32).

d) We often use forward slashes in internet addresses and to indicate *and/or* in academic references:

You can find the figures you need on www.google.com/

Roshan (1995/1997) has already researched this aspect of Roman history.

Assignment

I Correct the punctuation errors in the following sentences:

1. The men in question Patrick, Suri Dhar, and Gagan Sagar deserve awards.
2. Italy, Belgium, France, and Luxembourg participated in the airlift.
3. There's no room for error, said the engineer so we have to double check every calculation.
4. A grandparents job is easier than a parents
5. It looks as if the sun goes around the earth but of course the earth really goes round the sun
6. He neither smiled spoke nor looked at me
7. Long ago in a distant country there lived a beautiful princess
8. It was my aunt who took my brother to the park yesterday not my father.
9. Nisha was invited to the party but she was ill so Amitha went instead of her
10. Sorry to disturb you could I speak to you for a moment

II. Punctuate the following passages:

a) Hi Suresh

Thank you for signing up for the free consultation I am looking forward to speaking with you.

Could you please click this link and schedule a time and date for our call

If you have any questions about the call just reply to this email I will get back to you ASAP.

Regards

Sagar

b) the Ponds are very big so that at one end people bathe and at the other end they fish Old men with bald heads sit on folding stools and fish with rods and lines and little kids squeeze through the railing and wade out into the water to fish with nets. but the water s much deeper at our end

of the Ponds and that's where we bathe. You're not allowed to bathe there unless you can swim but I've always been able to swim. They used to say that was because fat floats well. I don't mind. They call me sausage.

c) I want to see everything she declared with vim when asked how long her stay would be and what her future plans were. I've never been here before you know but I really can't get anything yet about my plans. Not for a couple of days.

d) What did you think of up there over the ocean she was asked. Lots of very unpleasant things she said. Mostly about whether the weather was going to clear up and wishing it would get warmer because it got desperately cold out there some time before I got to Nova Scotia and these were all the clothes I had with me.

e) Modern English contains words that originated from names in mythology. For example the ancient Greeks believed that at one time a race of giants called Titans ruled the universe. The name of these giants is now a part of the English language. A Titan is someone who has great size strength power such as a Titan industry.

f) One of the Titans was Atlas who carried the whole universe on his shoulders. In the sixteenth century an illustration of Atlas was used as a decoration on the first book of maps ever published. Illustrations of Atlas were then put on other books of maps. Eventually a book of maps came to be known as an atlas.

Introduction to Communication

“You can have brilliant ideas, but if you can’t get them across, you won’t get anywhere”

Lee Iacocca

Introduction

Have you ever felt, that the messages you convey are not communicated effectively or have you ever felt guilty of not conveying the message as it was/had to be conveyed? The answer to this ineffectiveness is your ineptness with your communication skills. Apart from the basic necessities of life, one needs to be equipped with good communication skills, as this is what will make one a happy and successful social being. In order to develop these skills, one needs to first acknowledge the fact that communication skills need improvement on a regular basis. The only constant in life is change, and the more you accept your strengths and work towards dealing with shortcomings, especially in the area of communication skills, the better will be your interactions and the more your social popularity.

We use ‘communication’ usually to mean speaking or writing or sending a message to another person. Communication is really much more than that. It involves a number of choices and decisions but being natural and unnoticed in informal situations. In formal situations, our communication needs to be more effective and carefully chosen, that is, we need to plan our communication.

“Communication may be broadly defined as the process of meaningful interaction among human beings. More specifically, it is the process by which meanings are perceived and understandings are reached among human beings”. – D.E. McFarland.

A simple **communication** model is one with a sender transferring a message containing information to a receiver.

Communication stands so deeply rooted in human behaviours and the structures of society that scholars have difficulty in thinking of it while excluding social or behavioural events.

Definitions of Communication

1. “**Communication** is the transfer of information from the sender to the receiver with the information being understood by the receiver.” Harold Koontz and Heinz Wehrich.
2. “**Communication** is the sum of all things one person does when he wants to create understanding in the mind of another. It involves systematic and continuous process of telling, listening and understanding.” Louis Allen.
3. “**Communication** is the transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver”. G.G. Brown.
4. “**Communication** is the intercourse by words, letters or messages” Fred G. Meyer.

The word **communication** has been derived from the Latin word “communis” which means common, which consequently implies that it is common understanding. It is defined in many ways. Generally, it is understood as a process of exchange of ideas, views, facts, feelings, etc. Basically, it is the process of exchange of information between two or more persons to reach common understanding.

Elements of Communication

The elements of communication are as follows:

1. **Sender:** Sender is a person who conveys his thoughts or ideas to the receiver. The sender represents a source of **communication**.
2. **Message:** It is the content of ideas, feelings, suggestions, order, etc to be communicated.
3. **Encoding:** It is the process of converting the message into **communication** symbols such as words, pictures and gestures.
4. **Medium:** It is the path through which an encoded message is transmitted to the receiver. The channel may be in written form, face to face, phone call, internet, etc.

5. **Decoding:** It is the process of converting encoded symbols of the sender.

6. **Receiver:** The person who receives **communication** from the sender.

7. **Feedback:** It includes all those actions of the receiver indicating that he has received and understood the message of the sender.

8. **Noise:** Noise is an obstruction or hindrance to **communication**. This hindrance may be caused to the sender, message or receiver. Some examples of noise are: -

- * Ambiguous symbols that lead to faulty encoding
- * An inattentive receiver
- * Gestures that may distort the message
- * Prejudices obstructing the understanding of the message.

The Process of Communication

Every bit of message communicated undergoes a certain process involving more than one person. Nobody communicates to a vacuum or wilderness. **Communication** is considered effective if it receives the desired result, response or reaction. All **Communications** are related to some context. In any context, a **communication** loop exists to enable successful **communication**. At one end of the loop is the sender of the message or information. He receives a stimulus to send a message across. The stimulus may be external or internal. There might be an urge from an outside source which is an external stimulus. The internal stimulus might be a desire from within the person to send across a message or information. He converts the message into a code. This process is called encoding. The sender is also called the encoder. He chooses the appropriate verbal or non-verbal code and puts the message into that code. Then the encoder transmits the coded message through an appropriate medium.

The sender or encoder chooses the appropriate medium based on several factors such as the receiver, the message, its urgency or otherwise. He may choose a non-verbal signal, body language, speech, writing or any other available medium to transmit the encoded message. The message gets transmitted to the receiver. The receiver decodes the message and perceives it,

misinterpretation may arise even if there is interference in the medium. The receiver's response or reaction is the feedback that the sender gets. The feedback may again be a signal or an action.

Objectives of Communication

Why do we communicate at all?

1. **We communicate to persuade:** It means that we want someone to do something and this desire of ours is communicated. The mother patting the child to stop crying, the advertiser displaying a model in a new T- Shirt and the politician addressing his audience to vote for him are all having the same objective of persuading, while communicating it differently.

2. **We communicate in order to give or provide information:** The science teacher demonstrating an experiment, the bank announcing a reduction in interest rates and the finance minister presenting the budget are all communicating to provide information.

3. **We communicate seeking information:** A Passer-by asking you the way to the post-office, the student asking the teacher for some clarification or the investigating policeman making discreet enquiries are all seeking information by using this **communication** skill.

4. **We communicate to express our emotions** like courage or fear, joy or sorrow, satisfaction or disappointment with appropriate gestures and words. Some people have unlimited skill to emote, (to display excessive emotion) to suit the occasion. Our politicians are capable of emoting well, which by itself is a **communication** skill.

Though all communication objectives can be classified as shown above, business communication has specific objectives. They are:

1. **Information related communication:** Information on a product, service or activity of an organization to the people concerned, and information about the product, service or activity from the people concerned to the organization come under this category.

2. Persuasion related communication: Persuasion is related to the promotional activity of a company, it is employed to promote sales and service. Persuasion related **communication** calls for tact and an understanding on the part of the communicator.

3. Motivation related communication: A company has to motivate its workforce to do better work, and its customers to buy its products and services. Motivation can be done only by understanding the mindset of the receiver. Business organizations have to continuously resort to motivation to succeed in their business aims.

Core Communication Skills

Listening

Speaking

Reading

Writing

They are commonly known as LSRW. They are used in this order as we learn them in the same order. LSRW are crucial to success in any profession.

Listening

Also called receptive/passive skill

Primary/basic skill

Listener needs to be patient and attentive

Listener should not interrupt the speaker

Listener learns to comprehend speeches and integrate information

Listener acquire language skills – pronunciation, intonation

Builds interpersonal relations

Speaking

Productive skill

Fundamental and most essential communicative skill

Enables one to express oneself clearly

Persuasion

Acquire leadership qualities

Paralinguistic aspects play a key role – voice quality, tone, body language and

Expressions

Reading

Receptive skill

Essential skill

Helps in understanding written/printed word

Enhances comprehension and fluency

Knowledge

Improves language skills – vocabulary and writing

Writing

Creative

Involves creative use of language

Requires knowledge of grammar and structure

Requires practice

Boosts career

Clarity is important

Importance of Communication

The importance of communication can never be over- emphasized. Communication is the ‘life blood’ of all organizations. It is of vital importance to the wellbeing of a state, a business enterprise, a religion and other social or cultural identities including the family. The success of a business enterprise is directly proportional to the level of communication maintained by it.

Importance of Communication to Individuals

Individuals also need to acquire and hone their communication skills. The success of an individual at familial level, in the neighbourhood and at his job depends on his ability to communicate. Who would like to have a sour faced neighbour either at home or office? Communication is a primary responsibility in many careers such as customer relations, labour relations, marketing, personnel and public relations, sales and teaching. Career advancement is easy for a person with good communication skills. The importance of communication skill to

managerial and accounting positions is well recognized now. The ability to communicate is essential for promotions and advancement.

Importance of Communication in Organizations

1. Acts as a basis of coordination: Communication acts as a basis of coordination. It provides coordination among different departments, activities and persons in the organization. Such coordination is provided by explaining the organizational goals, the mode of their achievement and interpersonal relationships between different individuals.

2. Helps in smooth working of an enterprise: Communication makes possible for smooth and unrestricted working of an enterprise. All the organizational interactions depend on communication. The job of a manager is to coordinate the human and physical elements of an organization into an efficient and active working unit that achieves its common objectives.

3. Acts as a basis of decision making: Communication provides needed information for decision making. In its absence, it may not be possible for the managers to take any meaningful decision.

4. Increased managerial efficiency: Communication is essential for quick and effective performance of managerial functions. The management conveys the goals and targets, issues instructions, allocates jobs and responsibilities, and looks after the performance of subordinates. Communication is involved in all these aspects. Thus, communication lubricates the entire organization and keeps the organization at work with efficiency.

5. Promotes cooperation and industrial peace: Efficient operation is the aim of all prudent management. It may be possible only when there is industrial pace in the factory and mutual cooperation between management and workers. The two-way communication promotes cooperation and mutual understanding between the management and workers.

6. Establishes effective leadership: communication is the basis of leadership. Effective communication helps to influence subordinates. While influencing people, leaders should possess good communication skills.

7. Boosts morale and provides motivation: An efficient system of communication enables management to motivate, influence and satisfy subordinates. Good communication assists the workers in their adjustment with the physical and social aspect of work. It improves good human relations in the industry.

Seven Cs of Effective Communication

Adherence to the 7 Cs helps the sender in transmitting his message with ease and accuracy.

1. Credibility builds trust:

If the sender can establish his credibility, the receiver has no problems in accepting his statement. Establishing credibility is not the outcome of a one-shot statement. It is a long-drawn out process in which the receiver through constant interaction with the sender understands his credible nature and is willing to accept his statements as being truthful and honest.

2. Courtesy improves relationships: Once the credibility of the sender has been established, attempts should be made at being courteous in expression. In the business world, almost everything starts with and ends in courtesy.

3. Clarity makes comprehension easier: Absolute clarity of ideas adds much to the meaning of the message. The first stage is clarity in the mind of the sender. The next stage is the transmission of the message in a manner, which makes it simple language, and easy sentence constructions, which are not difficult for the receiver to grasp, should be used.

4. Correctness builds confidence: At the time of encoding, the sender should ensure that his knowledge of the receiver is comprehensive. The level of knowledge, educational background and status of the decoder help the encoder in formulating his message. In case there is any discrepancy between the usage and comprehension of terms, miscommunication can arise. If the sender decides to back up his communication with facts and figures, there should be accuracy in stating the same. A situation in which the listener is forced to check the presented facts and figures should not arise. Finally, the usage of terms should be non-discriminatory.

5. Consistency introduces stability. The approach to communication should, as far as possible, be consistent. There should not be too many ups and downs that might lead to confusion in the mind of the receiver. If a certain stand has been taken, it should be observed without there being situations in which the sender is left groping for the actual content or meaning. If the sender desires to bring about a change in his understanding of the situation, he should ensure that the shift is gradual and not hard for the receiver to comprehend.

6. Concreteness reinforces confidence. Concrete and specific expressions are to be preferred in favour of vague and abstract expressions. In continuation of the point on correctness, the facts and figures presented should be specific.

7. Conciseness saves time. The message to be communicated should be as brief and concise as possible. Weighty language definitely sounds impressive but people would be suitably impressed into doing precisely nothing. As far as possible, only simple and brief statements should be made. Excessive information can also sway the receiver into either a wrong direction or into inaction.

Ten Commandments of good communication.

1. Clarifying idea before communication
2. Purpose of communication
3. Understanding physical and human environment of communication
4. Consulting others in planning communication
5. Contents and overtones of communication
6. Value of communication to the receiver
7. Follow-up action
8. Importance of communication
9. Action congruent with communication
10. Good listening

Types of Communication

Communication is indispensable in our lives. One needs to have good communication skills in order to excel in personal and professional life. On an organizational level, communication is of utmost importance. People exchange their ideas, opinions, perceptions with one another through communication. Communication can be oral/ verbal, or written. Oral communication includes speaking out, talking to each other regarding different things, while written communication includes writing down in order to communicate with the person. Sign language is also a part of communication wherein people use various signs and symbols in order to converse with other people. Body language, eye contact, expressions, etc., are important aspects of communication.

Formal Communication

Formal communication is that communication in which the information is reached through proper channels or routes. It is also called official communication. The main aim of this communication is to communicate properly and effectively and making sure that the information has reached correctly. This communication is considered as an effective communication mode as it saves time through its systematic flow of communication. Formal communication can be: verbal messages, written, letters, telephone messages, radio messages, printed internal notes. One of the major disadvantages of formal communication is that rules and regulations are very rigid.

Informal Communication

Communication that does not undertake formal methods to communicate is informal communication. People do not follow the rules of formal communication. People converse freely without any bondage. There are no official rules, systems, or guidelines to communicate. Informal communication, is implicit, spontaneous multidimensional and diverse. Talking to a friend, cousin or member of the family are some of the examples of informal communication. One of the major advantages of informal communication is that it is very flexible. The disadvantage of this kind of communication is that rumours or misinformation spread at a rapid pace.

A glance at formal and informal communication:

Formal Communication

- Made through official channels
- To share information within an organization and between organizations
- Two types – vertical and horizontal
- Follow set procedures, guidelines, rules and regulations
- Generally, in written form
- Happens in business and workplace

Informal Communication

- Communication made without following any official channels
- No set rules
- To maintain relations – personal and professional
- Generally oral
- Not reliable
- Happens more frequently outside workplace (with friends and family)
- Involves the use of colloquial speech (slang)
- Faster than formal communication

Verbal Communication

Communication that takes place through words, language and speech. It may be either spoken or written.

Oral Communication

In oral communication, both parties to the communication process, sender and receiver, exchange their ideas through oral words either in face-to-face communication or through electronic devices like telephone and fax.

Advantages of Oral Communication

1. **Easy communication:** Oral communication is the easiest one as it saves time and cost involved in decoding the ideas into words. It can be used to send the message instantly to the

receiver. With the development of telephone facilities, two or more persons can exchange their messages orally even if they are at distant places. This is the reason that oral communication is used most frequently.

2. **Effective:** Oral communication is an effective system because in a face-to-face oral communication, possibility of use of gestural communication, that is, emphasizing any part of the message through facial expression and movement of parts of the body, is increased. Therefore, the message is passed in its true sense.

3. **Instant feedback:** In oral communication, there is instant feedback for the message transmitted. Where two-way oral communication is used, the feedback process is an integral part of the communication process. Instant feedback is an integral part of the communication process. Instant feedback from the receiver allows the sender to recast his message offering clarification to what has been said earlier.

4. **Facility for informal communication:** This allows employees to communicate their feelings and views which they may not like to communicate in writing. It may be mentioned that such feelings and views are very important for managers as these reflect the actual situation at the workplace. In the absence of oral communication, perhaps, these feelings and views are hard to understand.

Disadvantages of Oral Communication

1. **Lack of proof:** Oral communication has a significant demerit that there is no proof of what has been communicated. Though in normal circumstances, it may not affect the functioning of the two parties involved in the communication process, it may become a serious handicap where the proof of communication is required for future references.

2. **Lack of authenticity:** Sometimes, Oral communication may lack authenticity. This may happen not only in informal communication but in formal communication too. Oral orders may not be taken so seriously as compared to a written order; oral advice may not be taken seriously as compared to a written one, and so on.

3. **Time consuming:** Sometimes, oral communication becomes a time consuming process because both the parties to the communication do not adhere to the actual and precise subject-matter. Many more items are irrelevant to the communication process. This takes significant time for the managers and their effectiveness is affected adversely.

Grapevine Communication

Large organizations, where there are a large number of people working closely, generate certain informal or unofficial channels of communication. These channels exist with or without official patronage. Even if they are officially and secretly patronized, they are not authentic. This type of communication is generally called “Grapevine” communication. Grapevine communication is an informal, unofficial, horizontal channel of communication because generally peer groups participate in it.

Advantages Of Grapevine Communication

Grapevine communication brings about a strong bond among peer groups. It develops because of the involvement of the persons connected with an organization. It gives mental satisfaction to the participants and gradually reduces emotional outbursts and reactions. It keeps the employees anticipating and acts as a buffer against shockwaves. It is fast and can supplement formal channels. It provides informal feedback on the charges contemplated by the management.

Disadvantages Of Grapevine Communication

Grapevine is definitely dangerous to the health of an organization if allowed to grow without monitoring. Grapevine channel distorts or exaggerates the content of a message. It has the potential to spread unnecessary gossip. It may result in character assassination and personal vilification of individuals. It may provoke sudden unwanted and unexpected reactions from emotionally unstable people.

Written Communication

The written form of communication in an organization includes letters, notes, circulars, etc. With the introduction of the internet, instant written communication has been facilitated.

Advantages of Written Communication

- **Authenticity:** Written communication is authentic whether it is in the form of orders or organizational manuals. When anything comes in writing, people tend to take it more seriously and it becomes binding on them. Therefore, it has much more force as compared to oral communication.
- **Proof for future reference:** Written communication provides proof for future reference and this is the biggest merit of written communication. In society, we learn a lot of things about the past because of written communication. In the organizational context, many records are maintained for future reference such as policies, procedures, rules, performance records, employee information, and so on. All such records are in written form. Besides, many orders must be given in writing for the purpose of maintaining records.
- **Communication to distant places:** Written communication is useful in sending and receiving messages at distant places where contact may not be possible through alternative sources. Thus, it saves time and cost to that extent, presently, the fax system and internet have provided facilities to send written messages to distant places.

Disadvantages of Written Communication

- **Costly:** Written communication is a costly affair as compared to oral communication. Cost involved is both in terms of time and money. It has to be drafted to be more precise, clear and authentic, leaving no scope for ambiguity. Moreover, in preparing written communication, cost is involved on stationery, etc.

- **Overemphasis on formalization:** Written communication becomes a formal means. While some degree of formalization is essential, its overemphasis hampers efficiency. In bureaucratic organizations where too much emphasis is put on formal written communication, inefficiency emerges because the efforts are directed towards maintaining written records rather than achieving results.
- **Lack of Secrecy:** Sometimes, communication requires secrecy particularly when the information is a sensitive one. In the written form, the message comes in record and leakage of that may be detrimental to the organization concerned.

Nonverbal Communication

We do not communicate through words alone, or only through writing, speaking and listening. There is another equally important aspect of communication the non-verbal (non-word) aspect. communication that involves neither written nor spoken words but takes place without the use of words. It is communication without the use of words. It includes, gestures, signs and facial expressions and body language. The message is conveyed through posture, stance, gaze, tone, voice modulation, eye contact, physical distance between the sender and the receiver of the message, signboards and images general characteristics of the environment colour and layout/design, and other kinds of visual and/or audio signals that the communicator may devise. It forms the larger part of the overall communication activity. Studies have shown that nonverbal communication constitutes a major aspect of our communication: Verbal communication– 7% Bodily movements, gestures– 55%, Voice tone, inflection etc.– 38%. This shows the relevance of body language.

Nonverbal communication is spontaneous, subtle and intuitive. Paralanguage, Kinesics and Proxemics are important terms associated with nonverbal communication. ‘Paralanguage’ constitutes about 38% of the communication. It includes tone, style, stress and intonation, hissing, shushing, and whistling, as well as speech modifications such as quality of voice or hesitations and speed in talking. ‘Kinesics’ refers to all body movements. ‘Proxemics’ (or closeness/personal space) is the measure of physical distance between people when they communicate and is culture specific.

Elements of Nonverbal Communication:

- Facial Expressions.
- Gestures.
- Postures
- Personal Appearance
- Eye Contact
- Handshake
- Proxemics
- Para Language

Advantages of Nonverbal Communication

- Easier to communicate with a person who is far away but can be seen.
- Communication with someone who is hearing impaired.
- Nonverbal communication makes conversation short and brief.
- Easy to communicate with people who do not understand the language.

Disadvantages of Nonverbal Communication

- Lengthy conversation will be difficult.
- Particulars of the message cannot be discussed.
- Difficult to understand and requires a lot of repetitions.
- Cannot be used as public communication.
- Less influential and cannot be used everywhere.

Visual Communication

It is the communication done through visual aids. The use of such means of communication is increasing in training, education and organizational communication. Visual communication includes; signs, typography, drawing, graphs, charts pictures, graphic design, illustrations, colour, and electronic resources.

Advantages of Visual Communication

- Easy explanation
- Simple presentation: Complex information, data and figures can be easily presented very easily.

- Effective when receivers are illiterates
- Prevents wastage of time
- Helps in quick decision
- Popular
- Attractive

Disadvantages of Visual Communication

- Costly
- Presentations could be complex
- Incomplete method: Visual presentation is not sufficient to communicate effectively and clearly though it can be successfully used with oral communication.
- Wastage of time: Sometimes visual techniques take a lot of time to communicate
- Difficult to understand
- Ambiguity
- Situational problem

Interpersonal Communication

Communication where exchange of ideas and information happens between two or more people by way of any channel is interpersonal communication. This communication can happen face to face, online, over the phone, or can be written.

Intrapersonal Communication

Intrapersonal is a term that describes communication within oneself. Self-talk can encompass the following: the thoughts you think, affirmations you recite, the mental notes one makes throughout the day, assessments, contemplations, and feelings that are associated with one's inner communication.

Barriers of Communication

Communication plays a major role in developing a relationship. It can also affect the relationship among family members or management in any institute. More specifically, communication influences the effectiveness of instruction, performance evaluation, and the handling of discipline problems. Communication should be straightforward. If we recall how many times we have had an experience of miscommunication, we shall realize that there does not exist any such thing as may be described as perfect communication. What can make it complex, difficult, and frustrating are the barriers. Some barriers of communication are the following:

Physiological Barrier

Physiological barriers to communication are related with the limitations of the human body and the human mind (memory, attention, and perception). Physiological barriers may result from individuals' personal discomfort, caused by ill-health, poor eye sight, or hearing difficulties.

Poor Listening Skills

Listening to others is considered a difficult task. A typical speaker says about 125 words per minute. The typical listener can receive 400–600 words per minute. Thus, about three-fourth of listening time is free time. The free time often sidetracks the listener. The solution is to be an active rather than passive listener. A listener's premature frown, shaking of the head, or bored look can easily convince the other person/speaker that there is no reason to elaborate or try again to communicate his/her excellent idea.

Information Overload

People are surrounded with a pool of information. It is essential to control the flow of the information, else the information is likely to be misinterpreted or forgotten or overlooked. As a result, communication may get distorted.

Inattention

At times, we just do not listen but only hear. For example, your boss is immersed in his/her very important paper work surrounded by so many files on the table and you are explaining him/her about an urgent office problem. In this situation, due to the inattention, the boss will

not listen to you (he/she will only hear you); hence, he/she may not get what you are saying and it may lead to disappointment.

Emotions

The emotional state of a person at a particular point of time affects his/her communication with others as it has an impact on the body language (nonverbal communication). If the receiver feels that the sender is angry (emotional state), he/she can easily infer that the information being obtained will be very terrible. Emotional state causes some physiological changes in our body that may affect the pronunciation, pressure of the speech, and tone of the voice of the sender as well as the perception, thinking process, and information interpretation of the receiver during verbal communication.

Poor Retention

Human memory cannot function beyond a limit. One cannot always retain all the facts/information about what is being told to him/her especially if he/she is not interested or not attentive. This leads to a communication breakdown.

Physical and Environmental Distractions

Physical distractions are the physical things that get in the way of communication. Examples of such things include the telephone, an uncomfortable meeting place, and noise. These physical distractions are common in the hospital setting. If the telephone rings, the usual human tendency will be to answer it even if the caller is interrupting a very important or even delicate conversation. Distractions such as background noise, poor lighting, uncomfortable sitting, unhygienic room, or an environment that is too hot or cold can affect people's morale and concentration, which in turn interfere with effective communication.

Personal and Psychological Barrier

Most of the failure in communication arises due to faults on the part of the sender or the receiver of the message. The important personal or human barriers are:

1. Lack of attention or interest.
2. Failure to communicate.
3. Hasty conclusion.
4. Distrust of communication.
5. Love for status quo.

6. Improper state of mind.
7. Fear of challenge to authority
8. Unfeelingness to communicate.
9. Lack of proper incentives.
10. Premature elevation.

Psychological factors such as misperception, filtering, distrust, unhappy emotions, and people's state of mind can jeopardize the process of communication. We all tend to feel happier and more receptive to information when the sun shines. Similarly, if someone has personal problems such as worries and stress about a chronic illness, it may impinge his/her communication with others.

Social Barriers

Social barriers to communication include the social psychological phenomenon of conformity, a process in which the norms, values, and behaviors of an individual begin to follow those of the wider group. Social factors such as age, gender, socioeconomic status, and marital status may act as a barrier to communication in certain situations.

Cultural Barriers

Culture shapes the way we think and behave. It can be seen as both shaping and being shaped by our established patterns of communication. Cultural barrier to communication often arises when individuals in one social group have developed different norms, values, or behaviors to individuals associated with another group. Cultural difference leads to difference in interest, knowledge, value, and tradition. Therefore, people of different cultures will experience these culture factors as a barrier to communicate with each other.

Semantic Barrier

Language, jargon, slang, etc., are some of the semantic barriers. Different languages across different regions represent a national barrier to communication, which is particularly important for migrating nurses. Use of jargon and slang also act as barrier to communication. For example, while delivering health education to a cardiac patient, if a cardiac nurse uses jargons such as “coronary artery disease,” “anticoagulants,” and “homocysteine and C-reactive proteins,” the patient will listen attentively but will make no sense of what is being said as he/she cannot understand these medical jargons. Therefore, she is required to use simple words

“certain chemicals in our body” so that the patient can understand what the nurse is supposed to communicate with him/her. Such barriers result on account of use of different interpretations listed below:

1. Badly expressed messages.
2. Symbols with different meanings.
3. Faulty translation.
4. Unclarified assumptions.
5. Technical Jargons.
6. Body language and gesture decoding.

Linguistic Barriers

Individual linguistic ability may sometimes become a barrier to communication. The use of difficult or inappropriate words in communication can prevent the people from understanding the message. Poorly explained or misunderstood messages can also result in confusion. The linguistic differences between the people can also lead to communication breakdown. The same word may mean differently to different individuals.

Past Experience

If someone has awful experiences in the past related to some particular situation, then he/she will try to avoid communication in that situation. For example, a staff nurse who, while providing detailed information regarding the patient at the time of routine clinical rounds to her boss, is always facing negative body language and discouraging words from her boss will ultimately limit her communication to the boss at that time.

Organizational Barriers

Unclear planning, structure, information overload, timing, technology, and status difference are the organizational factors that may act as barriers to communication. Organisational barriers arise due to inadequate or improper policies, rules and facilities regarding communication.

These are:

1. Ambiguous policies, Rules and Procedures

Organisational policies, rules and procedures lay down the communication channels and the subject-matter of communication. When these policies and rules are not clear, flow of communication is not smooth.

2. Status Patterns

Formal relationships and status symbols highlight the position or rank of individuals. The subordinates become conscious of their distance from the center of authority and this awareness tends to widen the communication gap between supervisor and subordinates.

3. Long Chain of Command

In complex organization structure, there are several levels of authority. Formal communication has to pass through this chain. Lack of meetings, conference, suggestions schemes, grievances procedure, social and cultural gathering and open-door system hampers effective communication.

Technological Failure

Message not delivered due to technical failure (e.g., receiver was not in mobile network area and the sender has not activated delivery report in message setting).

Unclear Messages

Effective communication starts with a clear message. Unclear messages in terms of meaning, grammar, and words may act as a barrier to communication because the receiver may not be able to intercept the actual meaning of the message.

Stereotypes

Stereotypes are beliefs or generalizations about characteristics or qualities that are felt to be typical of a particular group. Stereotyping is a barrier to communication because people with stereotype thoughts either will not read the message completely or will not read it at all because of their thinking that they already know everything.

Wrong Choice of Medium

Media be it oral, written, visual, audio-visual, computer-based, etc. have their relative merits and limitations. While a properly chosen medium can add to the effectiveness of communication, an unsuitable medium may act as a barrier to it. Let us consider the following situation.

A salesman has to submit a report on the comparative sales figures of the last five years. If he writes a lengthy paragraph incorporating the information, or talks on phone, he will fail to communicate an instantaneous process.

An employee wants to express his compunctions to his supervisor over his misconduct. In this case a written explanation alone may prove to be ineffective. Face-to-face probably is the best. Let him speak very little, but let him look remorseful; his supervisor will be satisfied and the whole matter will be amicably settled.

Making Communication Effective

- Clarify ideas before communication: The problem to be communicated to subordinates should be clear in all its perspective to the executive himself. The entire problem should be studied in depth, analysed and stated in such a manner that is clearly conveyed to subordinates.
- Communicate according to needs of the receiver: The level of understanding of the receiver should be crystal clear to the communicator. The manager must adjust his communication according to the level of his subordinates in terms of education and understanding.
- Consult others before communicating: Participation and involvement of subordinates may help to gain ready acceptance and willing cooperation from them.
- Be aware of languages, tone and content of message: The contents of the message, tone, and language used, manner in which the message is to be communicated are the important aspects of effective communication.
- Convey things of help and value to listeners: While conveying message to others, it is better to know the interests and needs of the people with whom you are communicating. If the message relates directly or indirectly to such interests and needs, It certainly evokes response from the person being communicated.
- Follow up communication: There should be regular follow up and review on the instructions given to subordinates. Such follow up measures help in removing hurdles, if any, in implementing the instructions.

- Ensure proper feedback.
- Communicate for present as well as future goals.

Assignment:

I Answer the following in about 100 words:

1. Attempt a suitable definition of the term communication and elaborate your definition.
2. "The single most significant characteristic of the human race is the ability to communicate." Discuss.
3. Write a note on the need and importance of communication.
4. "The single most significant element of non-verbal communication is the body language." Explain.
5. "Communication is the sum of all things one person does when he wants to create understanding in the mind of another through gestures." Discuss.
6. Write a note on the need and importance of body language in business communication.
7. What are the factors a presenter should keep in mind while going for non-verbal communication.
8. What are the main barriers to organizational communication?
9. Discuss psychological barriers to effective communication.

II Answer the following questions in about 200 words:

1. How do the personal opinions and prejudices of various individuals act as barriers to effective communication? Illustrate your answer with suitable examples.

- 2.Explain how the wrong choice of the channel of communication acts as a barrier to communication.
- 3.How does language act as a barrier to effective communication?
- 4.What do you think can be the major objectives of communication? Briefly explain any two of them.
- 5.Do you agree that the basic objective of all human communication is to obtain an understanding response? How can this be applied to the objectives of business communication?
- 6.Discuss and illustrate with suitable examples the effective skills required in communication
- 7."Communication is sharing of understanding", Discuss this and bring out the process of communication.

Situational Communication

Communication plays a vital role in building relationships. Relationships are based on trust and mutual respect. Therefore, networking and socializing are important activities. Below are a few common situations where communication can be made effective by the use of appropriate vocabulary.

Greeting and Introduction

- First impression is the best impression.
- Be brief and clear when you introduce yourself.
- Give your first name alone in informal situations and your full name in formal ones.
- Say where you work or give your other background information without sounding boastful.
- Do not use a title like 'Mr' before your name.
- We usually greet friends and acquaintances with Hello/Hi
- In formal situations we use Good morning/Good evening
- Use first name while greeting friends or acquaintances and surname with title (Ms/Mr) for older or senior to you.

A. Below are a few formal expressions used in greeting people and taking leave of them:

- a. Good morning, how are you?
- b. I'm very well, thank you, what about you?
- c. I'm fine, thanks.
- d. We haven't met for quite some time, have we?
- e. It's a pleasure to see you.
- f. It was nice meeting you, but I'm afraid I have to go now.
- g. I must leave. I hope you'll excuse me.
- h. That's quite all right. I hope we can meet again soon.
- i. Yes, we must.
- j. Yes, I hope so too.
- k. Yes, please do come over.
- l. Bye, bye!

B. The following informal expressions can be used to greet people and taking leave of them:

- a. Hello! What a lovely/pleasant/big surprise!
- b. Good to see you after so long.
- c. Hi! It's great to see you too.
- d. How are you and where have you been?
- e. Just fine, thanks. How're things with you?
- f. Hmm, everything is going well.
- g. We must meet and catch up on what's happening.
- h. Yes, let's do that. /We must do that.
- i. Wish I could have stayed longer, but I must run.
- j. Sure, see you sometime. Bye, bye!
- k. See you.
- l. Catch you later. Bye!
- m. Sure, see you sometime. Bye, bye!

Assignment:

I. Fill in the blanks with the most appropriate word for these formal and informal greetings.

1. Sunil: "I'd like to _____ you to Maya. Maya this is Hasini." Hasini: "How do you _____."
 - a. point...do
 - b. introduce...do
 - c. show...go
 - d. give...be
2. Hasini: "It's _____ to meet you." Maya: "It's my _____."
 - a. nice...pleasure
 - b. good...pleasure
 - c. great...pleasure
 - d. All of the answers are correct
3. Rohan: "I'm going home now. See you _____." Pavitra: " _____!"
 - a. tomorrow...later
 - b. later...later
 - c. soon...sounds good!

d. All of the answers are correct

4. Rohini: "Hey Sushma. What's _____?" Rohini: "Not much. I'm _____ watching TV."

- a. on...trying
- b. home...sitting
- c. going...not
- d. up...just

5. Hey there, Kavita, What's _____?

- a. going on
- b. in the way
- c. on
- d. going in

Seeking/Granting/Refusing Permission

A. Below are a few expressions used in formal and informal situations to seek permission:

- a. Could I have your permission to...? (formal)
- b. We'd like your permission to ..., please, (formal)
- c. Could we..., (please)?
- d. Can I... please? (Less formal than Could I...)
- e. May I..., (please)? (formal)
- f. Might I/we...? (formal)
- g. I wonder if I could ...? (formal)
- h. Would you mind if I...?
- i. Would you mind my...?
- j. Do you mind if I...?
- k. Mind if I...? (informal)
- l. Would it be okay if I...?
- m. Is it all right if...? (informal)

B. Communication will be effective if the following expressions are used in formal and informal situations to grant permission:

- a. Yes, you may. (formal)

- b. All right.
- c. Of course.
- d. Sure.
- e. Yeah. Sure, (informal)
- f. Fine.
- g. Certainly, /Most certainly, (formal)
- h. Please do so by all means, (formal)
- i. Okay, (informal)
- j. No. Not at all. /No, of course not. (In response to the question

C. The following expressions can be used informal and informal situations to refuse permission in a diplomatic manner:

- a. No, I don't think so.
- b. I'm sorry, but that would be difficult.
- c. Sorry, but I can't permit you to do that.
- d. I don't think that's a good idea.
- e. I'd rather you didn't.
- f. I'm sorry, but I don't see how that's possible.
- g. Do you really have to?

Assignment:

I Fill in the blanks with appropriate responses:

| No. | Ask | Permission for | Response |
|-----|----------------------------|------------------------------------|--|
| 1 | Your friend | listening to music on his/her iPod | <i>Can I listen to music on your iPod?</i> |
| 2 | Your friend | borrowing a book | |
| 3 | A stranger in the bus stop | using his/her cell phone | |

| | | | |
|----|---------------------------|---|--|
| 4 | Your neighbor | borrowing his/her two-wheeler for a day | |
| 5 | Your teacher | borrowing some money | |
| 6 | An old friend | calling her later | |
| 7 | Your teacher | leaving half an hour early | |
| 8 | Your principal | paying the fee a month later | |
| 9 | Receptionist at an office | smoking in the lobby | |
| 10 | Father/mother | going on a trip to Sikkim | |

II. Turn each of the following into polite requests as shown in the example. Write your requests on the lines given:

Example: Turn off the fan.

Can you turn off the fan?

1. Open the door. (To a stranger in the train)

2. Send me a mail on this. (To a junior colleague at work)

3. Lend me your camera for a day. (To your neighbour whom you don't know very well)

4. Give us some notes on this paper. (To your teacher)

5. Bye me a drink. (To your friend)
-

Asking and Giving Directions

- When you ask someone for directions, you are making a request for information. Therefore, use the formal and informal expressions you learned in the previous section.
- There is not much difference in the kind of language you will use to give directions whether you are talking to strangers or to people whom you know.
- Use short, simple sentences and clear instructions to give directions. After you finish, check whether your directions have been understood.

A. The following words and phrases can be used to Give Directions:

- a. Take a right/left
- b. Got it
- c. I understand
- d. Do you understand?
- e. Go straight
- f. Opposite
- g. Take the first / second / third / right
- h. Go right / left / straight at the light / corner / stop sign
- i. Continue straight on
- j. Turn right / left at the light / corner / stop sign
- k. Get on the bus / main road / Avenue Road
- l. Follow the signs for the theatre / exhibition center / exit

B. Common questions to be asked when Asking for Directions:

- a. Is it far? / Is it close?
- b. How far is it? / How close is it?
- c. Could you please give me directions?
- d. Where is the nearest bank / supermarket / petrol bunk?
- e. Where can I find a bookshop / restaurant / bus stop / restroom?
- f. Is a hospital / bank / grocery store near here?

C. Questions asked when Seeking Directions to go somewhere:

- a. Where is the chemist?
- b. Can you give me directions to the nearest bus stop?
- c. How do you get to the metro station?
- d. Where can I find the nearest bakery?
- e. How do I get to park?
- f. Is there a mall near here?
- g. Is there a sports shop around here?
- h. Can you tell me how to get to library from here?
- i. What's the best way to get to the computer store from here?
- j. What's the quickest way to get to a book store from here?
- k. What's the easiest way to get to the nearest Mc Donald's from here?

D. Asking for and giving directions with examples:

| | |
|---|---|
| Excuse me sir. Is there a bank around here? | Yes, there is one right across the street next to Library. |
| Can you give me directions to the petrol station? | Of course, I will, just follow this road until you come to the main road. Turn right and then continue for about 100 meters. You will see the petrol station on the left. |
| Can you tell me how to get to Rangashankara? | Am sorry I can't help you as am not from around this area. |
| Where's the nearest bus station? | It's on the corner of 10th main and 11th main Jayanagar. Near the shopping complex. |

How do you get to the mall?

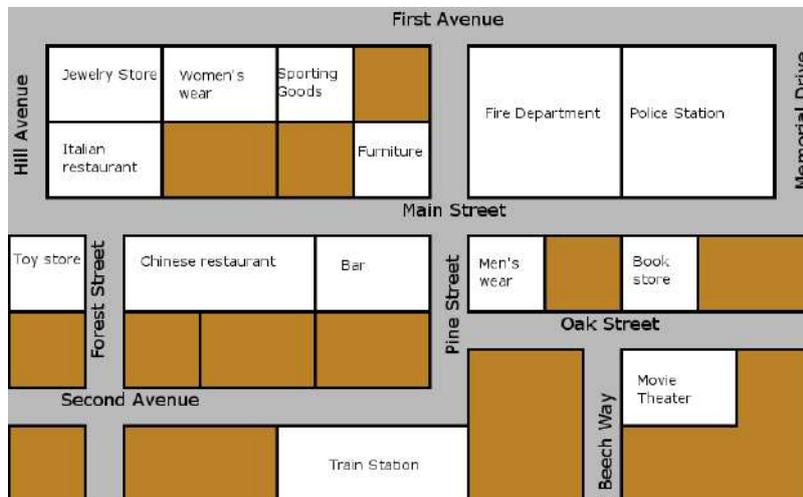
You have to go straight along this road for about 200 meters. Turn right when you see a temple. Carry on straight ahead till you see a Food world supermarket. The mall is opposite the supermarket.

Assignment:

I. Give directions to go to the bus station via Green Street.



II. Give directions to go to the Jewellery store from the Movie Theatre.



Interrupting a Conversation

- Interrupt or try to get someone's attention only when you really have to. Otherwise wait for the person to finish what he or she is doing.
- Using polite language when you need to get people's attention or interrupt them while they are talking or doing something tells people that you have concern for them.
- Wait until the person whose attention you want to get looks at you before you start speaking.
- Beginning with an apology, for example 'I'm sorry but . . .', is one way of making sure you do not annoy the person whom you are interrupting.
- Respond politely when someone interrupts you or tries to get your attention with expressions such as 'No problem.'
- When asking for clarifications, it is polite to begin with words such as 'Sorry' and end with 'Thanks/Thank you.'
- To make someone who asks you for a clarification feel that he or she has not offended you, use expressions such as 'Okay' or 'Of course'.
- After you clarify something, make sure you have done it satisfactorily by asking questions such as 'Is that clear now?' and 'Right?'.

Accepting/ Declining Invitations

- When you invite someone to an event, give the time first, then the date and finally the venue.
- Whether you accept or decline an invitation, it is polite to thank the person who invites you.
- When someone accepts or declines your invitation, respond by telling them either that you are happy they have accepted it or that you feel sorry they have declined it. But in the latter case, show the person that you understand and are not offended by saying, for example, 'What a pity! But never mind—maybe we can go out for a meal some other time.'

A. Some expressions used in formal and informal situations to invite:

- a. We're having a...
- b. I'll be happy if you...
- c. Would you like to come...?
- d. We'd like you to join us... at/on/on the/in ...
- e. Would you like to join us?
- f. We'd love to have you over for...
- g. We'd be happy if you can come,
- h. We look forward to seeing you.
- i. Are you free...? (informal)
- j. Can you make it? (informal)
- k. How about coming over for...? /How would you like to join us...? / Can you make it? (informal)

B. Some expressions used in formal and informal situations to accept invitations:

- a. Thank you for inviting me/for the invitation.
- b. I'd love to. What time? (informal)
- c. Thanks. I'll be there.
- d. We'd be very happy to come.
- e. Sure, I'd love to. / Great. /I'll be there, (informal)

C. Some expressions used in formal and informal situations to decline invitations:

- a. I would've been glad to come, but I'm sorry I can't.
- b. I'd love to, but I have another engagement.
- c. I'd really like to, but unfortunately, I'm busy then.
- d. I'm afraid I have to go out of town. /I'm going to be out of town.
- e. I wish I could ... but I'm sorry I can't. Thanks all the same.
- f. Sorry, but I don't think I can make it. / Sorry, but I don't think I am free. (informal)
- g. Oh, that's bad. I already have plans.

Making/Responding to Complaints

A. Some common expressions used in formal and informal situations to make complaints and to respond to them:

- a. I'm sorry to bother you but...
- b. I'm sorry to have to say this but...
- c. I don't know how to say this but...
- d. I'd like to make/register a complaint about...
- e. I'm afraid I have a serious complaint to make.
- f. I can't tell you how sorry I am.
- g. I'm sorry about that.
- h. I apologise for...
- i. Please accept my apologies.
- j. I'm awfully/terribly/really/so sorry but...
- k. It won't happen again.

Sample Conversation

Executive: Good morning, sir. How can I help you?

Sunil: I'd like to make a complaint about this month's bill.

Executive: May I know what the problem is, sir? Perhaps I can sort it out for you.

Sunil: Take a look at the number of international calls you have billed me for. The fact is that I don't have an international calling facility, so there is no way I could have made these calls.

Executive: Yes, sir. I understand the problem. It looks like an error on the part of our billing department.

Sunil: Please do something about it then. I'm certainly not going to pay for calls that I haven't made.

Executive: Don't worry, sir. I'll get on to the job right away, and you will receive a duplicate bill in a couple of days.

Sunil: Thank you.

Congratulating

- Say 'Congratulations on ...!', not 'Congratulations *for* ...'!
- You can also congratulate people without using the words 'Congratulations/ Congrats', for example 'Your new house looks beautiful!'.
- You can add words such as 'I'm happy for you' when congratulating someone.

A. Frequently used expressions to congratulate people:

- a. Congratulations / Congrats!
- b. Well, done.
- c. May we congratulate you on...? (formal)
- d. We'd like to congratulate ... (formal)
- e. Congratulations on your remarkable/wonderful performance.
- f. Congratulations/Congrats. I knew you'd do it/We're happy for you / I'm proud of you.

Sympathizing

- The words you use to express sympathy can be followed by offers of help, for example 'Can I do something to help?'.
- It is polite to thank people when they express sympathy, for example 'Thanks for understanding my problem.'

A. A few expressions used to express sympathy:

- a. I'm sorry/really sorry/very sorry/sad/upset.
- b. It's sad/unfortunate that...
- c. Can I do something to help? / If there's anything I can do to help, please let me know. /Is there anything I can do?
- d. Do let me know if you need help,
- e. Count on me if you need help,
- f. Don't worry. Everything is going to be fine,
- g. How unfortunate!
- h. I'm sure the situation will improve,
- i. You mustn't let this depress you.
- j. I feel sad that this had to happen to you.

- k. I hope everything works out for you.
- l. I felt sorry to hear the bad news.
- m. I'm unhappy/grieved to hear the sad news.
- n. This is a terrible/great loss.
- o. I can imagine what a blow this must be to you.
- p. We understand what you must be going through.
- q. I have no words to express how I feel at the moment/to comfort you.

B. A few expressions used to acknowledge the concern shown:

- a. Thanks for your support.
- b. Thank you for being so caring.
- c. Thank you for being with me.

Assignment

Situations for Role Play

1. Scenario: A customer wants speedy service; she interrupts your interaction by taking a phone call and moves to the other side of the room. When you turn to help the next customer, the chatty customer gets angry and asserts her right to be served first. How would you communicate with this demanding customer?
2. The garbage has not been picked up from your road for the last three days, call the concerned authorities and make a complain about the problem.
3. A friend has her grandparent. Express your condolence.
4. Your cousin has secured the first rank in the UPSC exams congratulate him/her.
5. There are a number stray dogs on your street, meet the corporator and express your concern.
6. Answer to a query regarding directions to the local hospital.
7. Invite your school teacher to attend an inter collegiate fest organised in your college.
8. The college has organised a one. day trek to Savandurga. Seek permission from your parents.
9. You have joined a newspaper organisation as an intern, introduce yourself to the team.

Question Paper Pattern

Section A

I. Listed below in the following sentences are a few words. Depending on their usage in the sentence, identify the word class they belong to: **3**

II. Rewrite the paragraph inserting articles wherever necessary (underline the articles): **5**

III. Identify and correct the errors in the following sentences: **5**

(Errors in the following areas: concord, prepositions, adverb, adjective, conjunction, noun, verb)

IV. Do as directed: **8**

(Sentences, changing sentences from one kind to another clause, phrase, preposition, interjection, adjective, conjunction)

V. Combine the following sentences using words given in the brackets: **2**

VI Rewrite the given conversation in indirect speech: **5**

VII. Rewrite the following passage changing the voice wherever necessary: **4**

VIII Write a dialogue using at least two kinds of 'Wh' question words and two question tags. **4**

IX Rearrange the following sentences to form a coherent paragraph: **5**

X. Fill in the blanks with the correct form of the word given in the brackets: **5**

Section B

(Unit 4)

I Answer any two of the following in two or three sentences each: **2x2=4**

II Answer any two of the following in about 150 words: **2x5=10**

I Semester BA(Vocational) Discipline Core: Communicative English
Paper I: Basics of Communication and Functional Grammar

Time: 2 Hours

Max. Marks: 60

Instructions: Answer all the questions, all questions are compulsory.

Section A

I. Listed below in the following sentences are a few words. Depending on their usage in the sentence, identify the word class they belong to: 3

1. Abby is an adorable baby.
2. He thought about the plans they had made.
3. She ate some rice today.

II. Rewrite the paragraph inserting articles wherever necessary (underline the articles): 5

Recently, I was made keenly aware of the different Englishes I do use. I was giving talk to large group of people, the same talk I had already given to half a dozen other groups. nature of the talk was about my writing, my life, and my book, The Joy Luck Club. The talk was going along well enough, until I remembered one major difference that made whole talk sound wrong. My mother was in room. And it was perhaps first time she had heard me give lengthy speech, using the kind of English I have never used with her. I was saying things like, "The intersection of memory upon imagination" and "There is aspect of my fiction that relates to thus-and-thus'- - speech filled with carefully wrought grammatical phrases, burdened, it suddenly seemed to me, with nominalized forms, past perfect tenses, conditional phrases, all the forms of standard English that I had learned in school and through books, forms of English I did not use at home with my mother.

III. Identify and correct the errors in the following sentences: 5

1. The team have won the match.
2. Not only the boy but also the girls was taken into the custody.
3. Your house is farther away from the railway station than my house.
4. This dish tastes horribly.

5. He told that he was busy and could not meet me that day.

IV. Do as directed:

8

1. My friend is a good writer. (Convert into an interrogative sentence)
2. It is a beautiful flower. (Convert into an exclamatory sentence)
3. He finished his meal and went to work. (Convert into a complex sentence)
4. I first met her in Paris where I lived as a small child. (Identify the main clause and the subordinate clause)
5. They were shouting in a loud voice. (Identify the phrase)
6. I like this house _____ the river. (Fill in the blank with a suitable preposition)
7. Put the books _____ the table, please. (Fill in the blank with a suitable preposition)
8. If you do not improve your attitude towards work, you will not progress. (Begin the sentence with Unless)

V. Combine the following sentences using words given in the brackets:

2

1. The news reached him. He fainted immediately. (No sooner...than)
2. I shall not favour him. He is known to me. (though)

VI Rewrite the given conversation in indirect speech:

5

“Yes”, said its owner, “But I have trained it to be chicken. It is no longer eagle; it is chicken even though it measures fifteen feet from wingtip to wingtip”.

“No”, said naturalist, “It is still eagle; it has heart of eagle, and I will make it soar to heaven”.

VII. Rewrite the following passage changing the voice wherever necessary:

4

For many years, federal regulations concerning the use of wire-tapping have been ignored. Only recently have tighter restrictions been imposed on the circumstances that warrant it.

VIII Write a dialogue between a customer and a receptionist at the bank to open a bank account using at least two kinds of ‘Wh’ question words and two question tags.

4

XI Rearrange the following sentences to form a coherent paragraph:

5

The many species of piranha vary in color, though most are either silvery with an orange underbelly and throat or almost entirely black. Piranhas' teeth come together in a scissor-like bite and are used for puncture and tearing. Piranhas are omnivorous, freshwater fish, which are mostly known for their single row of sharp, triangular teeth in both jaws. Baby piranha are small, about the size of a thumbnail. But full-grown piranha grows up to about 6-10 inches, and some individual fish up to 2 feet long have been found.

X. Fill in the blanks with the correct form of the word given in the brackets: 5

One day I _____(be) in the lunch line, and there I saw a pile of apples. The teacher-in-charge _____(stare) at me and said, "Just _____(take) one. God _____(watch)". So, I _____(take) an apple, and the line _____(move) along. At the next table there _____(be) a pile of chocolate chip cookies. I _____(not know) what to do. "Psst," the kid behind me _____(whisper). " _____(take) all you want. God's watching the apples."

Section B

I Answer any two of the following in two or three sentences each : 2x2=4

1. Define communication.
2. Oral communication.
3. Mention any two among the seven C s of communication.
4. Non-verbal communication.

II Answer any two of the following in about 150 words: 2x5=10

1. Write a note on the need and importance of communication.
2. Write a note on Barriers to effective communication.
3. Briefly write about the different kinds of communication
4. What do you think can be the major objectives of communication? Briefly explain any two of them.

Practical Component

| | |
|---|----------|
| I Role play and Adlib | 10 marks |
| II Correcting punctuation errors | 5 marks |
| III Identifying grammatical errors in spoken word | 5 marks |
| IV Correcting common errors made by non-native speakers | 5 marks |

Question Paper Pattern

Time: 2 Hours

Marks: 25

Answer all the questions

- I. a) One situation for role play covering one of the aspects discussed in Unit 4 Situational Communication is to be given. **5**
- b) A topic is to be given on the spot and the student is to speak on it for atleast two minutes. **5**
- II. A passage with Ten punctuation errors to be given. (1/2 mark for each error identification) **5**
- III. An audio clip with about Eight grammatical errors to be played, student has to identify, write down and correct Five errors. (1 mark for each error identified and corrected) **5**
- IV. Five sentences or a paragraph with 5 errors made by non-native speakers to be given. **5**