

UNIT-1

KINDS OF SENTENCE

SENTENCE:

A Group of words containing a subject and a verb is called sentence. There are four types of English sentence, classified by their purpose:

- Declarative sentence (statement)
- Interrogative sentence (question)
- Imperative sentence (command)
- Exclamatory sentence (exclamation)

	form	function	example sentence (clause)	final punctuation
1	declarative	statement: It tells us something	John likes Mary.	.
2	interrogative	question: It asks us something	Does Mary like John?	?
3	imperative	command: It tells us to do something	Stop! Close the door.	! or .
4	exclamative	exclamation: It expresses surprise	What a funny story he told us!	!

1. Declarative Sentence (statement)

Declarative sentences make a **statement**. They tell us something. They give us information, and they normally end with a full-stop/period.

The usual word order for the declarative sentence is:

- subject + verb...

Declarative sentences can be positive or negative. Look at these examples:

positive	negative
I like coffee.	I do not like coffee.
We watched TV last night.	We did not watch TV last night.

Declarative sentences are the most common type of sentence.

2. Interrogative Sentence (question)

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

The usual word order for the interrogative sentence is:

- (*wh-word* +) auxiliary + subject + verb...

Interrogative sentences can be positive or negative. Look at these examples:

positive	negative
Do you like coffee?	Don't you like coffee?
Why did you go?	Why didn't you go?

3. Imperative Sentence (command)

Imperative sentences give a **command**. They tell us to do something, and they end with a full-stop/period (.) or exclamation mark/point (!).

The usual word order for the imperative sentence is:

- base verb...

Note that there is usually no subject—because the subject is understood, it is *YOU*.

Imperative sentences can be positive or negative. Look at these examples:

positive	negative
Stop!	Do not stop!
Give her coffee.	Don't give her coffee.

4. Exclamative Sentence (exclamation)

Exclamative sentences express strong emotion/surprise—an **exclamation**—and they always end with an exclamation mark/point (!).

The usual word order for the exclamative sentence is:

- *What* (+ adjective) + noun + subject + verb
- *How* (+ adjective/adverb) + subject + verb

Look at these examples:

- What a liar he is!
- What an exciting movie it was!
- How he lied!
- How exciting the movie was!

PREPOSITION

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to."

Prepositions in English are highly idiomatic. Although there are some rules for usage, much preposition usage is dictated by fixed expressions. In these cases, it is best to memorize the phrase instead of the individual preposition.

A Few Rules

Prepositions of Direction

To refer to a direction, use the prepositions "to," "in," "into," "on," and "onto."

- She drove **to** the store.
- Don't ring the doorbell. Come right **in(to)** the house.
- Drive **on(to)** the grass and park the car there.

Prepositions of Time

To refer to one point in time, use the prepositions "in," "at," and "on."

Use "in" with parts of the day (not specific times), months, years, and seasons.

- He reads **in** the evening.
- The weather is cold **in** December.
- She was born **in** 1996.
- We rake leaves **in** the fall.

Use "at" with the time of day. Also use "at" with noon, night, and midnight.

- I go to work **at** 8:00.
- He eats lunch **at** noon.

- She often goes for a walk **at** night.
- They go to bed **at** midnight.

Use "on" with days.

- I work **on** Saturdays.
- He does laundry **on** Wednesdays.

To refer to extended time, use the prepositions "since," "for," "by," "during," "from...to," "from...until," "with," and "within."

- I have lived in Minneapolis **since** 2005. (I moved there in 2005 and still live there.)
- He will be in Toronto **for** 3 weeks. (He will spend 3 weeks in Toronto.)
- She will finish her homework **by** 6:00. (She will finish her homework sometime between now and 6:00.)
- He works part time **during** the summer. (For the period of time throughout the summer.)
- I will collect data **from** January **to** June. (Starting in January and ending in June.)
- They are in school **from** August **until** May. (Starting in August and ending in May.)
- She will graduate **within** 2 years. (Not longer than 2 years.)

Prepositions of Place

To refer to a place, use the prepositions "in" (the point itself), "at" (the general vicinity), "on" (the surface), and "inside" (something contained).

- They will meet **in** the lunchroom.
- She was waiting **at** the corner.

- He left his phone *on* the bed.
- Place the pen *inside* the drawer.

To refer to an object higher than a point, use the prepositions "over" and "above." To refer to an object lower than a point, use the prepositions "below," "beneath," "under," and "underneath."

- The bird flew *over* the house.
- The plates were on the shelf *above* the cups.
- Basements are dug *below* ground.
- There is hard wood *beneath* the carpet.
- The squirrel hid the nuts *under* a pile of leaves.
- The cat is hiding *underneath* the box.

To refer to an object close to a point, use the prepositions "by," "near," "next to," "between," "among," and "opposite."

- The gas station is *by* the grocery store.
- The park is *near* her house.
- Park your bike *next to* the garage.
- There is a deer *between* the two trees.
- There is a purple flower *among* the weeds.
- The garage is *opposite* the house.

Prepositions of Location

To refer to a location, use the prepositions "in" (an area or volume), "at" (a point), and "on" (a surface).

- They live *in* the country. (an area)

- She will find him *at* the library. (a point)
- There is a lot of dirt *on* the window. (a surface)

Prepositions of Spatial Relationships

To refer to a spatial relationship, use the prepositions "above," "across," "against," "ahead of," "along," "among," "around," "behind," "below," "beneath," "beside," "between," "from," "in front of," "inside," "near," "off," "out of," "through," "toward," "under," and "within."

- The post office is *across* the street from the grocery store.
- We will stop at many attractions *along* the way.
- The kids are hiding *behind* the tree.
- His shirt is *off*.
- Walk *toward* the garage and then turn left.
- Place a check mark *within* the box.

Prepositions Following Verbs and Adjectives

Some verbs and adjectives are followed by a certain preposition. Sometimes verbs and adjectives can be followed by different prepositions, giving the phrase different meanings. To find which prepositions follow the verb or an adjective, look up the verb or adjective in an online dictionary, such as Merriam Webster, or use a corpus, such as The Corpus of Contemporary American English. Memorizing these phrases instead of just the preposition alone is the most helpful.

Some Common Verb + Preposition Combinations

About: worry, complain, read

- He *worries about* the future.
- She *complained about* the homework.

- I ***read about*** the flooding in the city.

At: arrive (a building or event), smile, look

- He ***arrived at*** the airport 2 hours early.
- The children ***smiled at*** her.
- She ***looked at*** him.

From: differ, suffer

- The results ***differ from*** my original idea.
- She ***suffers from*** dementia.

For: account, allow, search

- Be sure to ***account for*** any discrepancies.
- I returned the transcripts to the interviewees to ***allow for*** revisions to be made.
- They are ***searching for*** the missing dog.

In: occur, result, succeed

- The same problem ***occurred in*** three out of four cases.
- My recruitment strategies ***resulted in*** finding 10 participants.
- She will ***succeed in*** completing her degree.

Of: approve, consist, smell

- I ***approve of*** the idea.
- The recipe ***consists of*** three basic ingredients.
- The basement ***smells of*** mildew.

On: concentrate, depend, insist

- He is ***concentrating on*** his work.

- They *depend on* each other.
- I must *insist on* following this rule.

To: belong, contribute, lead, refer

- Bears *belong to* the family of mammals.
- I hope to *contribute to* the previous research.
- My results will *lead to* future research on the topic.
- Please *refer to* my previous explanation.

With: (dis)agree, argue, deal

- I *(dis)agree with* you.
- She *argued with* him.
- They will *deal with* the situation.

Although verb + preposition combinations appear similar to phrasal verbs, the verb and the particle (in this case, the preposition) in these combinations cannot be separated like phrasal verbs. See more about this on our verb choice page.

ADJECTIVES

An *adjective* is a word that modifies a noun or a pronoun. In general, the purpose of an adjective is to describe a noun or pronoun and provide more information about it. Adjectives provide answers to questions such as “What kind?” “Which one?” and “Whose is it?”

To demonstrate how adjectives work, let’s look at two example sentences. The first sentence has no adjectives, and the second sentence has two adjectives.

- Leslie bought **shoes** at the **store**.
- Leslie bought **new shoes** at the **busy store**.

Both of these sentences are perfectly fine. However, the second sentence gives more information than the first one does. The second sentence tells us the shoes that Leslie bought haven't been used before and that the store that she went to had a lot of customers in it.

There are two ways that adjectives are used in sentences and clauses:

1. The adjective is right next to the noun/pronoun that it modifies. Most of the time, adjectives come before the nouns/pronouns they modify, but they can sometimes come after them:

- The **blue** birds built a nest. (The adjective *blue* modifies the noun *birds*.)
- I was looking for someone **else**. (The adjective *else* modifies the pronoun *someone*.)

2. The adjective follows a linking verb and functions as a subject complement.

- The house is **old**. (The adjective *old* follows the linking verb *is*. *Old* modifies the noun *house* as the subject complement of the sentence.)

In either case, it is possible to use multiple adjectives to modify the same noun or pronoun:

- It was a **dark** and **stormy** night.
- My **big, goofy** dog is named Buddy.
- The mirror was **crooked, cracked, and dirty**.

When multiple adjectives are used before a noun/pronoun, they typically follow a specific adjective order.

A noun refers to a person, place, or thing. Learn about the different types of nouns and how to use them correctly in a sentence.

List of adjectives

There are tons and tons of adjectives. The following list gives a tiny sample of the many, many adjectives that exist:

- happy
- embarrassing
- tall
- delicious
- uncomfortable
- clumsy
- suspicious

Examples of adjectives in a sentence

The following sentences give examples of how we use adjectives:

- Gavin is a **smart** guy.
- The **big** basket is full of **red** apples.
- The **cocky** rabbit lost the race to the **careful** tortoise.
- The **old** clock was broken.
- The **masked** villain's plot was stopped by the **brave, groovy** teenagers and their **goofy, cowardly** dog.

ADVERBS

Adverbs' – What are they? How often are they used in sentences? Learn all about adverbs, its definition, types and usage. Take a look at the examples to have a complete understanding of the topic.

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- Frequently Asked Questions on Adverbs in English

What Is an Adverb?

Like an adjective gives us more information about the noun in a sentence, an adverb is used to provide more information about the verb or the action in the sentence. It also has the property of describing the adjective or another adverb.

Definition of an Adverb

An adverb, according to the Oxford Learner's Dictionary, is "a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb." The Cambridge Dictionary defines an adverb as "a word that describes or gives more information about a verb, adjective, adverb, or phrase."

The Merriam-Webster Dictionary provides a similar definition. It defines an adverb as "a word used to modify a verb, an adjective, or another adverb and often used to show degree, manner, place, or time." According to the Collins Dictionary, an adverb is defined as "a word such as 'slowly', 'now', 'very', 'politically', or 'fortunately' which adds information about the action, event, or situation mentioned in a clause."

Types of Adverbs

Adverbs are categorised into different types according to their functions when used in a sentence. Given below are the different types of adverbs.

- Adverbs of Manner
- Adverbs of Time
- Adverbs of Place
- Adverbs of Frequency
- Adverbs of Degree

- Conjunctive Adverbs

Check out the article on types of adverbs to learn more about them in detail.

Furthermore, read through the article on adverbial phrases to learn what they are.

Examples of Adverbs

Now that you know what adverbs are and how there are different types of adverbs, let us look at some adverb examples to see how they can be used effectively in sentences.

How Adverbs are Used in Sentences

Unlike other parts of speech, adverbs can be placed at any part of the sentence (beginning, middle or end), and make complete sense without sounding absurd.

Another characteristic is that multiple adverbs can be used in a sentence. Have a look at the following examples to have a clear understanding of the same.

- I was planning to go to the supermarket to buy some groceries. **However**, I did not find the time to go. So I ordered online.
- My mom did not cook breakfast today. **Therefore**, we ended up making noodles for everyone.
- **Normally**, we go to church on Sundays.
- Don't you think the coffee is **too** sweet?
- Do not worry. You will **gradually** learn how to do it.
- The song I was listening to **yesterday** was **very** soothing.
- He kept talking to me for such a long time but I **barely** knew him.
- It is **extremely** hot outside **today**.
- How **often** do you work out?
- Can I come home **tomorrow**?

Exercise:

Identify the most suitable adverb from the list given below and use them to complete the following sentences.

(slightly, too, very, anywhere, instantly, quarterly, soon, never, rarely, seldom, monthly, extremely, seriously, sometimes, weekly)

1. The weather here is _____ cold.
2. I am _____ sorry for the delay.
3. You will receive an OTP and on entering it, your account will be _____ activated.
4. The journal is published _____.
5. Can you please finish it _____ so that I can use the table.
6. She _____ goes to the salon.
7. Oshin did not find the blue file _____.
8. _____, I like to go on a trip alone just to clear my mind and have a break from this busy schedule.
9. This seems to be _____ absurd.
10. The teacher asked her students to take the project _____ as it would be considered for internal marks.

Answer:

1. The weather here is **too/very/extremely** cold.
2. I am **extremely** sorry for the delay.
3. You will receive an OTP and on entering it, your account will be **instantly** activated.

4. The journal is published **weekly/monthly/quarterly**.
5. Can you please finish it **soon** so that I can use the table.
6. She **seldom/rarely/never** goes to the salon.
7. Oshin did not find the blue file **anywhere**.
8. **Sometimes**, I like to go on a trip alone just to clear my mind and have a break from this busy schedule.
9. This seems to be **too/very** absurd.
10. The teacher asked her students to take the project **seriously** as it would be considered for internal marks.

Check out the article on adverb exercises for more practice exercises.

Frequently Asked Questions on Adverbs in English

What is an adverb?

An adverb is used to provide more information about the verb or the action in the sentence. It also has the property of describing the adjective or another adverb.

What is the definition of an adverb?

An adverb, according to the Oxford Learner's Dictionary, is "a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb." The Cambridge Dictionary defines an adverb as "a word that describes or gives more information about a verb, adjective, adverb, or phrase." The Merriam-Webster Dictionary provides a similar definition. It defines an adverb as "a word used to modify a verb, an adjective, or another adverb and often used to show degree, manner, place, or time." According to the Collins Dictionary, an adverb is defined as "a word such as 'slowly', 'now', 'very', 'politically', or 'fortunately' which adds information about the action, event, or situation mentioned in a clause."

What are the different types of adverbs?

Adverbs can be classified into six main types:

- Adverbs of Manner
- Adverbs of Time
- Adverbs of Place
- Adverbs of Frequency
- Adverbs of Degree
- Conjunctive Adverbs

Give some examples of adverbs used in sentences.

Here are some examples to show you how the different types of adverbs can be used in sentences.

- My mom did not cook breakfast today; **therefore** we ended up making noodles for everyone.
- **Normally**, we go to church on Sundays.
- Don't you think the coffee is **too** sweet?
- Do not worry. You will **gradually** learn how to do it.
- The song I was listening to **yesterday** was **very** soothing.

SUBJECT-VERB AGREEMENT

Subjects and verbs must agree in number. In addition to the explanations on this page, also see the post on Subject—Verb Agreement.

1. If the subject is singular, the verb must be singular too.

Example:

She writes everyday

Exception: When using the singular "they," use plural verb forms.

Example: The participant expressed satisfaction with their job. If the subject is plural, the verb must also be plural.

Example:

They write everyday

Sometimes, however, it seems a bit more complicated than this.

2. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.

Example:

The doctoral student and the committee members write everyday.

3. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

Example:

Interviews are one way to collect data and researchers to gain an in-depth understanding of participants.

4. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.

Example: The student, as well as the committee members, is excited.

Example: The student with all the master's degrees is very motivated.

Example: Strategies that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.

Example: The focus of the interviews was nine purposively selected participants.

5. When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.

Example: The chairperson or the CEO approves the proposal before proceeding.
When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.

Example: The student or the committee members write every day.

Example: The committee members or the student writes every day.

6. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.

Example: Each of the participants was willing to be recorded.

Example: Neither alternative hypothesis was accepted.

Example: I will offer a \$5 gift card to everybody who participates in the study.

Example: No one was available to meet with me at the preferred times.

7. Noncount nouns take a singular verb.

Example: Education is the key to success.

Example: Diabetes affects many people around the world.

Example: The information obtained from the business owners was relevant to include in the study.

Example: The research I found on the topic was limited.

8. Some countable nouns in English such as earnings, goods, odds, surroundings, proceeds, contents, and valuables only have a plural form and take a plural verb.

Example: The earnings for this quarter exceed expectations.

Example: The proceeds from the sale go to support the homeless population in the city.

Example: Locally produced goods have the advantage of shorter supply chains.

9. In sentences beginning with "there is" or "there are," the subject follows the verb.

Since "there" is not the subject, the verb agrees with what follows the verb.

Example: There is little administrative support.

Example: There are many factors affecting teacher retention.

10. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

Example: The group meets every week.

Example: The committee agrees on the quality of the writing.

COLLOCATION

Collocation is 'a **predictable combination of words**' for example we can say heavy rain but not strong rain because it does not sound right' likewise, we can say 'do exercise' but not 'make exercise'. Collocations can be made up of any kinds of words such as verbs, nouns, adverbs and adjectives.

1. Adjectives and nouns

- **Merry Christmas**
- Joe always wears blue or white or some other **bright color**.
- We had a **brief chat** about Iraq but didn't have time to discuss it properly.
- Unemployment is a **major problem** for the government these days.
- Improving the health service is another **key issue** for the UK.

2. Nouns and verbs

- The **economy boomed** in 2002.
- The **company has grown** and now employs over 30 people.
- The **company has expanded** and now has branches in most major countries.
- The four **companies merged** in 2013.
- They **launched the product** in 1998.
- The price increase **poses a problem** for them.

- The internet has **created opportunities** for his company.
- There was heavy snowfall when **our plane took off**.

3. Noun + noun

There are a lot of collocations with pattern **a(n) ... of ...**

- a surge of anger
- a sense of pride
- a pang of nostalgia

Verbs and expression with prepositions

- As Bob went on stage to receive his medal you could see his sister **swelling with pride**.
- I was **filled with horror** when I read the newspaper report of the war.
- When she spilt apple-juice on her new blue skirt the little girl **burst into tears**.

4. Verbs and adverbs

- He **pulled steadily** on the rope and helped her to safety.
- She **placed** the beautiful jar **gently** on the window ledge.
- 'I love you and want to marry you,' Michael **whispered softly** to Clare.
- He **smiled proudly** as he looked at the photos of his new granddaughter.

5. Adverbs and adjectives

- Ben and Jane are **happily married**.
- You are **fully aware** that there are serious problems.
- George was **blissfully unaware** that he was in danger.

6. Adjective + Noun + Noun

The collocation with pattern: **a(n) (some adjective) state of repair**, is one example.

- The barn was in **a poor state of repair**.

UNIT-II

TENSE

Tense denotes time.. There are 12 basic tenses in English Grammar.

Structure: How do we make the tense?

Use: When and why do we use the tense?

Present Simple

I do, I do do

Present Continuous

I am doing

Present Perfect

I have done

Present Perfect Continuous

I have been doing

Past Simple

I did

Past Continuous

I was doing

Past Perfect

I had done

Past Perfect Continuous

I had been doing

Future Simple

I will do

Future Continuous

I will be doing

Future Perfect

I will have done

Future Perfect Continuous

I will have been doing

REPORTED SPEECH

Reported speech is speech which tells you what someone said, but does not use the person's actual words.

Reported speech plays a major role in report writing . While changing from direct into indirect form certain changes are needed in the case of Tense, person, pronoun , adverbials and demonstrative adjectives. For easy understanding these changes are tabulated

A) Change in Tense (verb form)

S.No	Direct	Indirect
1.	Simple present E.g. He plays	Simple past E.g. He played
2.	Simple past E.g. He played	Past perfect E.g. He had played
3.	Present Perfect E.g. He has played	Past perfect E.g. He had played
4.	Present Continuous E.g. am/is/are playing	Past continuous E.g. was/were playing
5.	Past Continuous E.g. was/were playing	Past perfect continuous E.g. had been playing
6.	Present perfect continuous E.g. have been playing	Past perfect continuous E.g. had been playing

Sentences are of four types , i.e Statements, Questions, Exclamations and Imperatives. A part from the above said common rules , tabulated form, care should be taken to follow the specific rules for various sentence pattern.

1) Statement

E.g.: (Direct form)

Raja said , “ I am going to Chennai today”.

Raja said to Ramesh , “ I will help you”.

(Indirect form)

Raja said that he was going to Chennai that day

Raja told that he would help him .

Specified rules :

While changing into indirect form

- 1) All commands and quotations should be removes .
- 2) Connecting word is ‘ that’
- 3) ‘said to’ is changing into ‘told’.
- 4) Changes denoted in the tabular columns should be followed
- 5) Exceptions

A) If the reporting verb is in present form, there is no need to change the verb (tense) in the reported form

E.g. : He says “ I am a student ”

He says that he is a student (present form)

B) If the statement is an universal truth, there is no need to change the verb form (tense)

E.g: Raju said , “ The earth is round ”

Raju said that the earth is round .

Exercises :

The chairman said to the secretary , “ We have to arrange a meeting tomorrow ”.

The chairman told the secretary that they had to arrange a meeting the next day .

1) Reghu said, “ I must finish my project today”.

Reghu said that he had to finish his project that day.

2) Ram said to Raghavan, “ I am trying to get a job abroad”.

Ram told Raghavan that he was trying to get a job abroad.

3) Sita said , “ I will do the work now”’.

Sita said that she would do the work then

4) Teacher said to the students, “ Jupiter is the largest planet”’

Teacher told the students that Jupiter is the largest planet.

2) Questions (Interrogations)

Questions are of two types. ‘Wh’ Questions and Auxillary Questions

(Yes / No Questions)

‘Wh ’ Questions : (QW+ S+V)

E.g : Questions : (QW+ S+V)

1) Sita said to Mala , “ Where did you finish your degree ”

Sita asked Mala where she had finished her degree

2) Raghu said, “ What is the problem with the vehicle now ”

Raghu asked what the problem was with the vehicle then

Rules :

- 1) Comma , Quotation and question and question mark should be changed
- 2) Connecting word is the question word itself .
- 3) Said/said to is converted into asked .
- 4) While changing the Question in indirect form the pattern
(Question word + Subject + Verb) should be followed.
- 5) Rules specified in tabular column are also to be adopted
- 6) ‘Said and ‘Said to’ are changed into asked

Do and does +v	= past tense
Do Want /Does want	= Wanted
Did + v	= had +past participle
Did + want /wanted	= had wanted

Exercises

1. Ram said to Raghavan , “When will the vaigai express depart”

Ram asked Raghavan when the Vaigai express would depart

2. Swaminath said to his friend , “ Why are you wasting your Precious time ”.

Swaminath asked his friend why he was wasting his precious time.

3. The teacher said to the students , “ When is your next exam conducted.

The teacher asked the students when their next exam was conducted.

4.Kala asked to Mala , “ When do you come to Chennai”

Kala asked Mala when she came to Chennai.

5. Ram said to Balu , “ Where are you residing ”

Ram asked Balu where he was residing .

6. Sujatha said to Kala , “ Why did you use my pen ”

Sujatha asked Kala why she had used her pen.

Yes /No Questions (CW+S+V) – CW = Connecting word

Questions that begins with auxillary verbs are yes/no questions.

E.g :

1.Latha said to Bala , “ Are you coming today”

Latha asked Bala whether she was coming that day

2. Ram said to Babu , “Will you help me to write this projects”

Ram asked Babu if he would help him to write that projects.

Rules :

1) Comma, Quotation and Question mark to be removed.

2) “ If” or “ Whether” is the connecting word.

3) If or “Whether” is the connecting word.

4) Said/Said to is converted into asked.

Exercise

1. Balu asked Ram , “ Can you do me this favour ?”

Balu asked Ram if he could do him that favour .

2.Latha said to Mala , “Have you written the exams well ?”

Latha asked Mala whether she had written the exams well.

3.Ravi said to Kannan , “may I get into your room ?”

Ravi asked Kannan whether he might get into his room.

4. Raghu said to Mala , “ Are you preparing for competitive exam ?

Raghu asked Mala if she was preparing for competitive exam.

5. Kamala said to Gomala , “ Shall I come with you ?

Kamala asked Gomala whether she would come with her

Exclamatory Sentence :

Statements that express sudden feelings and ends with exclamatory mark are exclamatory sentences.

E.g.

1. Sita said , “ Oh ! How big the building is ”

Sita exclaimed that it was a very big building .

2. Raghu said , “ Alas ! My grandfather is dead .

Raghu sorrowfully said that his grandfather was dead.

Rules :

1) Comma , Quotation , Exclamation should be removed

2) Connecting word is “ that ”

3) That exclamation sentence should be written in ordinary statement form

Using all rules in lobular.

4) Alas is converted into sorrowfully said that.Hurrah is changed into joyfully said

5) Said/ said to is converted into exclaimed or wondered

6) Instead of question word , ‘ very’ is added in indirect form.

Exercise :

1. Mala said , How beautiful that bird is !

Mala exclaimed that the bird was very beautiful.

2) Raghu said , “ Bravo ! India has won the match ”

Raghu exclaimed that India had won the match.

3) Sheeba said, “ Hurrah ! I have won the prize”

Sheeba joyfully said that she had won the prize.

Imperatives :

All commands and requests are called Imperative statements.

E.g :

1. The teacher said to the students, “ Do your home work ”

The teacher instructed the students to do their homework.

2. Ramu said to his sister, “ Don’t take my book”

Ramu adviced his sister not to take his book .

3. Babu said to his father, “ please give me permission to go for U.S.A.

Babu requested his father to give him permission to go U.S.A.

4. The teacher said to Ramu , “ Close the window ”

The teacher ordered Ramu to close the window.

5. Raju said to his friend, “ Share all things among us”

Raju told his friend to share all things among them.

6.Ram said to the students, “Be quiet in the class room ”

Ram advised the students to be quiet in the classroom.

Rules :

- 1) Comma, Quotation should be removed
- 2) Connecting word is “ to ” and “ not to ” for “ don’t ”
- 3) “ Said to ” should be changed into ‘ ordered ’, ‘ advised ’, ‘ instructed ’ and ‘ requested ’ according to the words used in the reported speech .

Exercise

Change the following into indirect forms .

- 1) Balu says, “ I wake up at 5’ O clock daily ”.
- 2) The girls said , Hurrah ! We have won the football match”.
- 3) Mother said to Ram , “Do you like to have a cup of tea .”
- 4) He said to me , “ Kindly lend me your book ”.
- 5) Raghu said to his son, “ Do not go outside at night ”.
- 6) The students said to the principal, “ May I come in , sir ?”
- 7) Dravid said, “Sachin came to meet me yesterday ”.
- 8) The principal said to Ravi , “ Can you attend the interview tomorrow?”
- 9) The teacher said , “ The sun rises in the east.”
- 10) Kamal said , “What a beautiful bird it is ! ”

VOICE

Voice is the form of verb that says whether the subject does something or something is done to the subject. The form that tells us what the subject does it is called active voice and the form that tells us that something is done to the subject is called the passive voice.

Changing Active voice into Passive voice:

When we change active voice into passive voice, the following rules must be kept in mind:

1. Only transitive verbs have passive voice.
2. The subject in the active voice becomes the object in the passive voice and object in the active voice becomes the subject in the passive voice.

3. After the passive verb, we place 'by' before the agent if it is important. But, if the agent is unimportant, 'by' and the agent are left out.
4. If the active voice has two objects, we may take direct object or indirect object as a subject.
5. When we change the passive the infinitive verb (to + v) is converted into to be + past participle of the verb.

Eg: to finish – to be finished

Have to complete – have to be completed

6. When we change a question into passive, it will remain a question. So the question word should come in the beginning.
7. In imperative sentences 'let' is used.

Exercise:

Change the following into passive voice:

1. Indian airlines has introduced the automatic printing of tickets in major cities.
2. A very small quantity of nuclear fuel can produce enormous amount of energy.
3. We can use coal to produce detergents, explosives and paints.
4. Multinational companies make huge investments in oil-rich countries.
5. We use radiations measuring instruments to monitor radiation levels.

PHRASAL VERBS

A phrasal verb is the combination of a standard verb such as make of put with one or two particles. In some cases the particle is an adverb such as away. Eg: Pass away, pull together, go out break out.

THE FIRST WORD IS A VERB FOLLOWED BY A

- Preposition (look at)
- An adverb (turn down)
- both (put up with)

WHAT IS A PHRASAL VERB

A Phrasal Verb = a verb + a particle For example:

put off (Put = verb) (off = particle) I put off my trip = I postponed my trip The particle looks like a preposition, but it does not function as a preposition. He woke up at 6.30 a.m. Strangers woke him up The Verb and the particle have a special meaning

WHEN YOU USE THE SAME VERB WITH A DIFFERENT PARTICLE, THE MEANING CHANGES

Put + off = to postpone

Put + on = to cover your body with clothes

Put + away = to put something in its original place

Put + back = to return something in its original place

MORE EXAMPLES OF PHRASAL VERBS

Give up = abandon

Turn out = produce

Carry on = continue

Put off = postpone

Turn down = reject

Look after = take care of

Get at = attain

Call at = visit

Bring up = train to do work

Call on = a brief visit to

Put on = wear

Some more Examples:

Verb	Meaning	Example
Blow up	explode	The terrorists tried to blow up the railroad.
bring up	mention a topic	My mother brought up that little matter of my prison record again.
Bring up call off	raise children cancel	It isn't easy to bring up children now-a-days. They called off this afternoon's meeting
do over	repeat a job	Do this homework over
fill out in.	complete a form	Fill out this application form and mail it
fill up	to fill with capacity	She filled up the grocery cart with food.
find out	discover	My sister found out that her husband had been planning a surprise party for her.
give back	return an object	My brother borrowed my car. I have a feeling he's not about to give it back.
hand in	submit something	The students handed in their papers and left the room.
hang up	put something on hook or up	She hung up the phone before she took the receiver.

EXERCISE:

Complete the phrasal verbs according to their meanings in brackets.

1. Your shoes. (Remove)
2. Somebody has to-----the baby. (Take care of)
3. She wants to -----the truth? (Discover)
4. Where can I-----! ". the sweater? (See if it fits)
- 5.-- ----- . (Be quick)
6. Why don't you----- ? (Take a seat)

7. I will -----the train now. (Enter)
8. The word in a dictionary. (Consult a dictionary)
9. I want to-----the form. (Complete)
10. The firemen----- the fire. (Extinguish)

DISCOURSE MARKERS

(CONNECTIVES & SEQUENCE WORDS)

Reference and sequence words help to show the link between the sentences. These words help to arrange the sentences in a logical sequence and achieve coherence. Some of the reference words are:

- Pronouns
- Linkers and connectives

Pronouns like “he, she, it, they,” are used to show the connection with the previous sentence.

Linkers or connectives links the ideas in a paragraph. Without linkers, coherence of the ideas will not be achieved.

Purpose	Examples
Addition	And, also, further, moreover, in addition, besides, too, apart from
Comparison	Similarly, likewise, in the same manner/way, as
Contrast	But, yet, still, while, whereas, though, even though, although, however, in spite of, despite, on the other hand, nevertheless
Choice	Or, either.....or, neither....nor
Effect	So, thus, therefore, consequently, as a result, since, owing to, as
Purpose	In order to, in order that
Time	Before, after, until/till, when, initially, finally, first, second, next, then, afterwards, subsequently, later, at last
Exemplification	For example, for instance, such as, especially
Clarification	In other words, that is

Sequencing ideas	Firstly, finally, the following
For giving example	For example, for instance
Summarising	In short, to sum up, to conclude, in summary, in conclusion
Giving opinion	In my view, in my opinion,

Example:

Fill in the blanks with the suitable words given below:

Therefore, because, for example, however, such as, although, on the contrary

In earlier days, weather forecasters described hurricane or typhoons by their positions in degrees of latitude or longitude. _____, a storm, used to be called “22.20 north, 13254 west.” _____ this method was confusing because storms don’t stay in the same place; _____, people developed other ways to identify them. In the 60s, a weather forecaster in Australia used to name typhoons after politicians he disliked. _____ this caused criticism among public, this trend continued to exist for quite a long time.

Ans: for example, however, therefore, although

Exercises:

1. Rearrange the sentences in the correct order with the help of the sequence words:

Then, enter your PIN number.

Withdraw the card, after the transaction is over.

First, insert your card in the slot provided.

After that, press appropriate buttons as per the instructions given.

2. a) Then press the “send” option.

b) Next type your message and add “smileys” or images, if you want.

c) To begin with, go to “messages.”

- d) After that “add” the contact number of the recipient.
3. a) Then, the tea water is filtered and is served with sugar cubes.
- b) First, water is taken in a kettle and is allowed to boil.
- c) After that, the decoction is allowed to settle down.
- d) Next, tea leaves are added to the boiling water.

QUESTION TAGS

If there is an auxiliary verb in the statement, we use it to form the **question tag**.

I don't need to finish this today, **do I?**

James is working on that, **isn't he?**

Your parents have retired, **haven't they?**

The phone didn't ring, **did it?**

It was raining that day, **wasn't it?**

Your mum hadn't met him before, **had she?**

Sometimes there is no auxiliary verb already in the statement. For example, when:

... the verb in the statement is present simple or past simple and is positive. Here we use **don't**, **doesn't** or **didn't**:

Jenni eats cheese, **doesn't she?**

I said that already, **didn't I?**

----the verb in the statement is to be in the present simple or past simple. In this case we use **to be** to make the question tag:

The bus stop's over there, **isn't it?**

None of those customers were happy, **were they?**

... the verb in the statement is a modal verb. Here we use the modal verb to make the question tag:

They could hear me, **couldn't they?**

You won't tell anyone, **will you?**

I'm never on time, **am I?**

I'm going to get an email with the details, **aren't I?**

PARAGRAPH WRITING

Paragraph writing has been a part of the writing process in every student's life. Not only for any examination but also in personal life, we will need to write about different topics. Paragraph writing is a simple process, and yet it needs special attention as you have to be short, precise and to-the-point.

How to Write a Paragraph?

In order to determine how to write a paragraph, you will have to find a good topic and collect enough information regarding the topic. Once you find the supporting details, you can start framing the sentences, connect the sentences following a sequence, and find a perfect concluding sentence. To understand it better, we have provided a few paragraph writing examples for your reference.

Find a Topic Sentence: It is the first sentence which is an introduction to the given topic. It gives the main idea of what the paragraph would be about.

Supporting details: These are the details that can be collected from various sources. It comprises the information related to the topic that gives strong support to the main topic.

Closing sentence: It is the last sentence that ends the paragraph, and restates the whole idea of the paragraph. It is basically the concluding sentence that gives the basic idea of the whole topic.

WRITING DEFINITIONS

Explanation

A single line definition only specifies clearly and distinctly the basic nature and function of an object and which class belongs to them. An extended definition includes the formal definition of the object and more information.

Example:

❖ Pollution

It is the process of making something unclean, dirty, impure and contaminated. Pollution takes place normally through changes in energy patterns, radiation levels, chemical and physical constitutions.

❖ **Definition**

Definition is a statement that says what something is. It specifies clearly and distinctly the basic nature and function of an object, an idea or thing that establishes beyond doubts what actually is.

❖ **Satellite:**

A satellite is an artificial body orbiting the earth or another planet in order to collect information or for communication.

❖ **Modem:**

A modem is a device that enables a computer to transmit data over telephone or cable lines.

❖ **Capacitor:**

A capacitor is a device used to store an electric charge consisting of one or more pairs of conductors separated by an insulator.

ESSAY WRITING

An essay is a short piece of writing, it is often written from an author's personal point of view. The definition of an essay is vague, overlapping with those of an article and a short story.

In recent times, essays have become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and essays are often used by universities in selecting applicants. In both secondary and tertiary education, essays are used to judge the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay.

Academic essays are usually more formal than literary ones. They may still allow the presentation of the writers own views, but this is done in a logical and factual manner.

Kinds of Essays

1. Definition Essay

When you are writing a definition essay, you take a term or an idea and write about what it is. Often, definitions are combined with classification or other forms of organization in the essay. You need to give a careful definition of the key term before going on to discuss different types or examples.

2. Classification Essay

In a classification essay, you separate things or ideas into specific categories and discuss each of them. You organize the essay by defining each classification and by giving examples of each type.

3. Description Essay

In a description essay, you write about What a person, place, or thing is like. You organize the essay by describing different parts or aspects of the main subject.

4. Compare and Contrast

In a Compare and contrast essay, you write about the similarities and differences between two or more people, places, or things. You can organize the essay by writing about one subject first and then comparing it with the second subject. A more effective way is to organize the essay by comparing each subject by category.

5. Sequence Essay

You organize the essay by writing about each step of the process in the order it occurred.

6. Choice Essay

In a choice essay, you need to choose which object, idea, or action that you prefer. You organize the essay by describing each option and then giving your opinion.

7. Explanation Essay

In an explanation essay, you explain how or why something happens or has happened. You need to explain different causes and effects. You should organize the essay by explaining the fact.

8. Evaluation Essay

In an evaluation essay, you make judgments about people, ideas, and possible actions. You make your evaluation based on certain criteria that you develop. Organize the essay by discussing the criteria you used to make your judgment.

UNIT-IV

READING COMPREHENSION

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

There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading. Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

SKIMMING AND SCANNING

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

How to Skim:

- * Read the title.
- * Read the introduction or the first paragraph.
- * Read the first sentence of every other paragraph.
- * Read any headings and sub-headings.
- * Notice any pictures, charts, or graphs.
- * Notice any italicized or bold face words or phrases.
- * Read the summary or last paragraph.

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

How to Scan:

- * State the specific information you are looking for.
- * Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- * Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- * Selectively read and skip through sections of the passage.

(From College Reading and Study Skills and
Academic Reading and Study Skills for International Students)

INFERENCE AND DEDUCTION

Inference: is an interpretation that goes beyond the literal information given.

Deduction: is an understanding based on the evidence given in the text. e.g. the police find a body with a knife sticking out of it. They can deduce that the person has probably been murdered.

SPEAKING

The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. Learning how to develop English speaking skills is so important for ESL students and EAL students too. It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life.

Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

