

**DEGREE FIRST YEAR, ENGLISH LANGUAGE
SEMESTER -1, PAPER -1**

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DEGREE I YEAR – ENGLISH, SEMESTER-1

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FOREWORD

Since its establishment in 1976, Acharya Nagarjuna University has been forging ahead in the path of progress and dynamism, offering a variety of courses and research contributions. I am extremely happy that by gaining ‘ ‘ grade from the NAAC in the year 2016, Acharya Nagarjuna University is offering educational opportunities at the UG, PG levels apart from research degrees to students from over 443 affiliated colleges spread over the two districts of Guntur and Prakasam.

The University has also started the Centre for Distance Education in 2003-04 with the aim of taking higher education to the door step of all the sectors of the society. The centre will be a great help to those who cannot join in colleges, those who cannot afford the exorbitant fees as regular students, and even to housewives desirous of pursuing higher studies. Acharya Nagarjuna University has started offering B.A., and B.Com courses at the Degree level and M.A., M.Com., M.Sc., M.B.A., and L.L.M., courses at the PG level from the academic year 2003-2004 onwards.

To facilitate easier understanding by students studying through the distance mode, these self-instruction materials have been prepared by eminent and experienced teachers. The lessons have been drafted with great care and expertise in the stipulated time by these teachers. Constructive ideas and scholarly suggestions are welcome from students and teachers involved respectively. Such ideas will be incorporated for the greater efficacy of this distance mode of education. For clarification of doubts and feedback, weekly classes and contact classes will be arranged at the UG and PG levels respectively.

It is my aim that students getting higher education through the Centre for Distance Education should improve their qualification, have better employment opportunities and in turn be part of country’s progress. It is my fond desire that in the years to come, the Centre for Distance Education will go from strength to strength in the form of new courses and by catering to larger number of people. My congratulations to all the Directors, Academic Coordinators, Editors and Lesson- Writers of the Centre who have helped in this endeavour.

Prof. P. Raja Sekhar

Vice-Chancellor (FAC)

Acharya Nagarjuna University

English Praxis Course 1

A COURSE IN COMMUNICATION AND SOFT SKILLS

Learning outcomes:

By the end of the course, the learner will be able to

1. Use grammar effectively in writing
2. Demonstrate the use of vocabulary
3. Demonstrate an understanding of writing skills
4. Acquire an ability to use Soft skills in professional and daily life
5. Confidently use the communication skills

Unit 1 Listening Skills

Unit 2 Speaking Skills

Unit 3 English Grammar

Unit 4 Writing Skills

Unit 5 Soft Skills

Semester end Exam pattern :

Five questions from five units with internal choice and each unit carries 14 marks.

30 marks for Internal Exams/Assignments

70 marks for final semester End Exam.

TABLE OF CONTENTS

UNIT NUMBER	LESSON NUMBER	
UNIT 1 Listening Skills	Lesson 1	Listening Skills 1.1-1.3
	Lesson 2	Types of Listening 2.1-2.3
	Lesson 3	Barriers to Listening 3.1-3.3
	Lesson 4	Effective Listening 4.1-4.5
UNIT 2 Speaking Skills	Lesson 5	Sounds of English 5.1-5.8
	Lesson 6	Vowel sounds 6.1-6.8
	Lesson 7	Syllable 7.1-7.5
	Lesson 8	Accent and Rhythm. 8.1-8.5
	Lesson 9	Word Stress 9.1-9.5
	Lesson 10	Intonation 10.1-10.6
UNIT 3 English Grammar	Lesson 11	Vocabulary 11.1-11.14
	Lesson 12	Parts of Speech 12.1-12.7
	Lesson 13	Sentences, Clauses and Phrases 13.1-13.3
	Lesson 14	Concord, Modals and Tenses 14.1-14.11
	Lesson 15	Articles, Prepositions and Question Tags 15.1-15.9
	Lesson 16	Transformation of Sentences 16.1-16.10
	Lesson 17	Common Errors 17.1-17.10
UNIT 4 Writing skills	Lesson 18	Punctuation 18.1-18.4
	Lesson 19	Spelling 19.1-19.5
	Lesson 20	Paragraph writing 20.1-20.5
UNIT 5 Soft skills	Lesson 21	Soft skills and SWOC 21.1-21.6
	Lesson 22	Attitude and Emotional Intelligence 22.1-22.6
	Lesson 23	Telephone Etiquette 23.1-23.4
	Lesson 24	Interpersonal skills. 24.1-24.4
Model Paper Errata	Exam Pattern	25.1-25.2

Unit-1 LISTENING SKILLS

Lesson 1

Listening Skills

Structure of the lesson

- 1.1.Objectives of the lesson
- 1.2.Introduction
- 1.3.Hearing vs Listening
- 1.4.Purpose of Listening
- 1.5.Summary
- 1.6.Questions

1.1.Objectives of the Lesson

- Having completed the lesson, the learner differentiates hearing and listening.
- S/he will be able to understand the importance of listening and purpose of listening.

1.2. Introduction

Human beings are engaged in communication to understand one another. Communication may be oral/ written. In the process of communication, listening is a skill through which one improves one's ability of understanding the exchange of information effectively. All that is heard by a listener is not listening. Listening is an activity where the listener puts his/her effort to understand the message being spoken by the speaker with great interest.

1.3. Hearing vs Listening

Hearing is generally a perception, a physical activity. It requires no attention but involves physical mechanism because it is absolutely mechanical in nature. Listening is a thoughtful attention of hearing the message. Listening is not just hearing the speaker but paying complete attention to understand both verbal and non-verbal messages often being spoken by people. Listening is a process that involves receiving, understanding, evaluating, remembering and responding to the message being spoken by the speaker consciously, actively and systematically. Listening requires a perfect coordination between the ears and the brain, which consequently results in decoding the message of the speaker. Listening requires regular practice and effort to improve our skill of listening. Author Marvin Gottlieb cites there are four elements of good listening. They are: Attention, Hearing, Understanding, and Remembering. ("Managing Group Process", Prager, 2003)

Activity-1

Identify the examples for hearing and listening in the following situations.

1. As Venu was talking to Srinu on phone, there was the sound of traffic at the background. (Venu).....
2. Ramya is giving a lecture in the conference room and Shyam is one of the participants. (Shyam)

3. Steve was working on the computer. The children were making noise. (Steve).....
 4. When you are studying for the final examination, the fan above you is making noise. (You)
 5. Simran is playing her favourite song on *gana.com*. (Simran)
- (This activity is extracted from 'Skills Enrich: A Course in Communication and Soft Skills' Page No.1)

Activity-2

Following are some differences to be identified by the learner after discussing with your classmate or a fellow learner.

Hearing	Listening
Ability	Skill
Physiological process	Psychological process
Passive	Active
Requires no effort and attention	Requires effort and attention
Perception of sound	Understanding of sounds

(This activity is extracted from 'Skills Enrich: A Course in Communication and Soft Skills' Page No.1)

Activity-3

Fill the following blanks either with 'hear' or 'listen'.

1. He has been carefully to the lecture.
2. As I came out, Ithe explosion of a bomb.
3. Have youany noise now?
4. to the tune carefully. Don't you think the singer copied it somewhere?
5. When did you this song for the first time?
6. As Harsha was climbing stairs, he footsteps behind him.
7. I can't you. Could you please speak a bit louder?
8., what's that sound? Can you It?
9. Priya was, intently to what Karen was saying.
10. I'm sorry. I wasn't really.....

(This activity is extracted from 'Skills Enrich: A Course in Communication and Soft Skills' Page No.2)

1.4. Purpose of Listening

Listening has been an important skill to achieve any kind of goal in one's life. It is an essential activity at every corner of life. It lays foundation to good communication. A listener requires two components of active listening at workplace: attention and reflection. Attention involves holding eye contact, nodding, having good posture, and imitation of the speaker's body language showing genuine interest, allowing the speaker to finish his/her talk by non-verbal cues. Reflection is, in other words, repeating and paraphrasing of what the speaker says in order to make him understand that you are listening to him. For example: An

interviewee fails if he/she doesn't listen to the question asked by the interviewer. Similarly, a student doesn't do well in the examinations unless he/she listens to the content from the teacher in the class. A popular notion is that listening takes 40-50% of the time is spent in communication compared to other skills like speaking, reading and writing.

Activity-4

Tell your partner, which among the following you think that 'listening' is necessary for and why.

1. Learning knowledge
2. Understanding what others are saying
3. Understand attitude and behaviour of the speaker
4. Communicate better
5. Improve relations
6. Improve negotiation skills.

(This activity is extracted from 'Skills Enrich: A Course in Communication and Soft Skills' Page No.2)

1.5. Summary of the lesson

Importance of listening enables the listener to differentiate hearing and listening process. The listener understands the purpose of listening and also understands the relation between the speaker, the listener and the content.

1.6. Questions

1. What is the difference between hearing and listening?
2. How many elements of listening are there? What are they?
3. What is purpose of listening?
4. What is the use of practicing the activities of listening?
5. What are the essential factors involved in hearing and listening?

Reference Books

1. Prof. Hari Prasad. et.al. Skills Enrich, English Praxis Course-1: A Course in Communication and Soft Skills. Guntur: Maruthi Publications, 2021.
2. Puspa Lata & Sanjay Kumar. Communicate or Collapse: A Handbook of Effective Public Speaking, Group Discussions and Interviews. New Delhi: PHI (P) Ltd., 2010.

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Unit-1 LISTENING SKILLS

Lesson 2

Types of Listening

Structure of the lesson

- 2.1. Objectives of the lesson
- 2.2. Introduction
- 2.3. Appreciative Listening
- 2.4. Empathetic Listening
- 2.5. Comprehensive Listening
- 2.6. Critical Listening
- 2.7. Summary
- 2.8. Questions

2.1. Objectives of the lesson

- To understand the emphasis of listening and gets an awareness of the types of listening.
- To understand how to be focused while listening to the speaker with a specific purpose.
- To make the speaker feel comfortable that the listener shows interest in his/her speech.

2.2. Introduction

Every listening activity has its purpose. The most important function of listening is to understand the message thoroughly from the speaker. Adrian Doff classifies listening into two types: Casual Listening and Focused Listening ('Teach English: A Training Course for Teachers Course').

Casual listening refers to just hearing without any particular purpose, Focused listening refers to hearing with a specific purpose. It is evident that the listener doesn't concentrate on what the speaker says since he/she doesn't reproduce the content to anywhere else. If the listener listens with a purpose, he/she needs to listen the content with great interest or focused listening as he/she needs to reproduce the content somewhere else. For example: A student ought to listen to the professor with utmost care and interest because he/she needs to reproduce the content in his/her examination. Knowing different types of listening skills may strengthen the listener improve his/her ability to critical thinking and evaluation skills. Listening skills can be classified into several types. Following are the four main types of listening skills.

2.3. Appreciative Listening

Appreciative Listening is as same as Casual Listening. In this process of listening the listener listens to the content or message to appreciate it after he/she enjoys it thoroughly. In this connection, the listener not only listens to specific tune to be improved but also listens to many unnecessary sounds. We also find people often listening to a learned man's lecture on the existence of GOD or on a motivational lecture. Sometimes, we also need to make distinction between a music director listening to a song after the recording is completed and some other from the audience has also listening to the same song. The music director on the

other hand gives maximum attention in improving the tune of the recorded song further is all come under emphatic listening.

Activity-1

Ask your classmates what they have listened to recently, may be a joke/ a song/ a speech/ a lecture etc.

(This activity is extracted from '*Skills Enrich: A Course in Communication and Soft Skills*' Page No.5)

2.4. Empathetic Listening

Empathic listening requires great empathy while listening to any message or content from the speakers because of the problems they face in their individual lives and want to share those problems with others. In empathetic listening the listener tries to identify himself/herself with the speaker by understanding the situation of the speaker. It is otherwise understood as the listener steps into the shoes of the speaker to get better understand what they speak. The listener being the empathizer of the situation will be able to advise the speaker towards solving their problems.

Activity-2

Identify yourself, when did you listen to the speaker with empathy last time? Talk about that situation with your classmates. Do not mention their names while talking to your classmates.

(This activity is extracted from '*Skills Enrich: A Course in Communication and Soft Skills*' Page No.6)

2.5. Comprehensive Listening

People watch television for news and shows/movies or sometimes listen to music from radio. It doesn't mean the listener listens for entertainment, but to have an awareness about what happening around us. This type of listening is called comprehensive listening. For example, how does a student listen to his/her professor while the professor was giving his/her lecture? The way the student listens to the professor is the comprehensive listening. This type of listening needs not only attention but also active participation to understand the content completely.

Activity-3

Watch any video on 'Personality Development' on YouTube and tell your friends the gist of the video.

(This activity is extracted from '*Skills Enrich: A Course in Communication and Soft Skills*' Page No.6)

2.6. Critical Listening

In this type of listening the listener listens to all parts of the content of the speaker carefully and evaluates what he/she hears. The listener needs to have some background knowledge about the topic that he/she has listened to analyze the message. The topic that is listened to by the listener at seminars, workshops, symposiums etc. is a suitable example for critical listening.

Activities-4

Listen to an audio/video lecture of any Professor and analyze the video by discussing it with your classmates.

2.7. Summary

Listening is not a casual activity but a voluntary activity with great focus on the content spoken by the speaker. Appreciative listening, Empathetic listening and Critical listening are the main types of listening. Each type of listening have their own emphasis in understanding the listening as an important function of communication.

2.8. Questions

1. What are the types of listening?
2. What is appreciative listening?
3. What is empathetic listening?
4. What is critical listening?

Reference Books

1. Prof. Hari Prasad. et.al. Skills Enrich, English Praxis Course-1: A Course in Communication and Soft Skills. Guntur: Maruthi Publications, 2021.
2. Puspa Lata & Sanjay Kumar. Communicate or Collapse: A Handbook of Effective Public Speaking, Group Discussions and Interviews. New Delhi: PHI (P) Ltd., 2010.

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Unit-I LISTENING SKILLS

Lesson 3

Barriers to Listening

Structure of the lesson

- 3.1. Objectives of the lesson
- 3.2. Introduction
- 3.3. Physical Barriers
- 3.4. Linguistic Barriers
- 3.5. Psychological Barriers
- 3.6. Summary
- 3.6. Questions

3.1. Objectives of the lesson

- To identify the various types of barriers to listening.
- To maintain clear understanding the content by avoiding the barriers of listening.

3.2. Introduction

A barrier to listening is anything that disturbs the process of listening without recognizing and understanding the message being received from the speaker. There are a few barriers of listening discussed here as:

3.3. Physical Barriers

It is learnt that listening requires a conscious act of attention and orientation to have an effective communication. In this process, factors like place of communication, the medium of communication, the environment effect on the listening along with noise, poor acoustics, malfunctioning of the mechanical devices used in the communication and frequent interruptions are a few physical barriers of listening.

Physical conditions such as fever, pain or any other bodily related problems effect the listening process. Sometimes, physical disability particularly hearing disability becomes a great disturbance to listening. At times, the speakers accent also becomes a barrier.

Activity-1

The following activity helps to identify, source of disturbance:

1. A teacher in an online class continues to talk unmindful of the fact that her microphone is on mute.
2. A student in an online class cannot join the session due to erratic network which is a result of bad weather and thunderstorm.
3. The teacher has just shifted from the Zoom platform to the Google meet platform and is confused with the audio settings.
4. A commuter pillion riding on a bike cannot listen to the details via the phone call.
5. The participants seated in the last row at the auditorium cannot listen to the keynote lecture.
6. A student cannot pay attention to the class lecture because he is excited about the winning of the cricket match.
7. Protesters at a rally cannot listen to their representative, who is speaking without a microphone.

(This activity is extracted from 'Skills Enrich: A Course in Communication and Soft Skills' Page No.8)

Discussion

Listening takes place everywhere as it does not happen in a barrier free zone. The devices, networks, the connections that bring the sound can also sometimes obstruct listening. Sometime, distance from the source of the sound, movement of waves if any may also become barriers to listening.

3.4. Linguistic Barriers

The language of the communication may also become a barrier to listening sometimes if the speaker speaks in a foreign language which is not known by the listener. Linguistic barrier is there in the listening comprehension for centuries together.

Activity-2

Find out the linguistic barriers in the following statements.

1. Employees experience difficulty in making notes while their new manager, who comes from a different region, makes a presentation of the project.
2. I don't understand English movies. The characters speak very fast.
3. The hall is so crowded. We don't understand what the speaker is saying.
4. He is from South India. I don't understand his Hindi.
5. I don't understand the speaker because he uses very complex sentences.
6. I have never heard the words he uses in his speech. I can't understand him.
7. I don't have any idea about nuclear physics. How can I understand his speech though I know English?

(This activity is extracted from 'Skills Enrich: A Course in Communication and Soft Skills' Page No.9)

Discussion

If we do not have knowledge about a language, we will not understand what the speaker says all about anything. A listener needs to have sufficient knowledge of pronunciation and vocabulary of the language to understand the structure of the sentence and to interpret its context. The listeners' knowledge of the language is low, he/she can not understand what the speaker does speak, not only that the dictionary meaning of a word may be different from the contextual meaning of the spoken sentence. The linguistic ability may allow the listener understand the language and interpret according to the needs of the listener, probably, at seminars/conferences etc. some other speakers speak very fast; consequently the listener may not follow the language and interpret the context. All these factors, therefore, make listening difficult.

3.5. Psychological Barriers

Some psychological factors may also influence our listening. For example, we are forced to a lecture for which we do not have any interest, then it is obvious that we cannot concentrate on the lecture and we will not understand the content and context of the lecture. Such barriers are called psychological barriers.

Activity-3

The following are different states of mind of a student. Which of them enhance his/her ability of listening to the teacher in the class and which of them impair his/her ability of listening?

1. Lack of interest in the subject.

2. Got a higher grade in the subject.
3. Unhappy because of the loss of a pet.
4. Excited about winning a cricket match.
5. Likes the teacher.

(This activity is extracted from 'Skills Enrich: A Course in Communication and Soft Skills'
Page No.11)

Discussion

It is true that some of the psychological factors that influence listening are lack of interest, attitude, impatience and over-enthusiasm.

- a) Unless one is interested in the speaker or in the topic, one cannot concentrate on the speaker.
- b) Sometimes the attitude towards a person matters when we are listening to him/her. Negative attitude towards the speaker may lead to misunderstanding the content being spoken by the speaker. If we like the speaker then we cooperate with him so much that even if he/she makes negative comments about us, we try to adjust with him/her by convincing ourselves.
- c) Excitement/stress about something will also affect listening. For example, someone is stressed because of losing a job or losing a match or having a surgery, one may not focus on what he/she is listening, because anxiety levels always affect listening comprehension.
- d) Speed thinking is usually faster than the speed speaking. A speaker cannot speak as fast as his message is understood by the listener and so a listener may involve in other activities while listening to the speaker.

3.6.Summary

Obstruction/barriers to listening are many but a few are reasonably discussed here in this lesson for better understanding of the lesson. The physical barriers, linguistic barriers, psychological barriers are explained with appropriate discussions following each of the barriers.

3.7.Questions

1. How many barriers of listening are discussed in the listen? What are they?
2. What are physical barriers to listening?
3. What are the linguistic barriers to listening?
4. What are the psychological barriers to listening?

Reference Books

1. Prof. Hari Prasad. et.al. Skills Enrich, English Praxis Course-1: A Course in Communication and Soft Skills. Guntur: Maruthi Publications, 2021.
2. Puspa Lata & Sanjay Kumar. Communicate or Collapse: A Handbook of Effective Public Speaking, Group Discussions and Interviews. New Delhi: PHI (P) Ltd., 2010.

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Unit-1 LISTENING SKILLS

Lesson 4

4. Effective Listening

Structure of the lesson

- 4.1. Objectives of the lesson
- 4.2. Introduction
- 4.3. What makes listening effective?
 - 4.3.1. Preparation
 - 4.3.2. Physical factors
 - 4.3.3. Conscious attempt
 - 4.3.4. Conclusion
- 4.4. Characteristics of a good listener.
- 4.5. Summary
- 4.6. Questions

4.1. Objectives of the lesson

- To be able to understand what is effective listening.
- To have an idea about what makes listening effective.

4.2. Introduction

We have essential information to be an effective listener in the previous lessons: The importance of listening, Types of listening and Barriers to listening. In the present lesson one learns to know what makes effective listening and how to become an effective listener by training oneself.

Activity-1

A student generally moves forward to hear the lecture in a large class along with the required stationery, takes notes for the important point being spoken by the professor.

What makes the student move forward in the class? Choose from the options bellow:

- a) The student wants to listen to the lecture.
- b) The student makes necessary arrangements to listen to the lecture.
- c) The student wants to take notes for the future use.
- d) The student wants to establish eye contact with the speaker.
- e) The student is motivated and eager to learn from the listening activity.

(This activity is extracted from 'Skills Enrich: A Course in Communication and Soft Skills' Page No.14)

All of the options are important and we shall understand them in detail.

4.3. What makes listening effective?

One makes oneself an effective listener following a few important factors. They are a) Preparation, b) Physical factors, c) conscious attempt to listening and d) conclusion to listening process.

4.3.1. Preparation

One needs to prepare well by doing the following activity to be an effective listener.

Activity-2

Mr. Ramesh is invited to attend a talk on ‘The role of Indian programmers in the making of a Hollywood movie.’ He has accepted the invitation and is ready to attend the talk at 10 AM in the next morning. Could you help Mr. Ramesh make himself resourceful for the talk? Why don't you give numbers to the events to be followed by Mr, Ramesh towards organize them himself?

1. Ramesh reads up a letter on Hollywood movies.
2. Ramesh tries to research about Indian Programmers in Hollywood.
3. Ramesh looks up for the speaker's details and listens to the speaker's past presentations.
4. Ramesh organizes his stationery, picks his pen and stacks along with it a notebook for the next day.
5. Ramesh enriches his vocabulary by making a list of words and phrases relevant to the topic.

(This activity is extracted from ‘*Skills Enrich: A Course in Communication and Soft Skills*’ Page No.14)

It is evident from the above list that Ramesh equips himself ready to listen to the speaker by having an idea of the speaker's past speeches. Listening to the speaker's past presentations makes Ramesh to have an idea about the type of vocabulary used by the speaker. This preparation helps him allow to gauge the speaker's language and have thorough understanding of the topic because a prepared listener is a speaker's delight. He can contribute actively to the speaker's talk and reflect substantially.

4.3.2. Physical factors

To understand physical factors, the listener needs to do the following activity.

Activity-3

A meeting of student volunteers for the Akshara Initiative was taking place. Ms. Maya a student volunteer was supposed to draft the minutes of the meeting but Maya got struck in midst of heavy traffic and therefore she couldn't do it on time because she could not reach the place on time and find a place to sit for herself except the last seat at the end of the table. Ms. Maya hardly listen to the proceedings and discussion. She had been constantly disturbed by the other student who blocked her view of the members and leaned forward making it difficult for her to locate the source of the sound. Maya could note details from a few members who rendered themselves visible but other conversations remained unattended. Ms. Maya's draft was incomplete and inconclusive.

Match the correct reasons for Maya's failure to draft the minutes of the meeting basing on the above given situation.

1	Ms. Maya was late	A	she was seated at the end of the table.
2	She heard on part of the proceedings	B	blocking her view
3	The students were leaning forward	C	inconclusive and insubstantial

4	She was able to note details	D	while other conversations remained inaccessible
5	The minutes of meeting remained	E	because she got delayed

(This activity is extracted from '*Skills Enrich: A Course in Communication and Soft Skills*' Page No.15)

The preparation made by ourselves towards listening motivates us to listen the speaker effectively. The listener must attend the program early so as to enable himself/herself pay maximum attention to listen to the speech. In a physical situation, the organizers sometimes conduct a trail run to check the acoustics to fix appropriately which helps the listener to find the best place to sit and listen the speaker because enthusiastic listeners bring out the best from the speaker's performance.

4.3.3. Conscious attempt

We generally listen to the speaker for our better understanding of the content with full attention, sometimes selectively listen. Conscious attempt to listening helps us understand the content in tact without losing any information. Understanding information is very important in listening to the speaker, sometimes we may encounter situations where listening can be hampered. In this process of listening we need to be conscious and listen effectively.

Activity-4

Here is an activity to establish how to be a make a conscious attempt to listen to any speaker. Vijay is the only participant of your college for an International Student's Cultural Meet to be held. He has reached early for the event, seated comfortably, near to the speaker. The chairperson of the selection board invites Vijay formally to the Orientation program. The chairperson discusses, budget, accommodation, and travel. Vijay is excited about the selection and keeps looking around at the crowd so much so that he loses track of the chairperson's speech. When he reaches home, he could not recall the details of the budget and itinerary. To add to his woes, he does not even remember the dates of his travel.

Now discuss with your friends why Vijay is unable to participate in cultural meet. What would he have done in order to achieve the purpose he had gone for?

(This activity is extracted from '*Skills Enrich: A Course in Communication and Soft Skills*' Page No.16).

4.3.4. Conclusion

It is indeed very common to judge the speaker's statements while listening to the speaker, sometimes we make conclusions even before the speaker completes his speech. Here is an activity for better understanding of pre-conclusion of listening.

Activity-5

Mr. Rajan is listening to an inspirational talk on 'Vegetables that Promote Good Health'. During the presentation he realizes that the Food Expert warns the people against the excessive consumption of Mr. Rajan's favourite vegetable. Mr. Rajan is aggrieved and angry and takes it as a personal insult. He is in stark opposition to the facts presented. The enraged

Mr. Twist decides to stop listening after the mention of his favourite vegetable. He ignores all the science and facts behind the speaker's research and enters into a mental fight with the speaker. Mr. Rajan misses the part where the expert talks about moderate consumption of vegetables.

1. Why is Mr. Rajan angry?
2. Do you think Mr. Rajan's anger is baseless?
3. Would you suggest Mr. Rajan to listen to the lecture before jumping into conclusions?
4. Have you ever come across a similar situation?
5. Discuss with your friend or partner the consequence of the incident?

(This activity is extracted from '*Skills Enrich: A Course in Communication and Soft Skills*' Page No.16)

It is understood from the above activity that personal judgement in a listening context during listening activity has a detrimental value not just immediately but in a long duration. We can see one steps backward from listening task when one is engaged to judge the content based on its value. To have such engagement, one needs to have worth and also keep oneself an open mind in listening to the entire lecture before forming an opinion about it.

4.4. Characteristics of a good listener

A good listener is one who overcomes all the obstacles/barriers while listening to any speech. The following are the important characteristics of a good listener.

a. Proficiency

A good listener generally has good command over language in which the communication is taking place whether the language may be English or some other language because the listener will be able to guess the meanings of unfamiliar words from the context of the speech often been listened. It will help the listener to understand and point of view of the speaker and he/she even applies his/her knowledge to question the statements of the speaker without much difficulty.

b. Knowledgeable

One needs background knowledge to understand any talk by the speaker on a specific topic. An effective listener knows what he is listening and evaluates what the speaker is dealing with. He/she does not jump into immediate conclusions; he/she does not either accept or reject the speaker without any reason.

c. Active in listening

An active listener involves completely in listening to the content. He/she will be critical about the speaker's thoughts and ideas. He/she ever separates the main idea from the supporting ideas while listening to any talk/speech actively without being passive.

d. Composed listener

A composed listener will always be composed and cool to listen to anybody, he/she never show any kind of hurry to listen to anything. He/she waits until the speaker finishes his/her speech/talk. The listener evaluates the speech by listening to the speaker composedly, until then, he/she doesn't form any opinion about the speech.

In addition to these qualities, the effective listener

- i) does not sit too close or too far from the speaker.
- ii) does not sit close to air conditioners or any such equipment which may disturb him/her.
- iii) observes the body language and lip movement of the speaker to have clarity on what he/she listens to.
- iv) knows the purpose of his/her listening to the speech/talk, and
- v) tries to speak to the speaker either before or after the lecture, if there is an opportunity.

4.5. Summary

Effective listening is required preparation, with conscious attempt of listening without jumping into premature conclusions. A good listener should have proficiency, knowledgeable, active and composed to listening any speech/talk/lecture.

4.6. Questions

1. What makes listening effective?
2. How physical factors help to effective listening?
3. What is conscious attempt in effective listening?
4. What are the characteristics of an effective listener?

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UNIT 2 SPEAKING SKILLS

Lesson-5

Sounds of English -Vowels- Pure Vowels (Monophthongs)

Structure of the lesson

- 5.1. Objectives of the lesson
- 5.2. Introduction
- 5.3. Front Vowels
- 5.4. Central Vowels
- 5.5. Back vowels
- 5.6. Conclusion

5.1. Objectives of the lesson

By the end of the lesson you will know

- how the vowel sounds are produced
- twelve pure vowel sounds and their symbols
- how to write the symbols and pronounce the sounds

5.2. Introduction

Observe the pronunciation of the following words with a focus on the underlined sound.

Sign	= /saɪn/	(ai)
Signature	= /sɪɡnətʃə/	(i)
Vaseline	= /væəsəli:n/	(i)
Third	= /θɜ:(r)d/	(ɜ:)

The same letter ‘I’ of alphabet gives four sounds here.

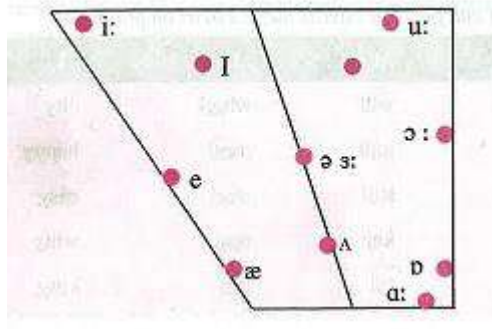
Four vowel letter thus give 20 vowel sounds. Moreover the letters ‘u’ and ‘io’ are also used to represent the consonant sound /j/ as in “community”, “million”. Learning the vowel sounds and their phonemic symbols is the best way to come out of the confusion created due to the mismatch between spelling and sounds.

You know that consonants are produced with an obstruction or close narrowing in the mouth. However vowel sounds are produced with no obstruction or narrowing in the mouth. The mouth is wide/open enough to let the air pass freely and continuously. Yet another point that distinguishes vowels from consonants is that they are compulsory in the formation of a word unlike consonants. There are words like “eye” and “I” pronounced as /ai/ or “are” pronounced as /a:/, thus containing only vowel sounds.

Let’s learn to pronounce the simple / pure vowels now.

Watch this diagram that shows the vowels and is called vowel diagram. The vowel diagram represents the mouth starting from lips and going back to the back of the tongue and

the roof of the mouth. If the vowels are produced in the front of the mouth they are called front vowels. Similarly if they are pronounced in the centre of the mouth they are called central vowels and are called back vowels if they are produced in the back of the mouth.



5.3. Front Vowels

Activity 5

- A. Listen to the poem on the CD and focus on the sounds underlined.

Don't sit on that sleepy seat
Its wet as Sam sat
 With his drenched pants
Said the host easily to the guest

Now repeat the poem and also the individual sounds along with your teacher.

- B. Listen again and observe the phonemic symbol that is given to show the underlined sound.
 Add to the list of the words in the first column from the above poem.

Example: words with /i/ : with, its....

Word in Spelling	Sound in phonemic symbol
<u>S</u> it	/i/
<u>S</u> eat	/i:/
<u>W</u> et	/e/
<u>S</u> am	/æ/

These four sounds are called front vowels since they are uttered in the front of the mouth. All these four are unrounded vowels as the lips are spread when you say /i/, /i:/ and open and neutral when you say /e/ and /æ/

- C. Listen these words and practice saying them. Focus on the vowel.

/I/	/i:/	/I/	/i:/	/I/	/i:/
<u>i</u> gloo	<u>e</u> ager	<u>w</u> ill	<u>w</u> heel	<u>c</u> ity	<u>s</u> ee
<u>i</u> ll	<u>E</u> den	<u>m</u> ill	<u>m</u> eal	<u>h</u> appy	<u>s</u> ea
<u>i</u> mage	<u>e</u> el	<u>s</u> till	<u>s</u> teal	<u>e</u> asy	<u>t</u> ree

<u>i</u> ner	<u>e</u> mail	kn <u>i</u> t	<u>n</u> eat	w <u>i</u> ty	de <u>ce</u> ree
<u>e</u> radicate	<u>e</u> go	fi <u>l</u> l	<u>f</u> eel	ki <u>t</u> ty	<u>k</u> ey

Note: In Daniel Jones’s English pronouncing Dictionary, the pure vowel /I/ is transcribed as /i/ when it occurs word finally as in the case of city, happy, easy, witty and kitty.

D. Listen to these words and practice saying them. Focus on the vowel.

/e/	/æ/	/e/	/æ/	
<u>e</u> ntertain	<u>a</u> ctor	<u>p</u> en	<u>p</u> an	/e/ and /æ/do
<u>a</u> ny	<u>a</u> nt	<u>b</u> et	<u>b</u> at	not occur in
<u>e</u> mpire	<u>a</u> mple	<u>r</u> epel	<u>r</u> eat	word final position
<u>e</u> dge	<u>a</u> bacus	<u>p</u> epper	<u>p</u> amper	
<u>e</u> pic	<u>a</u> ndroid	<u>t</u> emper	<u>t</u> amper	

Activity 2

A. Read aloud these sentences with a focus on the above sounds. Write down the phonemic symbol of the underlined sound in the brackets provided. One is done for you

(Pair Work)

Use these phonemic symbols: /i/, /i:/, /e/, /æ/

A friend (/e/) in () need () is () a help () indeed ().
East () or west, () home is () the best. ()
 One man () beats () the bush, another man catches () the bird.

B. Recollect the minimal pairs that were presented with consonants. Observe similar minimal pairs with vowels too given below.

It-eat; will-well; bet-bat

1.,,
2.,,
3.,,
4.,,
5.,,

5.4. Central Vowels

(Note: There are three central vowels in English, As the sound /a:/ as in ‘pass’, ‘large’ is the longer version of /ʌ/ as in ‘cup’ and ‘nut’, it is included here so that you can learn and remember it easily)

Activity 5

A. Listen to poem on the CD and focus on the sounds underlined.

Uncle and aunt
 Learnt that the earthen urn

They hunted for
Is an art of Armenians

Now repeat the poem and also the individual sounds along with your teacher.

- B. Listen again and observe the phonemic symbol that is given to show the underlined sound. Add to the list of the words in the first column from the above poem.

Example: words with /ə / : and that

Word in spelling	Sound in phonemic symbol
<u>f</u> or	/ə/
<u>l</u> earnt	/ɜ:/
<u>u</u> ncle	/ʌ/
<u>a</u> unt	/a:/

5.3.2 / ə /, /ɜ:/, / ʌ / are produced in the centre of the mouth. So they are called central vowels.

These three vowels are unrounded vowels as the lips are not rounded when you utter these

sounds. /a:/ is a back vowel as it is produced in the back of the mouth. It is an unrounded vowel.

- C. Listen to these words and practice saying them. Focus on the vowel.

/ʌ /	/a:/	/ʌ /	/a:/	/a:/	
<u>u</u> p	<u>a</u> rt	<u>u</u> t	<u>c</u> art	<u>c</u> ar	
<u>u</u> ndo	<u>a</u> sk	<u>b</u> utton	<u>b</u> arter	<u>s</u> tar	/ʌ / does
<u>u</u> nder	<u>a</u> nswer	<u>h</u> t	<u>h</u> eart	<u>f</u> ar	not occur in
<u>u</u> gly	<u>a</u> unt	<u>m</u> ud	<u>m</u> art	<u>b</u> ar	word
position					final
<u>u</u> nrest	<u>a</u> rch	<u>g</u> un	<u>g</u> arner	<u>j</u> ar	

- D. Listen to these words and practice saying them. Focus on the vowel.

/ə /	/ɜ:/	/ə /	/ɜ:/	/ə /	/ɜ:/
<u>a</u> bout	<u>u</u> rban	rot <u>te</u> n	<u>p</u> earl	<u>f</u> or	<u>f</u> ur
<u>a</u> go	<u>u</u> rge	but <u>to</u> n	<u>b</u> urnt	<u>e</u> ater	<u>b</u> lur
<u>a</u> cross	<u>e</u> arn	inc <u>i</u> dent	<u>c</u> ertain	<u>f</u> ather	<u>s</u> ir
<u>a</u> ttend	<u>u</u> rgent	Ic <u>e</u> land	<u>l</u> earn	<u>p</u> eter	<u>p</u> urr
<u>a</u> llow	<u>e</u> arly	cur <u>t</u> ain	<u>c</u> url	<u>s</u> inner	<u>s</u> lur

Activity 2

- A. Read aloud these sentences with a focus on the above sounds. Write down the phonemic symbol of the underlined sound in the brackets provided. One is done for you. (Pair work)

Use these phonemic symbols : /ə /, /ɜ:/, /ʌ /, /ɑ:/

Earn, (/ɜ:/) while you learn ().

My cousin's () mother (), () laughed () at () me.

First () assistant () of () the farm () merged () all the crops.

B. Observe the following minimal pairs with the above vowels

Cut-cart; lurk-lark; turn-tonne

Write five minimal pairs each as the above

1.,,,
2.,,,
3.,,,
4.,,,
5.,,,

5.5. Back Vowels

Activity 5

A. Listen to the poem on the CD and focus on the sounds underlined

You too Brutus!

You fought against me?

Honesty is awfully absent in the mob

What a lot has fallen on me!

Now repeat the poem and also the individual sounds along with your teacher.

B. Listen again and observe the phonemic symbol that is given to show the underlined sound.

Add to the list of the words in the first column from the above poem.

Example: words with /u/ : you....

Word in Spelling	Sound in phonemic symbol
<u>y</u> ou	/u/
<u>t</u> oo	/u:/
<u>h</u> onesty	/ɒ/
<u>f</u> ought	/ɔ:/

These sounds are produced in the back of the mouth. So they are called back vowels. The lips are rounded when you say these sounds and so they are called rounded vowels.

C. Listen to these words and practice saying them. Focus on the vowel.

/u:/	/ɒ/	/u:/	/u:/	
<u>o</u> ops	<u>p</u> ull	<u>p</u> ool	<u>n</u> ew	/ɒ/ does not occur

<u>oo</u> ze	<u>w</u> ood	<u>w</u> hoop	<u>g</u> lue	in word initial and final positions
<u>oo</u> h	<u>w</u> oman	<u>s</u> chool	<u>f</u> ew	
<u>oo</u> dles	<u>pu</u> t	<u>so</u> p	<u>tru</u> e	
<u>oo</u> zing	<u>co</u> uld	<u>pr</u> ove	<u>th</u> rew	

D. Listen these words and practice saying them. Focus on the vowel.

/ɒ/	/ɔ:/	/ɒ/	/ɔ:/	/ɔ:/	
<u>o</u> pt	<u>o</u> rbit	<u>w</u> ant	<u>w</u> all	<u>su</u> re	
<u>o</u> nward	<u>ou</u> ght	<u>d</u> og	<u>bo</u> rn	<u>fo</u> ur	/ɒ/does not
<u>o</u> ptics	<u>o</u> ar	<u>co</u> ugh	<u>ca</u> use	<u>wa</u> r	occur in word
<u>o</u> bject	<u>au</u> thor	<u>qu</u> arrel	<u>qu</u> orum	<u>fl</u> oor	final position
<u>o</u> tter	<u>aw</u> esome	<u>th</u> ong	<u>th</u> orn	<u>ja</u> w	

Activity 2

A. Read aloud these sentences with a focus on the above sounds. Write down the phonemic symbol of underlined sound in the brackets given. One is done for you (Pair Work)

Use these phonemic symbols : /u/, /u:/, /ɒ/, /ɔ:/

Little pot (/ɒ/) is soon hot ().
 A Spot () is most seen on the finest cloth ()
 New lords (), new laws. ()
Walls () have ears
Good () food () is all the secret of health

B. Observe the following minimal pairs with the above vowels

Pull-pool; pot-port; boon-born

Write five minimal pairs each as the above

1.,,
2.,,
3.,,
4.,,
5.,,

Learning Check Activities

You have learnt the pronunciation of twelve pure vowels along with their phonemic symbols. Let's check our learning of these pure vowels.

A. Listen to the words and circle the vowel that you hear.

- | | | | |
|----------|------|------|------|
| I) cut | /ə/ | /ʌ/ | /ɒ/ |
| a) got | /ə/ | /ʌ/ | /ɒ/ |
| b) heart | /ɜ:/ | /ɑ:/ | /ɔ:/ |
| c) but | /ə/ | /ʌ/ | /ɒ/ |
| d) bark | /ɜ:/ | /ɑ:/ | /ɔ:/ |

e) lock	/ə /	/ʌ /	/ɒ /
f) lurk	/ɜ:/	/ɑ:/	/ɔ:/
g) block	/ə /	/ʌ /	/ɒ /
h) bought	/ɜ:/	/ɑ:/	/ɔ:/
i) for	/ə /	/ʌ /	/ɒ /
j) shirt	/ɜ:/	/ɑ:/	/ɔ:/
k) shut	/ə /	/ʌ /	/ɒ /
l) short	/ɜ:/	/ɑ:/	/ɔ:/
m) teacher	/ə /	/ʌ /	/ɒ /
n) torch	/ɜ:/	/ɑ:/	/ɔ:/
o) touch	/ə /	/ʌ /	/ɒ /

B. Listen to the words and circle the vowel that you listen to.

i) put	/ʌ /	/ʊ /	/e /
a) get	/ʌ /	/ʊ /	/e /
b) heat	/i:/	/u:/	/æ /
c) hit	/ʌ /	/ʊ /	/e /
d) boost	/i:/	/u:/	/æ /
e) best	/ʌ /	/ʊ /	/e /
f) loop	/i:/	/u:/	/æ /
g) lip	/ʌ /	/ʊ /	/e /
h) slap	/i:/	/u:/	/æ /
i) slip	/ʌ /	/ʊ /	/e /
j) sleep	/i:/	/u:/	/æ /
k) men	/ʌ /	/ʊ /	/e /
l) man	/i:/	/u:/	/æ /
m) wool	/ʌ /	/ʊ /	/e /
n) wheel	/i:/	/u:/	/æ /
o) well	/ʌ /	/ʊ /	/e /

C. Problem Vowels

- 1) Listen to the following anecdote and place the words with underlined syllable in the correct column.

Rama gave birth to bay boy in a corporate hospital. The baby was born with a weight of 3.5 kg, a healthy one indeed. She decided to save the cord blood of the bay in a cord blood bank. But her husband was against the proposal terming the procedure a waste. However Rama was firm and got the documents. Her husband turned violent and tore all the papers. The torn bits of paper burned Rama's heart and she's hurt. She warned him of the consequences he would have to face from her lawyer. A tinge of fear lurked in his heart.

/ɑ:/

/ɔ:/

/ə /

/ɜ:/

2. Choose the correct vowel symbol from among the following for the underlined part. Write it in the brackets provided and read aloud to your partner. If none of the symbols matches the under lined part leave the brackets empty. Take turns in reading aloud.

/ɑ:/, /a:/, /ɔ:/, /æ/, /ɜ:/

1. The cost () of the farm () is given by the firm () in a form ().
2. The bored () bard () has painted birds () on a board ().
3. He casted () his last () vote at the cost () of his post and lost () his past () caution ()
4. Fox () company faxed () him that it sent five sacks () of socks () of the first () fast () track () winner.
5. He heard () hard () horn () of a lorry () of logs () lagging () behind.
6. A carton () of cotton () curtains () was found in a car () parked () at the Urn () auditorium.

D. Listen to the words below write down the phonemic symbol for vowel sound. Observe the example.

- | | | |
|-------------|-----|-------|
| 1. car /ɑ:/ | 55. | want |
| | | |
| 2. cash | 52. | wall |
| | | |
| 3. firm | 53. | girl |
| | | |
| 4. fox | 54. | shirt |
| | | |
| 5. court | 55. | slap |
| | | |
| 6. deal | 56. | west |
| | | |
| 7. gum | 57. | cost |
| | | |
| 8. first | 58. | curl |
| | | |
| 9. bag | 59. | cord |
| | | |
| 10. dog | 20. | four |
| | | |

5.6. Conclusion

You have known how vowels are produced. With the help of vowel diagram you have learnt twelve pure vowels along with their pronunciation and phonemic symbols.

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UNIT 2 SPEAKING SKILLS

Lesson 6

Sounds of English-Vowels, Vowel Glides (Diphthongs)

Structure of the lesson

- 6.1. Objectives of the lesson
- 6.2. Introduction
- 6.3. Glides ending in /i/
- 6.4. Glides ending in /ə/
- 6.5. Glides ending in /u/
- 6.6. Conclusion

6.1. Objectives

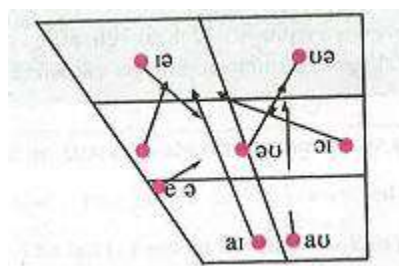
By the end of the lesson you will know

- how the vowel glides are produced
- diphthongs (vowel glides) and their symbols
- to write the symbols and pronounce the sounds

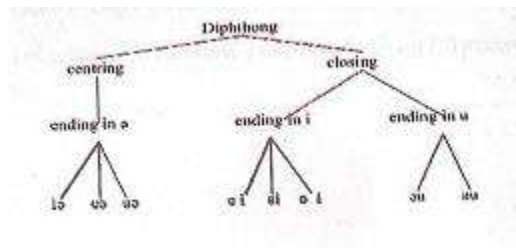
6.2. Introduction

'Diphthongs' or 'vowel glides' are also vowels in their quality as the air passes freely and continuously through the mouth during their production. But during the production of diphthongs, tongue takes position for the production of a particular vowel and glides to the position for the production of another vowel. So a diphthong consists of two vowel sounds. However they are not two independent sounds but are a single sound.

Observe this vowel diagram showing all the eight diphthongs of English.



The arrow marks in the diagram show that during the production of diphthongs tongue position starts at one vowel point and moves to another vowel point. The tongue glides from one vowel point to another. So, these sounds are called vowel glides. These vowel glides can be grouped into three sets, as each set of diphthongs end in particular vowel. The following diagram shows it clearly.



In the following sections of the lesson you will learn to identify and produce these diphthongs and write phonemic symbols

6.3. Glides ending in /i/

Activity 1

- A. Listen to the poem on the CD and focus on the sounds underlined

I waited, annoyed at
 My disappointed self
 I am frightened, fainted,
Destroyed my mighty
Composed plight of mind...

Now repeat the poem and also the individual sounds along with your teacher.

- B. Listen again and observe the phonemic symbol that is given to show the underlined sound. Add to the list of the words in the first column from the above poem.

Example: words with /ei/fainted:

Word in Spelling	Sound in phonemic symbol
Wait <u>e</u> d	/ei/
I, my	/ai/
Annoy <u>e</u> d	/ɔɪ/

- C. Listen to these words and practice saying them. Focus on the diphthong.

1. <u>e</u> ye	6. <u>b</u> i <u>k</u> e	11. <u>t</u> r <u>y</u>
2. <u>i</u> ce	7. <u>s</u> i <u>g</u> n	16. <u>d</u> i <u>e</u>
3. <u>i</u> s <u>l</u> e	8. <u>b</u> r <u>i</u> g <u>h</u> t	13. <u>h</u> i <u>g</u> h
4. <u>i</u> co <u>n</u>	9. <u>t</u> y <u>p</u> e	14. <u>b</u> u <u>y</u>
5. <u>i</u> P <u>o</u> d	10. <u>h</u> e <u>i</u> g <u>h</u> t	15. <u>d</u> y <u>e</u>

- D. Listen to these words and practice saying them. Focus on the diphthong

1. <u>o</u> il	6. <u>bo</u> il	11. <u>bo</u> y
2. <u>oi</u> k	7. <u>co</u> in	16. <u>em</u> pl <u>oy</u>
3. <u>oi</u> ntment	8. <u>do</u> yen	13. <u>co</u> y

- | | | |
|-------------------|----------------------|-------------------|
| 4. <u>o</u> yster | 9. m <u>oi</u> st | 14. t <u>oy</u> |
| 5. <u>oi</u> lcan | 10. re <u>joic</u> e | 15. en <u>joy</u> |

E. Listen to these words and practice saying them. Focus on the diphthong.

- | | | |
|--------------------|--------------------|-------------------|
| 1. <u>ei</u> ght | 6. <u>ai</u> l | 11. p <u>ay</u> |
| 2. <u>a</u> te | 7. p <u>ai</u> e | 16. p <u>re</u> y |
| 3. <u>ai</u> de | 8. v <u>ei</u> l | 13. p <u>ra</u> y |
| 4. <u>ai</u> m | 9. br <u>ea</u> k | 14. w <u>ay</u> |
| 5. <u>ai</u> lment | 10. d <u>ei</u> ty | 15. P <u>l</u> ay |

F. Listen to the words and circle the diphthongs that you listen to.

- | | | | |
|---------|------|------|------|
| a) coil | /aɪ/ | /ɔɪ/ | /eɪ/ |
| b) tame | /aɪ/ | /ɔɪ/ | /eɪ/ |
| c) time | /aɪ/ | /ɔɪ/ | /eɪ/ |
| d) boil | /aɪ/ | /ɔɪ/ | /eɪ/ |
| e) bail | /aɪ/ | /ɔɪ/ | /eɪ/ |
| f) joy | /aɪ/ | /ɔɪ/ | /eɪ/ |
| g) jail | /aɪ/ | /ɔɪ/ | /eɪ/ |
| h) join | /aɪ/ | /ɔɪ/ | /eɪ/ |
| i) make | /aɪ/ | /ɔɪ/ | /eɪ/ |
| j) mike | /aɪ/ | /ɔɪ/ | /eɪ/ |

Activity 2

A. Read aloud these sentences with a focus on the above sounds. Write down the phonemic symbol of the underlined sound in the brackets provided. One is done for you (Pair Work)

Use these phonemic symbols: /eɪ/, /aɪ:/, /ɔɪ/

Night's (/aɪ/) air tightens (), its silence () gathers.

Waiting () takes () away () pleasure.

Good advice () is beyond price (). No joy () without toys ().

B. Recollect the minimal pairs that were presented with consonants and pure vowels in the previous lessons. Observe similar minimal pairs with diphthongs too given below.

Might-mate; tale-toil; buy-boy

Write five minimal pairs each as the above

1.,,
2.,,
3.,,
4.,,
5.,,

6.4. Glides ending in /ə /

Activity 1

A. Listen to the poem on the CD and focus on the sounds underlined.

Hi, near and dear ones !

Where have you disappeared? Your care keeps me alive,

Can't bear fewer viewer moments

Actually, we must go on a tour!

Now repeat the poem and also the individual sounds along with your teacher.

B. Listen again and observe the phonemic symbol that is given to show the under lined sound.

Example: words with /iə / dear: ...

Word spelling	Sound in phonemic symbol
Near	/iə/
Where	/eə/
Fewer	/uə/

C. Listen to these words and practice saying them. Focus on the diphthong.

- | | | |
|---------------------|---------------------|-------------------|
| 1. <u>ear</u> | 6. <u>beard</u> | 11. <u>dear</u> |
| 2. <u>ear</u> drum | 7. <u>real</u> | 16. <u>mere</u> |
| 3. <u>ear</u> ache | 8. <u>clear</u> ly | 13. <u>sphere</u> |
| 4. <u>ear</u> drops | 9. <u>peer</u> less | 14. <u>peer</u> |
| 5. <u>ear</u> flaps | 10. <u>zero</u> | 15. <u>Media</u> |

D. Listen to these words and practice saying them. Focus on the diphthong.

- | | | |
|--------------------|---------------------|-----------------|
| 1. <u>air</u> bag | 6. <u>share</u> s | 11. <u>wear</u> |
| 2. <u>aer</u> ate | 7. <u>care</u> less | 16. <u>bare</u> |
| 3. <u>aer</u> ial | 8. <u>mayor</u> al | 13. <u>dare</u> |
| 4. <u>aer</u> obic | 9. <u>pair</u> s | 14. <u>rare</u> |
| 5. <u>air</u> base | 10. <u>chair</u> s | 15. <u>Tear</u> |

E. Listen to these words and practice saying them. Focus on the diphthong.

- | | | |
|--------------------|-----------------|--------------------------|
| 1. <u>jur</u> y | 6. <u>poor</u> | |
| 2. <u>cur</u> ious | 7. <u>cure</u> | /uə/does not occur |
| 3. <u>fur</u> ious | 8. <u>tour</u> | in word initial position |
| 4. <u>pur</u> ely | 9. <u>moor</u> | |
| 5. <u>actu</u> al | 10. <u>Sure</u> | |

F. Listen to these words and circle the diphthong that you listen to.

- | | | | |
|---------|------|------|------|
| i) pure | /iə/ | /eə/ | /uə/ |
| a) care | /iə/ | /eə/ | /uə/ |
| b) cure | /iə/ | /eə/ | /uə/ |
| c) bare | /iə/ | /eə/ | /uə/ |
| d) beer | /iə/ | /eə/ | /uə/ |

e) boor	/ɪə/	/eə/	/uə/
f) tear	/ɪə/	/eə/	/uə/
g) tare	/ɪə/	/eə/	/uə/
h) moor	/ɪə/	/eə/	/uə/
i) mere	/ɪə/	/eə/	/uə/
j) mayor	/ɪə/	/eə/	/uə/

Activity 2

A. Read aloud these sentences with a focus on the above sounds. Write down the phonemic symbol of the underlined sound in the brackets provided. One is done for you. (Pair work)

Use these phonemic symbols: /ɪə/, /eə/, /uə/

Hear! (/ɪə/) Here's () a daring () aid.
 She is the heiress () to a weird () area (), ().
 She wears () jewels ()
 All stare () at and are scared () of her fierce () personality.
Clear () your fear () of her.

B. Observe the following minimal pairs with the above diphthongs.

Here-hair; mere-moor; tear-tour
 Write five minimal pairs each as the above.

1.,,
2.,,
3.,,
4.,,
5.,,

6.5. Glides ending in /u/

Activity 1

A. Listen to the poem on the CD and focus on the sounds underlined

We are the grouches
 We don't want a mouse
Around in our house
No, no, only we in town
Totally no one else
 We loudly shout
 Get out get out
 (Adapted from www.pinterest.com)

Now repeat the poem and also the individual sounds along with your teacher.

B. Listen again and observe the phonemic symbol that is given to show the underlined sound. Add to the list of the words in the first column from the above poem. Example: words with /əu/ : no....

Words in spelling

don't

grouches

Sounds in phonemic symbol

/əʊ/

/aʊ/

C. Listen to these words and practice saying them. Focus on the diphthong.

- | | | |
|--------------------------|-------------------------|-------------------|
| 1. <u>o</u> ld | 6. stro <u>ke</u> | 11. <u>go</u> |
| 2. <u>oa</u> ts | 7. mou <u>ld</u> | 16. thro <u>w</u> |
| 3. <u>o</u> pi <u>um</u> | 8. <u>g</u> o <u>ld</u> | 13. sho <u>w</u> |
| 4. <u>o</u> pe <u>n</u> | 9. wh <u>o</u> le | 14. ho <u>e</u> |
| 5. <u>oa</u> th | 10. ro <u>s</u> e | 15. so <u>w</u> |

D. Listen to these words and practice saying them. Focus on the diphthong

- | | | |
|-------------------|--------------------|--------------------|
| 1. <u>ou</u> t | 6. bou <u>nc</u> e | 11. bo <u>w</u> |
| 2. <u>ou</u> nce | 7. ho <u>us</u> e | 16. ho <u>w</u> |
| 3. <u>ow</u> lish | 8. go <u>w</u> n | 13. wo <u>w</u> |
| 4. <u>ou</u> st | 9. clo <u>w</u> n | 14. plo <u>ugh</u> |
| 5. <u>ou</u> tbid | 10. ho <u>wl</u> | 15. No <u>w</u> |

E. Listen to the words and circle the diphthong that you listen to

- | | | |
|----------|------|------|
| i) brown | /əʊ/ | /aʊ/ |
| a) loan | /əʊ/ | /aʊ/ |
| b) rouse | /əʊ/ | /aʊ/ |
| c) rose | /əʊ/ | /aʊ/ |
| d) house | /əʊ/ | /aʊ/ |

Activity 2

Read aloud these sentences with a focus on the above sounds. Write down the phonemic symbol of the underlined sound in the brackets provided. One is done for you. (Pair Work)

Use these phonemic symbols : /əʊ/, /aʊ/

An ounce (aʊ) of discretion is worth a pound () of learning.

Don't () go () out () without () your overcoat (), ().

Please throw () away the opium ().

Little strokes () fell great oaks ().

As you sow () you shall mow ().

Observe the following minimal pairs with diphthongs

No-now; stone-stain; out-eight

Write five minimal pairs each as the above.

1.,,
2.,,
3.,,
4.,,

5.,,,

Learning Check activities

You have learnt the pronunciation and phonemic symbols of the diphthongs of English. Listen to the words, check your ability to identify the sound and write down the phonemic symbol.

- | | |
|----------------|-----------------|
| 1. care | 11. ware |
| 2. cane | 16. pure |
| 3. foam | 13. clear |
| 4. poor | 14. slow |
| 5. mere | 15. cow |
| 6. chase | 16. wild |
| 7. child | 17. coin |
| 8. frown | 18. stair |
| 9. boil | 19. cure |
| 10. tear | 60. flow |

C. Choose words at random from the above list and read them aloud. Request your partner say new words with the same sounds. (Pair Work)

D. Read the following conversation and identify the diphthongs. Place the words containing diphthongs in the suitable column in the grid. Add two more words containing the same sound to every column. The first one is done for you..

A: Hey! How's life ?

B: No dear, not really fine.

A: Come on buddy, what are you annoyed at?

B: Yesterday I joined in an aeronautical training course.

A: Interesting! Good you are up to something useful.

B: Listen! The institute wanted me to pay an amount of fifty thousand and I paid it.

A: That's a big amount.

B: Ya! Now they say that the training is postponed.

A: Is it? Why?

B: Some silly reason. I was furious with them and demanded refund of fees, which hasn't yet been materialised.

/ei/ /ai/ /ɔi/ /iə/ /eə/ /uə/ /əu/ /au/

- E. As you are familiar with the phonemic symbols of both consonants and vowels, transcribe the following words using the phonemic symbols you have learnt. The first one is done for you.

Word in Spelling

Word in phonemic transcription

puppy
boast
rumour
theatre
breathe
waiter
menace
allow
massive
choice
shout
nation
sorrow
provision
visual
longer
gave
quality
capacity
pleasure
zero
university

/pʌpi/

6.6. Conclusion

In this unit, you have learnt where and how the speech sounds are produced and what organs are involved in the utterance of speech sound. You have also learnt the sound and phonemic symbols of vowels including diphthongs

Reference books

Skill Pro Communication and Soft Skills -11: EMESCO: Hyd: 6016.

Developing Soft Skills: Pearson: New Delhi: 6009

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UNIT 2 SPEAKING SKILLS

Lesson 7

Pronunciation – II

Syllable

Structure of the lesson

- 7.1. Objectives of the lesson
- 7.2. Introduction
- 7.3. What is a Syllable?
- 7.4. Syllable structure
- 7.5. Syllabic consonants
- 7.6. Conclusion

7.1. Objectives

By the end of the lesson you will be able to know

- what is a syllable
- its structure
- how to divide a word into syllables
- syllabic consonants

7.2. Introduction

In the previous unit we looked at the sounds of English. A sound is the primary and the fundamental unit of spoken language. Sounds are combined to make words. This lesson introduces you to the idea what syllable is a speech unit which falls in between a sound and a word.

7.3. What is a Syllable?

Observe the following two sets of words and read them aloud

Son	Announcement
Pen	graduation
Give	fundamental
Book	phonological

You will notice that you are able to say the words in the first column at once but the words in the second column take a little longer time. When we try to pronounce the longer words as given in the second column, we divide them in to small parts. You can read them easily now because they are cut into small units of speech. These units of speech are called syllables. Observe the following word divided into small units of speech.

A n nounce ment
Grad ua tion
Phon o log i cal

Activity 1

A. Read aloud the words given in the third column below, note down individual sounds and parts of the word. One is done for you.

Sounds	Parts of the word (Syllable)	Word
/d//i//v//e//l//ə//p//m//ə//n//t/	di-vel-əp-mənt	development
		temporary
		punishment
		level
		participate
		primary

From the above activity you have learnt that sounds make words. You also came to know that sounds are formed into parts, which are called syllables in the language of phonetics. You have observed that a syllable is thus above a sound and below a word. Thus it's a speech unit which is higher than a sound and lower than a word.

Sound



Syllable



Word

7.4. Syllable structure

A syllable is composed of consonants and vowels. Every syllable in English must have a vowel which is shown with the symbol 'V' and it may also have a consonant which is shown with the symbol 'C'.

Read these words aloud and count the vowels in each word.

1. Pen= /pen/ (CVC) (/p/ consonant, /e/vowel, /n/ - consonant)
2. Ability= /ə-bil-ə-ti/ (V-CVC-V-CV)

The first word has one vowel while the second word has four vowels. As the first word has only one vowel the word cannot be further divided since every syllable must have a vowel compulsorily. The second word can be divided into four syllables as it has four vowels.

Syllable division is shown with a small hyphen, called syllable boundary.

Activity 2

- A. Read the following words aloud. Arrange them into the two categories in the table given here show the sounds in the words with 'C' and 'V' representation. A few are done for you.

Pain, mother, animal, eye, err, spot, morose, school, fun, imagine, board, write, paper, college, account, imagination,

Words with one vowel (one syllable)

Pain CVC

Eye V

Err V

Words with many vowels (many syllables)

mother CVC-V

Animal VC-V-CVC

Observe some of these syllables do not have a consonant. A syllable must have a vowel and it may no have a consonant. As vowels are compulsory, there cannot be a syllable without vowel sounds in the English language.

Activity 3

- A. Read the following words aloud. Identify the vowels and note them down. Note down the number of syllables. First one is done for you.

Words	Vowel sounds in the word	Number of syllables in the word
Mine	/ai/	one
Smiled		
Between		
Uniformity		
Magazine		
Remember		
Activity		
Suspect	/ə/,/e/	two
Refugee		

From the above activity in the previous page, you understand that the number of syllables in a word depend on the number of vowels that the word has. Remember a diphthong is a single vowel unit though it is shown with two vowel symbols.

- B. Read aloud the divide the following words in syllables. Place the word into relevant column according to the number of syllables it has. One is done for you.

Word	syllable division	Mono (one) Syllabic	Di (Two) Syllabic	Tri (Three) Syllabic	Poly (more than three)
Exercise	/ek-sə-saiz/				
Identify					
Migrate					
Information					

Host
Phonology
Division
Response
Smart
Curious
Passionate
Miracle
Spleen
Student
Material
Prepare
Splash
Activity
Assessment
Confidence
Analyse
Caravan
Fragmentation
Benevolent
Embrace

C. Divide the following words into syllables and underline the consonant sounds. The first one is done for you

Words

Enthral

Content (N)

Character

Textual

Prosperity

Administration

Interpretation

Crunchy

Symptomatic

Brimming

Words divided into syllables

en-thrall /en-eral/

From the above division of words into syllables and underlining of consonant sounds we understand that one syllable may have more than one consonant at the beginning/opening (Eg: prosperity) or the ending/closing (Eg: character) of a syllable. Such sequence (more than one consonant in a row) consonant sounds at the beginning or ending of a syllable is called consonant cluster. The English language can have a maximum of three consonants in a row at the beginning of a syllable and maximum of four consonants in a row at the ending of a syllable.

D. Now look at the words in the table below and note down the phonemic symbols of consonant clusters.

Words	Consonant clusters
Cloud	/k,l/
Dwindle	
Matched	
Twelfths	
Straight	
Tempts	
Blasts	

7.5. Syllabic consonants

Observe the syllable structure in the following words.

Sudden= /sʌ-dn/ = CV-CC

Bottle= /bɒ-tl/ = CV-CC

Prism= /pri-zm/ = CCV-CC

We are informed that every syllable in English has a vowel sound compulsorily. For this reason vowel sound is called the nucleus of the syllable as it gives structure and thus life to syllable. But there are some syllables in English, which do not have a vowel sound. In such syllables consonant sound /m/, /n/, and /l/ play the role of vowel and thus they play the role of the nucleus. Since these consonants play the role of the nucleus and thus give structure to the syllable these consonants are called syllabic consonants. The above words are examples of syllables with syllabic consonants.

Refer to a dictionary and write some more words with syllables having syllabic consonants like the above.

Example : mutton /mʌ-tn/ CV-CC

1 2 7 4 5

7.6. Conclusion

So far in this lesson you have learnt what a syllable is; how to divide a word into syllables; the structure of syllable; and syllabic consonants. In the next lesson you will know how this syllable becomes the basis for word accent.

Reference books:

Skill Pro Communication and Soft Skills -11 : EMESCO: Hyd: 2016.

Developing Soft Skills: Pearson: New Delhi: 2009

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Unit 2 SPEAKING SKILLS

Lesson 8

Accent and Rhythm in Connected Speech

Structure of the lesson

- 8.1. Objectives of the lesson
- 8.2. Introduction
- 8.3. What is connected speech?
- 8.4. Weak and contracted forms in connected speech
- 8.5. Rhythm in connected speech
- 8.6. Conclusion

8.1. Objectives of the lesson

By the end of the lesson you will be able to know

- How to use accent or stress in connected speech
- The aspects that contribute to the rhythm of spoken English
- Strong and weak forms of structure words

8.2. Introduction

Accent or stress at sentence level lends it rhythm, a kind of musical quality. It also contributes to the meaning that the speaker wants to invest his sentences with. This quality of accent at sentence level makes English a stress-timed language.

8.3. What is connected speech?

Our spoken language or connected speech includes different kinds of words. They will include our main ideas and also grammar. For example check the sentence below:

Raju! Go to the computer lab and get me a CD.

The words that are not underlined are content words. The words that are underlined are structure words because they indicate grammar.

Activity 1

Now read the following sentences and write the content words and structure words in the relevant column.

1. I want to learn pronunciation to improve my speaking
2. All the students are excited about the youth festival in the college.
3. My friends and I are planning to go to a movie.
4. Have you been working on the assignment?
5. Can I borrow your dictionary for a while?

Content Words

Want

Structure Words

I, to

If you observe the words in the first group, you will notice that all of them give meaning to the sentence. As they give meaning to the utterance they are called content words. The words in the second group give structure to the sentence. They help framing sentence. So these grammar words are called structure words.

Activity 2

In connected speech speakers don't pronounce every word of the sentence fully, clearly and separately from one another. The words get connected to each other; some are even compressed and are used in short forms.

A. Listen the following conversation and observe the stressed words in the text given below.

Hemantha : 'Hi! 'What's up?
Paul : 'Hi! 'Nothing much.
Hemantha : 'What've you been up to the 'these 'days?
Paul : Yeah! I've been 'attending 'classes for my ad'mission to 'Masters.
Hemantha : That's 'really 'great! I'm also 'planning to a'ttend 'classes. Can you
su'ggest to me a 'good 'Institute.
Paul : 'Why don't you 'join 'mine? They 'teach 'well both for 'science and 'commerce' courses.
Hemantha : I'd 'love to, 'since I'll have 'your 'company.

B. Listen to the conversation again. While listening, note down stressed words in the first column and unstressed words in the second column. One is done for you.

Words with stress
Hi, What's

Words without stress
up

Content or meaning words like verbs, nouns, adverbs, adjectives and 'wh' – words are stressed generally and structure words like articles, prepositions, conjunctions, interjections, auxiliaries, and pronouns are not usually stressed. However structure words are also accented when a special meaning or emphasis is desired.

Observe the sentence given below:

This messenger has a'rived 'from 'Hyderabad and is not 'going 'to 'Hyderabad. If the above sentence is carefully observed then you will notice that along with content words that give meaning, structure words 'from' and 'to' are also accented. Now the stress of these structure words has a special emphasis: that the person is coming **FROM** Hyderabad and is not **going TO** Hyderabad.

8.4. Weak and contracted forms in connected speech

Listen to the conversation 'A' again and focus on the pronunciation of structure words.

You will notice that they are not pronounced in their full /strong form. Structure words are usually unaccented, so they are not pronounced in their strong form. The unaccented structure words like pronouns, articles, prepositions, auxiliaries are used in their weak forms. Observe the pronunciation of a part of the conversation 'A' where structure words are used in their strong/full form.

Hemantha	: What have you been upto? /wɒt hæv ju bi:n ʌptu/
Paul	: I have been attending classes for admission to my masters /aɪ hæv bi:n atendɪn klɑ:sɪz fɔ:r əd'mɪʃn tu maɪ mɑ:stəz /

Given below is the pronunciation of the same part of conversation with structure words in their weak/short form

Hemanta	: What've you been upto /wɒtəv ɪə bin əptu /
Paul	: I've been attending classes for admission to my masters. /aɪv bin atendɪn klɑ:sɪz fɔ:r əd'mɪʃn tu mə mɑ:stəz /

In both the versions of the pronunciation, the structure words are shown in bold form. You must have noticed that in the second box not only the weak forms of the structure words are used but the structure words are combined by contraction.

8.5. Rhythm in connected speech

Accent in connected speech gives it the quality of rhythm. The quality of rhythm is due to the occurrence of stressed syllables at regular time intervals. Listen to the conversation 'A' again.

Observe that the time taken to pronounce a stressed syllable is the same as the time taken for the production of the following unstressed syllables. This stressing of some syllables and weakening of some syllables brings in the quality of rhythm. As the time spent on the stressed syllable and on the following unstressed syllables is almost equal, the English language is called a stress-time language.

Refer to the tables given in the Appendix to know the weak forms, contractions of structure words Study them and then do the following activities.

Learning Check Activity:

A. Read the following conversation between two friends. Identify the structure words. Write them and their phonemic transcription. One is done for you.

Sentence	Structure words	Weak form in transcription
Arun: HI, I called you in the morning. But you didn't accept my call!	I, you, in, the, but, didn't, my	/aɪ/, /ju/, /ɪn/, /qə/, /bət/, /dɪnt/, /maɪ/

Swetha: Sorry, battery was down, so it was switched off.

Arun: Fine, I wanted to share with you the news that the Last date for the P.G. entrance is announced.

Swetha: Is it? When's the last date?

Arun: It's the 31st of this month. So get ready with the fee.

Swetha: Sure. How much is it?

Arun: It's 500/-. We'll go to the bank today to get the D.D.

Swetha: Sorry, I can't. I'll have to look after my baby sis today as mom's busy with some work.

Arun: Then, shall we go tomorrow?

Swetha: Sure. I'll be at your home by 10 a.m.

Now practice this conversation with your partner using stressed syllables, weak and contacts.

B. Rewrite the sentences using the contracted forms of auxiliary verbs (one type of structure words). Use pronouns in the place of nouns underlined. Use stress in content words. Observe the example.

Example: Raghu has agreed to our proposal.

He's agreed to our proposal

1. Suneeta and Sanjay have missed classes for two weeks.

.....

2. Grandparents will not like to be a burden on the youngsters.

.....

3. I am very busy these days.

.....

4. Sravya and Lavanya have attended may competitions.

.....

5. Ramesh could not submit the project in time.

.....
6. You have succeeded in the examinations.

.....
7. Students are in the mood for celebration.
.....

Practice reading the sentences you have written with a partner. Use connected forms too. Pay attention to stress in content words.

8.6. Conclusion

In this lesson you have learnt that importance of accent at sentence level and how to use it in one's connected speech.

Reference books:

Skill Pro Communication and Soft Skills -11 : EMESCO: Hyd: 2016.

Developing Soft Skills: Pearson: New Delhi: 2009

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UNIT 2 SPEAKING SKILLS

Lesson 9

Word Stress

Structure of the lesson

- 9.1. Objectives of the lesson
- 9.2. Introduction
- 9.3. What is Word Stress?
- 9.4. Importance of word stress
- 9.5. Stress in compounds
- 9.6. Conclusion

9.1. Objectives of the lesson

By the end of the lesson you will be able to know

- What is word stress and how it is produced
- Role of stress in spoken English
- How to mark and use stress

9.2. Introduction

Tonal qualities, pitch and lengthening of vowel influence speaking styles of different spoken languages. Some sound harsh; some sound musical; some sound loud; and some may sound even indifferent. A quality that makes the English languages stand out thus is “word stress”. This quality the English language makes it musical. In the following sections of the lesson you will know which word stress is, how it is produced and why it is important in spoken English.

9.3. What is Word Stress?

Activity 1

A. Listen to these names on the CD and identify the parts in each name and note them do separately in the related column in the table.

Names (Word) of people	parts of the word
Catherine	cathe – rine
Anupama	
Robert	
Srinivasu	
Anthony	
Renuka	
Margaret	
Sarita	
Barbara	
Rajitha	
Patricia	

Did you listen to different parts in both the English and Indian names? What is the difference between the pronunciation of these names from these two languages? When you listen to the English names, you listen to a kind of strong loud emphasis on a part of the name. But when you listen to the Indian names all the parts are heard almost equally.

All the syllables in Indian names are said equally while one syllable is said stronger, louder and sometimes even longer in the English names. We use strong breath force, energy or even a long vowel to sound them so. The words in English are thus said with stress on one or two syllables. Those syllables are called stressed syllables.

B. Listen to the following words and note down the syllable which is strong, loud or long. One is done for you.

Word	Strong, loud or long syllable
Greeting	gree
Communication	
Refugee	
Photograph	
Political	
Potato	
Seduction	
August	
Remember	
Never	

9.4. Importance of word stress

As Indians we don't use stress in our spoken languages and so we tend not to use it in the English we speak. This often leads to confusion and misunderstanding in the conversation since word stress and sentence stress are intrinsic features of the English language.

Observe these sentences and listen to them with a focus on stressed word.

He is considered an imPOrtant/ ɪm'pɔ:tənt /member of the team

He is considered an IMportant/ ɪm'pɔ:tənt /member of the team.

The second sentence carries the stress in the word 'important' on the first syllable which sounds like 'impotent' and thus gives a negative meaning that 'he is an incapable member'.

So, we understand that no use or wrong use of stress in words leads to confusion and misunderstanding too.

Representation of word stress in speech and writing When you listen to the word Communication

The syllable 'CA' is heard **stronger**

Louder

Longer

Of the five syllables in the word this syllable 'ca' is the loudest, strongest and so carries the primary stress which is shown (') with a small vertical bar above and before the syllables as in /kəm-ju:ni-'kei-ʃn/.

If you observe carefully you will notice that the syllable /ju:/ too is heard a little louder and strong when compared to the other syllables except 'ca' in the word. So, it receives secondary stress which shown with a small vertical bar () below and before the syllable as in /kəm-ju:ni-'kei-ʃn/.

Activity 2

Observe some more examples of words with primary and secondary stress in the box below. Listen the remaining words and mark primary and secondary stress wherever necessary.

- | | |
|----------------|----------------|
| 1. sin'cerity | 11. compulsory |
| 2. co'rruption | 12. domestic |
| 3. a'pology | 13. corrupt |
| 4. 'frustrate | 14. democracy |
| 5. e'xasperate | 19. vacation |
| 6. punctuality | 16. activity |
| 7. matinee | 17. amplify |
| 8. diligent | 18. nation |
| 9. intrinsic | 19. receptive |
| 10. patriotic | 20. graduation |

Functional Stress

Word stress in English serves a grammatical function too. In verbs with two syllables stress falls the second syllable and in nouns and adjectives with two syllables the stress falls on the first syllable.

Activity 3

A. Listen to the following sentence with a focus on the words highlighted.

The science teacher has asked all the students to **reCORD** their observations of the experiment they have conducted in their science **REcord**. I requested her not to **obJECT** to my late submission of my **PROject**. Please **proJECT** that **OBject** clearly in your camera.

Observe the meanings, caused by the choice of stress, with which the words are used in both the places.

Word category	Meaning
to re'cord (V)	to not the observations
'record (N)	a special book
to ob'ject (V)	to disagree with something
'object (N)	thing
'project (N)	carefully planned enterprise
to pro'ject (V)	to show

B. Listen to these words on the CD and mark the stress.

Listen to each word and repeat it. While repeating, observe the stressed – syllable in each word.

conduct	/kəndʌkt/	conduct	/kɒn.dʌkt/
perfect	/pəfekt/	perfect	/pɜːfekt/
record	/rɪkɔːd/	record	/rek.ɔːd/
object	/əbdʒekt/	object	/ɒb.dʒekt/
project	/prədʒekt/	project	/prɒdʒ.ekt/

In English, the syllable with /ə/ is never stressed. Therefore in disyllabic words, when the syllable with /ə/ is not stressed, the other syllable has to be stressed.

Now listen again to the words with stress and repeat them. Use these words with correct stress in your own sentence and share with your partner.

Listen to and observe the stress in the following words.

- I) angry = 'an-gry canteen = can-'teen
 II) family = 'fami-ly committee = co-'mitt-ee employee = em-plo-'yee

In disyllabic words stress may fall either on the first or the second syllable as given in the first set examples. It may fall on the first or the second or the third and final syllable in polysyllabic words as given in the second set of examples.

9.5. Stress in compounds

A compound consists of two independent words functioning together as one word.

Examples:

- | | |
|-----------------|----------------|
| 1. notebook | [note+book] |
| 2. four-wheeler | [four+wheeler] |
| 3. northeast | [north+east] |
| 4. down-grade | [down+grade] |

In compounds like notebook with two nouns, normally the first noun is stressed. In all the other cases like four-wheeler, north-east, and down-grade the second word is stressed. Therefore, observe the examples again.

- | | |
|-----------------|----------------|
| 1. notebook | /'nəʊt.bʊk/ |
| 2. four-wheeler | /fɔː.'wiːlə/ |
| 3. northeast | /nɔː(r)θ'iːst/ |
| 4. downgrade | /daʊn.greɪd/ |

Project: make a list of 90 words with different number of syllables. Refer to a dictionary and marked stress.

9.6. Conclusion

In this lesson, you have learnt that strong breath force, energy and length of a vowel are used to stress a syllable. Some rules of stress that help you in placing the stress on the correct syllable are in the appendix.

Reference books:

Skill Pro Communication and Soft Skills -11 : EMESCO: Hyd: 2016.

Developing Soft Skills: Pearson: New Delhi: 2009

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UNIT 2 SPEAKING SKILLS

LESSON 10

Intonation

Structure of the lesson

- 10.1. Objectives of the lesson
- 10.2. Introduction
- 10.3. What is Intonation?
- 10.4. Choice of tone in a context
- 10.5. Functions of intonation in English
- 10.6. Conclusion

10.1. Objectives of the lesson

By the end of the lesson you will.

- Know different tones used in English
- Know the function of these tones
- Use major tones in your speaking of English

10.2. Introduction

Successful communication is not entirely dependent on good grammar, sentence structure and efficient vocabulary that one uses while speaking to others. Tone and pitch of the voice play a pivotal role along with gestures, facial expressions and eye contact. Research has proved that the tone we employ and our pitch of the voice convey more meaning than the words we use. This lesson is talking about various tones that are used in the spoken English.

10.3. What is Intonation?

Activity 1

Listen to the following conversation. Observe the way the people express themselves.

Teacher : Hello Geeta, I wanted you to meet me yesterday. But you didn't come.
Geeta : Sorry sir, I wanted to meet you. But.....
Teacher : These days you are not regular to English classes. May I know the reason?
Geeta : No sir. I come to classes every day.
Teacher : Is it? Then, I think I'm not regular to classes.
Geeta : No sir, I don't mean it that way....

Listen to the conversation again and choose one of the options given against each blank to complete the statements.

1. The teacher is (warm/serious) in the opening of the conversation.
2. Geeta is (polite/indifferent) in her first response to her teacher.
3. Teacher is (serious/sarcastic) in his enquiry above the reason.
4. Teacher is (funny/sarcastic) in saying that he misses classes.
5. Geeta is (confident/hesitant) in her conclusion.
6. Teacher used (rude words/tone) to express his displeasure.

Speakers of any language in the world thus use the tone and pitch of the voice to convey the emotions and shades of meaning such as the above.

We have read in the first lesson of Unit 1 that vocal cords play a very important role in speaking a language. When we speak they vibrate rapidly giving the quality of voice of the majority of sounds that we produce. So if a person has a high pitch then his/her vocal cords vibrate more number of times. This pitch varies: begins at low and goes up or starts at high and comes down. This rising up and falling down of pitch gives different tones to language and these tones determine the meanings that are employed with each utterance. Various pitch movements like rise, fall, fall-rise or rise-fall, which are called Rising, Falling, Fall-rise, Rise-Fall tones, are the Intonation of a Language. You are familiar with and use these tones quite naturally in your mother tongue.

The change of pitch or pitch movement or the tone that is used, as you have listened to in conversation above, is shown in phonemic transcription in the following way.

High Fall-the pitch falls from very high to very low and this is shown as [˨]

Low Fall- the pitch falls from mid to very low and this is shown as [˩]

High Rise- the pitch rises from very low to very high and this is shown as [˨˨]

Low Rise- the pitch rises from mid to very high and this is shown as [˩˨]

Fall Rise-the pitch falls from mid to low and then rises again to mid and this is shown as [˩˨˨]

Rise Fall- the pitch rises from low to mid and again falls to low and this is shown as [˩˨˩]

Our lesson we focus only on the major tones. They are

High Fall called falling tone [˨]

High Rise called rising tone [˨˨]

Fall Rise tone [˩˨˨]

There are three steps to be observed here:

1. Decide the meaning
2. Decide the tone as per the meaning
3. Consider on which part of the utterance it has to be used.

Usually the stressed syllable of the last important meaning or content word is selected for the pitch movement, i.e., for the rise or fall the pitch. However if the speaker wants to add a special meaning then other words are chosen for the placement of tone.

Listen to the following sentences and observe the syllable on which tone is placed.

A contrast can be brought about between two persons or things through intonation.

'Lakshmi like dancing.

(it means Lakshmi likes dancing, not some else.)

Lakshmi 'likes dancing.

(She likes and not hate dancing)

Lakshmi likes' dancing.

(She likes dancing and not singing)

If you observe the syllables on which the tone is placed in the above sentences, you will notice that syllable which takes the tone, changes with the change of meaning.

10.4. Choice of tone in a context

Different tones are used to express different meanings of language. In this section you will know kind of tone is used to express a particular meaning.

Activity2

Listen to this conversation and observe various language functions that express different meaning. Some of these are requests, some are questions or enquiries, some share information, and some assurances.

- Kaushik : Hey! How are you? Where have you been all these days?
 Keertana : I'm fine. I have been attending an NCC camp at Vizag.
 Kaushik : Oh! You are attending college from today.
 Keertana : Yes, by the way give me your physics notes. I need to cover some miss parts.
 Kaushik : Sure, I shall get it tomorrow.
 Keertana : When are you going to Hyderabad?
 Kaushik : On Monday. O.k, catch you later.
 Keertana : O.k., bye!

A. Listen to the conversation again. State whether the following statements are True/False

1. Kaushik is causal about Keertana's absence at college. T/F
2. Kaushik declares that Keertana is attending college from that day. T/F
3. Keertana has requested him for his notes T/F
4. Keertana is concerned about his going to Hyderabad. T/F

From the above conversation you can observe that without using 'question form' or 'request word' one can convey the same by using an appropriate tone.

A. Falling tone is used in statements, 'wh' – question asked neutrally or as matter-of-fact, tag questions expecting confirmation or agreement, commands and exclamations. Observe the following examples.

1. You have an 'extra' class at 'nine to \morrow. (statement)
2. 'When is the ' night' train for \Mumbai? (wh-question)
3. The 'weather is 'very \nice \Isn't it? (confirmation or agreement in tag question)
4. 'Come and' meet me in the de\partment. (command/order)
5. 'What a 'pleasant sur\prise! (exclamation)

Exercise

Listen to the following sentences and mark stress and locate the tone on the prominent syllable in the word which you think is prominent. Only a Falling tone is used in the following sentences. Also notice the weak forms of structure words.

1. Jim looked up 'set.
2. It' the best move I've 'seen.
3. You were as 'leep when I came.
4. She can' hear us.

5. These are 'good books.
6. Wait for me till I 'come.
7. Ram 'must take the exam.

Rising tone is used in wh- questions asked with interest and concern, in yes/no questions, polite requests, in tag questions seeking information and pauses in sentences or in incomplete utterances.

'How do you 'feel to, day? (wh-question with interest / concern)

Are you, hungry? (yes/no question)

Can you 'get me a 'glass of, water? (polite request)

He didn't sub'mit the, project, Did he? (seeking information in tag questions)

Listen to the following sentences and repeat them. Remember to focus on the tone:

The second tone is a rising tone which is marked (ˊ) below the accented syllable. It is used for incomplete sentences, listing or counting items, yes-no questions, apologies, greeting etc.,

Listen and repeat the sentences.

1. 'Are you, coming?
2. Can you, help me lift this box?
3. Is he 'sure he can 'reach in, time?
4. I'm 'very sorry.
5. 'Please sit, down.
6. 'Get me a glass of 'water, please.
7. 'Good, morning.
8. Latha, Prema and Hema came for the wedding.

A. Fall Rise tone shows that something is implied which is not expressed directly in the sentence. It carries shades of meaning like doubt, sympathy and encouragement.

- a. When can we, start? v Now. (doubtful)
- b. She's v beautiful. (but not very clever)

Listen to the sentences and repeat them focusing on the tone that is used. Observe the tone marks used in the text.

- | | |
|---|-------------------------------------|
| 1. 'What's you name? | wɒts jə neɪm |
| 2. My name is Kiran. | maɪ neɪmz kɪrən |
| 3. 'Are you a fresher? | ɑ: ju ə freʃə |
| 4. 'Yes. I am. | Jes aɪ æm |
| 5. 'Why do you want to join this company? | waɪ du ju wɒnt tə dʒɔɪn ðɪs kʌmpəni |
| 6. This is a reputed company. | ðɪs ɪz eɪ rɪ'pjʊ:tɪd kʌmpəni |
| 7. What're your strengths? | wɒt eɪdʒ streŋθ |
| 8. Punctuality and honesty. | pʌŋktʃuəl ənd ɒnɪstɪ |
| 9. 'What're your weaknesses? | wɒt eɪdʒ wi:knəsɪz |
| 10. I 'easily 'lose my temper. | aɪ i:zɪli lu:z maɪ tempə |
| 11. 'Open the door. | əʊpən ðɪ dɔ: |
| 12. 'Open the door. | əʊpən ðɪ dɔ: |

13. 'Tell us about your experience.	tel əs ə'baʊt jər ɪk'spiəriəns
14. 'Tell us about your experience.	tel əs ə'baʊt jər ɪk'spiəriəns
15. 'Learn the skills.	lɜ:n ðə skɪlz
16. 'Learn the skills.	lɜ:n ðə skɪlz
17. 'Can you tell me a bout your grades?	kæn ju tel mi ə'baʊt jə greɪdz
18. 'Can you tell me a bout your grades?	kæn ju tel mi ə'baʊt jə greɪdz
19. 'Can you send the files to me?	kæn ju send ðə faɪl tə mi
20. 'Can you send the files to me?	kæn ju send ðə faɪl tə mi

Read the conversation. With the help of the tips given above choose correct tone. Now practice the conversation with your partner using the tones. Choice of tones in a few sentences is done for you.

Sruthi	: Good morning! (Falling)
Sundar	: Good morning. (falling) Do we have the test today? (falling)
Sruthi	: I think so. Where is Gayatri? She has been absent to classes for many days.
Sundar	: She's at home, looking after her mom.
Sruthi	: What happened to her?
Sundar	: She is down with typhoid.
Sruthi	: You told her about test. Didn't you?
Sundar	: Yes, I did.
Sruthi	: Give me your phone. I'll call her.
Sundar	: You are not going to ask her to come for exam. Are you?
Sruthi	: No, I'll just enquire about her mom's health.
Sundar	: Can you wait for an hour? She must be with doctor now.
Sruthi	: Gayatri! What a surprise! We thought you are at hospital.
Gayatri	: I dropped mom home, and requested my cousin to look after her.
Sruthi	: Are you going to write the test today?
Gayathri	: Yes, I don't want to miss it.

10.5. Functions of intonation in English

Intonation in English serves two functions namely grammatical and attitudinal function. The grammatical function helps in understanding whether an utterance is a statement, command question or request. Consider these examples.

- Shut the door (order-Falling tone)
- Shut the door (request-Rising tone)
- Going to Bombay (statement-Falling tone)
- Going to Bombay (question-Rising tone)

Activity – 3

I. Listen to each of the following sentences and say whether it is a request or a command

1. 'Pay the dues. Command
2. 'Pay the dues.
3. 'Don't trouble me.

4. 'Don't trouble me.
5. 'Open the chapter nine
- II. Listen to each of the following sentences and say whether it is an inquiry or a demand
1. 'Why don't you finish the work? Inquiry
2. 'Why don't you finish the work?
3. 'Will you come to the office tomorrow?
4. 'Do you understand the problem?
- III. Listen to each of the following sentences and say whether it is a question or a statement
1. 'John is a doctor question
2. 'Kiran is working in America
3. 'Swetha has finish her studies
4. You've been in London
5. You can speak French

The attitudinal function helps in finding the mood and attitude of the speaker whether he is friendly, concerned, bored, annoyed, interested, irritated or sarcastic.

10.6. Conclusion

In this lesson you have learnt about different tones of the English language and how these tones are produced and identified in one's voice.

Reference books:

Skill Pro Communication and Soft Skills -11 : EMESCO: Hyd: 20110.

Developing Soft Skills: Pearson: New Delhi: 2009

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UNIT III ENGLISH GRAMMAR

LESSON 11

Vocabulary

Objectives of the lesson

One of the important aims of teaching English in India is to enable the students to use it as a library language. A student of humanities or sciences must have a good grounding in English. This topic is introduced in order to equip the students with the means of enriching the vocabulary.

Introduction

Language is the medium of communication. A word is the basic unit of language. To master a language we must acquire the four fold skills of language i.e., listening, speaking reading and writing. There are more than six lakhs of words in English language. It is highly impossible to learn all these words. Selecting words depends on their frequency of occurrence, usefulness and range of their applicability. There are many ways of learning the words. To improve vocabulary we must have interest in learning them. We must practise speaking the language. We must be exposed to the English-speaking atmosphere around. We must cultivate the habit of reading newspapers, magazines and storybooks. We can listen to the radio and television. Adequate command of vocabulary is very essential for good self – expression.

STRUCTURE:

- 1 **Word formation**
 - 11.1. Lexical sets
 - 11.2. Antonyms and synonyms
 - 11.3. Collocation
 - 11.4. Roots of English words
 - 11.5. Prefixes and suffixes
 - 11.6. Words often confusing
 - 11.7. Compound words
 - 11.8. Spelling

I. Word formation:- Most of the words in English are nouns, verbs, adjectives and adverbs. If we know one form of the word we can change it into another form. For example, if we know the word 'observation' (noun) we can change it into 'observe' (verb). Many verbs in English take -ed in the past tense and many nouns end with -tion or -sion

Examples:

1. The doctor examined the patient (verb)
2. The selection of candidates is based on their performance in the written examination (noun)
3. He associated himself with the Rotary club. (verb)
4. The association has called for nominations to conduct elections (noun)
5. The people were informed of the new tax rules (verb)
6. The information on the new tax rules was given to the people (noun)
7. The Nizam collected beautiful pieces of jewelry during his life time (verb)
8. The Jacob Diamond is the best piece of Nizam's jewellery collection. (Noun)
9. The committee has resolved to promote international understanding (noun)
10. The board has formulated new rules for the promotion of cricket (noun)
11. I have an examination today. (noun)
12. The candidates should apply for the post of computer operator in the Army school. (Noun)
13. Applications are invited for the post of computer operator in the Army school. (Noun)

A few more examples.

Verb	-	noun
decide	-	decision
register	-	registration.
select	-	selection
verify	-	verification
accomplish	-	accomplishment
acquaint	-	acquaintance
commit	-	commitment

conceive	-	conception.
admit	-	admission.
apply	-	application.
select	-	selection.
collide	-	collision.
examine	-	examination.
attest	-	attestation.
belief	-	believe
center	-	centralization
bathe	-	bathe
feed	-	food
furnish	-	Furniture
characterize	-	character
accompany	-	company
conies	-	colony
encircle	-	circle
befriend	-	friend
glorify	-	glory
enforce	-	force
freeze	-	frost
befool	-	fool

Exercise: I

Complete the following table:

	Verb	-	noun
1.	to agree	-	_____
2.	to amuse	-	_____
3.	to perform	-	_____
4.	to appoint	-	_____
5.	to invite	-	_____
6.	to Operation	-	_____
7.	to Constitution	-	_____
8.	to Argument	-	_____
9.	to Exhibition	-	_____
10.	to Pollution	-	_____

Assignment - I***Write the noun forms of***

- 1) to regularize -
- 2) to connect -
- 3) to delegate -
- 4) to appreciate -
- 5) to assert -
- 6) to object -
- 7) to complete -
- 8) to destroy -
- 9) to omit -
- 10) to explain -

Assignment - II***Write the verb forms of***

- 1: pollution -
- 2: arrangement -
- 3: prevention -
- 4: operation -
- 5: maintenance -
- 6: imagination -
- 7: comparison -
- 8: statement -
- 9: argument -
- 10: presentation -

1.1 Lexical sets: - Each topic has a set of inter related words. Such sets are called lexical sets.

- 1) Platform, train, compartment, coupe, berth, reservation, coolies, first class, general, three tier, luggage, rush, beggar, ticket, collector, newspaper and magazine vendors, fruits and biscuit vendors, tea and coffee vendors, signal, announcement, arrival and departure etc.
- 2) Bell, prayer, headmistress, teacher, pupil, books, time table, laboratory, library, drill, games, blackboard, classroom, test, examinations, benches, tables, duster, chalk, attendance register,

uniform, literary club, reading room maps and pictures.

Exercise - II

1. Give as many lexical sets of words as possible to describe a cricket match
2. Give a lexical set of words to describe a market place.

11.2 Antonyms and synonyms: - Each word in English has its own meaning. One word cannot replace another word. Words, which have similar meanings, are called synonyms and words, which have opposite meanings, are called antonyms.

Examples	:	synonyms.
Abandon	:	desert, forsake
Abolish	:	eradicate, extinguish
Beautiful	:	elegant, graceful,
pretty. Correct	:	exact, precise, right.
Glad	:	cheerful, happy.
affection	:	love, friendship
Assemble	:	gather, unite, collect
barbarous	:	uncivilized, savage,
rude brilliant	:	bright, dazzling,
luminous brisk	:	quick, alert, busy
category	:	class, race, grade,
capacity	:	skill, ability,
capability check:	:	control, stop, hinder
companion	:	friend, comrade,
associate damage:	:	loss, harm, injury
demand	:	request, ask, implore

Antonyms:

Above	x	below
Accept	x	reject
Attract	x	repel
Encourage	x	discourage
Increase	x	decrease
acquit	x	convict
artificial	x	natural
assemble	x	disperse
beautiful	x	ugly
careful	x	careless
contract	x	expand
dead	x	alive
dry	x	wet
exclude	x	include
inferior	x	superior

Assignment - III*Write the synonyms**of* 1: abundant——
—

- 2: begin - _____
- 3: callous - _____
- 4: delicate - _____
- 5: dislike - _____
- 6: effort - _____
- 7: embellish - _____
- 8: ferocious - _____
- 9: grief - _____
- 10: idle - _____

Assignment - IV*Write the antonyms*

- of* 1: allow x
- 2: benevolent x
- 3: create x
- 4: elevate x
- 5: frequent x
- 6: hasty x
- 7: nebulous x
- 8: obstinate x
- 9: pathetic x
- 10: generous x

11.3. Collocation: This refers to the occurrence of some words in the company of certain other words. The combination of such words is determined by convention and there is no rule, which explains why. Eg: Commit suicide, commit a crime, commit a blunder but not do a suicide, do a crime and do a blunder.

11.4. Roots of English words: Almost half of the words in the English language are derived from Greek and Latin roots. These root words help us to grasp the meanings of the words. For example: the word philosophy. ‘Sophia’ means knowledge, ‘Phil’ means love. Philosophy means love of knowledge.

audi	=	to hear – audible, auditorium.
bio	=	life – biology, autobiography.
tele	=	far off – telephone, television
verb	=	word – verbal, verbose.

11.5. Prefixes and suffixes: A **prefix** is a group of letters added to the beginning of a word to change its meaning.

Examples:

- a) The leader is capable of doing service to the people
- b) The leader is incapable of doing service to the people.
- c) The committee has approved the chairman’s decision
- d) The committee has disapproved the chairman’s decision
- e) The officer was appreciated for using the funds properly
- f) The officer was prosecuted for misusing the funds
- g) I was able to contact him on telephone
- h) I am unable to contact him on telephone
- i) We furl the flag with flowers before it is hoisted
- j) The flag is unfurled

A Suffix is a letter or group of letters added to the end of a word, to change its meaning examples.

- a) He created history in the world of cricket.
- b) We are studying the topical background of the French Revolution.
- c) Rajani was asked to sing a prayer song
- d) Rajani is a singer
- e) I like his friendliness

Assignment -V

Add prefixes to change the meanings of the following

- 1. Normal
- 2. Like

3. partial
4. pure
5. known
6. decent
7. successful
8. comfortable
9. locate
9. integrate
10. adequate
11. human

Assignment- VI

Add suffixes to change the meaning of the following words

- 1: advice
- 2: resist
- 3: Europe
- 4: lonely
- 5: fever
- 6: danger
- 7: regular
- 8: dispose
- 9: rely
- 10: examine
- 11: care
- 12: friend

11.6 . Words often confusing: Some words in English are confusing due to their similarities in spelling and pronunciation. For example, weak and week, soul and sole, right and write etc. These words are called Homonyms. If we do not make the right, choice, when we use these words in a sentence, the meaning of the entire sentence is changed or sometimes the sentence becomes meaningless

e.g., Already (Previously)

I had already finished my homework before you called.

All ready

We are all ready to play.

Accept (agree)

The principal did not accept the proposal made by the teacher.

Except (not including)

The entire class has reserved first division except one student.

Allusion (reference)

Milton's 'Paradise Lost' is full of biblical allusions.

Illusion (false impression)

Ravi is under the illusion that he can get a job easily.

Course (path of action)

He completed a course in Hotel management last year.

Coarse (rough, rude)

The carpet is made of coarse material

compliment (praise or favorable remark)

The captain complimented the team on their victory.

Complement (to make it better or to improve or to complete)

The Indian team needs good players to complement are another

Judicial (concerned with law).

The culprit was taken into judicial custody.

Judicious (prudent, thoughtful)

Mamata made a judicious decision by choosing to do medicine. Device (a piece of equipment).

Television is an electronic device.

Devise (to find a plan or method).

The government has devised a plan to eliminate terrorists.

Assignment: VII

Select an appropriate word for each of the following sentences from those given in brackets

1: The letter had (already, all ready) been

collected.

2: The material seems to be very (course, coarse).

3: Rasagulla is a delicious (dessert, desert).

4: Delhi is the (capitol capital) of India.

5: Everyone prefers (piece, peace) to war.

6: The team's (morale, moral) has been high since their victory in the last match.

Assignment: VIII

Consult a good dictionary to find out the meaning of the following pairs of words and use them in your own sentence.

1. draught, drought
2. elusive, illusive
3. formerly, formally
4. memorable, memorial
5. virtual, virtuous.
6. official, officious
7. urban, urbane
8. gentle, genteel

11.7 Compound words :

By combining two or more words new words can be formed in English. E.g.:

Mainroad, moonlight

Assignment - IX

Combine the words from group A and B to make compound words.

Group A

1. telephone ()
2. wheel ()
3. chewing ()
4. calling ()
5. speed ()

Group B

- a) hall
- b) keeper
- c) machine
- d) brush
- e) bag

- | | | |
|--------------|-----|-------------|
| 6. cricket | () | f) chair |
| 7. tooth | () | g) operator |
| 8. dining | () | h) complex |
| 9. washing | () | I) breaker |
| 10. shopping | () | j) bell |
| 11. hand | () | k) ball |
| 12. store | () | l) gun |

11.8 Spelling - Spelling is a skill, which should be acquired by everyone. We can learn to spell words by syllables. A syllable is a part of a word, which can be pronounced by itself. Spelling can be mastered by dividing the words into convenient parts.

Examples. Monosyllabic

words show, throw, script,
fate.

Two parts

words. aspect,
active, basic

Three parts

words
Attention, absolute,
alphabet

Four-part words.

effectively, absolutely,
consciously Some words do not
go by pronunciation
lieutenant, lightning, genre.

**Examples for spellings Look at
the following words**

Sab –bat –ic-al

cal – cu- la-tion

con – gra-tu-

la- tion con –
 junc-ti- vi-its
 ap – pro-xi-
 mation ap –
 pro-pri-a-tion
 be- ne-vo-lent
 fac- sim-i-le
 im– prac –tic-able

Assignment: X

Correct the spellings of the underlined words in the following paragraph:-

Many comparys have now computried there acounting procejures because computers can do the work more quikly and more acurately than people. The work the computer does is called data processing. The part of the computer that processes the data is called CPU (central prossessing unit) componants called microchips. A computer can only do what it is instructed to do. The insstructions that are stored in a computer are called the computer program. The people who write these instructions are called computer programers.

ANSWERS

Exercise I

1. Agreement 2) amusement 3) performance 4) appointment 5) invitation 6) to operate 7) to constitute to argue 9) to exhibit 10) to pollute

Exercise II

1. coach, captain, vice-captain, ground, spectators, tickets, stadium, batsmen, bowlers, fast bowler, medium pace, bowler, spinner, boundary, aerial, route sixer, stumps, L B W, catch, stumping, innings out, overslip, onside, hit wicket, clean bowled, silly point, long off etc.
2. Shops, rows fruits, vegetables, flowers fancy goods, bags, soaps, pins, purses, grain, rice, sugar, coffee, tea, belts, powders oils, ghee, tamarind, coconuts, tooth paste, cosmetics etc.

Assignment: 11

1. Regularization 2) connection 3) delegation 4) appreciation 5) assertion 6) objection 7) completion 8) destruction 9) omission 10) explanation

Assignment: II

1. to pollute 2) to arrange 3) to prevent 4) to operate 5) to maintain 6) to imagine 7) to

compare 8) to state 9) to argue 10) to present

Assignment: III

1. plenty 2) start 3) insensible 4) fine 5) aversion 6) striving 7) impoverish 8) cruel 9) sorry 10) lazy

Assignment: - IV

1. disallow 2) cruel 3) destroy 4) diminish 5) rare 6) slow 7) clear 8) pliable 9) cruel 10) stingy

Assignment: V

1. abnormal 2) dislike 3) impartial 4) impure 5) unknown 6) indecent 7) unsuccessful 8) uncomfortable dislocate 10) disintegrate 11) inadequate 12) inhuman.

Assignment: VI

1. advisor, 2) resistance 3) European 4) loneliness 5) feverish 6) dangerous 7) regularise 8) disposal 9) reliance 10) examine 11) careful 12) friendly

Assignment: VII

1. already 2) coarse 3) dissert 4) capital 5) peace 6) morale.

Assignment: VIII

1. draught -amount drunk during one continuous process of swallowing

He could drink a mug of water at a draught.

2. Illusive – deceptive

All hopes of rainfall proved illusive.

3. formerly – previously

Formerly she worked as the principal of the women's college.

Formally – as per rules.

He is given an appointment formally

4. memorable: fit to be remembered

His speech on the occasion is memorable

Memorial – something made in memory of something

Every village has a war memorial.

5. Virtual – real.

He is the virtual head of the business, though he is not a manager, Having virtues.

Virtuous –we rarely find such a virtuous man.

6. Official – a person who holds an office

Miss Vanaja is a central Government official. Officious –to offer advice.

An officious guard told me not to whistle in the museum

7. urban – a town or city This is an urban area.

Urbane – smooth and confident manners. We like her for her urbane manners

8. Gentle –soft

The slope is quite gentle.

Genteel - showing unnatural manners I was surprised at his genteel manners.

Assignment : IX

1. telephone operator 2) wheel chair 3) chewing gum 4) calling bell 5) speed breaker 6) hand bag.7) cricket ball 8) tooth brush 9) dining hall 10) washing machine, 11) shopping complex 12) store keeper

Assignment : X

Companies, computerised, accounting, procedures, quickly, accurately processing, components, in- structions; programmers.

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Skill Pro Communication and Soft Skills -1111 : EMESCO: Hyd: 20116.

Developing Soft Skills: Pearson: New Delhi: 2009

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UNIT 3 ENGLISH GRAMMAR

Lesson 12

Parts of Speech

Objectives: Parts of speech are introduced to enable the students to grasp the functions of words in a sentence, to classify the words according to the functions and to make use of the words according to the functions in different situations.

STRUCTURE:

12.1 The noun

12.2 The pronoun

Personal pronouns

Possessive pronouns

Predicative possessive

Reflexive pronouns

Demonstrative pronouns

Indefinite pronouns

Relative pronouns

Interrogative pronouns

Reciprocal pronouns

12.3 The Adjective

12.4 The Adverb

12.5 The Interjection

Introduction: Words are named according to their functions in the sentences. There are eight kinds of functions to be performed in the sentence. These are called the parts of speech. They are.

- | | |
|---------------|-----------------|
| 1. Noun | 5. Adverb. |
| 2. Pronoun | 6. Preposition |
| 3. Adjective. | 7. Conjunction. |

4. Verb.

8. Interjection.

12.1 The Noun: - A noun is the name of a person, place or a thing. Nouns may be divided into several classes. One among them is very important, i.e. the proper noun. The proper noun is the name of person, place or a thing. They must be capitalized when we write.

e.g., 1. Rama was an ideal king.

12. Delhi is the capital of India.

Exercise: I

Read the following paragraph and identify the nouns.

Buddha's real name was Goutama. He was the son of Suddodana, the king of northern India. Buddha was born 500 years before Christ was born. He preached a religion called Buddhism. Though Hinduism is older than Buddhism, it was losing its significance by the time Buddha came. Many Indians were growing dissatisfied.

12.2 The Pronoun: - A pronoun stands for or refers to a noun, an individual or individuals or a thing or things whose identity is made clearer in the preceding or following sentences. e.g., "Is there Mr. Vikram?"

"No he has gone out."

Pronouns are divided into several classes

i) Personal Pronouns: The pronouns I, we, you, he, she it, that, this are called personal pronouns because they refer to the three persons

1st Person- I, my, mine,

we, us, our, ours,

2nd person-you, your, yours

3rd person-he, him, his, she, her, hers, it its

They, their, theirs, them.

ii) Possessive pronouns:- A pronoun, which refers to possession or ownership, origin or kind, is called possessive pronoun.

e.g.,1. This is my book

2. I borrowed his book.

3. I depend on their support

4. We are staying in her house.

iii) Predicative possessive: These are pronouns used as a part of predicates.

e.g., 1. This book is mine.

2. The dress is hers.

3. That pen is yours.

iv) Reflexive pronouns:- The pronoun, which is used to co-refer to the subject (being in the place of object), is called a reflexive pronoun. It is also used to emphasize the nominal

e.g., 1. He praised himself.

2. The car moved itself in the slope.

3. You can do it yourself (emphasis)

4. They did it themselves (emphasis)

Demonstrative Pronouns: Sometimes a pronoun may not come in the place of a noun. But, it is used to refer to something, or someone.

e.g., 1. This is my book.

2. That is fantastic.

3. These are delicious.

Indefinite pronouns: - Some pronouns refer to persons, places or things in general. They are called indefinite pronouns.

e.g., 1. One should love one's own country.

2. None of them is busy.

3. Some of them are Punjabis.

4. Many of them could not reach in time.

Relative Pronouns: Relative pronouns relate two units of a sentence by referring back to somebody or something indicated by the noun/pronoun it is linked with.

e.g., 1. This is the man, who helped me that day.

2. He is the person who won in the election.

3. This is the train, which goes to

Tirupathi.

4. This is the place where I did my graduation.

Interrogative pronouns: Interrogative pronouns are the words used to ask questions.

- e.g.,
1. What is happening there?
 2. Who is investigating the case?
 3. Why are you standing here? These are also used to report questions.

- e.g.,
1. She asked me what the time was.
 2. They enquired about why the train was delayed.
 3. He wanted to know how I was feeling.

The reciprocal pronouns are each other and one another.

12.3 The Adjective

An adjective is a word that modifies a noun.

- e.g.,
1. She is wearing a green dress.
 2. He is a strong man.

An adjective may point out which one

- e.g.,
1. The approaching train is coming from Kashmir.
 2. A singing bird is sitting on the branch.

An adjective may tell how many / how much.

- e.g.,
1. I bought it for ten rupees
 2. She drank one cup of milk

An adjective is not always placed close to the word it modifies. It may be separated from the word it modifies by other words in the sentence.

- e.g.,
1. Hemanth was very tired.
 2. Arun looks happy.

2.4 The Adverb

An adverb is a word used to modify a verb, an adjective, or another adverb.

- e.g.,
1. The man came swiftly around the corner.

2. She followed her teacher timidly.

Adverbs usually tell one of the four things about the verb. It may tell when the act was done,

e.g., 1. Jim came at 12.15

2. Jim came to the park.

3. Jim came early.

4. Jim came far.

2.5 The Interjection

The words which are used as exclamations to show strong feelings such as anger, surprise excitement etc are called as interjections.

e.g., 1. Oh! We lost the game.

2. Alas! He met with an accident.

3. Hurray! I've got first class.

Assignment: I

Complete the dialogue given below using appropriate interrogative pronouns.

1 " _____ do you live? " I live in Guntur."

2 " _____ is your father doing?

"He is working in the Indian Railways."

3 " _____ did you come here? " I came by car."

4 " _____ will you go back.? " I will go back at 4 0' clock."

5 " _____ long have you been living in this city?" " I have been living in this city for three years."

6 " _____ have you come here? " I have come to see my friend."

7 " _____ often do you come to see your friend?" " once in a week I come to see her."

8 " _____ book is this?" " That is my friend's book."

Assignment : II

Fill in the blanks with suitable relative pronouns

(Who, what, when, how, where, which etc)

1. I asked my mother _____ I should do it.

2. Pavan asked me _____ he should say if his. Wife asks him about his lost purse.

3. Tell me _____ I should search.

4. He selected a dress ——— he liked.
5. I want to know ——— happened yesterday.
6. The man ——— owns the house has not come.
7. He stopped crying ——— he saw his mother.
8. He noticed some bottles ——— were floating on the sea
9. I am looking for a man ——— could do this work.

Assignment: III

Identify the parts of speech of the underlined words.

1. Akbar was a great king.
2. His courage won him honor.
3. There are twenty boys in the class.
4. The girl wrote a letter to her cousin.
5. Iron and copper are useful metals.
6. He worked the sum quickly.
7. The girl is fond of music.
8. A fair little girl sat under a tree.
9. Alas! She is dead.
10. I ran fast but missed the train

ANSWERS

Exercise-1

Buddha, name, Gouthama, son, suddhodhana king, India, year, Christ, religion, Buddhism,
Hinduism Indians

Assignment: I

1. where 2) what 3) how 4) when 5) how 6) why 7) how 8) whose

Assignment: II

- 1). when 2) what 3) where 4) which 5) what 6) who 7) when 8).which 9) .who.

Assignment : III

1. Noun, adjective 2) pronoun 3) Adjective 4) verb 5) conjunction 6) adverb 7) preposition 8) preposition 9) interjection 10) conjunction.

Reference books

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UNIT 3 ENGLISH GRAMMAR

Lesson 13

Sentences, Clauses and Phrases

Objectives: The main objective of the introduction of this unit is to enable the students to understand the structure of the sentence, clause and Phrase and to classify the sentences, clauses and phrases.

Introduction: In the previous unit you have studied vocabulary, spelling and parts of speech. In this unit you are going to study sentences, clauses and phrases.

A Sentence is the unit of any composition. We speak or write in sentences. To speak or to write correct sentences, let us study the structure of a sentence.

STRUCTURE

- 13.1 Subject and Predicate.
- 13.2 Declarative sentence
- 13.3 Interrogative sentence
- 13.4 Imperative sentence
- 13.5 Exclamatory sentence
- 13.6 Phrases and clauses
- 13.7 The main clause
- 13.8 The subordinate clause

A *sentence* is a group of words, which can stand alone as a single utterance. It should stand by itself. A sentence consists of two parts, the subject and the predicate. The naming part of the sentence is called the subject and what is talked about the subject in that sentence is called the predicate.

13.1 Subject and Predicate

The Taj Mahal / is one of the Seven Wonders of the World

Examples for subject and predicate

The boy / stood on the burning deck.

Subject Predicate

Edison / invented the Phonograph.

Subject Predicate

The early bird / catches the worm.

Subject Predicate

The dew drops / glitter in sunshine.

Subject Predicate

The rainbow / soon faded away.

Subject Predicate

Sentences can be classified into four types

13.2 A declarative sentence is a statement.

- e.g.,
1. I want to become a doctor.
 1. The lion is the king of animals.
 2. There is enough food for five people.
 3. It is 10.15P.M now.
 4. She is a hard-working girl.
 5. The cat sat on a wall.
 6. She is going to the market now.

13.3 An Interrogative Sentence presents a question

- e.g.,
1. What are you doing?
 2. Can you speak Telugu?
 3. Where do you live?
 4. How long have you been waiting here?
 5. Did you send your application?
 6. When are you coming?
 7. Are you going home now?

13.4 An imperative sentence is one that expresses a command, request or wish.

- e.g., :
1. Do as I say.
 2. Please give your pen.
 3. May the Lord's blessings be with you?
 4. "Don't drink that!"
 5. "Stop making noise!"
 6. "Listen to what I say!"
 7. "May I come in, Sir!"
 8. "Please lend me your pen"

13.5 An exclamatory sentence expresses a sudden feeling or a feeling of surprise.

- e.g.,:
1. "Run, there is a snake in the garden!"
 2. "Hurray! We have won the game!"
 3. "Oh! My god!"
 4. "What a shame!"
 5. "How very cold it is!"

EXERCISE: I

Identify the subjects of the following sentences.

1. The garden is full of roses.
2. The sky is clear after it has rained.
3. Shakespeare in a world famous dramatist.
4. The Falaknuma express is late by 45 minutes.

13.6 Phrases and clauses:

The clause: A group of words containing a subject and a predicate, which forms a part of the sentence, is called a clause.

e.g., 1. Have you seen a man/who wore a blue shirt? There are two clauses in this sentence, each having a subject and a verb.

2. I like the flowers/which are fragrant.

The phrase: A group of words, which forms a part of the sentence, which does not have a subject or a verb, is called a phrase.

e.g., 1. Vijayawada has a railway station with many platforms.

2. Greatly disappointed, he burst out into tears.

3. Climbing the tree, he lost his balance.

4. I shall do the work as soon as possible.

5. The post office is in front of the church.

6. A servant is expected to be at the beck and call of his master.

7. His brother worked in place of him.

Clauses are classified into two types: Main clause and subordinate clause.

13.7 The main clause: A main clause is a group of words in a sentence which has a subject and a verb, and can express a complete thought without depending on any other part of the sentence. It can be called a simple sentence as an independent structure but when written as a part of a sentence, it is called a main clause.

e.g., 1. The thief ran away. (Simple sentence)

The thief ran away when the policeman whistled.

“The thief ran away” becomes the main clause when it is written as part of the sentence.

13.8 The subordinate clause: The subordinate clause is a group of words in a sentence, which depends on the main clause to express complete meaning and thought. It cannot stand as an independent sentence.

- e.g.,
1. The meeting started /when the chief guest
The meeting started main clause
When the chief guest arrived - subordinate
 2. He was angry / when he heard the result
Main clause / Subordinate clause
 3. I shall follow you / wherever you go
Main clause / Subordinate clause
 4. He returned home / when the sun set
Main clause / subordinate clause
 5. The dog jumped up / when he saw the cat
Main clause / subordinate clause

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Unit III ENGLISH GRAMMAR
Lesson 14
Grammar - Concord, Modals and Tenses

Structure of the Lesson:

- 14.0 Objectives
- 14.1 Introduction
- 14.2 Concord
 - 14.2.1 Important Rules of Concord
 - 14.2.2 Exercise
- 14.3 Modals
 - 14.3.1. Shall, will, should and would.
 - 14.3.2 Can, could, may and might
 - 14.3.3 Must, ought to, need and used to
 - 14.3.4 Exercise
- 14.4 Tenses
 - 14.4.1 Present Tenses
 - 14.4.2 Past Tenses
 - 14.4.3 Future Tenses
 - 14.5.4 Exercise

14.0 Objectives

After completing the lesson the student will be able understand:

- The meaning of Concord in grammar.
- Rules governing the subject - verb agreement.
- Modals in grammar.
- Various modalities expressed by modals.
- The three main tenses and their sub-division.
- Sentence pattern in different tenses.
- The way the twelve tenses are used to express time and progress of different actions

14.1 Introduction

Grammar can simply be defined as a set of rules used to frame error free sentences so that the communication either written or oral can be effective. In order to be a good writer or speaker, one requires the knowledge of these rules to a considerable extent. In this lesson, you are going to learn three different grammar topics - Concord, Modals and Tenses. Concord helps you choose appropriate verb form according to the number and person of the subject of the sentence. Modals assist you in making written or oral communication effective. After learning Tenses, your ability to write correct expressions will be enhanced. The exercises are given at the end of each topic so that you can assess yourself of your understanding of the particular topic. After all, as it has already been stated, grammar is a set of rules and the best way to master them is using their examples frequently.

14.2 Concord

Concord literally means a state of agreement or harmony. In grammar, concord refers to the agreement of the verb with its subject in person and number. The verb form that is chosen in a sentence depends on the subject of the sentence.

I am learning English grammar.

We are learning English grammar.

He is learning English grammar.

They are learning English grammar.

Agreement of Personal Pronouns and Helping Verbs

Number	Person	Pronoun	Be Present forms	Be Past forms	Have Present forms	Have past form
Singular	First Person	I	am	was	have	had
	Second Person	You	are	were	have	
	Third Person	he/she/it/Raju/ Rani	is	was	has	
Plural	First Person	We/you/they/ Raju and Rani	are	were	have	
	Second Person					
	Third Person					

Generally, there is no ambiguity in placing an appropriate verb in a sentence. But there are some peculiar cases where students get confused in choosing the verb.

14.2.1 Important Rules of Concord:

Special attention should be given to the following points.

1. Usually, the noun near the verb is misunderstood as its subject. The proper subject should be identified before choosing the appropriate verb.

E.g. The quality of the apples was extremely good.

Proper subject near noun

2. A plural verb is required when two or more singular nouns or pronouns are joined by 'and'.

Platinum and gold are precious metals.

Exception: A singular verb is required when the two nouns refer to one person or one idea.

Dr. Manmohan Singh, the **politician** and great **economist is** dead. (Politician and economist refer to one person)

3. A singular verb is required when words are connected to a singular subject by 'with' 'as well as'.

English **as well as** Sanskrit **was** opted by him under electives.

4. Two or more singular subjects joined by 'or' or 'nor' take a singular verb.

Our sorrow **or** our happiness **is** largely due to our own deeds.

Exception: A plural verb is taken when one of the subjects is a plural one.

Neither the principal nor the lecturers **were** convinced of his explanation.

5. Either, neither, each, every, and 'many a' are followed by a singular verb.

Each of the boys **is** running for the ball.

6. A verb in singular number is used after a collective noun when the group is taken as a whole.

The jury has given the verdict.

But a plural verb is used when the individuals in the group are thought of.

The jury **are** divided on one major point.

7. A singular verb is used when some quantity or amount is taken as a whole.

Twenty minutes extra time **is** given for every student.

14.2.2 Exercise:

- Bread and butter _____ (is/ are) good for his health.
- Slow and steady _____ (win/ wins) the race.
- The director and actor _____ (is/ are) dead.
- Many a people _____ (try/ tries) hard to get selected in the university cricket team.
- Ten kilometers _____ (is/ are) a long distance.
- The minister along with his officials _____ (has/ have) come for the press meet.
- The committee _____ (is/ are) divided on the expenditure made towards entertainment.
- Rs. 40000/- a month _____ (is/ are) a handsome salary for a clerical job.
- Neither Raju nor Ravi _____ (know/ knows) the solution to the riddle.
- The Chief Minister along with his ministers _____ (is/ are) working for the welfare of the state.

14.3.0 Modals

The words that denote modality i.e. permission, likelihood, possibility, certainty, and necessity are called modals or modal verbs in grammar. They are often grouped with the auxiliary verbs or helping verbs which are used with the main verb or ordinary verb to form different tenses, passive forms of the verbs, questions and negative sentences.

The helping verbs **shall, should, will, would, can, could, may, might, must,** and **ought** are known as modal verbs. At times, **need** and **dare** are also used like modals.

14.3.1. Shall, will, should and would.

- Shall* is used in the first person and *will* in the second and third persons to indicate pure future. But today, 'I shall or we shall' is very rarely used. 'I will or we will' has become most common.

We will need the house by next month.

Tomorrow will be Monday.

Note: In modern English, people generally use 'will' for all persons i.e. first, second and third persons.

- Use of *shall* with the first person in questions, asks the intention of the person who is addressed.
 - Shall I close the window? (Do you want me to close the window?)
 - Where shall we go for a walk? (Seeking the suggestion of the other person)
 - Which book shall I read? (Seeking the advice of the person addressed)
- *Will* is used to indicate promise, willingness, probability or a characteristic habit.
 - I will try to do better next time. (Promise)
 - I will carry your luggage to the station. (Willing to do)
 - He will sit for hours watching the television. (Characteristic habit)
 - This will be the book you want. (Probability)
- *Will* with a second person indicates an invitation or a request.
 - Will you lend me your bicycle? (Request)
 - Will you have lunch? (Invitation)
- *Should* and *would* are the past tense forms of *shall* and *will*.
 - She said that she would be thirty next birthday.
- *Should* indicates duty or obligation.
 - We should obey the rules and regulations of the university.

14.3.2 Can, could, may and might

- *Can* is used to indicate ability or capability.
 - He can lift this box.
- *Can* and *may* are used to indicate permission.
 - You can/may leave now.
- Note: To express permission *may* is rather formal.
- *May* is used to indicate possibility or wish.
 - It may rain in the evening. (Possibility)
 - May the newly married couple live happily (wish)
- *Could* and *might* are the past tense forms of *can* and *may*.
 - I said that he could lift this box.
 - The manager said that I could/ might leave then.
- *Might* is also used to indicate dissatisfaction.
 - You might pay a little more attention to this project.

14.3.3 Must, ought to, Need and used to

- *Must* is used to indicate necessity or obligation.
 - You must get up early.
- Note: *must* is used to indicate the present but to indicate the past *had to* is used.
 - You had to get up early yesterday.
- When the application is self-imposed, *must* is used but when it is from outside, *have to* is used.
 - I must walk for forty minutes a day. (Self imposed obligation)
 - I have to walk for forty minutes a day. (Doctor has told me to do so)
- *Ought to* is used to indicate moral obligation or probability.
 - We ought to love our neighbours. (Moral obligation)

Petrol prices ought to come down soon due to the efforts of the government. (Probability).

- *Need* is used to denote necessity or obligation.
She need not go there.
Need I speak to her?
- The auxiliary verb *dare* means 'be brave enough to'. It does not take 's' in the third person singular, simple present tense.
It is usually used in the negatives or questions.
She dare not take such a move.
How dare you criticize my speech?

14.3.4 Exercise

1. You _____ (should/ would) be punctual.
2. _____ (may/can) I help you.
3. Abdul Kalam says that we _____ (need/ dare) to be self-sufficient.
4. Children _____ (should/ would) obey their parents.
5. _____ (May/can) God bless you!
6. _____ (Shall/will) I take leave now?
7. We _____ (ought/might) to help the poor.
8. I _____ (need/should) not see him anymore.
9. If I asked him again, he _____ (may/might) refuse.
10. _____ (may/ might) I take your pen.
11. _____ (shall/ should) we visit the Taj Mahal.

14.4.0 Tenses

A tense in grammar, to say simply, is a change made to the verb to indicate time of an action or event. The three main tenses are - the past tense, the present tense and the future tense. These three tenses are again divided into four each - simple, continuous, perfect and perfect continuous - to indicate the progress of the action or event.

- In a simple tense, the action is mentioned without any reference to its progress.
I sing.
- A continuous tense indicates the continuity of an action or event.
He is singing a song.
- A perfect tense denotes the completion or the finish of an action at a particular point of time.
He has finished his homework.
- A perfect continuous tense indicates the continuity of an action for sometime before it completes later at a particular point of time.
He has been singing for two hours.

14.4.1 Present Tenses

The present tenses indicate the actions in the present time.

I play

Simple Present Tense

- The present tense form or the first form of the verb is used in the simple present tense.

Sentence pattern: **Subject + Verb 1 + Object/Complement**

They like chocolates.

Note: When the subject of a simple present tense is in the third person singular i.e. he, she, it, Raju or Rani, 's' or 'es' is added to the verb.

She drinks coffee every evening.

Raju teaches us English grammar.

- The present simple tense is used to indicate:
 - A present action.
He runs for the ball.
 - A habitual action.
She gets up daily at 6 o'clock in the morning.
 - Universal or general truths.
The sun sets in the west.
 - A future event when it is a fixed programme.
The train leaves at 7:30 p.m.
- Usually the simple present tense is used with the adverbial time phrases like always, usually, generally, regularly, frequently, everyday, daily etc.

Present Continuous Tense

- In forming the present continuous tense, the helping verbs *am*, *is*, or *are* and the present participle or the -ing form of the verb are used.

Sentence pattern: **Subject + am/is/are + Verb-ing + Object/Complement**

They are running for the ball.

- The present continuous tense is used to indicate:
 - An action occurring at the time of speaking.
She is reading a comic book now.
 - An already arranged action that will occur in the near future.
We are going to Guntur tomorrow.
 - For an obstinate habit in the derogatory sense with adverbs like always, continually etc.
He is always smoking on campus.

Note: The following verbs are not usually used in the continuous form when they indicate a state.

1. Verbs of perception like see, hear, taste, smell etc.
2. Verbs of mental activity like think, want, desire, wish, forgive, care, hate, love etc.
3. Verbs of possession like have, own, belong, process etc.

Wrong: I am having a car.

Right : I have a car.

- The present continuous tense is usually used with the expressions like now, at present, Look! Hear! Listen! Watch! Don't disturb etc. which indicate the continuity of the action before the speaker.

Present Perfect Tense

- The present perfect tense is formed by using the helping verbs *has* or *have* with the past participle or the third form of the verb.

Sentence pattern: **Subject + has/ have + Verb 3 + Object/Complement**

He has finished reading the novel.

- The present perfect tense is used to indicate an action that has just completed or finished in the recent past.

We have just finished our dinner.

- It is used to indicate a past action without mentioning the past time or place.

Right: I have seen the movie.

Wrong: I have seen the movie yesterday.

Right : I saw the movie yesterday.

Present Perfect Continuous Tense

The present perfect continuous tense is formed by using the helping verbs *has been* or *have been* along with present participle form or the -ing form of the verb.

Sentence pattern: **Subject + has been/ have been + Verb -ing + Object/Complement**

- The present perfect continuous tense is used to indicate an action started at a particular point of time in the past and continuing up to the time of speaking or completed by the time of speaking.

Vishal has been working in the university since 2001.

The present perfect continuous tense is usually used with the prepositions *for* or *since*. 'Since' is used to indicate 'point of time' and 'for' is used to indicate 'period of time'.

He has been working in the factory since 2001. (Point of time)

He has been working in the factory for the last twenty years. (Period of time)

14.4.2 Past Tenses

The past tenses are used to indicate the actions occurred in the past.

The past tense is further divided into the simple past, the past continuous, the past perfect and the past perfect continuous.

Simple Past Tense

The simple past tense is formed by the past tense form or the second form of the verb.

Sentence pattern: **Subject + Verb 2 + Object/Complement**

They went to the market.

- The simple past tense is used to indicate:
- An action that took place in the past.

It is often used with the adverbs of past time words like yesterday, last week, last month, last year, ago, in 2020 etc.

I met him yesterday.

- A past action without the past adverbs of time when the past time is indicated or implied by the situation.

I met him in Hyderabad. (Now, the speaker is in Vijayawada)

- A past habit often with the modal verb 'used to'.
She used to study many hours a day. (She is not doing so now)

Past Continuous Tense

The past continuous verb form is formed by using the helping verbs *was* or *were* along with the present participle form or -ing form of the base verb.

Sentence pattern: **Subject + was/were + Verb-ing + Object/Complement**

Shiva was reading a novel then.

- The past continuous tense is used to indicate:
- The continuity of an action at a particular point of time in the past.
I was watching television all evening.
- A persistent habit in the past usually with always, continuously etc.
He was always sitting on the last bench. (Now, he is sitting elsewhere)
- The past continuous tense is used with the simple past tense when a new action occurred while a longer action was going on.

Archana was watching television when her father came.

Past Perfect Tense

The past perfect tense verb form is formed by using the helping verb *had* along with the past participle form or third form of the base verb.

Sentence pattern: **Subject + had +Verb 3 + Object/Complement**

We had completed the work by 5 p.m.

- The past perfect tense is used to indicate the completion of an action by a particular point of time in the past.
We had already reached Vijayawada by this time yesterday.
- The past perfect tense is often used with the simple past tense in situations when two actions occurred in the past. In such cases, the past perfect tense is used to indicate the action which occurred earlier than the other action which is indicated by the simple past tense.

Past Perfect Tense: First action Simple Past: Second action

The cinema had already begun before we entered the theatre.

Past Perfect Continuous Tense

The past perfect continuous tense verb form is formed by using the helping verb *had been* along with the present participle form or the -ing form of the base verb.

Sentence pattern: **Subject + had been +Verb -ing + Object/Complement**

They had been living here for twenty years by last month.

- The past perfect continuous tense is used to indicate an action that had started in the past and continued up to a particular point of time in the past.

He said that I had been working there for five years.

14.4.3 Future Tenses

The future tenses are used to indicate actions that will occur in the future time.

The future tense is further divided into the simple future, the future continuous, the future perfect and the future perfect continuous.

Simple Future

The verb form used in the simple future tense is the helping verb *will* or *shall* and the base form or the first form of the verb.

Sentence pattern: **Subject + will/shall + Verb 1 + Object/Complement**

He will come to college tomorrow.

- The simple future tense is used to indicate:
 - A future action not in our control.
He will be thirty next Monday.
 - An action that is believed or thought to occur in the future with the phrases like I think, I believe, I am sure etc.
I think India will win the match.

Future Continuous Tense

The future continuous tense verb form is formed by the helping verbs *will be* or *shall be* along with the present participle form or the -ing form of the base verb.

Sentence pattern: **Subject + will be/shall be + Verb-ing + Object/Complement**

They will be writing the exam at this time tomorrow.

- The future continuous tense is used to indicate an action that will be continuing at a particular point of time in the future.
We will be going to Chennai at this time next week.

Future Perfect Tense

The future perfect tense verb form is formed by the helping verbs *will have* or *shall have* along with the past participle form or the third form of the verb.

Sentence pattern: **Subject + will have/shall have + Verb 3 + Object/Complement**

We shall have finished the examination by this time tomorrow.

- The future perfect tense is used to indicate an action that will be completed by a particular point of time in the future.
We shall have finished the play by 5 p.m.

Future Perfect Continuous Tense

The verb form of the future perfect continuous tense is formed by the helping verbs *will have been* or *shall have been* along with the present participle form or the -ing form of the verb.

Sentence pattern: **Subject + will have been/shall have been + Verb-ing + Object/Complement**

They will have been living here for twenty years by next month.

The future perfect continuous tense is used to indicate an action that began in the past, continues for some time and will finish in the future.

They will have been constructing the house for nine months by tomorrow.

14.4.4 Exercise

1. Most snakes _____ (lay) eggs but the python _____ (give) birth to its young ones.
2. I _____ (work) in this college for five years.
3. My brother is a writer. He _____ (write) novels. He _____ (write) since 2001 and _____ (write) eight novels so far.
4. He _____ (resolve) the puzzle before everyone else did.
5. He _____ (watch) television when the calling bell rang.
6. Minakshi has decided to deposit Rs. 5000 in the bank every month. By the end of the year she _____ (save) Rs. 60000.
7. Ram Charan _____ (be) a famous Telugu film actor.
8. Both the girl and her sister _____ (be) in the house yesterday.
9. Rajesh usually _____ (sit) in the front row.
10. It _____ (rain) when I met Swati.
11. Ravindra _____ (have) a beautiful villa in Vijayawada.
12. The lecturer asked the student why he _____ (come) so late to the college.
13. Saujanya _____ just _____ (return) from the market.
14. By this time tomorrow, they _____ (reach) Chennai.
15. Honey _____ (be) sweet.
16. Look! The old man _____ (walk) across the road.
17. _____ you _____ (read) the Geetanjali?
18. They _____ (construct) the house for two years.
19. I _____ (write) a letter to him last month.
20. The light _____ (go) out when they were reading.
21. He _____ (drive) fast when he hit the divider on the highway.
22. Don't disturb her. She _____ (do) her homework.
23. Deepika _____ (go) out ten minutes ago.
24. This journal _____ (appear) twice a year.
25. I _____ (buy) a new car last month.
26. Ramesh _____ (use) to visit the library every week but he rarely comes now.
27. Vijayawada _____ (change) its appearance completely since 2020.

28. When I _____ (finish) my supper I went to bed.
29. The next semester _____ (begin) on 23rd December.
30. We _____ (have) to reach home before it gets dark.
31. They _____ (go) to Guntur at this time tomorrow.

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UNIT III ENGLISH GRAMMAR

Lesson 15

Grammar - Articles, Prepositions and Question Tag

Structure of the Lesson

15.0 Objectives

15.1 Introduction

15.2 Articles

15.2.1 Choice between a or an

15.2.2 Uses of the definite article *the*

15.2.3 Uses of the indefinite article *a* or *an*

15.2.4 Omission of the articles

15.2.5 Exercise

15.3 The Preposition

15.3.1 Certain relations expressed by prepositions

15.3.2 Appropriate prepositions

15.3.3 Exercise

15.4 Question tag

15.4.1 Important points to remember

15.4.2 Exercise

15.0 Objectives

After going through the lesson, the student will be able to understand:

- Types of articles.
- The use of a, an and the.
- When the articles should not be used.
- The relations expressed by prepositions.
- Choosing appropriate prepositions.
- The formation of a question tag.
- Rules of placing a right question tag.

15.1 Introduction

In this lesson, you are going to learn articles, prepositions and question tags. Articles are structure words. They are demonstrative adjectives used before nouns. For using the articles effectively, one should know the types of articles, the use of articles and also special cases which require no article. Like articles, prepositions are also structure words. Most of the students get confused in choosing the right preposition due to the want of considerable knowledge of the relations expressed by various prepositions and the appropriate prepositions used after particular words. It is not an exaggeration that the use of the right prepositions shows the proficiency one has in the English language. The use of question tags is more frequent in spoken English rather than in written form. Instead of using the right question tag, it has become a common mistake of

using 'isn't it?' for all statements. Therefore, one should learn articles, prepositions and question tags and understand the set of rules governing their usage so that one may not make common mistakes in English.

15.2 Articles

The structure words *a*, *an* and *the* are called articles in English. They are determiners used before nouns.

Articles are of two types:

1. The Indefinite Article: *A* or *an* are called the indefinite articles as they do not specify a particular person or a thing.
A student (any student)
2. The Definite Article: *The* is called the definite article as it refers to a particular person or a thing.
I saw the beggar (a particular beggar)

15.2.1 Choice between A or An:

- *An* is used before the words beginning with a vowel sound.
An apple, an island, an electrician, an inspiring story, an honest man and an MP, an MLA etc.
- *A* is used before the words beginning with a consonant sound.
A boy, a tree, a rose and also a one eyed man, a European, a University, a unicorn etc.

15.2.2 Uses of the Definite Article *the*:

The definite article 'the' is used before:

- A particular person already referred to.
Once there lived a king. The king had four sons.
- Nouns, which are unique of their kind.
the sun, the moon, the earth, the world, the Charminar, the Red fort, the ocean, the sea etc.
- Names of the musical instruments.
The violin, the tabla, the veena, the flute etc.
- Superlatives.
The most, the greatest, the tallest etc.
- Ordinals
The first, the second, the fifth etc.
- Most common time expressions.
The evening, the morning, the afternoon
- Names of seas, rivers, mountain ranges, groups of Islands etc.
The Dead Sea, the Red Sea, the Godavari, the Himalayas, the Andamans etc.
- Names of religious scriptures or epics.
The Ramayana, the Mahabharata, the Quran, the Bible, the Iliad, the odyssey etc.
But Vyasa's Mahabharata, Valmiki's Ramayana, Homer's Iliad
- The adjective to give it the force of a plural noun.
The rich ought to help the poor.
Here, the rich means rich people and the pure means poor people.

- Surnames used in the plural.
The Tatas, the Birlas etc.
- With the comparative adjective as an adverb.
The more, the merrier. The more you sow, the more you reap.
- A singular noun to denote the whole class.
The cow is a useful animal.
Here, the cow represents the whole class in the sense that cows are useful animals.

15.2.3 Uses of the Indefinite Article *a* or *an*:

The indefinite article is used:

- In the numerical sense of 'one'.
A bird in the hand is worth two in the bush.
- In the vague sense of 'a certain'.
A Ram came to meet you when you were away.
Here, Ram is not known to the speaker.
- Before a proper noun to make it a common noun.
A Tendulkar came to play.
Here, Tendulkar refers not to the famous cricketer Tendulkar but to a great cricket player.
- Before a singular countable noun to represent the whole class.
A dog is a faithful animal.
Here, a dog represents the whole class in the sense that any dog is a faithful animal.
- Before names of professions.
Ramakrishna is a teacher.

15.2.4 Omission of the Articles:

Articles are not generally used:

- Before abstract nouns like politeness, kindness, happiness, wisdom etc.
- Before material nouns like gold, silver, platinum etc.
- Before proper nouns like Hyderabad, India, Vijayawada etc.
- Before human body parts, used with possessive pronouns like my legs, his hands, my face etc.
- Before names of meals like lunch, dinner, supper in general.

Note: But when used specifically, they take articles before them.

This chain is made of gold. (general)

The gold that he bought is 22 carat only. (specific)

Lunch is ready. (general)

The lunch I had at DV Manor is very tasty. (specific)

- Before certain places like hospital, school, college, church, temple, prison when these places are visited for their primary purpose.
Raju went to hospital for health check up (primary purpose)
Raju went to the hospital to see his friend. (secondary purpose)

15.2.5 Exercise

Fill in the following blanks with suitable articles.

1. Vishal is _____ software professional. a
2. It is _____ interesting story. an

3. _____ Bhagavad Gita is an epic. The
4. Lord Krishna played on _____ flute. the
5. The Chief Minister will attend the function in _____ evening. the
6. I saw _____ one eyed beggar in the Zoo. a
7. _____ movie that I watched last night was very horrible. The
8. Venu is one of _____ tallest boys in the class. the
9. She is _____ first woman to raise her voice against gender discrimination. the
10. _____ more you go up, _____ more it becomes difficult. The, the
11. _____ Tatas are the pioneers of the aircraft industry in India. the
12. They have purchased _____ new car. a
13. Honesty is _____ best policy. the
14. My father came to _____ college to pay my fees. the
15. _____ over can alter the victory of a cricket team. An
16. Delhi is _____ capital of India. the
17. Traffic rules are laid down by _____ Transport Department. the
18. Twelve inches make _____ foot. a
19. _____ sun shines brightly. The
20. She likes to walk in _____ open . the
21. I did not tell my mother about _____ accident. the
22. Do you come for _____ walk with me? a
23. He pretends to be _____ original writer. an
24. I have not seen her since she was _____ child. a
25. They started the concert late in _____ evening. the
26. West Bengal is _____ largest producer of paddy. the
27. _____ Andamans are a group of islands in the bay of Bengal. The
28. Rajahmundry is on _____ Godavari. the
29. Swami Vivekananda was _____ great orator. a
30. How wonderful _____ painting looks! the

15.3 The Preposition

Prepositions are structure words that appear in front of nouns or pronouns to denote the relation the noun or pronoun has with something else in the sentence. They are useful in framing a syntactic and semantically sound sentence.

There is a dog in the garden.

At times, the use of the prepositions is confusing as most of them can be used to denote more than one meaning.

There are three classes of prepositions.

1. Simple prepositions
yet, by, for, from, off, on, out, through, till, to, up, with.
2. Compound prepositions

They are formed by adding *a* or *b* meaning *no* or *by* respectively to nouns, adjectives or adverbs.
about, above, across, along, before, behind, between, among etc.

3. Phrase prepositions

These are a group of words used in a sentence as a single preposition.

according to, in place of, in front of etc.

15.3.1 Certain Relations Expressed by Prepositions

Prepositions indicate different relations like time, place, purpose, direction, movement, agency, instrumentality, concession, comparison, source, manner etc.

Ramu sat between Raju and Gopal. (position)

Swati travelled from Delhi to Vijayawada. (movement or direction)

He rang me at 6 o'clock. (time)

The highway is blocked because of the truck accident. (reason)

My brother went to the park for a walk. (purpose)

Deepika cut the mango with a knife. (instrumentality)

Devi comes to college by bus. (means)

In spite of being weak, he completed the project in time. (concession)

She dances like a peacock. (comparison)

The inspector investigated the murder case with utmost care. (manner)

- Special attention should be given to the following prepositions.

In-at

- Both *in* and *at* can be used before the names of cities, towns or villages. *In* denotes the place as an area and *at* as a point.
They stayed in Hyderabad for 20 years.
The Prime Minister stopped at Vijayawada on his way to Delhi. (a point).
- *In* is used with street names and *at* with door numbers.
Priyanka lives in Rajagopalachari Street.
Priyanka lives at number 72, Rajagopalachari Street.

Till-to

- The preposition *till* refers to time and *to* refers to place.
He did not wake up till 9 o'clock.
He walked to the end of the corridor.

With-by

- *With* is used with the instrument of action and *by* with the agency of action.
The two birds were killed by the hunter with one shot.

Since-for

- *Since* is used to denote the point of time i.e. the starting time of an action. *For* denotes the period of time i.e. the total time period from the beginning to the the time of speaking of an action.
They have been living in Guntur since 2001.
They have been living in Guntur for 20 years.

In-within

- Both *in* and *within* can be used to denote time. *In* indicates 'at the end' of the scheduled time period and *within* indicates 'before the end' of the scheduled time period.
I shall return the book in two days. (at the end of two days)
I shall return the book within two days. (before the end of two days)

Beside-besides

- *Beside* means ‘by the side of’ and *besides* means ‘in addition to’.
Raju sat beside his sister.
Ravi can speak French besides English.

Between-among

- *Between* is used when there are two persons or two things and *among* is used when there are more than two persons or things.
Ravali sat between Jyoti and Priya.
She sat among her friends.

Mode of transport

- One travels by car, by taxi, by bus, by train, by bicycle, by bus etc.
He came to college by bicycle.
- Using ‘by walk’ for ‘on foot’ is wrong.
Right: Raju comes to college on foot.
Wrong: She comes to college by walk.

15.3.2 Appropriate prepositions

- Certain nouns, verbs and adjectives always go with particular prepositions. They are called appropriate prepositions. Some of the important appropriate prepositions are:

account for	careful about	opposed to
accurate in	comment on	popular with
accused of	comparison with	preside over
acquaint with	compete with	protest against
addicted to	complaint with	proud of
affectionate to	confident of	quarrel with
affection for	congratulate on	refer to
afraid of	consist of	rely on
agree to something	contribution to	resemble to
agree with a person	deal with	revenge on
alarmed at	delight in	revolt against
angry at a thing	depend on	satisfy with
angry with a person	derived from	subsist on
annoy with	differ from	suffer from
anxious about	disappoint with	sufficient for

apologize to something wrong	discussed with	suitable for
apologize to a person	divide into	surprise at
argue for a point	eager for	sympathy for
argue against a point	eligible for	thankful to
argue with a person	escape from	translate into
arrive at	exempt from	trust in
ashamed of	fall from your place	vote for
associate with	fall in love	vote against
astonished at	fall into a trap	weak in
aware of	fall into a river	welcome to
revenge on	familiar to	wonder at
based on	famous for	jealous for
beg for	fond of	
begin with	glad at	
believe in	good at	
belong to	married to	
beware of	jealous of	
boast of	know about	
borrow from	listen to	
busy with	obedient to	

15.3.3 Exercise

1. We are sorry ___ disturbing you. for
2. The clients are happy _____ Rajan's argument. with
3. Chocolates were distributed _____ the children. among
4. The flower pot was kept _____ the refrigerator. beside
5. Start anytime _____ 11 a.m. and 12 p.m. between
6. It has been raining ____ two hours. for
7. There is a musical concert ____ the evening. in
8. Gandhi was born ____ 2nd October. on
9. She has been suffering ____ covid-19. from
10. We went to the zoo ____ bus. by
11. She has to come to college ____ foot due to the RTC strike. on

12. Follow the guidelines _____ page number 30. at
13. Ajay is fond _____ classical music. of
14. He died _____ cancer. of
15. The Prime Minister left _____ Malaysia. for
16. Vijay prefers coffee _____ tea. to
17. Ramesh is good _____ English. at
18. He offered me a cup _____ coffee. of
19. Doctor advised him to abstain _____ liquor. from
20. The inspector inquired _____ the case. into
21. She insisted _____ continuing the game. on
22. The principal is not satisfied _____ his explanation. with
23. He aimed _____ climbing Everest. at
24. Recently, there has been a reduction _____ the price of petrol and diesel. in
25. He failed to give a satisfactory explanation _____ his failure. for
26. Only post graduates are eligible to apply _____ the job. for
27. He is very sensitive _____ criticism. to
28. Sneha is afraid _____ dogs. of
29. His lecture does not rest _____ firm foundation. on
30. Divya is weak _____ physics. in

15.4 Question tag

Question tags are short questions added at the end of a statement for emphasis, listener's agreement or confirmation. They are commonly found in spoken English.

15.4.1 Important points to remember

- The question tag begins with a small letter and ends with a question mark.
- It is separated from the statement by a comma.
- It consists of a helping verb, usually given in the sentence, followed by a pronoun corresponding to the subject of the statement.
- The negative question tag consists of the abridged form of the helping verb and not. Amn't, isn't, aren't, wasn't, weren't, hasn't, haven't, hadn't, won't. shan't etc..
- A positive statement takes a negative question tag.
He is coming to college, isn't he?
- A negative statement takes a positive question tag.
He did not come to college, did he?
- Statements without helping verbs i.e. the simple present tense and the simple past tense take *don't*, *doesn't*, or *didn't* depending on the main verb of the statement.
They work in the factory, don't they?
Moti likes music, doesn't he?
They went to Hyderabad, didn't they?
- Statements expressing negative ideas take a positive question tag.
She met none there, did she?
None of the songs was melodious, was it?
- The words *little*, *few*, *hardly* and *scarcely* etc. are semi-negatives. Therefore, a statement with any of these words takes a positive question tag.

Few people attended the meeting, did they?

Little alteration was made to the design, was it?

Note: But *a few* and *a little* are positive, therefore, a negative question tag follows the statement.

A few people attended the meeting, didn't they?

A little alteration was made to the design, wasn't it?

- Statements that express 'wishes' take 'won't you' as the question tag.

Have a nice day, won't you?

- Statements with *everyone*, *everybody*, *someone*, *no one*, *nobody*, *anyone*, *none* take 'they' as a pronoun.

Everyone tried to see the chief guest, didn't they?

- Irrespective of positive or negative, imperative sentences usually take 'will you' as the question tag.

Close the door, will you?

Don't wait there, will you?

- Statements with *some of you* take 'you' as the pronoun.

Some of you have been shortlisted for the interview, haven't you?

- A statement with *let's* take 'shall we' as the question tag.

Let's go for a walk, shall we?

- But statements with *let me* take 'will you' as the question tag.

Let me do this, will you?

- Statements with *I am* take 'aren't I' as the question tag and *I am not* take 'am I' as the question tag.

I am a citizen of India, aren't I?

I am not a player, am I?

15.4.2 Exercise

1. Raju repaired the television, _____? didn't he?
2. They were going to the movie, _____? weren't they?
3. Lucy loves ice cream, _____? doesn't she?
4. Let's go to the movie, _____? shall we?
5. She could hardly walk, _____? could she?
6. Keep quiet, _____? will you?
7. You are fine now, _____? aren't you?
8. Have some more rice, _____? will you?
9. There is a temple in that village, _____? isn't there?
10. Someone has called me, _____? haven't they?

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UNIT III ENGLISH GRAMMAR

Lesson - 16

Transformation of Sentences

16.0 Objectives

16.1 Transformation of Sentences - Introduction

16.2 Active and Passive Voice

16.2.1 Transformation of Active Voice into Passive Voice

16.2.2 Exercise

16.3 Direct and Indirect Speech

16.3.1 Transformation of Direct Speech into Indirect Speech

16.3.2 Exercise

16.4 Degrees of Comparison

16.4.1 Formation of Comparative and Superlative

16.4.2 Interchange of Degrees of Comparison

16.4.3 Exercise

16.0 Objectives

After completing the lesson, you will be able to comprehend:

- The transformation of sentences from one form into the other without changing their meaning.
- The way of using either the active or the passive voice depending on the situation.
- Transformation of a sentence from the active into the passive.
- Transformation of Direct into the Indirect Speech.
- Different degrees of comparison.
- Formation of the comparative and the superlative.
- Interchange of a sentence from one degree into the other degree.

16.1 Transformation of Sentences - Introduction

Transformation of a sentence refers to the change of the sentence from one form into the other without changing the meaning of the sentence. It allows the writer or the speaker to use the same sentence in a variety of forms without altering the meaning. Transforming a sentence from the active into the passive makes you give preference to the person or thing which is important rather than making the doer of the action always the subject. Reporting the words of a speaker to the other indirectly relieves you from reporting the exact words which may sometimes be difficult to remember or may hurt the other person. Interchange of degrees of comparison allows you to compare the quality, grade or size of different persons or things and adds another feather to your effective writing skill.

16.2 Active and Passive Voice

Voice is the form of the verb which shows whether the subject is 'the doer' or 'the receiver' of the action. In the active voice statement, the subject is 'the doer' of the action and in the passive voice something is done to the subject.

Active voice is used when the doer is to be made prominent and passive voice is used when the thing or person suffered or received is to be made prominent. Usually, passive voice is used

when the active voice involves indefinite or vague pronouns or nouns like somebody, they, people, we etc.

16.2.1 Transformation of Active Voice into Passive Voice

Assertive or declarative sentences

- Step 1: The subject of the active voice becomes the object of the passive voice and vice versa. In doing so, the following changes occur in personal pronouns.

Subject	Object
I	me
We	us
You	you
He	him
She	her
It	it
They	them

Note: As the object of the passive voice becomes the subject of the active voice, sentences with an object i.e. with a transitive verb can only be transformed into the passive voice.

Active: **They** bought a new car.

Passive: **A new car** was bought by **them**.

- Step 2: An appropriate 'be form' and the past participle form or the third form of the verb is placed after the subject of the passive voice according to the tense of the active voice statement.

Change of helping verbs for the main verb 'work'

Tense	Active Voice	Passive Voice
Simple Present	work/ works	am/is/are/ + worked
Present Continuous	am/is/are + working	am/is/are + being + worked
Present Perfect	has/have + worked	has been/ have been + worked
Present Perfect Continuous	has been/ have been + working	No passive voice
Simple Past	worked	was/were + worked
Past Continuous	was/were + working	was/were + being + worked
Past Perfect	had worked	had been worked
Past Perfect Continuous	had been working	No passive voice

Simple Future	will/shall + work	will be/shall be + worked
Future Continuous	will be/ shall be + working	No passive voice
Future Perfect	will have/shall have + worked	will have been/shall have been + worked
Future Perfect Continuous	will have been/shall have been + working	No passive voice

Active: He **had completed** the work.

Passive: The work **had been completed** by him.

- Step 3: A preposition 'by' is usually placed before the object of the passive voice.

Active: He drinks coffee.

Passive: Coffee is drunk **by** him.

Examples

Active: I am cutting a mango.

Passive: A mango is being cut by me.

Active: He has brought two books.

Passive: Two books have been brought by him.

Active: They sold apples.

Passive: Apples were sold by them.

Active: They were playing chess.

Passive: Chess was being played by them.

Active: He had returned the letter.

Passive: The letter had been written by him.

Active: He will purchase a new car.

Passive: A new car will be purchased by him.

Active: They will have built a house.

Passive: A house will have been built by them.

- At times, prepositions like *at*, *to*, *in*, are used instead of the preposition *by*.

Active: French interests him.

Passive: He is interested **in** French.

Active: The news of the accident alarmed Vijay.

Passive: Vijay was alarmed **at** the news of the accident.

Sentences with Two Objects

- When there are two objects in the active voice sentence - the direct object which denotes a thing and an indirect object which denotes a person - either of the objects can be made the subject of the passive voice.

Active: Rajesh teaches us English.

Passive: English is taught to us by Rajesh.

Passive: We are taught English by Rajesh.

Interrogative Sentences

- Step 1: Change the interrogative sentence into an assertive sentence by placing the helping verb after the subject and keep aside the question word if any.
- Step 2: Transform the active voice assertive sentence into the passive voice.
- Step 3: Transform the passive voice assertive sentence into the interrogative sentence by placing the helping verb before the subject and place the question word kept aside at the beginning. There is no change in the question mark at the end.
When did you buy this book? (Active voice question)
You bought this book. (Active voice assertive)
This book was bought by you. (Passive voice assertive)
When was this book bought by you? (Passive voice interrogative)
- Questions with 'who' are transformed in the following manner.
Active: Who + Verb + Object
Passive: By whom + helping verb + Object + V3
Active: Who wrote the Gitanjali?
Passive: By whom was Gitanjali written?

Imperative Sentences

- *Let* is used to transform an imperative active voice sentence into a passive voice sentence as mentioned below.

Sentence Pattern: Active: Verb + Object/Complement.

Passive: Let + Object + be + Past participle

Active: Close the door.

Passive: Let the door be closed.

Request with please or kindly

Sentence pattern: Active: Please/kindly + Verb + Object/Complement.

Passive: You are requested to + Verb + Object/Complement.

Active: Please close the door.

Passive: You are requested to close the door.

Active: Please don't open the door.

Passive: You are requested not to open the door.

Order/Advise

Active: Get out of the class.

Passive: You are ordered to get out of the class.

Active: Prepare well for the exams.

Passive: You are advised to prepare well for the exams.

16.2.2 Exercise

1. Swati is reading a novel.
2. Do you speak Tamil?
3. The servant closed the door.
4. A cruel boy hanged the bird.
5. The Chief Minister has inaugurated the event.
6. The manager will give you a letter.
7. We prohibit drinking in the village.
8. Sweta drew the picture.

9. His advice pleased the chairman.
10. Shall we ever forget our college days?
11. Who broke the glass?
12. Please give me your pen.
13. Open the window.
14. He will buy the farmland.
15. When did you buy the Bungalow?

16.3 Direct and Indirect Speech

The words spoken by a person can be reported to the other in two ways. It can be done either by quoting the exact words spoken by the speaker or by conveying the message of the words without mentioning the words exactly. The exact words spoken by the speaker are reported to the other in the Direct Speech by keeping them within inverted commas. The message of the words spoken by the speaker is reported to the other person in the indirect speech.

He said, 'I am going to the market.'

He said that he was going to the market.

16.3.1 Transformation of Direct Speech into Indirect Speech

Assertive Sentences

- Step 1: There are two parts in the direct speech.
- The reporting part which is outside the quotation marks and the reported speech which is enclosed within the inverted commas. Identify the two parts and the subject, verb and object of each part.

He said to me, 'I am going to college.'

Reporting Part : He said to me			Reported Speech: I am going to college		
Reporting Subject	Reporting Verb	Reporting Object	Reported Subject	Reported Verb	Reported Object/complement
He	Said	me	I	am going	to college

- Step 2: If the reporting verb is followed by the preposition 'to', it becomes tell, tells or told.
He said to me ---- He told me
- Step 3: The conjunction 'that' is placed by removing the comma and the quotation marks.
He told me that _____
- Step 4: Change the personal pronoun as follows:
 1. The first person of the reported speech is changed according to the reporting subject.
 2. The second person of the reported speech is changed according to the reporting object. When there is no reporting object 'me' is considered a reporting object.

3. There is no change in the third person.
He said to me, "I am going to Vijayawada."
He told me that he was going to Vijayawada.
He said, "You are mistaken."
He said that I was mistaken.
He said, "He is doing his homework."
He said that he was doing his homework.
- Step 5: If the reporting verb is in the present or in the future tense, there is no change in the tense of the reported speech.
Direct: He says to me, 'I am reading a novel.'
Indirect: He tells me that he is reading a novel.
Direct: He will say to me, 'I am reading a novel.'
Indirect: He will tell me he is reading a novel.
 - For universal truths also there is no change in the tense of the reported speech.
The teacher said, "Water boils at 100 degrees centigrade."
The teacher said that water boils at 100 degrees centigrade.
 - If the reporting verb is in the past tense the verb in the reported speech is changed into the appropriate past tenses.
Direct: He said to me, 'I am reading a novel.'
Indirect: He told me that he was reading a novel.
- Step 6: Words indicating time and place are changed as follows.
Now - then; here - there; ago - before; today - that day; tomorrow - the next day;
last night - the night before; yesterday - the day before.
Direct: He said to me, 'I am playing chess now.'
Indirect: He told me that he was playing chess then.

Interrogative Sentences

- Step 1: The reporting verbs used are asked, inquired, questioned etc.
Direct: He said to me, 'Where are you going?'
Indirect: He asked me where I was going.
- Step 2: The question word of the reported speech is taken as the conjunction. If there is no question word, 'if' or 'whether' is used after the reporting verb.
Direct: He said to me, 'Are you coming to the movie?'
Indirect: He asked me whether I was coming to the movie.
- Step 3: The interrogative sentence is changed into the assertive by placing the helping verb after the subject and a full stop at the end of the sentence.
Direct: He said to me, 'Have you read the news.'
Indirect: He asked me whether I had read the news.

Imperative Commands and Requests

- Words like request, command are used as reporting verbs.
The imperative mode is changed into the indicative mode by placing 'to' before the verb.
Direct: He said to me, 'Please close the door.'
Indirect: He requested me to close the door.

Exclamatory Sentences and Wishes

- Words like exclaim, wish are used as reporting verbs.
Direct: He said, 'Alas! I have lost my purse.'
Indirect: He exclaimed that he had lost his purse.

16.3.2 Exercise

1. The teacher said, 'Have you prepared for the test?'
2. Raju said, 'I am very busy now.'
3. He said, 'I am listening to the radio now.'
4. He said to me, 'What are you doing?'
5. He will say to me, 'I am preparing for examinations.'
6. Vivek says, 'I know his whereabouts.'
7. The teacher said, 'The moon goes around the earth.'
8. She said, 'Is French easy to learn?'
9. She said, 'Where do you live?'
10. He said to me, 'Please go away.'
11. He said, 'Alas! My father is dead.'
12. He said, 'Please give me your pen.'
13. He said to me, 'Wait until I return.'
14. He said to me, 'I did not listen to you.'
15. He asked me, 'Leave me alone.'
16. He said, 'I am tired.'
17. He said to me, 'I will buy the car tomorrow.'
18. He said to me, 'Do you know the answer?'
19. He angrily remarked, 'What a fool you are.'
20. He exclaimed, 'how wonderful the picture is!'

16.4 Degrees of Comparison

The degrees of comparison denote the gradation of the quantity or the size of the persons, places or things compared. There are three degrees of comparison depending on the form of the adjective or adverb.

1. Positive degree; 2. Comparative degree; 3. Superlative degree.

Positive Degree: The positive degree form of the adjective denotes mere existence of some quality, quantity or grade in a person or thing.

Sreeja is a tall girl. (Here, the adjective 'tall' indicates that Srija has that quality.)

Comparative Degree: The comparative degree form of the adjective denotes a higher degree or grade of the quantity or grade and compares the same quality between two persons or two things.

Ravali is taller than Sreeja.

(Here, the comparative degree form 'taller' indicates that Ravali is 'tall' and Sreeja is also tall but Ravali possesses the quality to a higher degree.)

Superlative Degree: The superlative degree form of the adjective denotes the presence of the highest degree or grade of the quality in a person or thing. It is also a comparison and used when there are more than two persons or two things.

Manasa is the tallest girl in the class.

(Here, the superlative degree form 'tallest' indicates that Manasa possesses the quality to the highest degree.)

16.4.1 Formation of Comparative and Superlative

- Most of the adjectives or adverbs form their comparative and superlative forms by adding 'er' or 'est' to the positive degree form.

Positive Degree	Comparative Degree	Superlative Degree
Bold	bolder	boldest
Clever	cleverer	cleverest
Great	greater	greatest
Long	longer	longest
Rich	richer	richest

- The adjectives ending in 'e' take only 'r' and 'st' to form the comparative and the superlative degree forms.

Positive Degree	Comparative Degree	Superlative Degree
Able	abler	ablest
Brave	braver	bravest
Fine	finer	finest

- In the adjectives ending in 'y' and preceded by a consonant, the 'y' becomes 'i' before taking 'er' or 'est'.

Positive Degree	Comparative Degree	Superlative Degree
Easy	easier	easiest
Happy	happier	happiest

Healthy	healthier	healthiest
Merry	merrier	merriest

- The adjectives that end with a single consonant letter take ‘er’ or ‘est’ after doubling the last letter.

Positive Degree	Comparative Degree	Superlative Degree
Big	bigger	biggest
Fat	fatter	fattest
Hot	hotter	hottest
Sad	sadder	saddest

- For some adjectives ‘more’ or ‘most’ is placed before the positive form to form comparative and superlative forms.

Positive Degree	Comparative Degree	Superlative Degree
backward	more backward	most backward
beautiful	more beautiful	most beautiful
Careful	more careful	most careful
courageous	more courageous	most courageous

- Some adjectives take entirely new forms in the comparative and the superlative degrees.

Positive Degree	Comparative Degree	Superlative Degree
Bad	worse	worst
Good	better	best

16.4.2 Interchange of Degrees of Comparison

Model 1

- Shakespeare is the greatest playwright in English. (Superlative Degree)
Shakespeare is greater than any other playwright in English. (Comparative Degree)
No other playwright in English is as great as Shakespeare. (Positive Degree)

Model 2

Delhi is one of the biggest cities in the world. (Superlative Degree)

Delhi is bigger than many other cities in the world. (Comparative Degree)

Very few cities in the world are as big as Delhi. (Positive Degree)

Model 3

Sravanthi is not the tallest girl in the class. (Superlative Degree)

Sravanthi is not taller than some other girls in the class. (Comparative Degree)

Some other girls in the class are at least as tall as Sravanthi. (Positive Degree)

Model 4

Veeresh is cleverer than Raju. (Comparative Degree)

Raju is not as clever as veeresh. (Positive Degree)

Model 5

Mrinalini is not braver than Veena. (Comparative Degree)

Veena is as brave as Mrunalini. (Positive Degree)

16.4.3 Exercise

1. Varanasi is the oldest city. (Change into the Positive Degree)
2. Beans are as nutritious as meat. (Change into the Comparative Degree)
3. The tiger is the most ferocious of all animals. (Change into the Positive Degree)
4. A foolish friend is not as good as a wise enemy. (Change into the Comparative Degree)
5. Bheem is the strongest man. (Change into the Comparative Degree)
6. Ravi Varma is one of the most famous painters. (Change into the Positive Degree)
7. Very few poets in English are as great as Keats. (Change into the Superlative Degree)
8. Iron is the most useful metal. (Change into the Positive Degree)
9. Fiction is not as strong as fact. (Change into the Comparative Degree)
10. Kartik is more industrious than any other boy in the class. (Change into the Superlative Degree)
11. Coffee is more popular than tea. (Change into the Positive Degree)
12. This is the unkindest cut of all. (Change into the Comparative Degree)
13. Australia is larger than any other island in the world. (Change into the Superlative Degree)
14. Very few Indian kings are as great as Samudragupta. (Change into the Comparative Degree)
15. The sword is not as mighty as the pen. (Change into the Comparative Degree)

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UNIT III ENGLISH GRAMMAR

Lesson - 17

Common Errors

17.0 Objectives

17.1 Common Errors - Introduction

- 17.1.1 Common Errors in using Nouns
- 17.1.2 Common Errors in using Pronouns
- 17.1.3. Common Errors in using Adjectives
- 17.1.4 Common Errors in using Verbs
- 17.1.5 Common Errors in using Adverbs
- 17.1.6 Common Errors in using Prepositions
- 17.1.7 Common Errors in using Conjunctions
- 17.1.8 Exercise

17.0 Objectives

After going through the lesson, the student will be able to understand:

- The way common errors occur in English.
- Identifying the most common errors.
- The rules regarding the proper use of different aspects of grammar.
- Correcting the wrong sentence.
- Avoiding the most common errors while writing.

17.1 Common Errors - Introduction

One of the most basic principles of writing or speaking involves avoiding errors in grammar. An incorrectly written sentence or paragraph not only leads to misunderstanding but also makes the reader uncomfortable. It is not only necessary to identify the wrong portion of a sentence but also important to rewrite the sentence without any error. Therefore, one should be aware of the grammatical rules regarding the correct usage of nouns, pronouns, articles, prepositions, tenses etc. so that one can avoid making basic mistakes of usage.

17.1.1 Common Errors in using Nouns

- The nouns information, furniture, scenery, poetry, advice, knowledge, news, politics, alphabet, imagery, luggage etc are usually used in the singular form only.
Wrong: The scenery in the countryside are beautiful.
Right: The scenery in the countryside is beautiful.
Wrong: He gave me excellent advices.
Right: He gave me excellent advice.
Wrong: Where are my luggages?
Right: Where is my luggage?
- The nouns police, savings, innings, surroundings, premises, spectacles, goods, shoes, thanks are always used in the plural form only.
Wrong: He has been observing our surrounding.
Right: He has been observing our surroundings.
Wrong: The premise of the college should be kept clean.

Right: The premises of the college should be kept clean.

Wrong: The first inning has just begun.

Right: The first innings has just begun.

Wrong: Where is my spectacle?

Right: Where are my spectacles?

- The nouns physics, civics, economics, series, gymnastics, measles, mumps, though appear plural, are actually singular and take a singular helping verb after them.

Wrong: Economics deal with financial matters.

Right: Economics deals with financial matters.

Wrong: Gymnastics are very difficult to practice.

Right: Gymnastics is very difficult to practice.

Wrong: Mumps were a painful disease.

Right: Mumps was a painful disease.

- Abstract nouns, material nouns and proper nouns do not generally take articles before them.

Wrong: This plate is made of the silver.

Right: This plate is made of silver.

Wrong: The gold is a precious metal.

Right: Gold is a precious metal.

Wrong: The Rahul is an industrious boy.

Right: Rahul is an industrious boy.

Note: The definite article 'the' is used before abstract nouns and material nouns when they are used to express a specific occasion.

Wrong: Gold which he has bought is twenty carats only.

Right: The gold which he has bought is twenty carats only.

Wrong: Iron used for this building is cheap.

Right: The iron used for this building is cheap.

- The plural forms of the compound nouns are formed by adding 's' 'es' to the principal word.

Wrong: He has two brother-in-laws.

Right: He has two brothers-in-law.

Wrong: His three sister-in-laws are lawyers.

Right: His three sisters-in-law are lawyers.

- Male and female are not used as nouns. They are adjectives. Men and women should be used.

Wrong: There are fifty males in the class.

Right: There are fifty men in the class.

Wrong: Thirty females attended the workshop.

Right: Thirty women attended the workshop.

- The word cousin never takes 'sister' or 'brother' after it.

Wrong: Jyoti is my cousin sister.

Right: Jyoti is my cousin.

Wrong: Vishal is his cousin brother.

Right: Vishal is his cousin.

17.1.2 Common Errors in using Pronouns

A pronoun should agree with its antecedent, i.e. the noun instead of which the pronoun is used, in person, number and case.

Wrong: All students must clear his dues within a week.

Right: All students must clear their dues within a week.

- If the indefinite pronoun 'one' is used, it must be continued throughout the sentence.

Wrong: One should respect his parents.

Right: One should respect one's parents.

- 'Either' is used when there are two persons or two things and 'anyone' is used when there are more than two.

Wrong: Ramesh is taller than anyone of his two brothers.

Right: Ramesh is taller than either of his two brothers.

Wrong: Geeta is taller than either of her five sisters.

Right: Geeta is taller than anyone of her five sisters.

- The distributive pronouns either, each and neither are followed by a singular verb.

Wrong: Each of the players are running for the ball.

Right: Each of the players is running for the ball.

Wrong: Neither Rajesh nor Rakesh were invited to the function.

Right: Neither Rajesh nor Rakesh was invited to the function.

- The expression 'one of' is always followed by a noun in the plural and a verb in the singular.

Wrong: This is one of the most interesting stories that have appeared this month.

Right: This is one of the most interesting stories that has appeared this month.

Wrong: This is only one of his stories that are worth mentioning.

Right: This is only one of his stories that is worth mentioning.

17.1.3. Common Errors in using Adjectives

- The words superior, inferior, senior, junior, prayer, anterior, posterior are followed by 'to' but not by 'than'.

Wrong: He thinks that he is superior than anyone else in the factory.

Right: He thinks that he is superior to anyone else in the factory.

Wrong: Raju is junior than Ramu.

Right: Raju is junior to Ramu.

- A comparison involving a comparative degree must exclude the item, person or thing compared.

Wrong: Sravan is more intelligent than any student in the class.

Right: Sravan is more intelligent than any other student in the class.

Wrong: Raju is stronger than any boy in the class.

Right: Raju is stronger than any other boy in the class.

- Care should be taken in comparing one quality of a thing or person to that of another person or thing.
Wrong: The population of China is greater than India.
Right: The population of China is greater than that of India.
- Double comparatives and double superlatives are to be avoided.
Wrong: He is the most ablest player in the team.
Right: He is the ablest player in the team.
Wrong: He is more taller than his brother.
Right: He is taller than his brother.
- 'Fewer' is used with countable nouns and with uncountable nouns 'less' is used.
Wrong: Less than two hundred people attended the conference.
Right: Fewer than two hundred people attended the conference.
- No comparison is made for certain adjectives like unique, ideal, perfect, universal, round, square etc. They express superlative meanings.
Wrong: This is the most unique thing about the new product.
Right: This is the unique thing about the new product.
- 'Older' and 'oldest' are used with persons and things and 'elder' and 'eldest' with persons only, particularly confined to the members of the family.
Wrong: He is my older brother.
Right: He is my elder brother.

17.1.4 Common Errors in using Verbs

- The participle form of the verb should have a proper agreement with the subject.
Wrong: Being a rainy day, I did not go out.
Right: As it was a rainy day, I did not go out.
Wrong: Sitting on the wall, a scorpion stung him
Right: While he was sitting on the wall, a scorpion stung him
- The verb 'make' with a noun or a pronoun, should not be used with 'to infinitive'.
Wrong: He made me to do the entire work.
Right: He made me do the entire work.
- The words enjoy, avoid, miss, postpone, are used with the -ing form of the verb.
Wrong: We missed to see the film star.
Right: We missed seeing the film star.
Wrong: He enjoys to swim.
Right: He enjoys swimming.
- The verb 'suggest' is used with a 'that clause'.
Wrong: I suggest you to meet the doctor.
Right: I suggest that you should meet the doctor.
- The verbs discuss, describe, order and request are not followed by prepositions.
Wrong: The cabinet discussed about the recent developments.
Right: The cabinet discussed recent developments.
Wrong: He described about the incident.
Right: He described the incident.
Wrong: They ordered for a cutlet.
Right: They ordered a cutlet.

- The verbs of perception, appearing, emotion, possession and thinking are not used in the continuous tense.
Wrong: I am thinking they are right.
Right: I think they are right.
Wrong: This scooter is belonging to him.
Right: This scooter belongs to him.
- The present perfect tense is not used with the past time phrases like yesterday, last year, last month etc. The simple past is used.
Wrong: I have seen the movie yesterday.
Right: I saw the movie yesterday.

Note: For other errors in tense, please go through the lesson ‘Tenses’ in the Unit.

17.1.5 Common Errors in using Adverbs

- An adjective should not be used in place of an adverb.
Wrong: She ate chocolates greedy.
Right: She ate chocolates greedily.
- Else is followed by ‘but’ not ‘than’.
Wrong: It is nothing else than pride.
Right: It is nothing else but pride.
- The adverb ‘fast’ has the same form for both adjective and adverb. The adverbs ‘hard, late’ have different meanings when ‘-ly’ is added.
Wrong: He ran fastly.
Right: He ran fast.
Wrong: He works very hardly.
Right: He works very hard.
Wrong: He came lately.
Right: He came late.

17.1.6 Common Errors in using Prepositions

- The preposition ‘between’ is used when there are two persons or two things and ‘among’ when there are more than two.
Wrong: The thieves distributed the loot between themselves.
Right: The thieves distributed the loot among themselves.
Wrong: The issues among the two families are resolved.
Right: The issues between the two families are resolved.
- ‘Beside’ means ‘by the side of’ and ‘besides’ means ‘in addition to’.
Wrong: She sat besides her friends.
Right: She sat beside her friends.
Wrong: He knows English beside Telugu.
Right: He knows English besides Telugu.
- ‘Since’ is used to indicate ‘point of time’ and ‘for’ to ‘period of time’.
Wrong: They have been working here since ten years.
Right: They have been working here for ten years.
Wrong: They have been working here for 2011.
Right: They have been working here since 2011.
- ‘With’ is used to indicate the instrument of action and ‘by’ the agent of action.

Wrong: She cut the apple by a knife.

Right: She cut the apple with a knife.

- 'By walk' should not be used. 'On foot' should be used.

Wrong: He comes to college by walk.

Right: He comes to college on foot.

Note: Go through the lesson Prepositions in this unit for other rules.

17.1.7 Common Errors in using Conjunctions

- The conjunction 'scarcely' is followed by 'when' but not by 'than'.

Wrong: Scarcely had he escaped than a policeman came.

Right: Scarcely had he escaped when a policeman came.

- The conjunction 'no sooner' is followed by 'than' but not by 'but'.

Wrong: No sooner did the doctor arrive but the patient had already died.

Right: No sooner did the doctor arrive than the patient had already died.

- The correlative conjunctions neither-nor, either-or, and not only-but also should be used before the same parts of speech.

Wrong: He not only lost his purse but also his flight ticket.

Right: He lost not only his purse but also his flight ticket.

- 'Neither' is always followed by 'nor', but not by 'or'.

Wrong: He neither cleared NET or SET.

Right: He neither cleared NET nor SET.

- Double conjunctions should not be used in a sentence.

Wrong: As he is weak so he cannot walk.

Right: As he is weak he cannot walk.

17.1.8 Exercise

1. He is more fatter than his father.
2. They are the most happiest couple in the village.
3. John is an European.
4. She has been waiting for a hour there.
5. They have met the principal of the college last week
6. Rakesh works hardly for his company.
7. We cannot run fastly without shoes.
8. The two brothers divided their ancestral property among themselves.
9. The issue of giving grace marks is discussed between the members of the steering committee.
10. Sweta prefers coffee than tea.
11. One should respect his motherland.
12. The distance between Vijayawada to Guntur is 40 kilometres.
13. Though they are poor yet they are very hardworking.
14. Neither Anjali nor Sravani are right.
15. Neither of the villages have been developed.
16. As they followed all precautions so they were able to escape from the pandemic.
17. Since they have some issues so they assemble to discuss.
18. There are no less than twenty chairs in the room.
19. Vinati is more taller than her mother.

20. He is older than his sister by three years.
21. She is one of the most bravest girls in their family.
22. I have been reading a novel since two hours.
23. We must prohibit them to enter the village.
24. Some are remembering the important points accurately.
25. Neither he knows English nor Telugu.
26. Either you should accept or reject.
27. I made him to do the work completely.
28. Are you thinking about the incident?
29. These furnitures are damaged due to the recent flood.
30. One of my relatives are living in the US.

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Unit III
Lesson14
Answers

14.2 Concord**14.2.2 Exercise**

1. is; 2. Wins; 3. is; 4. Tries; 5. Is; 6. has; 7. are 8. is; 9. knows; 10. is

14.3 Modals**14.3.4 Exercise**

1. should; 2. may; 3. need; 4. should; 5. may; 6. shall; 7. ought; 8. need; 9. might; 10. may;
11. shall

14.4 Tenses**14.4.4 Exercise**

1. lay, gives; 2. have been working; 3. writes, has been writing, has written;
4. had resolved; 5. was watching; 6. will have saved; 7. is; 8. were; 9. sits;
10. was raining; 11. has; 12. had come; 13. has, returned; 14. will have reached;
15. is; 16. is walking; 17. have, read; 18. have been; 19. wrote; 20. went;
21. was driving; 22. is doing; 23. went; 24. appears; 25. bought; 26. used;

27. has changed; 28. had finished; 29. begins; 30. Have; 31. will be going

Lesson - 15

15.2 Articles

15.2.5 Exercise

1. a; 2. an; 3. the; 4. the; 5. the; 6. a; 7. the; 8. the; 9. the; 10. the, the; 11. the; 12. a
13. the; 14. the; 15. an; 16. the; 17. the; 18. a; 19. the; 20. the; 21. the; 22. a; 23. an
24. a; 25. the; 26. the; 27. the; 28. the; 29. a; 30. the.

15.3 The Preposition

15.3.3 Exercise

1. for; 2. with; 3. among; 4. beside; 5. between; 6. for; 7. in; 8. on; 9. from; 10. by;
11. on; 12. at; 13. of; 14. of; 15. for; 16. to; 17. at; 18. of; 19. from; 20. into; 21. on;
22. with; 23. at; 24. in; 25. for; 26. for; 27. to; 28. of; 29. on; 30. in;

15.4 Question tag

15.4.2 Exercise

1. didn't he? 2. weren't they? 3. doesn't she? 4. shall we? 5. could she? 6. will you?
7. aren't you? 8. will you? 9. isn't there? 10. haven't they?

3.2 Active and Passive Voice

3.2.2 Exercise

1. A novel is being read by Swati.
2. Is Tamil spoken by you?
3. The door was closed by the servant.
4. The dragonfly was tortured by a cruel boy.
5. The event has been inaugurated by the Chief Minister.
6. A letter will be given to you by the manager.
7. Drinking is prohibited in the village.
8. The picture was drawn by Sweta.
9. The chairman was pleased by his advice.
10. Shall our college days be ever forgotten by us?
11. By whom was the glass broken?
12. You are requested to give your pen.
13. Let the window be opened.
14. The farmland land will be bought by him.
15. When was the Bungalow bought by you?

16.3 Direct and Indirect Speech

16.3.2 Exercise

1. The teacher asked whether I had prepared for the test.
2. Raju said that he was very busy then.
3. He said that he was listening to the radio then.

4. He asked me what I was doing.
5. He will tell me that he is preparing for examinations.
6. Vivek says that he knows his whereabouts.
7. The teacher said that the moon goes around the earth.
8. She asks whether French is easy to learn.
9. She asked where I lived.
10. He requested me to go away.
11. He exclaimed that his father was dead.
12. He requested me to give him my pen.
13. He asked me to wait until he returned.
14. He told me that he had not listened to me.
15. He asked me to leave him alone.
16. He said that he was tired.
17. He told me that he would buy the car the next day.
18. He asked me whether I knew the answer.
19. He angrily remarked that I was a fool.
20. He exclaimed that the picture was wonderful.

16.4 Degrees of Comparison

16.4.3 Exercise

1. No other city is as old as Varanasi
2. Meat is not more nutritious than beans.
3. No other animal is as ferocious as the tiger.
4. A wise enemy is better than a foolish friend.
5. Bheem is stronger than any other man.
6. Very few painters are as great as Ravi Varma.
7. Keats is one of the greatest English poets.
8. No other metal is as useful as iron.
9. Fact is stranger than fiction.
10. Kartik is the most industrious boy in the class.
11. Tea is not as popular as coffee.
12. This is more unkind than any other cut.
13. Australia is the largest island in the world.
14. Samudragupta is one of the greatest Indian kings.
15. The pen is mightier than the sword.

Lesson - 17

Common Errors

17.1.8 Exercise

1. He is fatter than his father.
2. They are the happiest couple in the village.
3. John is a European.
4. She has been waiting for an hour there.
5. They met the principal of the college last week
6. Rakesh works hard for his company.

7. We cannot run fast without shoes.
8. The two brothers divided their ancestral property between themselves.
9. The issue of giving grace marks is discussed among the members of the steering committee.
10. Sweta prefers coffee to tea.
11. One should respect one's motherland.
12. The distance between Vijayawada and Guntur is 40 kilometres.
13. Though they are poor, they are very hardworking.
14. Neither Anjali nor Sravani is right.
15. Neither of the villages has been developed.
16. As they followed all precautions, they were able to escape from the pandemic.
17. Since they have some issues, they assemble to discuss.
18. There are no fewer than twenty chairs in the room.
19. Harita is taller than her mother.
20. He is elder than his sister by three years.
21. She is one of the bravest girls in their family.
22. I have been reading a novel for two hours.
23. We must prohibit them from entering the village.
24. Some remember the important points accurately.
25. He knows neither English nor Telugu.
26. Either you should accept or reject.
27. I made him do the work completely.
28. Do you think about the incident?
29. This furniture is damaged due to the recent flood.
30. One of my relatives is living in the US.

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Unit IV. WRITING SKILLS

Lesson 18 Punctuation

Objectives:

1. To clarify the meaning of the text.
2. To make sense of written texts.
3. To express the intended meaning to the reader.
4. To make our writing silent intonation.
5. To give emphasis to certain parts of the sentence.

Outcomes:

After going through punctuation, we are able

1. To learn about the different types of punctuations.
2. To understand the intended meaning of the text.
3. To guide the reader where words relate to each other.
4. To communicate the message.
5. To develop written expression of thought.

Structure:

- 1.1 Introduction
- 1.2 The principal punctuation marks
- 1.3 Exercises
- 1.4 References

18.1 Introduction:

Compare the following sentences:

Ravi says Gopi is fool.

'Ravi' says Gopi, 'is a fool'.

From these two sentences it is clear that stops may change sense of a sentence.

Proper punctuation makes the impact of well-constructed sentences. The basic rules strengthen our sentences with the punctuation. So our ideas are communicated with precision and clarity.

18.2 The following are the principal punctuation marks:

1. The Full Stop (.)
2. The Comma (,)
3. The Semi-colon (;)
4. The Colon (:)
5. Question mark (?)
6. The Exclamation Mark (!)
7. The Dash (-)
8. The Quotation marks (“ ”)
9. The Apostrophe (‘ ’)
10. The Hyphen (-)

1. The Full Stop (.)

The full stop is used to express a long stop.

At the end of a complete meaningful sentence, it may be a statement or imperative sentence.

e.g. Rama is a teacher. (Statement)

Close the door. (Imperative)

ii. After initials and abbreviations:

e.g. B. A. , M.A. Dr. Mr. Mrs. , etc

2. The Comma (,)

It is used to express a short stop.

i. To separate words, phrases, or clauses in a series:

e.g. I am tired, hungry, and dejected.

Though she is poor, she is honest.

ii. To separate a quoted sentence.

e.g. He said, "I can't help her".

iii. To set off certain words or phrases like however, moreover, finally, in short, firstly, secondly, of course, etc.

e.g. of course , it is true.

iv. To separate elements in dates, addresses, and place names:

e.g. March 30, 1969 (comma between day and year)

Brodipet, Guntur, Andhra Pradesh. (Comma between street and city and between city and state)

v. In the following constructions :

e.g. in figures -----22, 969 ; 5,067,199

*In names followed by titles---- N. Bose, M. A.

*After an introductory yes or no—Yes, I can.

vi. To avoid the repetition of a verb:

e.g. Sita received a watch; Mounika, a book

3. The Semi-colon (;)

i. The semicolon marks a longer stop than the comma. It is used between two main clauses when the second main clause is not linked grammatically to the first.

e.g. The car stopped ; John got in.

ii. To separate a series of loosely connected clauses.

Reading maketh a full man; speaking a ready man; writing an exact man.

4. The Colon (:)

The colon is used to separate two statements when the second statement explains the first:

e.g. We have to give up our holiday plans: the dates don't work out.

i. to introduce a list:

The scientists I like best are: Khorana, Raman, J. C. Bose, and Kalam.

ii. To introduce a quotation.

Keats says: "A thing of beauty is a joy forever."

5 Question mark (?):

The question mark is used to ask questions. It is placed at the end of the interrogative sentence.

e.g. Where are you going?

Do you like coffee?

6. The Exclamation Mark (!):

The exclamation mark is used after exclamatory sentence, exclamatory phrases, and interjections.

e. g. What a lovely garden!

Alas! The old man is dead.

7. The Dash (-)

The dash is used to make an abrupt break in a sentence.

e.g. Mr. Kiran is a – I'd better not say that.

ii. To indicate words in apposition or explanation.

e.g. Money, men, machines, friends-all are gone.

8. The Quotation marks (" "):

Quotation marks are used to express the exact words of a speaker or quotation.

e.g. He said, "I won't speak to her".

9. The Apostrophe ('):

The apostrophe is used in the possessive forms of nouns and contracted forms

e.g. Milton's poems

We've (= we have) had a nice time.

ii. To form the plural of letters and figures.

e.g. Mind your P's Q's.

Add two 6's and four 7's.

10. The Hyphen (-):

The hyphen is used to form compound words

e.g. sister-in-law, booking-clerk, etc

to divide words into syllables

e.g. un-certain, ex-am-i-na-tion, etc.

11. A word on capital letters. Capitals are used

i. at the beginning of the sentence.

ii. For pronoun I and the interjection O.

iii. For proper nouns e.g. Sita, India, French, June

iv. For the first letter of each line in poems most poems.

v. for the names of organisations, societies, holy books, chapters, titles of the books, essays, etc.

vi. For all Nouns and pronouns which indicate God.

O God, Thou art merciful.

18.3 Exercises:

Use punctuation marks correctly in the following sentences. 1x3=3

1. at the supermarket i bought bread butter sugar chocolate and biscuits
2. rekha said i hate watching films
3. what a lovely garden she exclaimed
4. what are you doing next weekend
5. did you understand why i was upset
6. yes sir he said ill meet you again
7. hes going to the clubisnt he
8. though he is rich he doesn't pay the rent regularly
9. infacti don't know the actual cause for the quarrel
10. icant replied vasu because my wife is ill
11. on christmas day uncle George gave smith a ten shilling note
12. india celebrates the independence day on 15th august every year
13. lord nelson was killed at the battle of Trafalgar
14. on new year day the prime minister of china reaches india
15. Michael farady was born on London in1791
16. Sir Winston Churchill was the prime minister of great Britain during the second world war
17. The statue of liberty was presented to the united states of America by the people of france
18. Last Sunday henry brown took his sons tom peter and fred to see the taj mahal.
19. Large crowds gathered outside the red fort to see queen Elizabeth
20. Marshall compares and contrasts the Indus valley civilization with those of Egypt and Mesopotamia

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UNIT IV WRITING SKILLS

Lesson 19

Spelling

Objectives :

- i. To improve both reading and writing.
- ii. To concrete the connection between the letters and their sounds.
- iii. To facilitate communication.
- iv. To understand the text correctly.

Outcomes :

After going through this chapter, you should be able

- i..To perfect in writing skill.
- ii. To know the silent letters
- iii. To spell words correctly and avoid mistakes in spelling.
- iv. To understand the letters often don't match the sounds.

Structure:

- 19.1 Introduction
- 19.2 Rules
- 19.3 Exercises
- 19.4 References

19.1 Introduction:

English is very difficult language to spell. There are twenty six letters in English alphabet against forty four sounds. The letters often don't match the sounds. So, spelling is problematic to students of India. Below are some spelling rules. You will be able to avoid many spelling mistakes if you observe these rules.

19.2 Rules :

Final "E"

1. When -ed, -ing, er, -est is added to a word ending in silent 'e', the 'e' is normally dropped before a vowel.

e.g. hope + ed= hoped

like + ing= liking

wise+ er= wiser

brave+ est = bravest

move +able= movable

2. Final 'e' is not normally dropped before a consonant.

e.g.

hope+ ful =hopeful

like+ness=likeness

sure+ly =surely

move+ ment =movement

Exceptions:

True+ly= truly

Due+ly= duly

3. In the following words the final 'e' is retained to keep 'e' or 'g' soft before 'a' or 'o'.

e.g.

notice+able =noticeable

change+able=changeable

Final "Y"

1. In words ending in a consonantly, the y changes to ie before -s and to I before-ed, -er, est andly.

e.g.

lady+s=ladies

marry+s= marries

worry+ ed= worried

try + ed=tried

happy+ ly= happily

2. The 'Y' doesn't change if it comes after a vowel letter.

e.g.

play+ s= plays

play+ed= played

play+ing= playing

play+er= player

Exceptions:

Pay+ed=paid

Say+ed=said

3. The 'Y' does not change before -ing.

Try+ing =trying

Marry+ing=marrying

4. final 'ie' changes to 'y' before-'ing'.

e.g.

lie+ing=lying

Die+ ing=dying

Final consonant:

In short word ending in one vowel-letter+ one consonant-letter, the consonant is doubled before an ending with a vowel.

Drop+ed=dropped

Beg+ed=begged

Stop+ing=stopping

Big+er=bigger

Hot+est= hottest

But:

Clean+ed=cleaned

Ask+ed= asked

2. In longer words the final syllable is doubled.

e.g.

begin+ing= beginning

refer+ ed= referred

admit+ed= admitted

Exception:

e.g.

i. visit+ ing= visiting

suffer+ing= suffering

Benefit+ ed= benefited

ii. 'L' is doubled in the final position

e.g.

travel+ ed =travelled

travel + er=traveller

quarrel+ ing= quarrelling

iii. When full is added to a word, the second l is dropped

joy+ full= joyful

use+full= useful

iv.

When 'ie' or 'ei' is sounded like 'ee' in fee, 'I' comes before 'e' except after 'c'.

e.g.

ie

Thief, believe, achieve, field, etc

ei after c

Receive, receipt, deceive, deceit, etc

Exception:

These two vowels aren't sounded like 'ee' as in fee:

Eight, height, weight, friend, foreign, fiery, leisure, neighbor, etc

Silent letters: 'B' is silent before final 't'.

Doubt, debt

ii. 'b' is silent in the words ending 'mb'

Comb, womb, tomb

iii. 'g' is silent in words before word final 'n'

Sign, resign, foreign, complain, reign, sovereign

iv. 'g' is silent in words ending with 'augh'

Though, taught, through, thorough

v. 'h' is silent in beginning position

Honest, honour

vi. 'k' is silent words followed by 'n'

Knowledge, know, knit, knee, knave, knuckle

vii. 'l' is silent before word final m.

calm, palm,

viii. 'm' is silent word ending 'n'

Condemn, column, autumn

ix. 'p' is silent in word beginning position followed by 's'

Psychology, psalm, pseudo

x. 'r' is silent followed by a consonant letter

World, card

xi. 'T' is silent words in some words

Castle, whistle, often, listen

xii. 'W' is silent in some words

Write, wrap, know, fawn, lawn

19.3 Exercises:

*Rewrite the following words making corrections in spelling: 3x1=3

a.i. faculty ii. Express iii. Semester

b. grammar ii. skilful iii. foreign

c. i. service ii. tried iii. Beging

d i. scholar ii. Tradition iii. technology

e. i. development ii. Occasion iii. compute

f. imazine ii. equality iii. creative

g. refugee ii. challenge iii. Permanent

i. immediately ii. Equipmant iii. Government

j. financial ii. Employee iii. Individual

k. accident ii. Tournament iii. Brilliant

l. choras ii. Aukward iii. Customery

m. i. deliteful ii. Dareing iii. Genius

n. tuition ii. Pronounce iii. Neighbor

o. i. Illiterate ii. victori iii. Fallan

p. i. momonto ii. restaurent iii. lesure

q. gurante ii. celing iii. shild

r. i. grif ii. lugage iii. traveled

s. i. simutanes ii. Thororly iii. chocolet

t. miscelaneous ii. suplemant iii. compitnet

19.4 References:

Prasada Rao N.D.V.2000 *Learners' English grammar And Composition*. New Delhi: S. Chand & company LTD.

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UNIT IV WRITING SKILLS

Lesson 20

Paragraph writing

Objectives:

- i. To develop the logic of argument.
- ii. To improve the expression of thought
- iii. To explore new ideas.
- iv. To inculcate the grasping power and its implications
- v. to strengthen critical thinking skills and coordinating skills.

Outcomes:

After going through this chapter, the students should be able

- i. to write well structured paragraph effectively and creatively
- ii. to organize the collected thoughts and ideas.
- iii. to identify the different steps and terms to remember in writing.
- iv. to cultivate the language style.
- v. to know how to explain it clearly and lucidly.

Structure:

20.1 Introduction

20.2 Qualities of a good paragraph

20.3 Paragraph Writing

20.4 References

20.1 Introduction

A paragraph is a connected series of sentences relating to the same subject. Just as a sentence contains one main thought, in the same way paragraph contains one main topic or theme. All the

sentences in a paragraph should be so grouped together that they must serve to develop the main theme.

20.2 Qualities of a good paragraph

A good paragraph, like a good sentence, must possess:

1. Unity.
2. Order
3. variety

Unity : A paragraph must contain one main theme. The theme of good paragraph can be expressed in one sentence called the topic sentence. A good paragraph should be in short. A suitable title can be given to it.

Order: The thoughts of a good paragraph are always arranged in a clear and logical order. The events are given in the order of their occurrence. All ideas are connected with the main idea and are arranged according to their importance or order.

Variety: lastly, a good paragraph contains both short and long sentences. It contains sentences of different length and of different construction.

How to write a paragraph

We should bear in mind the following points to write a good paragraph

- i. Think out the points upon which you wish to write.
- ii. After getting the points, arrange them in proper order.
- iii. Make the first and last sentences of your paragraph most attractive.
- iv. All the points must deal with the main theme.
- v. we should take care that every sentence is clear and complete.
- vi. Revise what you have written.
- vii. Check thoroughly spelling, grammar, punctuation, etc.
- viii. See that paragraph should have unity and coherence.

20.3 Write a paragraph of about fifty words on the following topics 1x5=5

Study carefully the following paragraphs:

i. My favorite hobby:

My favorite hobby is stamp- collecting. I have a stamp- album. I pasted all the foreign stamps in it. It is really a nice collection. I have stamps from all foreign countries-from USA, China, Japan Russia, UK, etc. I have also rare stamps which are issued recently. I enjoyed the pictures of natural scenery, crowns, arms historical monuments lovely actors and ladies printed on these stamps. Stamp- collecting is really a very useful and instructive hobby.

ii. The Book I like:

The “Bhagawad Gita” is the book I like most. It contains the essence of all human divine wisdom. After reading the book, I understand my own life and form my habits and outlook on life. It inspires me to the ends of life. It makes me a balanced man. It enables me to achieve the best of the worlds- physical and spiritual. So Gandhi called it “The Mother”.

iii. Pleasure of reading:

We are happy when we acquire the habit of reading. It gives us a life –long pleasure, instruction and inspiration. He, having the habit of reading, is the possessor of wealth. When we love books, we never feel lonely. We get the pleasure of wealth, when we cultivate the reading of books. Reading gives the highest kind of pleasure. It is a healthy recreation to our brain. There are so many noble books which we ought to read. Books give us not only pleasure but also education. They give us noble thoughts and beautiful minds. Our books are always patiently waiting to talk to us. They are our most faithful friends and philosophers.

iv. Advantages and disadvantages of social media:

Social media is a boon when we use it properly. It is a bane when we misuse it. The youth use social media prominently. It is a useful tool for education. It is a powerful device for self learning. The entire world is at our fingertips. We are just a click away. It builds relations. There is another side of the coin. It spreads misinformation quickly. It occupies in our personal life. The addiction to social media is harmful for academic performance. Fake news poisons our peace of mind. It all depends on the user at the end. We should lead a balanced life.

v. Good Manners:

Good manners are needed and followed. They determine our behaviour towards fellowmen. Please and thank you are the common words which show our good manners. A well cultured man is liked and respected everywhere. If you are not friendly and sociable with others, you are called ill-mannered. An ill-mannered man is hated by everybody. So for a social and respectable life in the society, we must be good mannered.

vi. Friendship:

Friendship is a devoted relationship between two persons. Usually friendship is shared by two people. They have similar interests and feeling. A true friendship based on mutual respect, admiration, and gratitude of the person. They care and love for each other. We are lucky when we have a true friend. Friends bring more happiness into our lives. Friendship has a large impact on your mental health and happiness. Good friends relieve stress and give comfort and joy. Friendship has a powerful impact on your physical health.

vii. My favourite job:

I love teaching profession. A teacher is a wonderful gift given by god. A teacher moulds the next generation. The destiny of nation is shaped by the teacher. A teacher develops human resources of the country. He is open to new ideas for a quickly changing world. A teacher changes the lives of the students. A teacher exposes students to a world of different nations, cultures and varieties of personalities. Teacher is a lifelong learner. He teaches life skills.

viii. The English language:

English becomes the lingua franca of India. It becomes a world language. It becomes very necessary for educated people. We must learn it and use it. English is preferred because it is already an international language. Indian languages are of no use to us outside India. It will be a link between us and the rest of mankind. English is necessary for anyone entering into government service, trade, or legal profession in India. It is noble language and possesses the finest literatures in the world. Knowledge of English introduces us to the finest books ever written.

ix. Women Empowerment:

Women must be given equal status as men. Empowering women is to bring equality with men. It is essential to have a bright future, society and family. They are shaping our future and development of the children of country. In this way they are backbone of the society. It is possible to make them educated and leave them free. Then they can do wonders and make the society better. They are highly talented which are helpful for our economy. Now they are on the right path.

x. Pollution:

Adding harmful substances to the environment, land, water and air is called pollution. It causes imbalances in the environment. This leads to the threat of survival of all beings. Pollution causes health disorders to beings. We can reduce pollution by following the methods. Let us encourage public transport system. We should turn off lights, fans ACs when they are not necessary. Please cultivate the habit of recyclable and reusable materials. We should take a pledge not to use plastic material in any form. We should inculcate the concept of social forestation in the minds of people. Let us avoid the usage of crackers.

xi. Physical Exercises:

Physical exercises relax our body and take away the mental stress. It is important to do regular exercises. Then we will be fit both physically and mentally. It keeps away different diseases. If we are healthy we contribute to the expansion of society. If you do exercises daily, it improves your concentration power. It helps to prevent or delay diseases. It reduces the symptoms of anxiety and depression. So exercise is important for the overall growth of a person. Therefore let us do physical exercise daily.

xii. The sporting spirit:

Sports are essential for healthy body. Sports make us understand the importance of exercises. We learn how to develop understanding, cooperation friendship, patience, etc. through sports. Sports must be played sportively. The true sportsman keeps in a good humour when he is losing the game. People feel that losing a match is losing the prestige of their country. Victory or defeat must be taken equally. Sports must promote healthy atmosphere among nations.

xiii. Education:

The word education means to draw out or develop the faculties of mind. The object of the education is how to make the best use of our faculties. Education should be practical. Practical training should be given in various crafts. In addition to that moral education is important. But real education should never finish. All through life we should be learning not only from books but from experience from life.

xiv. News papers:

The primary use of a newspaper is to give news. They are windows to the world around us. There are special papers devoted to different departments of life, such as religion, sports literature, art, music farming, competitive exams, etc. Now a days most papers are the organs of political parties and their main interest is politics. The policy of the paper reflected in the editorial of the paper. The press has enormous power. It can profoundly influence public opinion for good and bad. They give a platform to advocate the social reforms. So Newspapers have become indispensable.

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Unit V SOFT SKILLS

Lesson 21

Soft Skills and SWOC

Structure of the lesson:

- 21.1. Objectives of the Lesson
- 21.2. SOFT SKILLS
 - 21.2.1. Introduction
 - 21.2.2. Definition
 - 21.2.3. Soft Skills and their Grouping
 - 21.2.4. Conclusion
- 21.3. SWOC
 - 21.3.1. Introduction
 - 21.3.2. SWOT/SWOC Quadrant
 - 21.3.3. Models
 - 21.3.4. Key Points
 - 21.3.5. Conclusion
- 21.4. Questions

21.1 Objectives of the Lesson

The objective of this lesson is to help the learner understand

- The meaning and importance of Soft Skills
- Various components of Soft Skills
- Various nuances associated with SWOC/SWOT analysis

21.2. SOFT SKILLS

21.2.1. Introduction

In the 21st century workplace, MNC's are rooting for graduates who understand the role they are to play in building their organizations, and have the practical skills to work effectively in their 'company-assigned' roles. Plainly speaking, it means engaging with the organization and its goals, understanding the dynamics of the workplace etc. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors so that they are able to make sound and critical decisions that would positively impact the workflow of the company besides contributing to its growth and development.

The corporate world is seeking a whole package of talent that displays proficiency in hard skills and versatility in soft skills. In fact, the real problem today lies in 'suitability' rather than 'availability' of man power.

21.2.2. Definition

Wikipedia defines soft skills as "a combination of people skills, social skills, communication skills, character or personality traits, attitudes, career attribute, social intelligence and emotional intelligence quotients among others that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills".

Soft Skills can also be called as life skills, people skills, human relationship skills, employability skills etc. Every prospective employee is expected to possess a good range of Soft Skills to:

- get a Job and RETAIN IT
- survive in the World (Survival of the Fittest... in Soft Skills); and
- create a Market for oneself.

21.2.3. Soft Skills and their Grouping

Soft Skills can be broadly categorized into four groups. They are:

1. Communication Skills
2. Management Skills
3. Leadership Skills
4. Thinking Skills

<p>Communication Skills include:</p> <ul style="list-style-type: none"> • LSRW Skills • Presentation Skills • Conversational Skills • Negotiation Skills • Inter-personal Communication Skills • Non-verbal Communication 	<p>Management Skills include:</p> <ul style="list-style-type: none"> • Time management • Stress Management • Mind Management • Memory Management • Finance Management • Health Management • Change Management
<p>Leadership Skills include:</p> <ul style="list-style-type: none"> • Team Building • Decision Making • Problem Solving • Patience / Tolerance • Planning & Organizing • Motivation • Human Relations • Quick Learning / Adaptability 	<p>Thinking Skills include:</p> <ul style="list-style-type: none"> • Logical Thinking • Lateral Thinking • Positive Thinking • Creative Thinking • Analytical Thinking • Innovative Thinking

Eastern Kentucky University has come out with the following list of Soft Skills that aid a prospective candidate to succeed at the higher level:

1. “Communication – oral speaking capability, written, presenting, listening, clear speech & writing.
2. Courtesy – manners, etiquette, business etiquette, gracious, says please and thank you, respectful.
3. Flexibility – adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable.
4. Integrity – honest, ethical, high morals, has personal values, does what’s right.

5. Interpersonal skills – nice, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, and social skills.
6. Positive attitude – optimistic, enthusiastic, encouraging, happy, confident.
7. Professionalism – businesslike, well-dressed, appearance, poised.
8. Responsibility – accountable, reliable, gets the job done, resourceful, self-disciplined wants to do well, conscientious, common sense.
9. Teamwork – cooperative, gets along with others, agreeable, supportive, helpful, and collaborative.
10. Work ethic – hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance.” (Marcel M. Robles in his article ‘*Executive Perceptions of the Top 10 Soft Skills Needed in Today’s Workplace*’ published in *Business Communication Quarterly*, 75(4) 453–465)

21.2.4. Conclusion

The demand for soft skills has been growing at a rapid pace due to the LPG (Liberalization, Privatization and Globalization) revolution of the 1990s. The 21st century workplace needs people who are strong in soft skills, employability skills, life skills and professional skills.

21.3 SWOC/SWOT

21.3.1. Introduction

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats and the ‘C’ in SWOC stands for ‘Challenges’. In the business world, a SWOT/SWOC analysis is a powerful way to look at the present situation of the business/product to help identify its comparative advantages and possible ways to improve its performance. Even individuals can use this model to identify their strengths and weaknesses. They can also identify opportunities available to them and make good use of them while also understanding challenges (threats) and learn to deal with them. It is to be reiterated that any person who understands his strengths and weaknesses and learns to handle them judiciously is bound to go places.

Strengths and weaknesses are internal aspects of a company/product/person etc.,-things that you have some control over and can change. Opportunities and threats are external—things that are going on outside. You have no control over them. You can take advantage of opportunities and protect against threats, but you can’t change them.

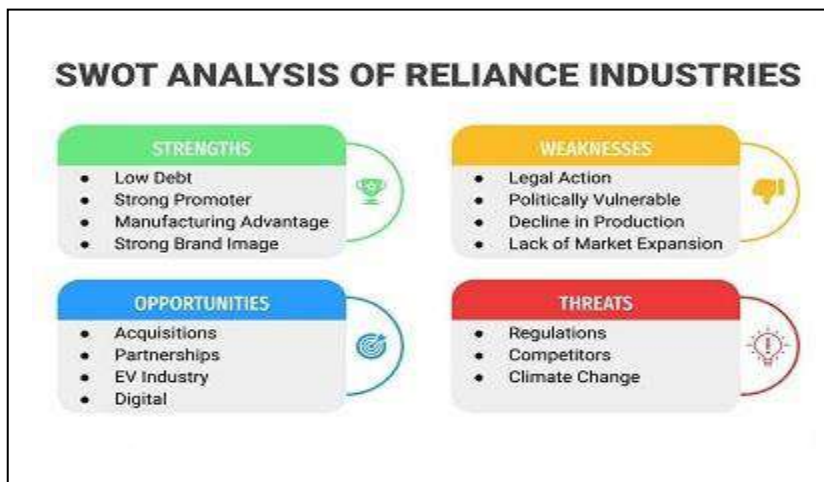
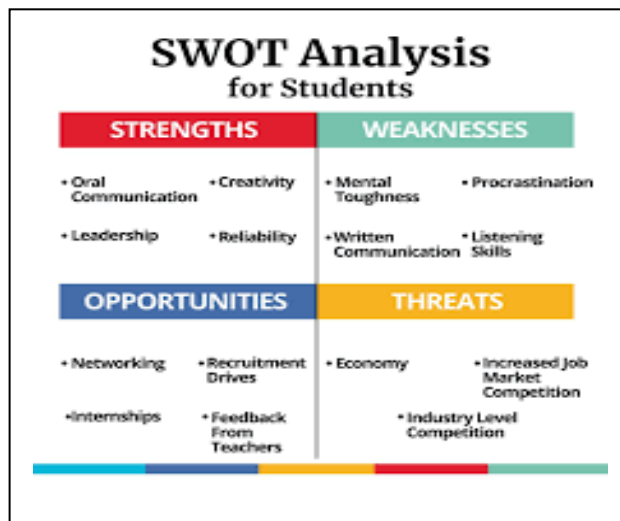
21.3.2. SWOT/SWOT Quadrant

The SWOT/SWOT analysis is generally done using the following quadrant:

STRENGTHS (Positive internal forces that work to one’s advantage)	WEAKNESSES (Negative internal forces which one may want to improve)
Strengths are INTERNAL ASPECTS. They signify what you do well. Realistically, ask yourself:	Weaknesses are INTERNAL ASPECTS. They signify what is lacking in you and in what measure.

<ul style="list-style-type: none"> • What do you do better than others? • What advantages does your organization have? • What do others see as your strengths? 	<p>Be realistic.</p> <ul style="list-style-type: none"> • Accept your weaknesses, but start working on them to build for the future. • Identify what can be improved and start improving it. • Find out what others see as your weaknesses?
<p style="text-align: center;">OPPORTUNITIES</p> <p style="text-align: center;">(Positive external conditions which one can take advantage of. They are not in one's control)</p>	<p style="text-align: center;">THREATS (CHALLENGES)</p> <p style="text-align: center;">(Negative external conditions one can't control. Effect may be lessened through planning.)</p>
<p>Opportunities are EXTERNAL ASPECTS. Ask yourself: What are the opportunities available? Are these opportunities promising? What should I do embrace these promising opportunities?</p>	<p>Threats (Challenges) are EXTERNAL ASPECTS. Ask yourself: What are the external obstacles? Who are your competitors? Could any weaknesses threaten your future?</p>

21.3.3. Models



21.3.4. Key Points

What to do NOW?	
<ul style="list-style-type: none"> • Fortify your strengths. • Weaken Weaknesses. • Turn Weaknesses into Strengths. 	<ul style="list-style-type: none"> • Identify opportunities. • Identify threats. • Make use of the opportunities. • Turn threats into opportunities, where possible. • At least, weaken the effect of threats.

21.3.5. Conclusion

When we undertake SWOT/SWOC analysis of a company/product, it helps to take informed decisions in the larger interests of the company/product. If the same analysis is done by a person about himself/herself, it will provide a comprehensive outlook of that person.

If this analysis is done by each one individually one will be able to understand oneself. Once one understands oneself, one understands and empathizes with others. Self-knowledge earned through SWOC analysis will lead to good inter personal relationships and create an empathetic approach towards others.

21.4. Questions

I. Answer the following questions:

1. Explain the relevance of Soft Skills in the 21st century workplace.
2. Write about Soft Skills and their grouping.
3. What are the skill sets proposed by Eastern Kentucky University?
4. Analyze the relevance of SWOT/SWOC analysis for a company/product/person.
5. Explain the SWOT/SWOC quadrant with an example.
6. Prepare the SWOT/SWOC analysis of the following:
 - a. Abdul Kalam
 - b. Santoor Soap
 - c. Jio Network
 - d. Your own

II. Write a short note on the following topics:

- a) Definition of Soft Skills

- b) SWOC/SWOT
- c) Components of Communication Skills
- d) Components of Leadership Skills
- e) Components of Management Skills
- f) Components of Thinking Skills
- g) Key points of SWOT/SWOC

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UNIT V SOFT SKILLS

Lesson 22

Attitude and Emotional Intelligence

Structure of the lesson:

- 22.1. Objectives of the Lesson
- 22.2. Attitude
 - 22.2.1. Introduction
 - 22.2.2. Beliefs
 - 22.2.3. Personal Values
 - 22.2.4. Attitudes
 - 22.2.4.1. Components of attitudes
 - 22.2.4.2. Tips for developing our personality and attitude
 - 22.2.4.3. Characteristics of attitude
 - 22.2.4.4. Conclusion
- 22.3. Emotional Intelligence
 - 22.3.1. Introduction
 - 22.3.2. Definition
 - 22.3.3. Characteristics of Emotional Intelligence
 - 22.3.4. Pillars of Emotional Intelligence
 - 22.3.5. Impact of Emotional Intelligence
 - 22.3.6. Conclusion
- 22.4. Questions

22.1 Objectives of the Lesson

The objective of this lesson is to help the learner understand

- the meaning of attitude, beliefs and personal values
- how we can develop our personality and attitude
- the importance of Emotional Intelligence
- factors associated with Emotional Intelligence

22.2. ATTITUDE

22.2.1 Introduction

“We select students for their attitude and we train them for skills” is the often quoted statement made by various recruiters. ‘Attitude’ is a state of mind or feeling and our disposition towards others. It is a feeling that comes from our heart and is explained by our behaviour towards others. It can be both positive and negative. The thoughts associated with feelings of self-confidence, achievement, progress etc., constitute positive attitude that leads to constructive action whereas thoughts associated with self-doubt, inferiority complex, failures etc., constitute negative attitude that leads to destructive action.

The attitude of a person is determined by various psychological factors like ideas, values, beliefs, perceptions etc. All these factors play a vital and complex role in determining a person's attitude. Before we attempt to understand aspects of ‘attitude’, we need to understand concepts of

‘beliefs’ and ‘values’ because there is a direct relationship between ‘beliefs and values’ and our attitudes and the resulting behaviour.

22.2.2. Beliefs

A belief is an idea that a person holds as being true. A belief can come from different sources, including: a person’s own experiences; the acceptance of cultural and societal norms (e.g. religion); what other people say (e.g. education or mentoring).

22.2.3. Personal Values

Values are stable and long-lasting beliefs about what is important to a person. They become standards by which people lead their lives and make their choices. It is possible to categorize beliefs into different types of values – examples include values that relate to happiness, wealth, career success or family. A person must be able to articulate their values in order to make clear, rational, responsible and consistent decisions.

22.2.4. Attitude

Attitudes are the mental dispositions people have towards others and the current circumstances before making decisions that result in behaviour. People primarily form their attitudes from underlying values and beliefs. However, at the point of decision-making, factors which may not have been internalized as beliefs and values can still influence a person’s attitudes. The desire to please, political correctness, convenience, peer pressure, and psychological stressors could be typical influences.

Allport (1935) defined attitude as “a mental and neural state of readiness, organized through experience, and exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”. Psychologists use specialized terms to describe certain classes of attitudes. For example, an attitude towards the self is called self-esteem, negative attitudes towards specific groups are called prejudice, attitudes towards individuals are called interpersonal attraction, and attitude towards own job is called job satisfaction.

22.2.4.1. Components of attitudes:

- **COGNITIVE:** Opinion or beliefs about attitude object (both positive and negative)
- **AFFECTIVE:** Emotions and feelings the object triggers (both positive and negative)
- **BEHAVIORAL:** Reaction toward the object (both positive and negative)

22.2.4.2. Tips for developing our personality and attitude

- Dress well. Give your appearance the attention it deserves. Good clothes and good grooming boost your confidence.
- Promise to yourself that you will become the world’s most positive person. Move away from people with pessimistic attitude.
- Think of success, achievement, happiness etc., every single moment of your life. “As you think, so shall you become”. Visualize yourself achieving success and work towards achieving it. You shall achieve it.
- To fill your mind with positive thoughts, read motivational books or listen to/watch motivational speeches.

- Maintain a diary and write down positive things happening in your life. Record all happy events, achievements and compliments you received.
- Develop a cheerful voice and a warm disposition.
- Spend time with nature. Allow nature to replenish you.
- Compliment people on their achievements/dress sense.
- Develop a sense of humor. Enjoy reading humorous books and watching comedy shows.
- Have belief in goodness of people around you and empathize with them.
- Try yoga and pranayama.

22.2.4.3. Characteristics of attitude:

1. Attitudes are the complex combination of things we call personality, beliefs, values, behaviours, and motivations.
2. They can be termed favorable or unfavorable.
3. An attitude is a point of view, substantiated or otherwise, true or false, which one holds towards an idea, object, or person.
4. An attitude exists in every person's mind. It helps to define our identity, guide our actions, and influence how we judge people.
5. Although the feeling and belief components of attitude are internal to a person, we can view a person's attitude from their resulting behaviour.
6. Attitudes can also be explicit and implicit. Explicit attitude is that attitude which we are consciously aware of whereas an implicit attitude is that which we are unaware of but still, it affects our behaviours.
7. Attitudes cause us to behave in a particular way toward an object or person.
8. It may be positive or negative and may be affected by age, position, and education.

In this context, it may be noted that with a bad attitude, one can never have a positive day and with a positive attitude, one can never have a bad day.

22.2.5. Conclusion

Our attitude is what influences all our actions. The right attitude gets us good results. To a person of 'positive' attitude, a problem is just a temporary set-back, and also a stepping stone to success. To a 'negative' thinker, every problem only confirms his pessimistic view that whatever can go wrong will go wrong. It is up to us to choose to be a 'positive thinker' or 'negative thinker'. Once we make the right decision to be a person of positive attitude, everything else will fall in place.

22.3. EMOTIONAL INTELLIGENCE

22.3.1. Introduction

There are times in life when you look at someone and wonder, "How is he/she always so totally in control of things?" It may be a colleague who deals with tricky work situations easily and smoothly or a friend who makes complete strangers feel comfortable within minutes of meeting them. The answer to this pertinent question lies in their great level of emotional intelligence or their ability to monitor their own emotions as well as those of others.

Emotional intelligence, also known as emotional quotient or EQ is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals.

22.3.2. Definition

Emotional intelligence has been defined, by Peter Salovey and John Mayer, as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior". This definition was later broken down and refined into four proposed abilities: perceiving, using, understanding, and managing emotions.

Although the term first appeared in 1964, it gained popularity in the 1995 best-selling book *Emotional Intelligence*, written by science journalist Daniel Goleman. Goleman defined EI as the "array of skills and characteristics that drive leadership performance".

As we know, it's not the smartest people who are the most successful or the most fulfilled in life. You might know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual ability or your intelligence quotient (IQ) isn't enough on its own to achieve success in life. Your IQ(Intelligence Quotient) can help you get into college, but it's your EQ that will help you manage the stress and emotions when facing your final exams. IQ and EQ exist in tandem and are most effective when they build off one another.

22.3.3. Characteristics of Emotional Intelligence

According to Daniel Goleman, who helped to popularize emotional intelligence, there are five key elements to it:

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills

22.3.4. Pillars of Emotional Intelligence

1. Self Awareness

- Emotional self-awareness: the ability to know yourself and understand your feelings.
- Accurate self-assessment: understanding your strengths and weaknesses and their effects.
- Self-confidence

2. Self-Management

- Emotional Self-control
- Achievement, i.e. being goal-oriented
- Initiative
- Transparency, being honest and open, interacting with integrity and being trustworthy.

- Adaptability
- Optimism

3. Social Awareness

- Empathy; understanding and acknowledging others' emotions.
- Service Orientation
- Organizational Awareness

4. Relationship Management

- Inspirational leadership, like being a good mentor, role model, and authority figure.
- Influence, articulating points in persuasive, clear ways that effectively motivate others.
- Conflict management
- Change catalyst, recognizing and supporting the need for change, and making it happen.
- Developing others, helping others build their skills and knowledge.
- Teamwork and collaboration, working with others in an effective manner.

22.3.5. Impact of Emotional intelligence

Emotional Intelligence creates a great impact on :

- your performance at school or work,
- your physical health,
- your mental health,
- your relationships, and
- your social intelligence.

22.3.6. Conclusion

Nobody will ask you to behave like a robot or to leave your emotions behind in the workplace. In fact, to be a great leader, you need to be a human who has mastered emotional intelligence skills.

Remember, you need to channel your emotions to drive things and people forward, rather than getting carried away yourself. As a leader, you need to constantly pursue self-improvement and harness the potential of your coworkers to achieve bigger goals.

22.4. Questions

I. Answer the following questions:

1. Explain the importance of beliefs and personal values in developing attitude.
2. Write, in detail, about 'Attitude'.
3. Mention various characteristics of 'Attitude'
4. From your experience, explain how attitudes impact one's behaviour.
5. What is 'Emotional Intelligence/Emotional Quotient'? How is it different from 'Intelligence Quotient'(IQ)?
6. Explain four pillars of 'Emotional Intelligence'.

II. Write a short note on the following topics:

- a) Impact of 'Emotional Intelligence'
- b) Attitude
- c) Personal Values
- d) Beliefs
- e) Four Pillars of 'Emotional Intelligence'

- f) Difference between IQ and EQ
- g) Five elements of 'Emotional Intelligence' proposed by Daniel Goleman

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UNIT V. SOFT SKILLS

Lesson 23

Telephone Etiquette

Structure of the lesson:

- 23.1. Objectives of the Lesson
- 23.2. Telephone Etiquette
 - 23.2.1. Introduction
 - 23.2.2. The Dos and Don'ts of Telephone Etiquette
 - 23.2.3. Seven P's of Telephone Etiquette
- 23.3. Conclusion
- 23.4. Questions

23.1. Objectives of the Lesson

The objective of this lesson is to help the learner understand

- the importance of acquiring the skill of handling telephone
- various facets of telephone etiquette
- gentle methods of handling telephonic calls and people who communicate over telephone
- do's and don'ts of handling telephonic calls

23.2. Telephone Etiquette

23.2.1. Introduction

Telephone is a vital source of communication. The use of cell phones is commonplace in our life today. It is inevitable that we will be required to speak on the phone sometimes. Some people are very confident speaking on the phone while others are not confident enough or they lack basic telephone good manners / etiquette. It is important to learn proper telephone etiquette so that you can give others a good impression of you or the business you represent, and also make it a pleasant experience for the other person on the other side of the line.

Many things have changed over the years, especially in the evolving world of business. The need for proper telephone etiquette in the work place hasn't changed much. The ground rules have always remained the same.

Since customers are the ones who infuse the profits into a business, they do not appreciate being treated with rudeness in their business dealings with a company. This includes any business, which is conducted on the telephone lines. Proper telephone technique involves some basic common sense which everyone who works for a company should use.

23.2.2. The Dos and Don'ts of Telephone Etiquette

Adherence to the following practical suggestions with regard to telephone etiquette will show you how paying attention to detail will make a big difference in other's impression of you... both at a personal and professional level.

- Answer the phone as soon as possible.

- Greet first and announce yourself clearly. Give your name when the telephone is answered, before asking for the person you are requesting. State your name when placing a call.
- Put a “smile” in your voice. Remember that your ‘smile’ can be heard. Please remember that your voice reflects your courtesy. Since that person on the other end of the line cannot see your facial expressions, your "tone of voice" will need to express this.
- Never pass on a bad mood to the client. Try and make it the client’s best call of the day. The next call from that client will go smoother.
- Provide “value” to the client and his needs. Try and meet his requirements instead of giving lame excuses.
- If you put someone on hold, give him or her details of the progress regularly. After placing someone on hold and returning to the line, say "Thanks for waiting" rather than "I'm back."
- Have information and paperwork ready if you are expecting a call.
- Always have paper and a pen near the phone. A client’s time is valuable – make every attempt not to waste it.
- Concentrate on the call – do not let your mind wander or get distracted.
- Use the caller’s name frequently to add ‘personalized touch’ to the conversation and make the client feel special.
- If you do not know the answer to a question, do not bluff. Rather, take the client’s name and number, research the item and phone him back with the correct answer. If it is still beyond you – have a superior return the call on your behalf.
- Be positive in your statements – say what you can do, not what you can’t do. For example, say “Mr. Varma can help you, can I put you through?” as opposed to “I cannot help you, you will have to speak to Mr. Varma.”
- Never take rude callers personally. Remain calm and do not allow yourself to become rude as well.
- Thank the client for their call. Wait until the client puts the phone down before you do.
- When receiving an incoming business call, always use a phrase like, "Good morning, ABC Company, Hari speaking, may I help you?" When answering a call, simply answering "yes" is a curt and inappropriate response. The person making the call can think of that person as cold and aloof, and hesitates to communicate readily.
- At times, someone other than the person to whom the call is intended will answer the telephone. If that person has been asked, "May I speak to Mr. _____ please," the response should be, "One moment please, I will get him connected for you". If he is not available, the response should be, "I am sorry, Mr. _____ is not available at this time, may I take a message?"
- When leaving a phone message, always state your name, company’s name, phone number and reason for calling.
- Think about what time it is when placing a call. You would not want to call when there is the possibility that the person may be asleep/when the person is enjoying some quality ‘self-time’.
- When you have dialled a ‘wrong number’, we generally hang the phone up. Instead, express apology, letting them know you have dialled a wrong number.

- When speaking, make sure you enunciate your words clearly and precisely. Do not slur or mumble your words. Speak with confidence. It is embarrassing to be asked to repeat what you are saying.
- When speaking to anyone who is working, make your call informative and short.
- Never be rude to a caller, no matter how nasty they are. Always remember to handle yourself in a professional, business-like manner. This includes handling the situation in a calm, cool manner.
- When calling another business, it is proper etiquette to give your name and the company's name you work for to whoever answers the telephone. Do not play 'Guess Who' game.
- Respect others' time. When placing a call, identifying yourself and ask, "Do you have a minute?" or "Is this a good time to reach you?" before explaining the reason for your call.
- When calling a professional office for any reason, always identify yourself and explain the reason for your call. Example: "Hello, this is Ashok and I'm calling in response to the newspaper ad for an actor".
- When reaching an answering machine, if you had sufficient reason for calling...leave a message. Sometimes this helps the other person know how to respond...whether to expect another call from you or if they should attempt to return your call. An expression like "Hi, its Anu, Bye!" doesn't say anything. Instead, say, "I am Anu from XYZ company. Please inform Mr. Alok that I would call him at 1.00 pm today."
- Use good speech habits and phrases like: 'One moment please', 'Yes', 'All right', 'She's not available now', 'Good-bye' etc. Please avoid using phrases like 'Hang on', 'Yeah', 'Okey-Dude', 'Uh, dunno where he is'.
- Don't be distracted. Although the caller may not be able to see what you are doing, you can be heard in your tone and responses. Distractions can be anything from responding to an email, replying to a text, scrolling through online shopping, reading a news article, or nibbling something, while answering the call.
- Let's avoid shouting and/ or whispering. Being overly loud or overly quiet can make a phone conversation very awkward. Try and speak in a calm tone that will be easy to hear and understand.
- Do make the caller feel welcome. Although it is a phone call, if your answers are short or you don't sound interested, the caller may leave the call feeling unwelcome.
- The following terminology would be more appropriate:
 - "May I put you on hold?"
 - "May I say who is calling please?"
 - "I am having a little difficulty hearing you. Can you please speak up?"

23.2.3. Seven P's of Telephone Etiquette

The 7 P's of Call Handling Excellence expects us to:

- Be Prepared
- Be Present
- Be Polite
- Be Patient
- Be Personable
- Be Professional
- Be Proactive

If we don't follow any of these 7 p's, it can have a negative impact on your caller experience, which can lead to a negative impact on your company's image.

23.3. Conclusion

Telephone is part of our lives. Handling telephonic calls is an art. At most times, we give telephone etiquette little thought. We generally never think of the times we have displayed our bad manners while speaking on the telephone. We will surely think about it when we have had the experience of being treated rudely or abruptly while using this mode of communication. Let's remember the golden rule No. 1: "Remember You only get ONE chance to make a first impression!"

23.3. Questions

I. Answer the following questions:

1. Why should one acquire the skill of handling telephone?
2. Describe various facets of telephone etiquette, giving suitable examples.
3. Why is it important to handle telephonic calls and people who communicate over telephone, in a gentle manner?
4. Mention the do's and don'ts of handling telephonic calls, especially in the business world.
5. What are the ground rules of telephone etiquette?
6. 'Handling telephone calls is an art.' Do you agree? Why/why not?

II. Write a short note on the following topics:

- a. Importance of greeting when making or answering a call.
- b. What expressions of English language can we use to start a conversation over the phone?
- c. What should we do when we place a caller on 'Hold'?
- d. How should a caller leave a message when the person he/she wants to talk to is not available?
- e. Mention the technique of answering the 'Answering Machine'
- f. Why is telephone etiquette important?
- g. State the seven P's of telephone etiquette.

References

- Gopalaswamy Ramesh and Mahadevan Ramesh. *The Ace of Soft Skills, Attitude, Communication and Etiquette for Success*. New Delhi: Pearson, 2010.
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- <https://www.dexcomm.com/blog/business-phone-etiquette-101-the-7-ps-of-call-handling-excellence>
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UNIT V SOFT SKILLS

Lesson 24

Interpersonal Skills

Structure of the lesson:

- 24.1. Objectives of the Lesson
- 24.2. Interpersonal Skills
 - 24.2.1. Introduction
 - 24.2.2. Four basic behaviour styles
 - 24.2.3. List of interpersonal skills
 - 24.2.4. Tips to develop interpersonal skills
- 24.3. Conclusion
- 24.4. Questions

24.1. Objectives of the Lesson

The objective of this lesson is to help the learner understand

- the importance of nurturing interpersonal skills to develop good relations with others
- how to work harmoniously with others
- four basic behaviour styles
- tips to develop interpersonal skills

24.2. INTERPERSONAL SKILLS

24.2.1. Introduction

Interpersonal skills are the skills “you need and use to communicate and interact with other people.” Interpersonal skills include the attitudes, manners, appearance, habits and behaviours we use with other people, which affect how we get along with them. The development of interpersonal skills begins early in life and it is influenced by family, friends and the society we live in and the kind of observation we do of the world around us. These skills are either inherited or adapted during the course of our lives.

For us to improve our interpersonal skills, we must first be aware of what we are (through SWOT analysis) and what others think we are (through feedback). When we were kids, our teachers and parents used to correct our bad habits with regard to our handling of people around us. In the process, our interpersonal skills got developed automatically. Whether you are an introvert or an extrovert or an ambivert kind of person can decide the kind of interpersonal skills you possess. Direct result of good interpersonal skills is development of good relations with all those we come across. Good relations with others will lead to increasing mutual influence and increasing influence leads to leadership.

24.2.2. Four basic behaviour styles

OPEN	RESERVED
<ul style="list-style-type: none"> • Open persons readily express emotions, thoughts and feelings. • They don't hold anything back. • They are easy to identify. • They are willing to reach out and touch. • They use eye contact profusely. • They can quickly establish a good rapport with anyone. 	<ul style="list-style-type: none"> • Reserved persons keep their emotions, thoughts and feelings to themselves. • They maintain secrecy. • They are easy to identify. • They are unwilling to reach out. • They use eye contact sparingly. • It is difficult to establish rapport with them. However, a reserved person can establish eye contact with another reserved person easily.
<p>Note: We are either 'Open' or 'Reserved'. Some of us fall in between. If we want to improve our interpersonal skills, we need to identify where we actually stand.</p>	
DIRECT	INDIRECT
<ul style="list-style-type: none"> • They are fast-paced, assertive and forge ahead in their decisions. • They are open to engaging in social interactions to enjoy quick conversations. • Even in meetings, they will make their point emphatically. • Their arguments are quite good and are in the right direction. • They are ready to 'take risks'. 	<ul style="list-style-type: none"> • They are slow-paced and security-conscious. • They don't take the social initiative to introduce themselves at a party. • They prefer a conversation with a good friend in a quiet corner. • Positively, they can provide accurate and carefully-thought out results. • They are prone to taking 'less risk'.
<p>Note: We need to communicate with others based on the kind of behaviour style we possess and the other persons possess.</p>	

24.2.3. List of interpersonal skills

Interpersonal skills are the skills we use every day when we communicate and interact with other people, both individually and in groups. People with strong interpersonal skills tend to be able to work well with other people, including in teams or groups, formally and informally. They include a wide range of skills like:

- Communication skills (Verbal Communication/Non-Verbal Communication/Listening Skills)
- Emotional intelligence
- Team-work
- Negotiation, persuasion and influencing skills – working with others to find a mutually agreeable (Win/Win) outcome.
- Conflict resolution and mediation

- Problem solving and decision-making
- Empathy
- Openness to feedback
- Reliability and dependability
- Assertiveness: Don't say 'Yes' when you want to say 'No' and don't say 'No' when you want to say 'Yes'. The success lies in identifying when to say 'Yes' and when to say 'No'.
- Patience
- Good work ethic
- Collaboration
- Professionalism
- Networking
- Mentoring and motivation

24.2.4. Tips to develop interpersonal skills

Interpersonal skills are inborn, but they CAN also be developed and nurtured over a period of time. Here are some ways to develop your interpersonal skills:

- Preserve your relationships. Continue to network with friends of the past and the present.
- Put yourself in other people's shoes. Observing things from other people's perspective will help develop empathy and compassion, and give you a fresh approach of looking at the same old problems.
- Look for the positives in others.
- Control your emotions.
- Pay attention to body language and practice reading nonverbal cues.
- Own up to your mistakes. Be willing to accept the feedback you get from others when the feedback is constructive.
- Practice friendly approach with colleagues and strangers.
- Acknowledge other person's expertise. Credit and compliment them for their efforts.
- Show genuine interest in others.
- Practice active listening.
- Practice eye contact.
- Keep interactions focused.
- Use the 'right' language.
- Accept responsibility.
- Display uncompromising honesty, integrity and loyalty.
- Give others the space they need.

24.3. Conclusion

The success of any person in personal life or professional life depends on how well he/she is able to handle people he/she comes into contact with, during the daily course of life. A person may be the most skilled professional in his/her field, he/she may have won awards, he/she may be a path-creator or history-maker, but without proper dosage of interpersonal skills, he/she will never be able to reach his/her full potential. A sincere effort in the right direction must be made by everyone to ensure that good interpersonal skills are nurtured because without interpersonal skills, we will find it difficult to move ahead...in career and in life.

24.4. Questions

I. Answer the following questions:

1. Why should we nurture interpersonal skills to develop good relations with others?
2. “In the 21st century workplace, if we want to work harmoniously with others, we need good interpersonal skills”. Do you agree/disagree with the statement? Why/why not?
3. Explain the four basic behaviour styles that determine our interpersonal skills.
4. Mention the tips to develop interpersonal skills.
5. Provide the list of the interpersonal skills required in the corporate world.
6. Explain the relevance of improving communication skills with regard to enhancing interpersonal skills.

II. Write a short note on the following topics:

- a. Communication Skills
- b. Empathy
- c. Open vs Reserved behavioural style
- d. Direct vs Indirect behavioural style
- e. Importance of complimenting and congratulating others
- f. Networking
- g. Controlling emotions
- h. Approach to feedback and constructive criticism
- i. Active listening
- j. Conflict resolution
- k. Negotiation
- l. Mentoring and motivation

24.5. References

- Andrea J. Rutherford. Basic Communication Skills for Technology. New Delhi: Pearson, 2008.
- Gopalaswamy Ramesh and Mahadevan Ramesh. *The Ace of Soft Skills, Attitude, Communication and Etiquette for Success*. New Delhi: Pearson, 2010.
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- <https://www.skillsyouneed.com/interpersonal-skills.html>
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MODEL QUESTION PAPER

B.A./B.Com./B.Sc./B.B.M./B.H.M. DEGREE EXAMINATION, MAY 2022.

(Examination at the end of First Semester)

Part I — English

Paper I — GENERAL ENGLISH

Time : Three hours

Maximum : 70 marks

Unit -1 PART A (Compulsory)

14 marks

1. Read the following passages and answer the questions: (5 × 1 = 5)

(a) (b) Students cannot afford to have party politics. They may hear all parties as they read all sorts of books but their business is to assimilate the truth of all and reject the balance. That is the only worthy attitude that they can take. Power politics should be unknown to the student world. Immediately they dabble in that class of work, they cease to be students and will therefore, fail to serve the country in its crisis - let them, therefore, think fifty times before rejecting my advice :

(i) What is the writer's advice to the students about party politics?

- (1) Keep themselves out of active politics.
- (2) Involve in political parties.
- (3) Be a silent spectator.
- (4) Establish a part.

(ii) What good attitude that the students should develop?

- (1) Reading all kinds of books.
- (2) Known about all parties.
- (3) Understand the truth.
- (4) Politics in a dirty game.

(iii) What is the effect of power politics?

- (1) Become a minister.
- (2) Fails to be a good citizen.
- (3) Serving the country.
- (4) Popularity.

(iv) What is the writers final request?

- (1) To following words.
- (2) Cease to be students.
- (3) Avoid strikes.
- (4) Build good character.

(v) Pick out the word from the above passage to mean “interfere”?

- (1) Attitude
- (2) Assimilate
- (3) Dabble
- (4) Crisis.

(b) Correct any **Five** of the following sentences:

(5 × 1 = 5)

(i) Females under the age of 21 participated in Fancy Dress competition.

- (ii) What food are we having for dinner?
- (iii) I am going to the market to buy some foodstuffs.
- (iv) The army had an enough supply of ammunition.
- (v) I could finish my homework in record time last night.
- (vi) He is working in Acharya Nagarjuna University since 2003.
- (vii) I am loving my country
- (viii) One of my friends live in the U.S.A.

(c) Write any **four** the verb forms of following nouns

4x1=4m

- 1: pollution -
- 2: arrangement -
- 3: prevention -
- 4: operation -
- 5: maintenance -
- 6: imagination -
- 7: comparison -
- 8: statement -

PART –B (14x4 =56m)

Answer the following questions from each unit one question

UNIT 2

Q2. Explain different types of Listening with Examples.

14x1=14 m

Or

Examine the barriers of Listening

UNIT 3

Q3 Explain the differences between Vowel sounds and Consonant sounds.14x1=14m

Or

Explain the importance of Intonation in English

Unit 4

Q4. Write a dialogue between a traveler and a guide at a historical place (5 turns each)

14x1=14 m

or

Write a paragraph using the following hints :

Student unions — elections — necessary to students — but politics should not enter — education should not be spoiled — should not be selfish — students should be careful.

Unit 5

Q5. Explain the relevance of Soft Skills in the 21st century workplace and explain the grouping of Soft skills.

14X1=14M

Or

Write an essay in about 300 words on any ONE of the following :

- (i) Literature and society.
- (ii) The importance of English in Today's India.
- (iii) Impact of global inflation.