

PAPER CODE: ENG 1001

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**

**DEPARTMENT OF ENGLISH**

**General English for B.A., B.Com B. Sc & B.B.A**

**SEMESTER – I (W. e. f 20242025)**

**A COURSE IN COMMUNICATION AND SOFT SKILLS**

### **Syllabus**

#### **UNIT I: Listening Skills**

- a. Importance of Listening
- b. Types of Listening
- c. Barriers to Listening
- d. Effective Listening

#### **UNIT II: Phonetics**

- e. Sounds of English: Vowels and Consonants
- f. Syllable
- g. Word Stress
- h. Intonation

#### **UNIT III: Grammar**

- i. Articles
- j. Prepositions
- k. Tenses
- l. Question tags
- m. Voice

#### **UNIT IV: Speaking Skills**

- n. Greetings & Introduction
- o. Asking and Giving Information
- p. The Lottery Ticket – Anton Chekov
- q. Agreeing/ Disagreeing
- r. A Leader Should Know How to Manage Failure Dr. A.P.J. Abdul Kalam

#### **UNIT V: Soft Skills**

- s. SWOC
- t. Attitude
- u. Emotional Intelligence
- v. Netiquette
- w. Interpersonal Skills

**P.R. GOVT. COLLEGE (AUTONOMOUS), KAKINADA**  
**English Syllabus Semester I**  
**A Course in Communication and Soft Skills**  
**Semester I model Question paper**

**Section I**

**PART - A**

**Answer any three of the following questions. 3 X 5 = 15M**

1. Why is listening Important in communication process? BT 1, CO 1
2. Describe types of Listening for interpersonal relationships? BT 2 , CO2
3. What are the barriers to Effective Listening? BT 1 , CO1
4. Illustrate the strategies for Effective listening? BT 2 CO2
5. What is Intonation? What are the various intentions that can be conveyed through Intonation?
6. Describe the vowel sounds of English Language. BT 2 CO2

**PART B**

**Answer any Three of the following questions 3 X 5 = 15M**

7. What is SWOT Analysis? How is it useful to the students? BT1,CO 1
8. Examine the advantages of Positive thinking. BT 2,CO 2
9. What is Emotional Intelligence? Write about the Importance of Emotional Intelligence?
10. What are the Do's and Don'ts of Telephone Etiquette? BT 1, CO1
11. Summarize the story The Lottery Ticket by Anton Chekov.
12. What leadership qualities are necessary for India according to Kalam? BT1,CO1

**Section II**

**Answer any FOUR of the following questions. Each question carries 5 marks. 4 X 5 = 20M**

13. Fill the blanks with suitable verb forms. BT 3, CO3
  - i. We (watch) TV when it started to rain.

- ii. There are a lot of clouds! It (rain) soon.
- iii. The sun (rise) in the east.
- iv. Since 2011 they (visit) their son every year.
- v. Our Examination(start) at 9.00 A.M.

**14. Fill in the blanks with appropriate articles BT 2, CO2**

- i. Nile is a long river.
- ii. He has been suffering for last two days.
- iii. poor are becoming poorer.
- iv. I have fixed appointment with the doctor.
- V. We had mango tree in the garden.

**15. Fill in the blanks with appropriate Prepositions BT2, CO2**

- i. I didn't go work yesterday. ( to/ for)
- ii. We shall soon shift (in/ into) our new house.
- iii. It's extraordinary piece (of / off) luck.
- iv. We won our independence (in/ by) 1947.
- v. Kavya did not fare well (in/at) the examination.

**16. Fill in the blanks with correct Question tag BT3, CO3**

- i. She is collecting stickers, (isn't she/ wasn't she)?
- ii. We often watch TV in the afternoon, (don't we/ do we)?
- iii. You have cleaned your bike, (haven't you/ have you)?
- iv. They are going home from school, (aren't they/ are they)?
- v. The girl is playing the piano, (aren't she/ isn't she )?

**17. Correct the following sentences as per the Voice.**

- i. I read a book everyday.
- ii. Principal will give the permission.
- iii. I am writing a story.
- iv. He wrote a poem.
- v. Post the letter.

**18.Fill in the blanks with appropriate expressions given in brackets. BT 2,CO2****(Nice meeting you; a nice day; Good morning; This is, Bye )**

Ravi : .....1... .....Sir. How are you?

Raghu : Good morning. Fine. 2?

May I have his introduction

Ravi : 3my cousin, Rahul.

Raghu : Hi, Rahul.

Glad to meet you.

Rahul : 4

Ravi : Ok Sir.We have to go to Library.

Raghu : OK. Have .....5 .....

Ravi :Take care Sir.

**19. Identify the syllable and provide the division**

1.Wonderful

2.Diversity

3.Corporation

4.Common

5.Administration

## STUDY MATERIAL

### UNIT - I LISTENING SKILLS

**What is the difference between hearing and listening? Why is listening important?**

The **hearing** is nothing but a sense that helps you receive sound waves and noise by **ears**. ... It is the power of perceiving sounds. On the contrary, **listening** **is** when you receive the sound waves and understand it by paying full attention to the words and sentences of the speaker.

| HEARING                                                                                                                                    | LISTENING                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Hearing is the act of <b>perceiving sound and receiving sound</b> waves or vibrations through your ear.                                    | Listening is the act of <b>hearing a sound and understanding</b> what you hear.                               |
| Hearing is one of the five senses and <b>it just happens all the time – whether you like it or not</b> – unless you have a hearing problem | Listening <b>Requires concentration</b> so that your brain processes meaning from words and sentences.        |
| <b>Hearing simply happens.</b>                                                                                                             | <b>Listening leads to learning.</b>                                                                           |
| Hearing is a skill where <b>you use your ears only</b> . It one of the five senses.                                                        | Listening <b>uses different senses</b> , like the sense of hearing, seeing, or sense of touch.                |
| Hearing is an <b>involuntary act</b> where you simply receive vibrations through your ears.                                                | Listening is a skill that lets the sound you hear go through <b>your brain to process the meaning of it</b> . |
| <b>Physiological</b>                                                                                                                       | <b>Psychological</b>                                                                                          |
| <b>Subconscious level</b>                                                                                                                  | <b>Conscious level</b>                                                                                        |
| <b>Concentration is not required</b>                                                                                                       | <b>Concentration is required</b>                                                                              |

#### Summary:

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

7. Take good care of your ears; you cannot listen when you cannot hear.

### **What is Effective Listening?**

Listening is an essential part of spoken communication. Speaking and listening go together and oral communication cannot be effective without proper listening. Poor listening defeats the very purpose of spoken words. Listening is a deliberate effort and is much more than hearing. It requires getting the full meaning of what is being said. Listening effectively takes skill, selfmotivation, and practice. Effective listening means concentrating on what the speaker says rather than on how it is said. Lack of attention and respectful listening can be costly leading to mistakes, poor service, misaligned goals, wasted time and lack of teamwork.

### **SKILLS AND REASONS TO IMPROVE EFFECTIVE LISTENING**

1. To gain new information and ideas.
2. To question and test evidence and assumptions.
3. To be inspired and motivated.
4. To improve overall communication.

### **Explain types of listening**

#### **Listening is of various types depending upon the speaker**

1. **Discriminative Listening:** When the listener differentiates between different parts of the speaker messages.
2. **Evaluative Listening:** Listening is said to be evaluative when the listener evaluates the evidence and reaches a conclusion.
3. **Appreciative Listening:** Here the listener shows by words or his body language that he likes some part of a speech and agrees with the speaker.
4. **Empathic Listening:** When the listener puts himself in the place of the position of the speaker it is called Empathic Listening.
5. **Active Listening:** When the listener genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means, and active in checking out our understanding it is called active listening.

## **BARRIERS TO EFFECTIVE LISTENING:**

Effective listening is essential for good communication, but several barriers can hinder this process. These barriers can stem from personal, environmental, or situational factors. Here are some common barriers to effective listening:

### **1. Physical Barriers**

**Noise:** External sounds or distractions, like traffic, loud environments, or background chatter, can make it difficult to hear and focus on the message.

**Fatigue or Illness:** Physical discomfort or tiredness can reduce the listener's ability to concentrate on the message.

**Hearing Impairment:** Hearing loss or physical limitations can make it challenging to perceive the message accurately.

### **2. Psychological Barriers**

**Prejudices and Biases:** If a listener has preconceived notions about the speaker or the content, they may not listen objectively, affecting how the message is received.

**Emotions:** Strong emotions, such as anger, anxiety, or frustration, can cloud a listener's judgment and prevent them from understanding or retaining the message.

**Selective Listening:** People often hear only what they want to hear, ignoring or dismissing information that contradicts their views or interests.

**Daydreaming or Mind Wandering:** If the listener is distracted by their thoughts or thinking about something else, they may not fully absorb what is being said.

### **3. Semantic Barriers**

**Language Differences:** If the speaker and listener have different linguistic backgrounds, unfamiliar terminology, or accents, it can create misunderstandings or misinterpretations.

**Jargon and Technical Terms:** Specialized language or overly complex vocabulary can confuse listeners, especially if they are not familiar with the subject matter.

### **4. Cultural Barriers**

**Differences in Cultural Norms:** Cultural differences in communication styles, such as varying levels of formality, nonverbal cues, or directness, can affect how messages are understood.

**NonVerbal Misinterpretation:** Body language, gestures, and facial expressions may have different meanings in different cultures, leading to confusion or misinterpretation of the message.

### **5. Attitudinal Barriers**

**Lack of Interest:** If the listener is uninterested in the topic, they may not pay full attention, leading to poor comprehension.

**Judgment or Disrespect:** If the listener has a negative opinion of the speaker or the subject matter, they may not give the speaker the full benefit of their attention.

**Distractions from Personal Concerns:** If the listener is preoccupied with personal issues (like work stress, relationship problems, etc.), they may have trouble focusing on the conversation.

## 6. Information Overload

**Too Much Information:** When there is an overwhelming amount of information being presented at once, it can be difficult for the listener to process and retain it all. This can lead to confusion or disengagement.

## 7. Environmental Barriers

**Poor Physical Environment:** A cluttered, uncomfortable, or poorly lit space can distract the listener and make it hard to focus.

**Distance from Speaker:** In large settings, if the speaker is too far away or if the acoustics are bad, it may be difficult for the listener to hear clearly.

## 8. Internal Distractions

**SelfDoubt or Insecurity:** If the listener feels insecure or is distracted by their own thoughts about how they are perceived, it can impact their focus on the speaker.

**Overthinking:** When listeners overanalyse every word or the meaning of the message, they may miss the overall point or get stuck on minor details.

## 9. Lack of Listening Skills

**Passive Listening:** This occurs when the listener is not actively engaging with the speaker and is simply hearing the words without trying to understand or process the message.

**Interrupting or Talking Over:** When a listener interrupts or speaks before the speaker has finished, it prevents full communication and disrupts the listening process.

## How to Overcome Barriers to Effective Listening:

**Practice Active Listening:** Focus on the speaker, avoid interrupting, and respond appropriately to show understanding.

**Minimize Distractions:** Try to create an environment conducive to listening by reducing external noise and internal distractions.

**Be OpenMinded:** Avoid prejudging the speaker or the message, and try to stay open to new ideas or perspectives.

**Clarify and Ask Questions:** If something is unclear, ask for clarification to ensure full understanding.

**Focus on Empathy:** Try to understand the speaker's perspective, and respond thoughtfully rather than react emotionally.

Overcoming these barriers requires effort and selfawareness, but improving listening skills can significantly enhance both personal and professional communication.

## What is the process of Listening?

Listening is a sevenstage process of:

1. Hearing
2. Selecting

3. Attending
4. Understanding
5. Evaluating
6. Remembering
7. Responding actively with feedback

This process can be summarized in to four steps. The Four Steps of Listening are:

1. Hearing is the first step in the process. At this stage, Listener has to pay attention to make sure that he heard the message.
2. The second step is interpretation. Failure to interpret the speaker's words correctly frequently leads to misunderstanding. People sometimes interpret words differently because of varying experience, knowledge, vocabulary, culture, background, and attitudes.
3. A good speaker uses tone of voice, facial expressions, and mannerisms to help make the message clear to the listener. During the third step, evaluation, Listener has to decide what to do with the information he has received. The judgments made in the evaluation stage are a crucial part of the listening process.
4. The final step is to respond. This is a verbal or visual response that lets the speaker know whether Listener has gotten the message and what his reaction is.

### **Importance of Listening**

1. It helps us to understand the people and the world around us.
2. In our society, listening is essential to the development and survival of the individual.
3. Relationships depends more on listening skills than on speaking skills.
4. A good listener is always in a better position to deal with his problems and relationships.
5. It helps a person to grow in his career.
6. It keeps a person well informed
7. It helps an organization to meet its objectives.
8. Being listened to spells the difference between feeling accepted and feeling isolated.
9. A good listener rarely involves himself in controversies and misunderstanding.
10. Listening skills are critical to effective leadership.
11. Good listeners are often the best speakers because they have taken the time to find out what people are truly interested in.

### **How can we improve Effective listening? Or Guidelines for Effective Listening**

Listening is very important aspect of communication. Around 20% of overall communication is listening. Therefore, one should strive for adopting good listening habit.

There are following guidelines for good listening:

- (1) Preparation before listening.
- (2) Listening to understand, not to refute.
- (3) Focusing the attention.
- (4) Concentration on context.
- (5) Taking notes.
- (6) Curbing the impulse to interrupt.
- (7) Asking questions.
- (8) Summary & evaluation.

The details of each point are as follows:

**1. Preparation before listening:** As already mentioned that listening plays important role in communication. So one should prepare himself before starting listening. In preparation, there are following guidelines:

**(i) Stop talking:** Human brain can perform one activity efficiently at a time, so during listening there should be no talking by the listener.

**(ii) Remove distraction:** Noisy fan, traffic noise, entrance of unauthorized persons may interrupt the listening process. All these barriers should be removed.

**(iii) Good environmental conditions:** There should not be extraordinary cold or warm environment and ventilations should be proper.

**2. Listening to understand, not to refute:** There could be many topics to which the listener has reservations. Apart from these reservations, the listener should try his best to understand the message.

**3. Focusing the attention:** There may be many objects on which the listener should construct a mental outline of where the speaker is going in his speech.

**4. Concentration on context:** The listener should keep in mind the background and theme of speech. This thing enables him to absorb the material quickly and efficiently.

**5. Taking notes:** Listener should keep on taking notes. Hence, he should jot down ideas rather than sentences. In this way, he/she could make the message safe for a long time.

**6. Curbing the impulse to interrupt:** One should avoid interrupting the speech until the speaker invites questions. This habit puts the speaker and listener both at ease.

**7. Asking questions:** Asking right question on right time is quite different from interruption. Listener should have an idea to know right time to ask questions.

**8. Summary & evaluation:** The listener should summarize and speech but not during listening process.

## UNIT - II PHONETICS

### 1. Write a Note on the Vowel sounds and Consonant Sounds in the English language.

**Ans:** Speech sounds are commonly produced by shaping organs. The speech sounds in English language are divided into 'Vowels' and 'Consonants'.

#### Vowel Sounds:

There are 20 vowel Sounds in English language. These are represented by five vowel letters a, e, I, o, u. Twelve (12) of them are pure vowels, and eight (8) are diphthongs.

#### (i) Pure Vowels:

#### PHONETICS

| Sl. No.                             | Phonetic Sound                | Example Phonetic Script | English Word Spelling | Other examples        |
|-------------------------------------|-------------------------------|-------------------------|-----------------------|-----------------------|
| <b>I. Vowel Sounds/ Pure Vowels</b> |                               |                         |                       |                       |
| 1                                   | /i:/ as in <u>eat</u>         | /l i:f/                 | leaf                  | feel, eel, teen       |
| 2                                   | /i/ as <u>India</u>           | / sɪtɪzən/              | citizen               | ill, fit, me          |
| 3                                   | /e/ as in <u>bed</u>          | /helθ/                  | <b>Health</b>         | egg, ten, men         |
| 4                                   | /æ / as in <u>apple</u>       | /æbsnt/                 | Absent                | apple, ant, cat       |
| 5                                   | /ʌ/ as in <u>umbrella</u>     | / bʌt /                 | But                   | unwell, cut, shut     |
| 6                                   | /ʊ/ as in full                | /wʊmən/                 | Woman                 | book, foot, put, pull |
| 7                                   | /ɒ/ as in <u>orange</u>       | /klnθ/                  | Cloth                 | of, cot, short        |
| 8                                   | /ə/ as in <u>about</u>        | /æktə/                  | Actor                 | suppose, waiter       |
| 9                                   | /ɑ:/ as in arm                | /pɑ:k/                  | Park                  | aunt, ask, calm       |
| 10                                  | /ɔ:/ as in <u>order</u>       | /k ɔ:l/                 | Call                  | all, tall, talk       |
| 11                                  | / u:/ as in <u>cool</u> /     | /blu:/                  | Blue                  | food, two, room       |
| 12                                  | /ə:/ as in <u>earth</u> / ɜ:/ | / g ə:l /               | girl                  | girl, her             |

**(II) DIPHTHONGS:** The Diphthongs are those vowels that are produced by a glide from one pure vowel to another. They are eight in number. They are as follows:

| <b>I. DIPHTHONGS (OR DOUBLE SOUNDS)</b> |                         |           |       | <b>Other examples</b> |
|-----------------------------------------|-------------------------|-----------|-------|-----------------------|
| 13                                      | /ei/ as in <u>aid</u>   | / beil /  | Bail  | age, make, day        |
| 14                                      | /ai/ as in <u>buy</u>   | /bamd/    | Bind  | either, fight, dry    |
| 15                                      | /ɔɪ/ as in <u>oil</u>   | /vɔɪs/    | Voice | oil, coil, toy        |
| 16                                      | /əʊ/ as in <u>bold</u>  | /kəʊld/   | cold  | old, road, so         |
| 17                                      | / aʊ / as in <u>out</u> | / paʊnd / | Pound | owl, town, cow        |

|    |                         |        |       |                   |
|----|-------------------------|--------|-------|-------------------|
| 18 | /ɪə/ as in <u>hear</u>  | /kliə/ | Clear | wear, sheer, mere |
| 19 | /eə/ as in <u>air</u>   | /tʃeə/ | Chair | care, where       |
| 20 | /ʊə/ as in <u>fewer</u> | /ʃʊə/  | Sure  | poor, sure, tour  |

## CONSONANT SOUNDS

Consonants are sounds which are produced either by obstructing or by narrowing of the speech tract. There are twenty four (24) consonant sounds in English Language. They are as follows

| Sl. No.                     | Phonetic Sound           | Example Phonetic Script | English Word Spelling | Other Examples        |
|-----------------------------|--------------------------|-------------------------|-----------------------|-----------------------|
| <b>II. Consonant Sounds</b> |                          |                         |                       |                       |
| 1                           | /p/ as in <u>pen</u>     | /pæk/;<br>/peɪpə/       | Pack,<br>paper        | pet, apple, cap       |
| 2                           | /b/ as in <u>bat</u>     | /bæk/<br>/blæk/         | Back<br>Black         | bat, table, tab       |
| 3                           | /t/ as in <u>Tap</u>     | /teɪlə/<br>/treɪn/      | Tailor<br>Train       | two, utter, meet      |
| 4                           | /d/ as in <u>Dog</u>     | /dri:m/<br>/drɪŋk/      | Dream<br>Drink        | do, thunder, pad      |
| 5                           | /k/ as in <u>Kite</u>    | /kæmp/<br>/kærəktə/     | Camp<br>Character     | cat, marker, duck     |
| 6                           | /g/ as in <u>Good</u>    | /geɪm/<br>/graʊnd/      | Game<br>Ground        | gate, ago, jug        |
| 7                           | /f/ as in <u>fine</u>    | /faɪn/<br>/fæn/         | Fine<br>Fan           | foe, refer, of        |
| 8                           | /tʃ/ as in <u>Church</u> | /brɑ:ntʃ/<br>/tʃeɪn/    | Branch<br>Chain       | chill, future, match  |
| 9                           | /dʒ/ as in <u>bridge</u> | /dʒɪm/<br>/dʒeɪl/       | Gym<br>Jail           | jump, largest, bridge |
| 10                          | /v/ as in <u>Velvet</u>  | /vaʊəl/<br>/væɪl/       | Vowel<br><br>Valley   | van, river, brave     |
| 11                          | /θ/ as in <u>Thin</u>    | /θri:/<br>/θred/        | Three<br>Thread       | thing, method, myth   |
| 12                          | /ð/ as in <u>That</u>    | /fɑ:ðə/<br>/mʌðə/       | Father<br>Mother      | that, brother, bathe  |
| 13                          | /s/ as in <u>Sit</u>     | /spɒt/<br>/slɪm/        | Spot<br>slim          | so, possible, case    |
| 14                          | /z/ as in <u>Zero</u>    | /bəʒɑ:/<br>/zenɪθ/      | Bazaar<br>Zenith      | zoo, laser, rose      |
| 15                          | /ʃ/ as in <u>Ship</u>    | /dæʃ/<br>/ʃeɪp/         | Dash<br>Shape         | Sure, assure, dash    |

|    |                         |        |         |                      |
|----|-------------------------|--------|---------|----------------------|
| 16 | / ʒ / as in pleasure    | /meʒə/ | Measure | pleasure,<br>garage  |
| 17 | / m / as in <b>Man</b>  | /mis/  | Miss    | meet, tomato,<br>jam |
| 18 | / n / as in <b>New</b>  | /nain/ | Nine    | now, any,<br>pan     |
| 19 | / ŋ / as in <b>song</b> | /sɪŋ/  | Sing    | singer, sing         |
| 20 | / l / as in Line        | /laɪk/ | Like    | low, pillow,<br>fall |
| 21 | / r / as in Rod         | /red/  | Red     | roam, career         |
| 22 | / h / as in Hot         | /hi:t/ | Heat    | he, ahead            |
| 23 | / w / as in wine        | /waɪd/ | Wide    | well, between        |
| 24 | / j / as in You         | /jes/  | Yes     | you, pupil           |

### Classification of Consonants:

Consonants are further classified in terms of how the sounds are made:

- (i) **Plosives:** Plosive sounds are produced when the vocal tract is blocked, building up air pressure, and then the airstream is abruptly released. **Eg: /p/, /d/, /k/**
- (ii) **Fricatives:** In the production of fricatives, airstream is directed through a narrow constriction in the vocal tract. **Eg: /s/, /z/, /ʃ/**
- (iii) **Nasals:** In the production of nasal sounds, air flows through the nasal cavity. **Eg: /m/, /n/, /ŋ/**
- (iv) **Affricates:** Affricates begin as stops and conclude as fricatives. **Eg: /tʃ/, /dʒ/**

### Consonant Clusters:

Consonant clusters are groups of two or more consonant sounds that come before, after or between vowel sounds. Look at a few examples below:

span /spæn/; stop /stɒp/ ; break /breɪk/  
bump /bʌmp/; after /ɑ:ftə(r)/; anthem /ænthəm /

## UNIT II

### 1. FUNCTIONAL STRESS/WORD ACCENT

**Question:** Illustrate the rule for Functional Stress with examples.

**Answer: Functional Stress:** Word stress in English serves a grammatical function also. In verbs with two syllables, stress falls on the second syllable. In nouns and adjectives with two syllables, the stress falls on the first syllable.

### Examples:

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

| <u>Word Category</u>                             | <u>Meaning</u>                             |
|--------------------------------------------------|--------------------------------------------|
| 1. (a) to re'cord (verb)<br>(b) 'record          | to note the observations<br>a special book |
| 2. (a) to ob'ject (verb)<br>(b) 'object (Noun)   | to disagree with something<br>thing        |
| 3. (a) to pro'ject (verb)<br>(b) 'project (Noun) | to show<br>carefully planned enterprise    |

2. In English, the syllable with /ə/ is never stressed.

#### Example – Verbs:

- (a) **Conduct (verb)** /kən'dʌkt/ con'duct  
(b) **Conduct (Noun)** /'kɒndʌkt/ 'Conduct
- (a) **Perfect (verb)** /pə'fekt/ per'fect  
(b) **Perfect (Adjective)** /'pə:fɪkt/ 'perfect
- (a) **Record (verb)** /rɪ'kɔ:d/ re'cord  
(b) **Record (Noun)** /'rekɔ:d/ 'record
- (a) **Object (Verb)** /əb'dʒekt/ ob'ject  
(b) **Object (Noun)** /'ɒbdʒɪkt/ 'object

#### Stress in 'Disyllabic Words':

In 'disyllabic' words, stress may fall either on the first or the second syllable as given in the examples below:

#### Examples:

**Stress on the first syllable:** 'English, 'able, 'doctor, 'baggage

**Stress on the second syllable:** ad'dress, a'bout, de'sign, be'came

#### Stress in 'Polysyllabic Words':

In 'Polysyllabic words', the stress varies considerably. The stress may fall on the first or the second or the third and final syllable, as given in examples below:

#### Examples:

oc'casion

discon'nect

|             |                |
|-------------|----------------|
| re'actor    | fa'miliar      |
| im'possible | disem'bark     |
| sul'phuric  | des'cribing    |
| in'flation  | half'finished  |
| fi'nancial  | inex'perienced |
| pro'duction | insin'cere     |
| de'pendent  | il'logical     |

### **Stress in Compound Words:**

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

Example: Notebook (Note + book); fourwheeler (four+ wheeler); NorthEast (North + East); downgrade (down + grade)

In compound words with two nouns (like notebook), normally the first noun is stressed.

In all the other cases like fourwheeler, northeast, downgrade, the second word is stressed.

Therefore, observe the following examples:

1. notebook 'notebook
2. fourwheeler four 'wheeler
3. north east north 'east
4. downgrade – down 'grade

### **Rules for Making stress:**

There are some rules which will help us articulate words correctly.

**Rule1: Words with weak prefixes are accented on the root.**

**Example:** a'rise, be'low, com'pose, a'lone, be'come, de'velop, a'loud, be'fall, re'duce, ad'mit, be'tween

**Rule2: The inflexional suffixes –ed, es and –ing do not affect the accent.**

**Example:**    **ed :**    recom'mend                recom'mended

re'late – re'lated

sub'mit – sub'mitted

**es:**    com'pose – com'poses

dis'ease    dis'eases

'focus – 'focuses

**ing:**    ad'vance – ad'vancing

com'mit – com'mitting

'happen – 'happening

'reason – 'reasoning

**Rule3: The derivational suffixes -age, ance, en, ess, ful, hood, ice, ish, ive, less, ly, ment, ness, or, ship, ter, ure and -zen do not normally affect the accent.**

**age**    'carry    'carriage;    'cover – 'coverage;    'marry – 'marriage

**ance**    ap'pear – ap'pearance;    at'tend – at'tendance;    per'form – per'formance

**en**        'bright – 'brighten;    'light – 'lighten;

**er**        'be'gin – be'ginner;    'common – 'commoner;    per'form – per'former

**Rule4: Words ending in -ion take the primary accent on the penultimate (second from end) syllable**

**Example:**    admi'ration                prepa'ration

appli'cation                determi'nation

exami'nation                deco'ration

'station                        'nation

**RuleV: Words ending in -ic, ical, ically, ious, ial and -ially take the primary accent in the syllable preceding the suffix.**

**ic**        apolo'getic,    sympa'thetic,    ter'rific

**ical**    bio'logical,    e'lectrical,    psychol'ogical

**ious** a'trocious, cere'monious, no'torious

**ial** com'mercial, confi'dential

**ially** cate'gorically, dra'matically

**Rule6: Words ending in -ity take the accent on the antepenultimate syllable (third syllable from the end)**

**Examples:** a'bility, gene'rosity, ca'pacity, elec'tricity, oppor'tunity, fu'tility

## 2. INTONATION

**Intonation:** Intonation is one of the important components of speech. Intonation is the use of appropriate tone to convey meaning. In combination with words, tone helps us understand the gist of the message. When someone asks us a question, 'Are you leaving tomorrow?' the gradually rising tone helps us realise that it is a question whether we understand its meaning or not.

Speech uses several kinds of tones. The more important of these are:

- (1) rising tone
- (2) falling tone
- (3) risingfalling tone
- (4) fallingrising tone

These different tones are explained in the following:

Observe the following sentences, and note the changes in the pitch of voice as we say the sentences aloud.

**A**  
 A: He is coming.  
 A: It's hot today.  
 A: I can help you.  
 A: You must leave now.

**B**  
 B: Is he coming?  
 B: Is it hot today?  
 B: Can I help you?  
 B: Must you go now?

The sentences given under 'A' are all sentences. The pitch of the voice usually falls at the end of these statements. That means, the sentences are uttered with a falling tone.

The sentences given under 'B' are questions. They are said with the pitch of the voice rising at the end. That means, the questions are uttered with a rising tone.

### **1. Falling Tone:**

- a. Normally, statements which are complete and definite are spoken with a falling tone. **Example:** GOD made man.
- b. 'Wh' questions. **Example:** WHAT'S the time? WHERE do you live?
- c. Commands. **Example:** SHUT the door; Come QUICKLY.
- d. Exclamatory sentences. **Example:** Good HEAVens! (A pleasant surprise); What a lovely FLOWer! (A sense of appreciation)

## 2. RISING TONE:

- a. If a statement is intended as a question, a rising tone is used.  
**Examples:** You came this MORning? (I thought you came yesterday evening).  
He died so SOON? (A sense of surprise)
- b. If the statement is intended to be soothing or encouraging  
**Examples:** I will HELP you. (So don't worry.)  
I hope you will PASS. (So don't worry.)
- c. If one wants to show as much interest in the other person as in the subject, then the whquestion is asked in a rising tone.  
**Examples:** What's your NAME?; How is your DAUGHter?
- d. Yes/ No questions:  
**Examples:** Can I SEE it?; Have you finished your WORK?
- e. If the exclamations are spoken as questions  
**Examples:** OH? (Is it so?)  
REALLY? (I thought otherwise.)  
WHAT? (Can it be true?)
- f. Greetings and wishes.  
**Examples:** Good MORNING.  
HeLLO.  
Happy BIRTHdya.
- g. Rhetorical questions that are merely asked for the sake of emphasis or for creating a certain effect are spoken in a rising tone.  
**Examples:** Can the blind lead the BLIND?  
Who can escape DEATH?
- h. Apostrophes (i.e., addresses to a person – often and absent or to a thing – often personified) are made in a rising tone.  
**Examples:** FRAILty, thy name is woman.  
DEATH, where is thy sting?

## FALLING RISING TONE:

A third intonation pattern is the fallingrising tone. it indicates a movement of the pitch of the voice from a high level to a low level and then to the middle or high level. This tone generally indicates that something is implied, something which is not expressed openly or directly or something about which one has certain reservations.

- 1. In Tag Questions. Eg: You're learning FRENCH, AREN'T you?
- 2. When a contrast is drawn in a sentence.

Eg: My niece is a DOctor, not an enginNEER.

**Rising -Falling Tone:** The fourth intonation pattern is the risingfalling tone. It indicates a movement of the pitch of the voice from a low level to a high level and then to the middle or the low level. when there is enumeration of things in a sentence, i.e., things mentioned in succession are spoken with a rising tone followed by a falling tone in the end.

Eg: I CAME,I SAW, I CONquered.

We're going to FRANCE, ENGLand, ROME and then SWITzerland.

## UNIT - III & IV GRAMMAR PART

### Tenses Examples:

Example sentences of [all tenses](#) are given HERE

These sentences will make you more familiar with tenses.

### PRESENT TENSE

#### 1) Simple Present Tense

Indicates an action that is generally true or habitual. That is, it took place in the past , continue to take place in the present, and will take place in the future. This tense is used to denote

a habitual action for instance, He walk to school.

general truths for instance, The sun rises in the east, Honesty is the best policy.

a future event that is part of a fixed timetable for instance, The match starts at 9 o' clock.

Note

a. The form of **Simple Present Tense** is verb (infinitive without 'to' and agreeable with the subject)

#### 2) Present Perfect Tense

Indicates an action that has been completed sometime before the present moment, with a result that affects the present situation.

For example, He has finished the work.

He has slept.

Note

a. The form of **Present Perfect Tense** is has/have + verb (past participle form or 3rd form of the verb)

#### 3) Present Continuous Tense

Indicates an action that is taking place at the moment of speaking.

For example, She is walking.

I am studying.

Note

a. the form of **Present Continuous Tense** is is/am/are + verb + ing

#### 4) Present Perfect Continuous Tense

Indicates an action that started in the past and is continuing at the present time.

For example, He has been sleeping for an hour.

Note

- a. The form of **Present Perfect Continuous Tense** is has/have + been + verb + ing

## PAST TENSE

### 1) Simple Past Tense

Indicates an action took place before the present moment and that has no real connection with the present time.

For example, He danced in the function. (The action took place in the past, is finished and is completely unrelated to the present)

He flew to London yesterday.

Note

- a. **The verb** 'flew' is an irregular verb which does not take 'ed' in the past tense like regular verbs.

- b. The form of **Simple Past Tense** is verb + ed

### 2) Past Perfect Tense

Indicates an action in the past that had been completed before another time or event in the past.

For example, He had exercised before it started to rain.

He had slept before I came back from the market.

Note

- a. The form of **Past Perfect Tense** is had + verb (past participle form or the 3rd form of the verb)

### 3) Past Continuous Tense

Indicates an action going on at some time in the past or an action in the past that is longer in duration than another action in the past.

For example, It was getting darker.

The light went out while they were reading.

Note

- a. The form of **Past Continuous Tense** is was/were + verb + ing

### 4) Past Perfect Continuous Tense

Indicates an action in the past that took place before another time or event in the past and continued during the second event/time point in the past.

For example, At that time, he had been writing a novel for two months.

He had been exercising when I called.

Note

- a. The form of **Past Perfect Continuous Tense** is had + been + verb + ing

## FUTURE TENSE

### 1) Simple Future Tense

Indicates an action that will take place after the present time and that has no real connection with the present time.

For example, She will visit her ailing grandmother soon.

He will walk home.

Note

- a. the form of **Simple Future Tense** is will/shall + verb

## 2) Future Perfect Tense

Indicates an action in the future that will have been completed before another time or event in the future.

For example, By the time we arrive, he will have studied.

Note

a. The form of **Future Perfect Tense** is will/shall have + verb(past participle form or 3rd form of the verb)

## 3) Future Continuous Tense

Indicates an action in the future that is longer in duration than another action in the future.

For example, He will be walking when it starts to rain.

Note

a. The form of **Future Continuous Tense** is will/shall be + verb + ing

## 4) Future Perfect Continuous Tense

Indicates an action in the future that will have been continuing until another time or event in the future.

For example, He will have been exercising an hour at 2:00.

Note

a. The form of **Future Perfect Continuous Tense** is will/shall have been + verb + ing

## Simple Present Tense Examples

- The earth **revolves** around the sun.
- She **wakes** up early in the morning daily.
- I **speak** French quite well.
- He **works** in this hotel as a chef.
- They **lead** a simple life.
- ◀ ▪ She **serves** the dinner at halfpast eight and puts the children to sleep at halfpast nine.

## Present Progressive Tense Examples

- He **is walking** to the door.
- He **is trying** hard to complete the degree.
- The teacher **is delivering** the lecture.
- **Is** Jimmy **attending** the webinar on digital marketing?
- I understand what you **are trying** to tell me.

## Present Perfect Tense Examples

- He **has planted** a ridge of cauliflowers in his garden.
- The teacher **has explained** the use of the verb to the class.

- Tom **has completed** two chapters of the book.
- I **have not yet taken** my lunch.
- **Has** he already **left** for England for higher studies?

### Present Perfect Progressive Tense Examples

- I **have been taking** a dose of medicine for two weeks.
- I **have not been speaking** to her for two weeks.
- She **has been trying** to learn French for one month.
- He **has been discussing** the interior design for two hours.
- He **has been working** as an editor in this newspaper since 2013.

### Simple Past Tense Examples

- I **used** to go for a walk.
- The teacher **advised** the students to frame a timetable for Mathematics.
- He **admired** the poetry of Shakespeare.
- The little boy **fed** the fish in the pond.
- I **did not wish** to talk to about that matter.

### Past Progressive Tense Examples

- He **was planning** for his future studies.
- The gardener **was mowing** the grass of the lawn.
- The husband **was reading** a book and the wife was sitting beside him.
- I **was peeling** potatoes in the kitchen yesterday.
-  Was he **celebrating** his birthday last week?

### Past Perfect Tense Examples

- Julia **had completed** her assignment before the boss arrived.
- The sales manager **had** successfully **achieved** the target of sales.
- He **had worked** as a cashier in this bank.
- She **had performed** the research work to complete her degree.
- It **had rained** heavily last year when the roads flooded with water.

### Past Perfect Progressive Tense Examples

- He **had been playing** hockey for two hours.
- He **had been making** satisfactory progress since his admission to the college.

- I **had been working** under the supervision of Mr. Williams.
- She **had been looking** for her lost watch for two hours but she did not find it.

### Simple Future Tense Examples

- Tomorrow I **am leaving** for Dubai.
- I **will go** to the beach next Sunday.
- She **will buy** a gift for her friend.
- My father **will buy** a car for me.
- He **will take** the final exam next month.

### Future Progressive Tense Examples

- She **will be making** pudding at the weekend.
- He **will be drinking** tea in the morning at 7 o'clock.
- They **will be playing** football next Sunday.
- She **will be baking** pies for her children.

### Future Perfect Tense Examples

- Tom **will have completed** his graduation degree by the end of this year.
- Tom **will have travelled** to Rome.
- I **will have planted** a sapling in my lawn.
- I **will have done** my duty before I'll leave the office.

### Future Perfect Progressive Tense Examples

- The guests **will have been leaving** the party for one hour.
- The farmer **will have been sowing** crops since November.
- He **will have been painting** his house since morning.
- I **will have been learning** Spanish for two weeks.
- My firm **will have been progressing** by leaps and bounds.
- 

### Choose the correct verb from those in brackets:

- The earth \_\_\_\_\_ round the sun. (move, moves, moved)
- My friends \_\_\_\_\_ the film yesterday. (see, saw, have seen)
- It started to rain while we \_\_\_\_\_ tennis. (are playing, had played, were playing)

- d. I \_\_\_\_\_ English for five years. (have been studying, study, am studying)
- e. The train \_\_\_\_\_ before we reach the station. (arrives, will have arrived, had arrived)
- f. Don't disturb me. I \_\_\_\_\_ my work. (do, did, am doing)
- g. Fortune \_\_\_\_\_ the brave. (is favouring, will favour, favours)
- h. I \_\_\_\_\_ the letter before you arrived. (had written, wrote, will write)
- i. He \_\_\_\_\_ us next week. (will have met, will have been meeting, will be meeting)
- j. Perhaps we \_\_\_\_\_ Delhi next month. (visit, will visit, visited)

**Correct the following sentences:**

- i. I lived in Calcutta since 1930.
- ii. She died before her husband came.
- iii. I have written a letter to her last Monday.
- iv. I am reading Kalidasa for the last six days.
- v. The new hotel has been opened last Saturday.
- vi. He had gone to Madras last week.
- vii. The train leave the station before I reached there.
- viii. I wish my men had been coming quickly and find us.
- ix. At the moment the baby sleep in the cradle.
- x. He goes out for ten minutes.

**Answer Key**

**Q1.**

- a. moves
- b. saw
- c. were playing
- d. have been studying
- e. will have arrived
- f. am doing

g. favours

h. had written

i. will be meeting

j. will visit

### Q3.

- i. I have been living in Calcutta since 1930.
- ii. She had died before her husband came.
- iii. I wrote a letter to her last Monday.
- iv. I have been reading Kalidasa for the last six days.
- v. The new hotel opened last Saturday.
- vi. He went to Madras last week.
- vii. The train had left the station before I reached there.
- viii. I wish my men came quickly and found us.
- ix. At the moment the baby is sleeping in the cradle.
- x. He has gone out for ten minutes.

Fill the gaps with the correct tenses.

1. I (learn)  English for seven years now.
2. But last year I (not / work)  hard enough for English, that's why my marks (not / be)  really that good then.
3. As I (pass / want)  my English exam successfully next year, I (study)  harder this term.
4. During my last summer holidays, my parents (send)  me on a language course to London.
5. It (be)  great and I think I (learn)  a lot.
6. Before I (go)  to London, I (not / enjoy)  learning English.
7. But while I (do)  the language course, I (meet)  lots of young people from all over the world.

8. There I (notice)  how important it (be)  to speak foreign languages nowadays.
9. Now I (have)  much more fun learning English than I (have)  before the course.
10. At the moment I (revise)  English grammar.
11. And I (begin / already)  to read the texts in my English textbooks again.
12. I (think)  I (do)  one unit every week.
13. My exam (be)  on 15 May, so there (not / be)  any time to be lost.
14. If I (pass)  my exams successfully, I (start)  an apprenticeship in September.
15. And after my apprenticeship, maybe I (go)  back to London to work there for a while.
16. As you (see / can) , I (become)  a real London fan already.

### ANSWERS

1. I have been learning 🗣️ English for seven years now.
2. But last year I was not working hard enough for English, that's why my marks were not 🗣️ really that good then.
3. As I want to pass my English exam successfully next year, I am going to study 🗣️ harder this term.
4. During my last summer holidays, my parents sent 🗣️ me on a language course to London.
5. It was great and I think I learned 🗣️ a lot.
6. Before I went to London, I had not enjoyed 🗣️ learning English.
7. But while I was doing the language course, I met 🗣️ lots of young people from all over the world.
8. There I noticed how important it is 🗣️ to speak foreign languages nowadays.
9. Now I have much more fun learning English than I had 🗣️ before the course.
10. At the moment I am revising 🗣️ English grammar.
11. And I have already begun 🗣️ to read the texts in my English textbooks again.
12. I think I will do 🗣️ one unit every week.
13. My exam is on 15 May, so there is not 🗣️ any time to be lost.
14. If I pass my exams successfully, I will start 🗣️ an apprenticeship in September.

15. And after my apprenticeship, maybe I will go 🗣️ back to London to work there for a while.
16. As you can see, I have become 🗣️ a real London fan already.

### Exercises on English Tenses

**I Choose the correct form of the verbs in brackets to complete these sentences using the Present Perfect Tense and the Past Simple Tense.**

1. 'This is my house.' 'How long you (live) here?' 'I (live) here since 1997.'
  2. He (live) in London for two years and then he (go) to Edinburgh.
  3. When I (leave) school, I (cut) my hair and (wear) it short ever since.
  4. Shakespeare (write) a lot of plays.
  5. My brother (write) several plays. He has just finished his latest.
  6. I (not see) him for three years. I wonder where he is.
  7. He (not smoke) for two weeks. He is trying to give it up.
  8. Chopin (compose) some of his music in Majorca.
  9. 'When he (arrive)?' 'He (arrive) at 2 o'clock.'
  10. I (read) his books when I was at school. I (enjoy) them very much.
  11. I can't go out because I (not finish) my work yet.
  12. 'I never (drink) whiskey.' 'Well, have some now!'
  13. Here are your shoes. I just (clean) them.
  14. I (leave) home at 8.00a.m. and (get) here at 12.00p.m.
  15. I (meet) him last June.
  16. You (see) the moon last night?
  17. The actors (arrive) yesterday and (start) practicing early this morning.
  18. Cervantes (write) Don Quixote.
  19. He (break) his leg in a skiing accident last year.
  20. You (be) here before?
- Yes, I (spend) my holidays here last year.
- You (have) a good time?
- No, it never (stop) raining.

## II Put the verbs into the correct tense (simple past or present perfect simple).

1. A: (you / taste / ever)  sushi?
2. B: Yes, I (eat)  sushi at least five times so far.
3. A: When (you / eat)  sushi for the first time?
4. B: I (eat)  sushi for the first time on my dad's 50th birthday. He (invite)  the whole family to a Japanese restaurant.
5. A: (you / like)  it?
6. B: Absolutely. In fact, it (be)  so good that we (be)  to that restaurant three times yet. And on my mum's birthday, we (order)  some sushi and (have)  it at home.

## III Put the verbs into the correct tense (simple past or present perfect simple).

1. A: I (see / not)  you for a long time. Where (you / be) ?
2. B: I (come / just)  back from Canada.
3. A: Oh really? What (you / do)  in Canada?
4. B: I (take)  a nature tour.
5. A: Wow! (you / see)  many wild animals there?
6. B: Of course. I (watch)  bears, wolves and whales in the wild. That (be)  so interesting. (you / spend / ever)  a holiday in Canada?
7. A: Yes, I (travel)  around Canada twice so far.
8. B: When (you / go)  there?
9. A: The first time I (go)  there (be)  in 1997 and the second time in 2004.
10. B: (you / enjoy)  it?
11. A: I absolutely (love)  it, especially the west coast.

## IV Put the verbs into the correct tense (simple past or present perfect simple).

1. Last week I (be)  very busy and I (have not)  the time to do a lot in the household.
2. On Monday I (work)  three hours overtime and (come)  home very late in the evening.

3. From Tuesday to Thursday I (be)  on a business trip.
4. On Friday I (go)  to a friend's birthday party and at the weekend I (visit)  my grandparents.
5. Tomorrow some friends are coming over. I (see / not)  them for ages and they (be / never)  at my place before.
6. I (clean / just)  my house so I can show them around. Now everything is perfect.

**V Put the verbs into the correct tense (simple past or present perfect simple).**

1. He (leave / just)  his house.
2. We (build)  a tree house last week.
3. Two years ago, Fiona (break)  her leg.
4. I (wash / already)  the dishes.
5. The other day, our cat (bring)  home a mouse.

**VI Put the verbs into the correct tense (simple past or present perfect simple).**

1. We (empty / not)  the bin last week.
2. She (be / not)  there an hour ago.
3. He (lose / not)  any game so far.
4. My brother (pick / not)  me up at 8 o'clock.
5. I (make / not)  up my mind yet.

**VII Put the verbs into the correct tense (simple past or present perfect simple).**

1. (you / see)  Bob recently?
2. Who (switch)  off the lights a minute ago?
3. When (she / become)  a teacher?
4. (you / ride / ever)  an elephant?
5. (you / hurt)  your knee when you were playing football?

**VIII Put the verbs into the correct tense (simple past or present perfect simple).**

1. William (tidy / already)  up his room.
2. Caroline (miss)  the school bus yesterday.
3. I (finish / just)  my homework.
4. I cannot go out tonight. My grandparents (come)  to see us.
5. In 2004, the Olympic Summer Games (take)  place in Athens.

**IX Put the verbs into the correct tense (simple past or present perfect simple).**

1. We (watch / not)  TV last night.
2. Joanna (read / not)  the book yet.
3. Collin (not / go)  on holiday last year.
4. I (have / not)  any problems so far.
5. They (learn / not)  the new words yet.

**X Put the verbs into the correct tense (simple past or present perfect simple).**

1. (they / be / ever)  to New York?
2. (you / see)  Catherine a minute ago?
3. What time (you / get)  up today?
4. (he / hear)  the news yet?
5. How often (you / play)  that game up to now?

**MIXED TENSES**

**I For each sentence, choose the best word or phrase to complete the gap from the choices below.**

1. This time tomorrow some of the people in this room \_\_\_\_\_ to their home countries.  
 1. A ☐ will travel      B ☐ will travelling      C ☐ will be travelling      D ☒ will have travelling
2. Augusto couldn't open the classroom door because one of the other students \_\_\_\_\_ it from the inside.

2. A ☐ locked B ☐ was locking C ☐ has locked D ☒ had locked
3. Every day, even when it's raining heavily, Henry \_\_\_\_\_ for an early morning run before eating breakfast.
3. A ☐ going B ☐ is going C ☒ goes D ☐ is gone
4. At the moment, \_\_\_\_\_ an exercise in order to review the English verb tenses that I have learned.
4. A ☐ I do B ☐ I doing C ☐ I'm doing D ☐ I've done
5. Before people landed on the Moon in 1969, some people \_\_\_\_\_ that the moon was made of cheese.
5. A ☐ believed B ☐ were believing C ☐ have believed D ☐ had been believing
6. By Christmas, all of the students in our class \_\_\_\_\_ to their countries.
6. A ☐ will return B ☐ will have returned C ☐ will be returning D ☐ will have returning
7. This is Javi's last week at the school so \_\_\_\_\_ Goodbye to all his new friends for the last three days.
7. A ☐ he says B ☐ he said C ☐ he's said D ☐ he's been saying
8. I'm sorry I can't come to your party tomorrow night. \_\_\_\_\_ dinner with Cristina and Samara. Maybe I can come along afterwards.
8. A ☐ I will have B ☐ I'm having C ☐ I have D ☐ I will have had
9. So far, during her time at International House Bristol, Tchior \_\_\_\_\_ to six pancake parties and fifteen barbecues.
9. A ☐ came B ☐ comes C ☐ has come D ☐ has been coming
10. At six o'clock this morning most of us were asleep in bed. But Atheer \_\_\_\_\_ for today's grammar.

10. A ☐ studied B ☐ studies C ☐ was studying D ☐ has studied

11. This is the second to last question in this set of questions. In two minutes' time you \_\_\_\_\_ and then you will find out your score.

11. A ☐ will finish B ☐ will have finished C ☐ will be finishing D ☐ will have been finishing

12. When Elisabetta \_\_\_\_\_ for her morning lesson, the teacher was collecting the homework from the other students.

12. A ☐ arrived B ☐ was arriving C ☐ had arrived D ☐ had been arriving

Top of Form

---

**II For each sentence, choose the best word or phrase to complete the gap from the choices below.**

1. The telephone rang, but I \_\_\_\_\_ something interesting on TV so I didn't answer it.

1. A ☐ was watching B ☐ watch C ☐ have watched D ☐ watched

2. What \_\_\_\_\_ tonight? Anything special?

2. A ☐ have you doing B ☐ are you done C ☐ are you doing D ☐ do you

3. If I \_\_\_\_\_ the answer, I would have told you when you asked me.

3. A ☐ have known B ☐ know C ☐ was known D ☐ knew

4. I hope you \_\_\_\_\_ a great time in France next week. I'll see you when you get back.

4. A ☐ had B ☐ have C ☐ are having D ☐ will have had

5. Give me a ring when you \_\_\_\_\_ home.

5. A ☐ are getting B ☐ get C ☐ got D ☐ have got

6. This is the best pizza I \_\_\_\_\_. I must get the recipe.

6. **A** ☐ have ever had **B** ☐ am ever having **C** ☐ have ever been having **D** ☐ will ever have had

7. There are a couple of people \_\_\_\_\_ to see you, Dr Johnson. Shall I send them in?

7. **A** ☐ waiting **B** ☐ are waiting **C** ☐ have waited **D** ☐ waited

8. This time next week most of us \_\_\_\_\_ in the same classroom with the same teacher and probably still the same old grammar.

8. **A** ☐ are going to study **B** ☐ will be studying **C** ☐ will have studied **D** ☐ are studying

9. I'm planning to retire young. I hope that I \_\_\_\_\_ a few million pounds by the time I'm thirty.

9. **A** ☐ will save **B** ☐ will be saving **C** ☐ will have saved **D** ☐ will have been saving

10. I expect they \_\_\_\_\_ work about now. Perhaps I should give them a ring.

10. **A** ☐ will finishing **B** ☐ have finishing **C** ☐ are finishing **D** ☐ have been finishing

11. You know Jan? Did you know that he \_\_\_\_\_ from Japan?

11. **A** ☐ came **B** ☐ is coming **C** ☐ comes **D** ☐ has come

12. When I saw her red eyes and wet cheeks, I guessed that she \_\_\_\_\_ and I asked her what was wrong.

12. **A** ☐ cried **B** ☐ had cried **C** ☐ has cried **D** ☐ had been crying

## Articles

What is an article? Basically, an article is an adjective. Like adjectives, articles modify nouns.

English has two articles: **the** and **a/an**. **The** is used to refer to specific or particular nouns; **a/an** is used to modify nonspecific or nonparticular nouns. We call **the** the *definite* article and **a/an** the *indefinite* article.

the = definite article

a/an = indefinite article

For example, if I say, Let's read **the** book, I mean a *specific* book. If I say, Let's read **a** book, I mean *any* book rather than a specific book.

Here's another way to explain it: **The** is used to refer to a *specific* or *particular* member of a group. For example, I just saw **the** most popular movie of the year. There are many movies, but only one particular movie is the most popular. Therefore, we use **the**.

A/an is used to refer to a *nonspecific* or *nonparticular* member of the group. For example, I would like to go see **a** movie. Here, we're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind.

Let's look at each kind of article a little more closely.

### INDEFINITE ARTICLES: A AND AN

A and an signal that the noun modified is indefinite, referring to *any* member of a group. For example:

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

**REMEMBER, USING A OR AN DEPENDS ON THE SOUND THAT BEGINS THE NEXT WORD. SO...**

- **a** + singular noun beginning with a consonant: **a** boy; **a** car; **a** bike; **a** zoo; **a** dog
- **an** + singular noun beginning with a vowel: **an** elephant; **an** egg; **an** apple; **an** idiot; **an** orphan
- **a** + singular noun beginning with a consonant sound: **a** user (sounds like 'yoozer,' i.e. begins with a consonant 'y' sound, so 'a' is used); **a** university; **a** unicycle
- **an** + nouns starting with silent h: **an** hour
- **a** + nouns starting with a pronounced h: **a** horse
  - In some cases where h is pronounced, such as historical, you can use **an**. However, **a** is more commonly used and preferred.

A historical event is worth recording.

Remember that these rules also apply when you use acronyms:

Introductory Composition at Purdue (ICaP) handles firstyear writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.

Another case where this rule applies is when acronyms or initialisms start with consonant letters but have vowel sounds:

An MSDS (material safety data sheet) was used to record the data. An SPCC plan (Spill Prevention Control and Countermeasures plan) will help us prepare for the worst.

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

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

Remember, too, that in English, the indefinite articles are used to indicate membership in a group:

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

### DEFINITE ARTICLE: **THE**

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

**The** dog that bit me ran away. Here, we're talking about a *specific* dog, the dog that bit me.

I was happy to see **the** policeman who saved my cat! Here, we're talking about a *particular* policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved the cat.

I saw **the** elephant at the zoo. Here, we're talking about a *specific* noun. Probably there is only one elephant at the zoo.

### COUNT AND NONCOUNT NOUNS

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

- I love to sail over **the** water (some specific body of water) or I love to sail over water (any water).
- He spilled **the** milk all over the floor (some specific milk, perhaps the milk you bought earlier that day) or He spilled milk all over the floor (any milk).

A/an can be used only with count nouns.

- I need **a** bottle of water.
- I need **a** new glass of milk.

Most of the time, you can't say, She wants a water, unless you're implying, say, a bottle of water.

### GEOGRAPHICAL USE OF *THE*

There are some specific rules for using *the* with geographical nouns.

Do not use *the* before:

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

Do use *the* before:

- names of rivers, oceans and seas: *the Nile, the Pacific*
- points on the globe: *the Equator, the North Pole*
- geographical areas: *the Middle East, the West*
- deserts, forests, gulfs, and peninsulas: *the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula*

### OMISSION OF ARTICLES

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

- Names of languages and nationalities: *Chinese, English, Spanish, Russian* (unless you are referring to the population of the nation: **The** Spanish are known for their warm hospitality.)

- Names of sports: *volleyball, hockey, baseball*
- Names of academic subjects: *mathematics, biology, history, computer science*

**Choose the correct article: a, an, the or x (no article)**

1. Are you coming to  party next Saturday?
2. I bought  new TV set yesterday.
3. I think  man over there is very ill. He can't stand on his feet.
4. I watched  video you had sent me.
5. She was wearing  ugly dress when she met him.
6. I am crazy about reading  history books.
7. She is  nice girl.
8. Do you want to go to  restaurant where we first met?
9. He is  engineer.
10. He thinks that  love is what will save us all.

### ANSWERS

1. Are you coming to the party next Saturday?
2. I bought a new TV set yesterday.
3. I think the man over there is very ill. He can't stand on his feet.
4. I watched the video you had sent me.
5. She was wearing an ugly dress when she met him.
6. I am crazy about reading x history books.
7. She is a nice girl.
8. Do you want to go to the restaurant where we first met?
9. He is an engineer.
10. He thinks that x love is what will save us all.
11. I bought a pair of shoes.
12. I saw a movie last night.

13. They are staying at a hotel.
14. Look at the woman over there! She is a famous actress.
15. I do not like X basketball.
16. That is the girl I told you about.
17. The night is quiet. Let's take a walk!
18. The price of gas keeps rising.
19. John travelled to X Mexico.
20. Juan is X Spanish.
21. I read an amazing story yesterday.
22. My brother does not eat X chicken.
23. X love is such a beautiful thing.
24. I live in an apartment. The apartment is new.
25. I would like a piece of cake.
26. I was in a Japanese restaurant. The restaurant served good food.
27. Sara can play the guitar.

### What is an article?

Basically, **articles** are either *definite* or *indefinite*. They combine to a noun to indicate the type of reference being made by the noun.

- The **definite** article is **the**.
- The **indefinite** article is **a / an**.

### The indefinite article *a* or *an*:

The article **a / an** is used when we don't specify the things or people we are talking about:

- I met **a** friend.
- I work in **a** factory in New York.
- I borrowed **a** pencil from **a** passenger sitting next to me.

The indefinite article **a** is used before a consonant sound:

- **a** dog.
- **a** pilot
- **a** teacher.
- **a** university

NOTE:

Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound /ju:.niv3:.si.ti/

The indefinite article **an** is used before a vowel sound:

- **an** engineer.
- **an** elephant.
- **an** athlete

**The definite article *the*:**

It's used when the speaker talks about a specific object that both the person speaking and the listener know.

- **The** car over there is fast.
- **The** president of the United States is giving a speech tonight.

When we speak of something or someone for the first time we use **a** or **an**, the next time we repeat that object we use the definite article **the**.

- I live in **a** house. **The** house is quite old and has four bedrooms.
- I ate in **a** Chinese restaurant. **The** restaurant was very good.

**No article:**

1. Do not use an article with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as **The** United States.

- He lives in **Washington** near **Mount Rainier**.
- They live in **Northern British Columbia**.
- They climbed **Mount Everest**.

2. we do not normally use an article with plurals and [uncountable](#) nouns to talk about things in general.:

- He writes books.
- She likes sweets.
- Do you like jazz music?
- She ate bread with butter in the morning.

### Countable and uncountable nouns

Using English articles with [countable and uncountable](#) nouns may be confusing.

**The** can be used with *uncountable* nouns, or the article can be dropped entirely as mentioned above.

1. The two countries reached **the** peace after a long disastrous war (some specific peace treaty) or The two countries reached peace after a long disastrous war (any peace).
2. He drank **the** water (some specific water for example, the water his wife brought him from the kitchen) or He drank water. (any water)

It is unusual to use **a/an** for uncountable nouns. You can't say ~~I'd like a milk~~

**a/an** can be used only with *countable* nouns.

1. I'd like **a** piece of cake.
2. I lent him a book.
3. I drank **a** cup of tea.

## PREPOSITIONS

## Prepositions – Time

| English             | Usage                                                                                              | Example                                                                   |
|---------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| • on                | ▪ days of the week                                                                                 | ▪ on Monday                                                               |
| • in                | ▪ months / seasons<br>▪ time of day<br>▪ year<br>▪ after a certain period of time ( <i>when?</i> ) | ▪ in August / in winter<br>▪ in the morning<br>▪ in 2006<br>▪ in an hour  |
| • at                | ▪ for <i>night</i><br>▪ for <i>weekend</i><br>▪ a certain point of time ( <i>when?</i> )           | ▪ at night<br>▪ at the weekend<br>▪ at half past nine                     |
| • since             | ▪ from a certain point of time (past till now)                                                     | ▪ since 1980                                                              |
| • for               | ▪ over a certain period of time (past till now)                                                    | ▪ for 2 years                                                             |
| • ago               | ▪ a certain time in the past                                                                       | ▪ 2 years ago                                                             |
| • before            | ▪ earlier than a certain point of time                                                             | ▪ before 2004                                                             |
| • to                | ▪ telling the time                                                                                 | ▪ ten to six (5:50)                                                       |
| • past              | ▪ telling the time                                                                                 | ▪ ten past six (6:10)                                                     |
| • to / till / until | ▪ marking the beginning and end of a period of time                                                | ▪ from Monday to/till Friday                                              |
| • till / until      | ▪ in the sense of <i>how long something is going to last</i>                                       | ▪ He is on holiday until Friday.                                          |
| • by                | ▪ in the sense of <i>at the latest</i><br>▪ up to a certain time                                   | ▪ I will be back by 6 o'clock.<br>▪ By 11 o'clock, I had read five pages. |
| English             | Usage                                                                                              | Example Prepositions – Place (Position and Direction)                     |

| English                                                               | Usage                                                                                                                                                                                                                                                                  | Example                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>in</li> </ul>                  | <ul style="list-style-type: none"> <li>room, building, street, town, country</li> <li>book, paper etc.</li> <li>car, taxi</li> <li>picture, world</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>in the kitchen, in London</li> <li>in the book</li> <li>in the car, in a taxi</li> <li>in the picture, in the world</li> </ul>                                                                             |
| <ul style="list-style-type: none"> <li>at</li> </ul>                  | <ul style="list-style-type: none"> <li>meaning <i>next to, by an object</i></li> <li>for <i>table</i></li> <li>for events</li> <li>place where you are to do something typical (watch a film, study, work)</li> </ul>                                                  | <ul style="list-style-type: none"> <li>at the door, at the station</li> <li>at the table</li> <li>at a concert, at the party</li> <li>at the cinema, at school, at work</li> </ul>                                                                |
| <ul style="list-style-type: none"> <li>on</li> </ul>                  | <ul style="list-style-type: none"> <li>attached</li> <li>for a place with a river</li> <li>being on a surface</li> <li>for a certain side (left, right)</li> <li>for a floor in a house</li> <li>for public transport</li> <li>for <i>television, radio</i></li> </ul> | <ul style="list-style-type: none"> <li>the picture on the wall</li> <li>London lies on the Thames.</li> <li>on the table</li> <li>on the left</li> <li>on the first floor</li> <li>on the bus, on a plane</li> <li>on TV, on the radio</li> </ul> |
| <ul style="list-style-type: none"> <li>by, next to, beside</li> </ul> | <ul style="list-style-type: none"> <li>left or right of somebody or something</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Jane is standing by / next to / beside the car.</li> </ul>                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>under</li> </ul>               | <ul style="list-style-type: none"> <li>on the ground, lower than (or covered by) something else</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>the bag is under the table</li> </ul>                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>below</li> </ul>               | <ul style="list-style-type: none"> <li>lower than something else but above ground</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>the fish are below the surface</li> </ul>                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>over</li> </ul>                | <ul style="list-style-type: none"> <li>covered by something else</li> <li>meaning <i>more than</i></li> <li>getting to the other side (also <i>across</i>)</li> <li>overcoming an obstacle</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>put a jacket over your shirt</li> <li>over 16 years of age</li> <li>walk over the bridge</li> <li>climb over the wall</li> </ul>                                                                           |
| <ul style="list-style-type: none"> <li>above</li> </ul>               | <ul style="list-style-type: none"> <li>higher than something else, but not directly over it</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>a path above the lake</li> </ul>                                                                                                                                                                           |

| English                                                   | Usage                                                                                                                                            | Example                                                                                                               |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>across</li> </ul>  | <ul style="list-style-type: none"> <li>getting to the other side (also <i>over</i>)</li> <li>getting to the other side</li> </ul>                | <ul style="list-style-type: none"> <li>walk across the bridge</li> <li>swim across the lake</li> </ul>                |
| <ul style="list-style-type: none"> <li>through</li> </ul> | <ul style="list-style-type: none"> <li>something with limits on top, bottom and the sides</li> </ul>                                             | <ul style="list-style-type: none"> <li>drive through the tunnel</li> </ul>                                            |
| <ul style="list-style-type: none"> <li>to</li> </ul>      | <ul style="list-style-type: none"> <li>movement to person or building</li> <li>movement to a place or country</li> <li>for <i>bed</i></li> </ul> | <ul style="list-style-type: none"> <li>go to the cinema</li> <li>go to London / Ireland</li> <li>go to bed</li> </ul> |
| <ul style="list-style-type: none"> <li>into</li> </ul>    | <ul style="list-style-type: none"> <li>enter a room / a building</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>go into the kitchen / the house</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>towards</li> </ul> | <ul style="list-style-type: none"> <li>movement in the direction of something (but not directly to it)</li> </ul>                                | <ul style="list-style-type: none"> <li>go 5 steps towards the house</li> </ul>                                        |
| <ul style="list-style-type: none"> <li>onto</li> </ul>    | <ul style="list-style-type: none"> <li>movement to the top of something</li> </ul>                                                               | <ul style="list-style-type: none"> <li>jump onto the table</li> </ul>                                                 |
| <ul style="list-style-type: none"> <li>from</li> </ul>    | <ul style="list-style-type: none"> <li>in the sense of <i>where from</i></li> </ul>                                                              | <ul style="list-style-type: none"> <li>a flower from the garden</li> </ul>                                            |

| English                                                  | Usage                                                                                                                         | Example                                                                                               |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>from</li> </ul>   | <ul style="list-style-type: none"> <li>who gave it</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>a present from Jane</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>of</li> </ul>     | <ul style="list-style-type: none"> <li>who/what does it belong to</li> <li>what does it show</li> </ul>                       | <ul style="list-style-type: none"> <li>a page of the book</li> <li>the picture of a palace</li> </ul> |
| <ul style="list-style-type: none"> <li>by</li> </ul>     | <ul style="list-style-type: none"> <li>who made it</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>a book by Mark Twain</li> </ul>                                |
| <ul style="list-style-type: none"> <li>on</li> </ul>     | <ul style="list-style-type: none"> <li>walking or riding on horseback</li> <li>entering a public transport vehicle</li> </ul> | <ul style="list-style-type: none"> <li>on foot, on horseback</li> <li>get on the bus</li> </ul>       |
| <ul style="list-style-type: none"> <li>in</li> </ul>     | <ul style="list-style-type: none"> <li>entering a car / Taxi</li> </ul>                                                       | <ul style="list-style-type: none"> <li>get in the car</li> </ul>                                      |
| <ul style="list-style-type: none"> <li>off</li> </ul>    | <ul style="list-style-type: none"> <li>leaving a public transport vehicle</li> </ul>                                          | <ul style="list-style-type: none"> <li>get off the train</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>out of</li> </ul> | <ul style="list-style-type: none"> <li>leaving a car / Taxi</li> </ul>                                                        | <ul style="list-style-type: none"> <li>get out of the taxi</li> </ul>                                 |

| English | Usage                                                                                                                               | Example                                                                                                   |
|---------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| • by    | <ul style="list-style-type: none"> <li>rise or fall of something</li> <li>travelling (other than walking or horseriding)</li> </ul> | <ul style="list-style-type: none"> <li>prices have risen by 10 percent</li> <li>by car, by bus</li> </ul> |
| • at    | <ul style="list-style-type: none"> <li>for <i>age</i></li> </ul>                                                                    | <ul style="list-style-type: none"> <li>she learned Russian at 45</li> </ul>                               |
| • about | <ul style="list-style-type: none"> <li>for topics, meaning <i>what about</i></li> </ul>                                             | <ul style="list-style-type: none"> <li>we were talking about you</li> </ul>                               |

## Exercise on Prepositions – Time

Fill in the correct prepositions.

- Peter is playing tennis  Sunday.
- My brother's birthday is  the 5th of November.
- My birthday is  May.
- We are going to see my parents  the weekend.
- 1666, a great fire broke out in London.
- I don't like walking alone in the streets  night.
- What are you doing  the afternoon?
- My friend has been living in Canada  two years.
- I have been waiting for you  seven o'clock.
- I will have finished this essay  Friday.

### ANSWERS

- Peter is playing tennis **on** Sunday.
- My brother's birthday is **on** the 5th of November.
- My birthday is **in** May.
- We are going to see my parents **at** the weekend.
- In** 1666, a great fire broke out in London.
- I don't like walking alone in the streets **at** night.
- What are you doing **in** the afternoon?
- My friend has been living in Canada **for** two years.
- I have been waiting for you **since** seven o'clock.
- I will have finished this essay **by** Friday.

10. I will have finished this essay by Friday.

1. She learned Russian \_\_\_\_\_ the age of 45.
2. The book was written \_\_\_\_\_ Mark Twain.
3. I'll show you the picture \_\_\_\_\_ the palace.
4. We can only get to the camp \_\_\_\_\_ foot.
5. He reminds me \_\_\_\_\_ his old history teacher.
6. What are you talking \_\_\_\_\_ ?
7. \_\_\_\_\_ the end of next year we will have made over £ 100,000.
8. She always gets up early \_\_\_\_\_ the morning and goes to bed late \_\_\_\_\_ night.
9. I went to work \_\_\_\_\_ Tuesday but I didn't go \_\_\_\_\_ Friday.
10. You'll have to wait. He'll be with you \_\_\_\_\_ a minute.
11. Philip waited \_\_\_\_\_ her at the movie theatre.
12. He started learning English \_\_\_\_\_ 2005.
13. You have to pay \_\_\_\_\_ the tickets on the day you order them.
14. We are very proud \_\_\_\_\_ this company.
15. It's very kind \_\_\_\_\_ you to help us.
16. The old man suffered \_\_\_\_\_ a heart attack.
17. Please write \_\_\_\_\_ pencil.
18. It's \_\_\_\_\_ time you told him the truth.
19. The manager didn't take part \_\_\_\_\_ the discussion.
20. He's very good \_\_\_\_\_ telling jokes.
21. I'll see you \_\_\_\_\_ the conference
22. We sat down \_\_\_\_\_ the grass and ate our lunch.
23. My parents got married \_\_\_\_\_ the 1970s.
24. There's a good restaurant \_\_\_\_\_ the end of the street.
25. We usually have turkey \_\_\_\_\_ Thanksgiving.
26. I would like to travel \_\_\_\_\_ Italy next summer.

27. I took a plane \_\_\_\_\_ Munich to Rome.
28. I'd like to speak \_\_\_\_\_ the manager please.
29. I don't usually feel tired \_\_\_\_\_ the morning.
30. My mother is abroad so my dad is taking care \_\_\_\_\_ us \_\_\_\_\_ the moment.
31. Sonja gets \_\_\_\_\_ the seven o'clock bus in the morning.
32. She always looks \_\_\_\_\_ herself in the mirror.
33. I met Donna \_\_\_\_\_ a party \_\_\_\_\_ Friday night.
34. My friend always borrows money \_\_\_\_\_ me.
35. Daria's books are lying \_\_\_\_\_ the floor.
36. He arrived at the school building just \_\_\_\_\_ time.
37. The audience threw tomatoes \_\_\_\_\_ him.
38. Passengers are not allowed to use cell phones \_\_\_\_\_ airplanes.
39. He is responsible \_\_\_\_\_ what he does.
40. I'm sorry \_\_\_\_\_ the job you didn't get.
41. I'm very bad \_\_\_\_\_ mathematics.
42. We had to climb slowly \_\_\_\_\_ the hill.
43. He is always \_\_\_\_\_ time.
44. How many people are \_\_\_\_\_ your team?
45. A university is where you study \_\_\_\_\_ a degree.
46. Her next birthday will be \_\_\_\_\_ a Sunday.
47. The new factory is expected to go online \_\_\_\_\_ May.
48. Many of us eat \_\_\_\_\_ fork and spoon.
49. We have been searching \_\_\_\_\_ a web designer for a few weeks now.
50. The TV is \_\_\_\_\_ the corner of the room.

### ANSWERS

1. She learned Russian at the age of 45.
2. The book was written by Mark Twain.
3. I'll show you the picture of the palace.
4. We can only get to the camp on foot.
5. He reminds me of his old history teacher.

6. What are you talking about?
7. By the end of next year we will have made over £ 100,000.
8. She always gets up early in the morning and goes to bed late at night.
9. I went to work on Tuesday but I didn't go on Friday.
10. You'll have to wait. He'll be with you in a minute.
11. Philip waited for her at the movie theatre.
12. He started learning English in 2005.
13. You have to pay for the tickets on the day you order them.
14. We are very proud of this company.
15. It's very kind of you to help us.
16. The old man suffered from a heart attack.
17. Please write in pencil. 18. It's about time you told him the truth.
19. The manager didn't take part in the discussion.
20. He's very good at telling jokes.
21. I'll see you at the conference
22. We sat down on the grass and ate our lunch.
23. My parents got married in the 1970s.
24. There's a good restaurant at the end of the street.
25. We usually have turkey for Thanksgiving.
26. I would like to travel to Italy next summer.
27. I took a plane from Munich to Rome.
28. I'd like to speak with the manager please.
29. I don't usually feel tired in the morning.
30. My mother is abroad so my dad is taking care of us at the moment.
31. Sonja gets on the seven o'clock bus in the morning.
32. She always looks at herself in the mirror.
33. I met Donna at a party on Friday night.
34. My friend always borrows money from me.
35. Daria's books are lying on the floor.
36. He arrived at the school building just in time.
37. The audience threw tomatoes at him.

38. Passengers are not allowed to use cell phones on airplanes.
39. He is responsible for what he does.
40. I'm sorry about the job you didn't get.
41. I'm very bad at mathematics.
42. We had to climb slowly up the hill.
43. He is always on time.
44. How many people are on your team?
45. A university is where you study for a degree.
46. Her next birthday will be on a Sunday.
47. The new factory is expected to go online in May.
48. Many of us eat with fork and spoon.
49. We have been searching for a web designer for a few weeks now.
50. The TV is in the corner of the room.

## Tag questions

Tag questions (or question tags) turn a statement into a question. They are often used for checking information that we think we know is true.

Tag questions are made using an auxiliary verb (for example: **be** or **have**) and a subject pronoun (for example: **I, you, she**). Negative question tags are usually contracted: It's warm today, **isn't** it (not 'is it not')

Usually if the main clause is **positive**, the question tag is **negative**, and if the main clause is **negative**, it's **positive**. For example: It's cold (positive), isn't it (negative)? And: It isn't cold (negative), is it (positive)?

If the main clause has an auxiliary verb in it, you use the same verb in the tag question. If there is no auxiliary verb (in the present simple and past simple) use **do / does / did** (just like when you make a normal question).

There is one weird exception: the question tag after **I am** is **aren't I**. For example: I'm in charge of the food, aren't I?

### Positive sentences, with negative tags

#### Present simple 'be'

She's Italian, **isn't she**?

Present simple other verbsThey live in London, **don't they?**Present continuousWe're working tomorrow, **aren't we?**Past simple 'be'It was cold yesterday, **wasn't it?**Past simple other verbsHe went to the party last night, **didn't he?**Past continuousWe were waiting at the station, **weren't we?**Present perfectThey've been to Japan, **haven't they?**Present perfect continuousShe's been studying a lot recently, **hasn't she?**Past perfectHe had forgotten his wallet, **hadn't he?**Past perfect continuousWe'd been working, **hadn't we?**Future simpleShe'll come at six, **won't she?**Future continuousThey'll be arriving soon, **won't they?**Future perfectThey'll have finished before nine, **won't they?**Future perfect continuousShe'll have been cooking all day, **won't she?**ModalsHe can help, **can't he?**ModalsJohn must stay, **mustn't he?****Negative sentences, with positive tags**Present simple 'be'We aren't late, **are we?**Present simple other verbsShe doesn't have any children, **does she?**Present continuousThe bus isn't coming, **is it?**Past simple 'be'She wasn't at home yesterday, **was she?**Past simple other verbsThey didn't go out last Sunday, **did they?**Past continuousYou weren't sleeping, **were you?**

Present perfect

She hasn't eaten all the cake, **has she?**

Present perfect continuous

He hasn't been running in this weather, **has he?**

Past perfect

We hadn't been to London before, **had we?**

Past perfect continuous

You hadn't been sleeping, **had you?**

Future simple

They won't be late, **will they?**

Future continuous

He won't be studying tonight, **will he?**

Future perfect

She won't have left work before six, **will she?**

Future perfect continuous

He won't have been travelling all day, **will he?**

Modals

She can't speak Arabic, **can she?**

Modals

They mustn't come early, **must they?**

She is collecting stickers, isn't she?

We often watch TV in the afternoon, don't we?

You have cleaned your bike, haven't you?

John and Max don't like maths, do they?

Peter played handball yesterday, didn't he?

They are going home from school, aren't they?

Mary didn't do her homework last Monday, did she?

He could have bought a new car, couldn't he?

Kevin will come tonight, won't he?

I'm clever, aren't I?

**Complete the sentences with the correct question tags.**

1. Mr McGuinness is from Ireland, **isn't he?**
2. The car isn't in the garage, **is it?**
3. You are John, **aren't you?**

4. She went to the library yesterday, didn't she?
5. He didn't recognize me, did he?
6. Cars pollute the environment, don't they?
7. Mr. Pritchard has been to Scotland recently, hasn't he?
8. The trip is very expensive, isn't it?
9. He won't tell her, will he?
10. Hugh had a red car, didn't he?

### EXERCISE 1

You don't like me, ... ..?

It isn't raining, ... ..?

You've done your homework, ... ..?

I'm not late, ... ..?

I'm invited to your party, ... ..?

You like German food, ... ..?

You'll come to my party, ... ..?

You remembered to feed the cat, ... ..?

Let's play tennis, ... ..?

There's a problem here, ... ..?

He never says a word, ... ..?

Nobody came to your party, ... ..?

Don't forget, ... ..?

You think you're clever, ... ..?

So you think you're clever, ... ..?

### ANSWERS

- You don't like me, do you?
- It isn't raining, is it?
- You've done your homework, haven't you?
- I'm not late, am I?
- I'm invited to your party, aren't I?
- You like German food, don't you?
- You'll come to my party, won't you?
- You remembered to feed the cat, didn't you?

- Let's play tennis, shall we?
- There's a problem here, isn't there?
- He never says a word, does he?
- Nobody came to your party, did they?
- Don't forget, will you?
- You think you're clever, don't you?
- So you think you're clever, do you?

### **Active and Passive Voice Rules for All Tenses**

Here, we are listing out the Active and Passive Voice Rules for all tenses. You will come to know how an auxiliary verb is used to change a sentence from Active to Passive voice.

#### **Active and Passive Voice Rules for Present Simple Tense**

Here in this table, we are elaborating Rules of Active and Passive Voice with examples for Present Simple.

| <b>Active Voice</b><br>(Auxiliary Verb – is/am/are) | <b>Passive Voice</b>                     |
|-----------------------------------------------------|------------------------------------------|
| Subject + V1+s/es+ object                           | Object+ is/am/are+ V3+ by + subject      |
| Subject + Do/does+ not + V1 + Object                | Object + is/am/are+ not + V3+ by Subject |
| Does+ Subject+ V1+Object+?                          | Is/am/are + Object+ V3+ by subject +?    |

#### **Active and Passive Voice Example with Answers of Present Simple Tense**

**Active:** He reads a novel.

**Passive:** A novel is read.

**Active:** He does not cook food.

**Passive:** Food is not cooked by him.

**Active:** Does he purchase books?

**Passive:** Are books purchased by him?

**Active:** They grow plants.

Passive: Plants are grown by them.

Active: She teaches me.

Passive: I am taught by her.

### Active and Passive Voice Rules for Present Continuous Tense

Below we will explain the Rules of Active and Passive Voice with examples for Present Continuous tense.

| Active Voice                              | Passive Voice                              |
|-------------------------------------------|--------------------------------------------|
| (Auxiliary Verb is/am/are + being)        |                                            |
| Subject + is/am/are+ v1+ ing + object     | Object+ is/am/are+ being+ V3+ by + subject |
| Subject + is/am/are+ not+ v1+ ing+ object | Obj + is/am/are+ not + being+V3+ by +Sub   |
| Is/am/are+ subject+v1+ing + object+?      | Is/am/are + Object+ V3+ by subject +?      |

### Active and Passive Voice Exercises of Present Continuous Tense

Active: Esha is singing a song.

Passive: A song is being sung by Esha.

Active: Kritika is not chopping vegetables.

Passive: Vegetables are not being chopped by Kritika.

Active: Is Ritika buying a table?

Passive: Is a table being bought by Ritika?

Active: They are serving poor people.

Passive: Poor people are being served by them.

Active: She is disturbing Dinesh.

Passive: Dinesh is being disturbed by her.

### Active and Passive Voice Rules for Present Perfect Tense

You can understand passive voice for present perfect tense from the list which are given below.

| Active Voice                    | Passive Voice |
|---------------------------------|---------------|
| (Auxiliary Verb has/have +been) |               |

Subject + has/have+ v3+ object  
subject

Object+ has/have+ been+ V3+ by +

Subject + has/have+ not+ v3+ object  
SUB

Obj + has/have+ not + been+V3+ by +

Has/have+ subject+ v3 + object+?  
+?

Has/Have + Object+ been+V3+ by subject

### Active and Passive Voice Example with Answers of Present Perfect Tense

Active: Nitesh has challenged her.

Passive: She has been challenged by Nitesh.

Active: Radhika has not written an article.

Passive: An article has not been written by Radhika.

Active: Have they left the apartment?

Passive: Has apartment been left by them?

Active: She has created this masterpiece.

Passive: This masterpiece has been created by her.

Active: I have read the newspaper.

Passive: The newspaper has been read by me.

### Active and Passive Voice Rules for Past Simple Tense

Here in the below table, you can check Active and Passive Voice Rules for past simple tense.

Active Voice

Passive Voice

(Auxiliary Verb was/were)

Subject + V2+ object

Object+ was/were V3+ by + subject

Subject +did+ not+v1+ object

Object + was/were+ not +V3+ by Subject

Did+ subject+V1+ object+?

Was/were + Object+ V3+ by subject +?

### Active and Passive Voice Exercises of Past Simple Tense

Active: Reema cleaned the floor.

Passive: The floor was cleaned by Reema.

Active: Aisha bought a bicycle.

Passive: A bicycle was bought by Aisha.

Active: Naman called my friends

Passive: My friends were called by Naman.

Active: I saved him.

Passive: He was saved by me.

Active: Miraya paid the bills.

Passive: The bills were paid by Miraya.

### Active and Passive Voice Rules for Past Continuous Tense

We can easily convert sentences from Active to Passive Voice according to given rules below.

#### Active Voice

(Auxiliary Verb was/were + being)

Subject + was/were + v1+ing+ object.

subject

Subject + was/were+ not+v1+ing + object

by+Sub

Was/were+ Subject + V1+ing + object+?  
subj+?

#### Passive Voice

Object+ was/were +being+V3+ by +

Obj + was/were+ not +being+V3+

Was/were + Object+ being+v3+ by+

### Active and Passive Voice Examples with Answers of Past Continuous Tense

Active: Nitika was painting the wall.

Passive: The wall was being painted by Nitika.

Active: Manish was repairing the car.

Passive: The car was being repaired by Manish.

Active: Were you reciting the poem?

Passive: Was the poem being recited?

Active: She was baking the cake.

Passive: The cake was being baked by her.

Active: She was watching me.

Passive: I was being watched by her.

### Active and Passive Voice Rules for Past Perfect Tense

There are certain Active and Passive Voice Rules for Past perfect tense, with these only you can convert any sentence in Passive Voice.

#### Active Voice

(Auxiliary Verb had +been)

Subject + had + v3+ object.

Subject +had+ not+v3+ object

Subject

Had+ Subject + V3+ object+?

subject+?

#### Passive Voice

Object+ had+been +V3+ by + subject

Object + had+ not +been+V3+ by

Had + Object+ been+v3+ by+

### Active and Passive Voice Exercises of Past Perfect Tense

Active: Misha had cleaned the floor.

Passive: The floor had been cleaned by Misha.

Active: Vidhi had not received the parcel.

Passive: The parcel had not been received by Vidhi.

Active: Vishal had solved the doubt.

Passive: The doubt had been solved.

Active: Had they caught the thief?

Passive: Had the thief been caught by them?

Active: I had paid fifty thousand.

Passive: Fifty thousand had been paid by me.

### Active and Passive Voice Rules for Future Simple Tense

You can check Active Voice and Passive Voice Rules chart for future simple tense.

#### Active Voice

(Auxiliary Verb will+ be)

Subject + will+ v1+ object.

Subject +will + not+ V1+object

Will+ Subject + V1+ object+?

#### Passive Voice

Object+ will+ be +V3+ by + subject

Object + will+ not +be+V3+ by Subject

Will + Object+ be +v3+ by+ subject+?

We can better understand Rules of Active and Passive Voice with examples for future simple tense.

### Active and Passive Voice Examples with Answers of Future Simple Tense

Active: Kriya will sew the bag.

Passive: The bag will be sewed by Kriya.

Active: Disha will not arrange the things.

Passive: The things will not be arranged by Disha.

Active: Will you mop the floor?

Passive: Will the floor be mopped by you?

Active: They will post the letter.

Passive: The letter will be posted.

Active: Reena will save money.

Passive: Money will be saved by Reena.

### Active and Passive Voice Rules for Future Perfect Tense

Here, we are sharing the Active Voice and Passive Voice Rules chart for future perfect tense.

#### Active Voice

Subject + will+ have +v3+ object.

Subject + will+ have +not+v3+ object.

Will+ Subject+have+v3+ object+?

#### Passive Voice

Object+ will+ have+ been +V3+ by + subject

Object + will+ have +not+been+v3+ subject

Will + object+have+been+v3+by +subject+?

### Active and Passive Voice Exercises of Future Perfect Tense

Active: They will have brought the toy.

Passive: The toy will have been brought by them.

Active: Nimesh will not have changed the table cover.

Passive: The table cover will not have been changed by Nimesh.

Active: Will she have written the notes.

Passive: Will the notes have been written by her?

Active: They will have won the match.

Passive: The match will have been won by them.

Active: Vijay will have washed a shirt.

Passive: A shirt will have been washed by Vijay.

**There is no Passive Voice formation for these tenses**

### 1.) Present Perfect Continuous Tense

### 2.) Past Perfect Continuous Tense

### 3.) Future Perfect Continuous Tense

### 4.) Future Continuous Tense

## EXAMPLES

1. John collects money. Money is collected by John.💬
2. Anna opened the window. The window was opened by Anna.💬
3. We have done our homework. Our homework has been done by us.💬
4. I will ask a question. A question will be asked by me.💬
5. He can cut out the picture. The picture can be cut out by him.💬
6. The sheep ate a lot. A lot was eaten by the sheep.💬
7. We do not clean our rooms. Our rooms are not cleaned by us.💬
8. William will not repair the car. The car will not be repaired by William.💬
9. Did Sue draw this circle? Was this circle drawn by Sue?💬
10. Could you feed the dog? Could the dog be fed by you?💬

### Exercise

Change the following sentences into the passive voice.

1. 1. She made a third attempt.
2. 2. The boy asked a difficult question.
3. 3. She wrote an awardwinning novel.
4. 4. The terrorists blew up the bridge.
5. 5. The police caught the thief.

### 6. Answers

1. 1. A third attempt **was made** by her.
2. 2. A difficult question **was asked** by the boy.
3. 3. An awardwinning novel **was written** by her.

4. 4. The bridge **was blown up** by the terrorists.

5. 5. The thief **was caught** by the police.

#### 6. Exercise

1. **Change the following sentences into the passive.**

2. 1. Megha was writing a poem.

3. 2. The woman was washing clothes.

4. 3. The masons were building the house.

5. 4. Mother was making a cake.

6. 5. The girl was painting a picture.

#### 7. Answers

1. 1. A poem **was being written** by Megha.

2. 2. Clothes **were being washed** by the woman.

3. 3. The house **was being built** by the masons.

4. 4. A cake **was being made** by mother.

5. 5. A picture **was being painted** by the girl.

### Direct And Indirect Speech Rules

#### Rules for converting Direct into Indirect speech

To change a sentence of direct speech into indirect speech there are various factors that are considered, such as reporting verbs, modals, time, place, pronouns, tenses, etc. We will discuss each of these factors one by one.

#### Rule 1 – Direct To Indirect Speech Conversion – Reporting Verb

1. When the reporting verb of direct speech is in past tense then all the present tenses are changed to the corresponding past tense in indirect speech.

**Direct to indirect speech example:**

Direct: She **said**, 'I am happy'.

Indirect: She **said** (that) she **was** happy.

1. In indirect speech, tenses **do not change** if the words used within the quotes (") talk of a habitual action or universal truth.

**Direct to indirect speech example:**

Direct: He said, 'We **cannot live** without air'.

Indirect: He said that we **cannot live** without air.

1. The **tenses of direct speech do not change** if the reporting verb is in the **future tense** or **present tense**.

**Direct to indirect speech example:**

Direct: She says/will say, 'I am going'

Indirect: She says/will say she is going.

**Rule 2 – Direct Speech to Indirect Speech conversion – Present Tense**

- **Present Perfect Changes to Past Perfect.**

**Direct to indirect speech example:**

Direct: I **have been** to Boston, she told me.

Indirect: She told me that she **had been** to Boston.

- **Present Continuous Changes to Past Continuous**

**Direct to indirect speech example:**

Direct: I **am playing** the guitar, she explained.

Indirect: She explained that she **was playing** the guitar.

- **Present Perfect Changes to Past Perfect**

**Direct to indirect speech example:**

Direct: He said, She **has finished** her homework.

Indirect: He said that she **had finished** her homework.

- **Simple Present Changes to Simple Past**

**Direct to indirect speech example:**

Direct: I **am** unwell, she said.

Indirect: She said that she **was** unwell.

### Rule 3 – Direct Speech to Indirect Speech conversion – Past Tense & Future Tense

- **Simple Past Changes to Past Perfect**

**Direct to indirect speech example:**

Direct: She said, Irvin **arrived** on Sunday.

Indirect: She said that Irvin **had arrived** on Sunday.

- **Past Continuous Changes to Past Perfect Continuous**

**Direct to indirect speech example**

Direct: We **were playing** basketball, they told me.

Indirect: They told me that they **had been playing** basketball.

- **Future Changes to Present Conditional**

**Direct to indirect speech example**

Direct: She said, I **will be** in Scotland tomorrow.

Indirect: She said that she **would be** in Scotland the next day.

- **Future Continuous Changes to Conditional Continuous**

**Direct to indirect speech example**

Direct: He said, I'll **be disposing** of the old computer next Tuesday.

Indirect: He said that he **would be disposing** of the old computer the following Tuesday.

### Rule 4 – Direct Speech to Indirect Speech Conversion – Interrogative Sentences

- **No conjunction is used**, if a sentence in direct speech begins with a question (what/where/when) as the questionword itself acts as a joining clause.

**Direct to indirect speech example**

Direct: **Where** do you live? asked the boy.

Indirect: The boy **enquired where** I lived.

- If a direct speech sentence begins with an auxiliary verb/helping verb, the joining clause should be **if or whether**.

**Direct to indirect speech example**

Direct: She said, 'Will you come for the party'?

Indirect: She asked **whether we would** come for the party.

- Reporting verbs such as 'said/ said to' changes to enquired, asked, or demanded.

### Direct to indirect speech example

Direct: He **said to** me, 'What are you wearing'?

Indirect: He **asked** me what I was wearing.

Candidates can also check the links given below to understand the concept of word formation in English and to learn the common words in English Language that appear in most of the competitive exams

1. [English Root Words](#)
2. [Most asked English Vocabulary Words](#)

### Rule 5 – Direct Speech to Indirect Speech Conversion – Changes in Modals

While changing direct speech to indirect speech, the modals used in the sentences change like:

1. Can becomes could
2. May becomes might
3. Must becomes had to / would have to

Check the examples:

- Direct : She said, 'She **can** dance'.
- Indirect: She said that she **could** dance.
- Direct: She said, 'I **may** buy a dress'.
- Indirect: She said that she **might** buy a dress.
- Direct: Rama said, 'I **must** complete the assignment'.
- Indirect: Rama said that he **had to** complete the assignment.

There are modals that **do not change** – Could, Would, Should, Might, Ought to

- Direct: She said, 'I **should** clean the house'
- Indirect: She said that she **should** clean the house.

### Rule 6 – Direct Speech to Indirect Speech Conversion – Pronoun

1. The **first person** in direct speech **changes as per the subject** of the speech.

#### Direct speech to indirect speech examples

Direct: He said, I am in class Twelfth.

Indirect: He says that he was in class Twelfth.

1. The **second person** of direct speech **changes as per the object** of reporting speech.

### Direct speech to indirect speech examples –

Direct: She says to them, You have done your work.

Indirect: She tells them that they have done their work.

1. The **third person** of direct speech **doesn't change**.

### Direct speech to indirect speech examples –

Direct: He says, She dances well.

Indirect: He says that she dances well.

### Rule 7 – Direct Speech to Indirect Speech Conversion – Request, Command, Wish, Exclamation

- Indirect Speech is supported by some verbs like requested, ordered, suggested and advised. Forbidforbade is used for negative sentences. Therefore, **the imperative mood in the direct speech changes into the Infinitive in indirect speech**.

Direct: She said to her 'Please complete it'.

Indirect: She **requested** her **to complete** it.

Direct: Hamid said to Ramid, 'Sit down'.

Indirect: Hamid **ordered** Ramid **to sit** down.

1. In **Exclamatory sentences** that express grief, sorrow, happiness, applaud, **Interjections are removed** and the sentence is **changed to an assertive sentence**.

Direct: She said, 'Alas! I am undone'.

Indirect: She exclaimed sadly that she was broke.

### Rule 8 – Direct Speech to Indirect Speech Conversion – Punctuations

1. In direct speech, the words actually spoken should be in (") quotes and always begin with a capital letter.

**Example:** She said, I am the best.

1. Full stop, comma, exclamation or question mark, are placed inside the closing inverted commas.

**Example:** They asked, Can we sing with you?

1. **If direct speech comes after the information about who is speaking, a comma is used** to introduce the speech, placed before the first inverted comma.

**Direct speech example:** He shouted, Shut up!

Direct speech example: Thinking back, he said, she didn't expect to win. (Comma is used to separate the two direct speeches and no capital letter to begin the second sentence).

### Rule 9 – Direct Speech to Indirect Speech Conversion – Change of Time

1. In direct speeches, the words that express nearness in time or place are changed to words that express distance in indirect speech. Such as :
  - Now becomes then
  - Here becomes there
  - Ago becomes before
  - Thus becomes so
  - Today becomes that day
  - Tomorrow becomes the next day
  - This becomes that
  - Yesterday becomes the day before
  - These become those
  - Hither becomes thither
  - Come becomes go
  - Hence becomes thence
  - Next week or month becomes following week/month

#### Examples:

Direct: He said, 'His girlfriend came yesterday.'

Indirect: He said that his girlfriend had come the day before.

1. The **time expression does not change** if the **reporting verb is in the present tense or future tense**.

#### Examples:

Direct: He says/will say, 'My girlfriend came yesterday.'

Indirect: He says/will say that his girlfriend had come the day before.

### Rules of converting Indirect Speech into Direct Speech

The following rules should be followed while converting an indirect speech to direct speech:

1. Use the reporting verb such as (say, said to) in its correct tense.

2. Put a comma before the statement and the first letter of the statement should be in capital letter.
3. Insert question mark, quotation marks, exclamation mark and full stop, based on the mood of the sentence.
4. Remove the conjunctions like (that, to, if or whether) wherever necessary.
5. Where the reporting verb is in past tense in indirect, change it to present tense in the direct speech.
6. Change the past perfect tense either into present perfect tense or past tense, as necessary.

### Check the examples:

- Indirect: She asked whether she was coming to the prom night.
  - Direct: She said to her, Are you coming to the prom night?
  - Indirect: The girl said that she was happy with her result.
  - Direct: The girl said. I am happy with my result.
  - Here are 50 examples of direct and indirect speech
1. **Direct:** Today is nice, said George.  
**Indirect:** George said that day was nice.
  2. **Direct:** He asked her, How often do you work?  
**Indirect:** He asked her how often she worked.
  3. **Direct:** He works in a bank.  
**Indirect:** She said that he worked in a bank.
  4. **Direct:** I'm angry with you.  
**Indirect:** My mother said she was angry with me.
  5. **Direct:** I can help you tomorrow.  
**Indirect:** She said that she could help me tomorrow.
  6. **Direct:** I often have a big meat.  
**Indirect:** My son says that he often has a big hamburger.
  7. **Direct:** Dance with me!  
**Indirect:** Maria told me to dance with her.
  8. **Direct:** Must I do the city?  
**Indirect:** My sister asked if she had to do the city.
  9. **Direct:** Please wash your hands!  
**Indirect:** My father told me to wash my hands.
  10. **Direct:** She said, I went to the shopping center.  
**Indirect:** She said that she had gone to the shopping center.
  11. **Direct:** I write poems.  
**Indirect:** He says that he writes poems.
  12. **Direct:** She said: I would buy new house if I were rich.  
**Indirect:** She said that she would buy new house if she had been rich.
  13. **Direct:** May I go out?  
**Indirect:** She wanted to know if she might go out.

- 14. **Direct:** She is American, she said.  
**Indirect:** She said she was American.
- 15. **Direct:** My son, do the exercise.  
**Indirect:** Sh told her son to do the exercise.
- 16. **Direct:** I don't know what to do.  
**Indirect:** Samuel added that he didn't know what to do.
- 17. **Direct:** I am reading a book, he explained.  
**Indirect:** He explained that he was reading a book.
- 18. **Direct:** My father said, I am cooking dinner.  
**Indirect:** My father said he was cooking dinner.
- 19. **Direct:** My sister said, I had already eaten.  
**Indirect:** My sister said she had already eaten.
- 20. **Direct:** My boyfriend asked, Do you like horror films?  
**Indirect:** Do you like horror films? my boyfriend asked.
- 21. **Direct:** I never get up late, my mother said.  
**Indirect:** My mother said that she never got up late.
- 22. **Direct:** She said, I might come early.  
**Indirect:** She said she might come early.
- 23. **Direct:** I am leaving home now.  
**Indirect:** He said that he left home then.
- 24. **Direct:** Are you living here?  
**Indirect:** He asked me if I was living here.
- 25. **Direct:** I'm going to come.  
**Indirect:** She said that she was going to come.
- 26. **Direct:** We can communicate smoothly.  
**Indirect:** They said that they could communicate smoothly.
- 27. **Direct:** My mother isn't very well.  
**Indirect:** She said that her mother wasn't very well.
- 28. **Direct:** I need help with my work.  
**Indirect:** George said I need help with my homework.
- 29. **Direct:** I was walking along the Street.  
**Indirect:** He said he had been walking along the Street.
- 30. **Direct:** I haven't seen George recently.  
**Indirect:** She said that she hadn't seen George recently.
- 31. **Direct:** I would help, but...  
**Indirect:** He said he would help but...
- 32. **Direct:** I'm waiting for Michael, she said.  
**Indirect:** She said (that) she was waiting for Michael.
- 33. **Direct:** They said, They have taken exercise.  
**Indirect:** They said that they had taken exercise.
- 34. **Direct:** I can speak perfect Spanish.  
**Indirect:** He said he could speak perfect Spanish.
- 35. **Direct:** I haven't seen Mary.  
**Indirect:** He said he hadn't seen Mary.
- 36. **Direct:** What is your name? she asked me.  
**Indirect:** She asked me what my name was.

- 37. **Direct:** I was sleeping when Mary called.  
**Indirect:** He said that he had been sleeping when Mary called.
- 38. **Direct:** Please help me!  
**Indirect:** He asked me to help his.
- 39. **Direct:** I've found a new job, my mother said.  
**Indirect:** My mother said that she had found a new job.
- 40. **Direct:** Go to bed! mother said to the children.  
**Indirect:** Mother told the children to go to bed.
- 41. **Direct:** Mark arrived on Sunday, he said.  
**Indirect:** He said that Mark had arrived on Sunday.
- 42. **Direct:** I have been to France, she told me.  
**Indirect:** She told me that she had been to France.
- 43. **Direct:** Michael said, I have finished my lunch.  
**Indirect:** She said that she had finished his lunch.
- 44. **Direct:** My brother said, I met Alex yesterday.'  
**Indirect:** My brother said that he had met Alex yesterday.
- 45. **Direct:** The dentist said, Your father doesn't need an operation.  
**Indirect:** Dentist said that my father doesn't need an operation.
- 46. **Direct:** He said, Man is mortal.  
**Indirect:** He said that man is mortal.
- 47. **Direct:** Sansa said I am very busy now.  
**Indirect:** Sansa said that she was very busy then.
- 48. **Direct:** He said, I am a football player.  
**Indirect:** He said that he was a football player.
- 49. **Direct:** Michael said, I will buy a new car.  
**Indirect:** : Michael said that she will buy a new car.
- 50. **Direct:** Mark said, Bill needs a pencil.  
**Indirect:** : Mark said that Bill needed a pencil.

### Degrees of Comparison:

#### Rules

**Rule 1:** If a single quality is compared between two persons more or most are to be used.

She is wiser than her brother. ✗

She is more wiser than her brother. ✓

**Rule 2:** When two qualities of a single person or a single thing is compared MORE is used with the first adjective even if it is a single syllable word.

He is wiser than shrewd. ✗

He is more wise than shrewd. ✓

**Rule 3:** Remember that now double comparatives or superlatives are no longer used.

These shoes are more preferable than those. ✗

These shoes are preferable to those. ✓

**Rule 4: The adjectives which give absolute sense do not take MORE or MOST with them. Similarly, we cannot say more parallel or more square or more unique etc.**

This idea is more universal than that. ✗

This idea is universal and the other is not. ✓

### Importance Of Spoken English And How To Improve It?

**Rule 5: The following adjectives are followed by to and not by than.**

**Junior, senior, inferior, prefer, preferable, superior, elder.**

1. This piece of cloth is superior than that. ✗

This piece of cloth is superior to that. ✓

2. My sister is elder than me.

My sister is elder to me. ✓

**Rule 6: Similar things should be compared when compare two things.**

The speed of this car is greater than the old one. ✗

The speed of this car is greater than that of the old one. ✓

(We cannot compare speed of the car with car)

**Rule 7: When comparative degree is used in the superlative sense we should:**

1. Use 'any other' if we are comparing the things or persons of the same group.
2. Use any if the comparison is with the things or persons outside the group.

He is better than any student of his class. ✗

He is better than any other student of his class. ✓

Delhi is cleaner than any other city in Bangladesh. ✗

Delhi is cleaner than any city in Bangladesh. ✓

**Rule 8: When two adjectives in different degrees of comparison are used in the same sentence both should be complete in itself.**

He is as bad if not better than his brother. ✗

He is as bad as if not better than his brother. ✓

**Rule 9: Comparative degree should be used while comparing two and superlative degree when we compare more than two.**

Among the three who is more hard working. ✗

Among the three who is the most hard working. ✓

**Rule 10: When THAN or AS are followed by the first and the second person pronouns verb can be omitted but not in the case of the pronouns of third person.**

He is not a clever as his brother. ✗

He is not as clever as his brother is. ✓

Now let's attempt few questions based on the above explained rules

1. She is ..... than her sister.

- a) pretty
- b) prettier
- c) prettiest
- d) None of these

2. Martha is a ..... girl.

- a) nice
- b) nicer
- c) nicest
- d) None of these

3. Supriya is the ..... girl in the class.

- a) intelligent
- b) more intelligent
- c) most intelligent
- d) None of these

4. Martin speaks English .....

- a) well
- b) better
- c) best
- d) None of these

5. Russia is the ..... country in the world.

- a) big
- b) bigger
- c) biggest
- d) None of these

6. China is a ..... country.

- a) big
- b) bigger
- c) biggest
- d) None of these

7. China is ..... than India.

- a) big
- b) bigger
- c) biggest
- d) None of these

8. This is the ..... book I have ever read.

- a) interesting
- b) more interesting
- c) most interesting
- d) None of these

9. I am ..... than you.

- a) smart
- b) smarter
- c) smartest
- d) None of these

10. Take the ..... of the two routes.

- a) short
- b) shorter
- c) shortest
- d) None of these

### Answers with Explanation:

1. She is prettier than her sister.
2. Martha is a nice girl.
3. Supriya is the most intelligent girl in the class.

4. Martin speaks English well.
  5. Russia is the biggest country in the world.
  6. China is a big country.
  7. China is bigger than India.
  8. This is the most interesting book I have ever read.
  9. I am smarter than you.
  10. Take the shorter of the two
- Another example is given below

- Very few countries in the world are **as large as** China. (Positive)
- China is **larger than** most other countries in the world. (Comparative)
- China is one of **the largest** countries in the world. (Superlative)
  
- No other man was **as strong as** Hercules. (Positive)
- Hercules was **stronger than** any other man. (Comparative)
- Hercules was **the strongest** man in the world. (Superlative)
  
- No other boy in the class is **as intelligent as** James. (Positive)
- James is **more intelligent than** any other boy in the class. (Comparative)
- James is **the most intelligent** boy in the class. (Superlative)
  
- Very few Indian saints were **as popular as** Vivekananda. (Positive)
- Vivekananda was **more popular than** most other Indian saints. (Comparative)
- Vivekananda was one of **the most popular** Indian saints. (Superlative)
  
- Maria is **not as intelligent as** Sonia. (Positive)
- Sonia is **more intelligent than** Maria. (Comparative)

When a comparison is made between two individuals we do not normally use the superlative.

### Sentences With Comparative Adjectives

Now that we know how to identify comparative and superlative adjectives, let's see them in action. Here is a list of sentences making comparisons between two things:

- My house is **bigger** than yours.
- Your grade is **worse** than mine.
- The Pacific Ocean is **deeper** than the Arctic Ocean.
- You are **more polite** than Joey.
- My brother is **taller** than I am, but he is **older** too.
- A rose is **more beautiful** than a daisy.
- The Earth is **larger** than the moon.
- A pint is **less** than a quart.
- Learning Japanese is **more difficult** than learning Italian.
- It's **farther** from New York to Austin than it is from New York to Nashville.

## Sentences With Superlative Adjectives

Of course, there are times when we take things up a notch and compare three or more items. There will also be times when we compare one thing against the rest of a group. Here are some examples of superlative adjectives in action:

- I can't find my **most comfortable** jeans.
- The runt of the litter is the **smallest**.
- Jupiter is the **biggest** planet in our solar system.
- She is the **smartest** girl in our class.
- This is the **most interesting** book I have ever read.
- I am the **shortest** person in my family.
- Jerry is the **least worried** about the game.
- That was the **best** movie ever.
- Sam is the **most handsome** boy in the whole school.
- Mount Everest is the **highest** mountain in the world.
- **Exercise**

**Rewrite the sentences given below using different degrees of comparison.**

1. Shakespeare is the most famous of all writers in English.
2. Iron is more useful than any other metal.
3. I earn as much money as Ram.
4. China is larger than India.
5. Greenland is the largest island in the world.
6. Air is lighter than water.
7. I am taller than my brother.
8. Shyam is the strongest boy in the class.

### Answers

1. No other writer in English is as famous as Shakespeare. / Shakespeare is greater than any other writer in English.
2. No other metal is as useful as iron. / Iron is the most useful of all metals.
3. Ram does not earn more money than I do.
4. India is not as large as China.
5. Greenland is larger than any other island in the world. / No other island in the world is as large as Greenland.
6. Water is not as light as air.
7. My brother is not as tall as I am.
8. Shyam is stronger than any other boy in the class. / No other boy in the class is as strong as Shyam.

## UNIT – IV SPEAKING SKILLS

### GREETINGS AND INTRODUCTIONS:

Greetings and introductions are essential parts of communication in both personal and professional settings. How we greet and introduce ourselves or others can set the tone for the interaction. Here's a quick guide to effective greetings and introductions:

## 1. Types of Greetings

### Informal Greetings (Casual):

These are used in everyday conversations with friends, family, or people you're familiar with.

Hi / Hello

Hey / What's up? (Very informal)

Good morning/afternoon/evening (depending on the time of day)

How's it going?

What's new?

How are you? /How's everything?

### Formal Greetings:

These are used in professional or respectful settings.

Good morning/afternoon/evening (appropriate for business or formal contexts)

Hello, it's a pleasure to meet you.

Greetings.(Formal and polite)

How do you do? (More formal; used in British English, often when meeting for the first time)

Pleased to meet you.

### Cultural and Regional Variations:

In different cultures, greetings may vary significantly. For instance:

In Japan: A bow is a traditional greeting.

In India: Namaste (hands pressed together in a prayer position).

In some Arab cultures: Assalamu alaykum (Peace be upon you).

In Latin cultures: A kiss on the cheek or a hug may be common.

## 2. Introductions

### SelfIntroduction:

When introducing yourself, it's important to be clear, concise, and polite.

Name: Hello, my name is [Name].

Occupation/Role: I'm a [Your Job/Role] at [Company/Organization].

Context/Reason for Introduction: I'm here for [Event/Conference/Meeting].

Optional: Share a personal fact or connection, e.g., I've been working on [Project] for [X years].

Example:

Hi, I'm Sarah. I'm a software developer at Tech Solutions. It's nice to meet you!

### **Introducing Others:**

When introducing someone else, provide a little context and connect them with the person or group you're introducing them to.

This is [Name], [Job/Role].

I'd like to introduce you to [Name], who works in [Department/Field].

Let me introduce you to [Name], a colleague of mine at [Company].

Make sure to explain their role or relation to you, e.g., John is my manager, or Sarah is an expert in [field].

Example:

This is Mark, the Head of Marketing at XYZ Corp. Mark, this is Jane, our new client liaison.

### **3. Polite Phrases for Greeting and Introducing**

It's great to meet you!

I've heard so much about you. (when meeting someone for the first time after hearing about them)

It's a pleasure to finally meet you.

I hope you're doing well today.

May I introduce [Name]?

I'd like you to meet [Name].

Allow me to introduce you to [Name].

### **4. Common Responses to Introductions**

When someone introduces you, it's important to respond politely and show interest:

Nice to meet you.

Pleased to meet you.

It's a pleasure to meet you as well.\*

Thank you for the introduction.

I'm glad we could finally meet.

### **5. Making Small Talk After an Introduction**

After introductions, engage in small talk to build rapport and keep the conversation flowing:

How was your day?

What brings you here today?

How do you know [Mutual Connection]?

What's your role at [Company]?

What do you like to do outside of work?

Small talk helps in breaking the ice and establishing a more comfortable, conversational environment.

## 6. Body Language in Greetings and Introductions

**Handshake:** A firm handshake is common in professional settings, but avoid being too aggressive or weak. In some cultures, a light bow or nod may replace a handshake.

**Smile:** A genuine smile helps convey friendliness and openness.

**Eye Contact:** Maintain good eye contact to show attentiveness and confidence.

**Posture:** Stand upright and face the person when introducing yourself to show respect.

## 7. When to Use First Names vs. Titles

**First Names:** In informal settings or after a mutual agreement, use first names.

**Titles and Last Names:** In formal settings, especially with senior individuals, use titles (Mr., Ms., Dr., etc.) until invited to use first names.

## 8. Closing an Introduction or Greeting

When the introduction or greeting is complete, it's polite to exit with a courteous phrase, especially if the conversation is shifting to another topic or you're leaving.

.It was nice meeting you.

.I look forward to working with you.

.Enjoy the rest of your day!

.It was a pleasure speaking with you.

## Example Scenarios:

### 1. Informal Greeting with Friends.:

.You.: Hey, how's it going?

.Friend.: Good! What's up with you?

.You.: Not much, just getting ready for the weekend.

### 2. Formal Business Introduction.:

.You.: Good morning, Mr. Smith. My name is Jane Doe, and I'm the Project Manager at ABC Corp.

.Mr. Smith.: Pleased to meet you, Jane.

.You.: It's great to meet you as well, Mr. Smith. I've heard a lot about your work.

### 3. Introducing a Colleague.:

.You.: I'd like you to meet Sarah, she's our Senior Marketing Strategist.

.Sarah.: Hi, nice to meet you.

.Other Person.: Nice to meet you too, Sarah!

### Key Takeaways:

Greetings and introductions create a foundation for communication and relationships.

Adjust your greetings based on the context (formal vs. informal) and the cultural norms.

Body language, politeness, and an open attitude are essential for a positive first impression.

Engage in light conversation after introductions to build rapport and move the interaction forward.

By following these notes, you'll be able to greet and introduce people effectively, ensuring smooth interactions in various settings.

## ASKING AND GIVING INFORMATION

### 1. Asking for Information.

When you need to gather information, how you ask is important. A clear, concise, and polite approach helps you get the information you need effectively.

#### .Types of Questions.:

#### 1. .Yes/No Questions.:

Used to get a simple affirmative or negative answer.

##### .Examples.:

Is the assignment due tomorrow?

Did you complete the project?

#### 2. .Wh Questions.:

These questions begin with words like Who, What, When, Where, Why, or How, and are used to gather specific information.

##### .Examples.:

What time does the lecture start?

Where can I find the library?

How do I access the course material online?

#### 3. .Choice Questions.:

These questions offer options, allowing the person to choose between alternatives.

##### .Examples.:

Do you prefer morning or evening classes?

Would you like to study in the library or in the café?

#### 4. .Clarification Questions.:

These are used to ask for more details or to make sure you understood correctly.

.Examples.:

Can you clarify what you meant by that?

Could you repeat the deadline?

#### 5. .Indirect Questions.:

Polite and formal way of asking questions.

.Examples.:

Could you tell me where the professor's office is?

I was wondering if you could explain the assignment.

.Polite Ways to Ask for Information.:

Could you tell me...?

Would you mind sharing...?

Can you please explain...?

Do you know...?

I'd like to know...

#### .2. Giving Information.

When giving information, it's essential to be clear, accurate, and organized. Present the information in a way that is easy for others to understand.

.Ways to Give Information.:

#### 1. .Providing Facts.:

Give specific, objective details or answers.

.Examples.:

The class starts at 9 AM.

The assignment is due on Friday.

#### 2. .Giving Instructions or Directions.:

Provide stepbystep guidance when necessary.

.Examples.:

First, open the course portal, then click on the 'Assignments' tab.

To access the study materials, log in with your student ID and password.

#### 3. .Answering Questions.:

Be concise and to the point when responding to queries.

.Examples.:

The library is on the second floor.

Yes, the exam will cover chapters 1 to 4.

#### 4. .Making Suggestions.:

Offer helpful advice or recommendations.

.Examples.:

You could try visiting the writing center for help with your essay.

It might be a good idea to review the lecture slides before the exam.

#### 5. .Providing Clarifications.:

If someone is confused, offer a clearer or more detailed explanation.

.Examples.:

By 'research topic,' I mean a subject for your term paper.

Let me explain the assignment guidelines more clearly.

.Polite Ways to Give Information.:

Here's the information you requested.

Let me explain...

To answer your question...

The information is as follows...

I can provide further details if needed.

#### .3. Common Phrases for Asking and Giving Information.

.Asking for Information.:

Could you tell me where the seminar is being held?

Can you let me know when the next exam is?

Do you know the deadline for submitting the project?

Where can I find the study material for this course?

How do I register for the next semester?

.Giving Information.:

The seminar will be held in Room 101 at 10 AM.

The next exam is on November 10th.

The project is due by next Friday.

You can find the study material on the course portal under 'Resources'.

To register for the next semester, visit the student registration page.

#### .4. Tips for Effective Communication.

1. .Be Clear.: Ensure your questions and answers are specific and easy to understand.
2. .Be Polite.: Use polite phrases, especially when asking for information or giving instructions.
3. .Be Concise.: Avoid unnecessary details. Stick to the main points.
4. .Use Appropriate Tone.: The tone should match the context. In academic settings, a formal tone is often preferred.
5. .Ask Follow Up Questions. If you don't understand, ask for clarification.

#### .5. Example Conversations.

.Asking for Information.:

.You.: Excuse me, could you tell me where the chemistry lab is?

.Person.: Sure! It's on the third floor, room 305.

.You.: Can you explain the assignment guidelines again? I'm not sure I understood.

.Professor.: Of course! The assignment requires you to write a 1500word essay on the impact of climate change.

.Giving Information:.

.You.: The class starts at 8:30 AM in Room 204.

.Student.: Thanks!

.You.: The library opens at 9 AM and closes at 6 PM on weekdays.

.Student.: Got it, thank you!

.Summary.:.

.Asking for Information.: Be polite and specific. Use various types of questions (Yes/No, Wh, Choice, Clarification).

.Giving Information.: Be clear, concise, and organized. Provide accurate facts, instructions, or suggestions.

.Polite Communication.: Always use polite phrases like Could you tell me...?, Let me explain..., and Thank you for the information.

By practicing effective ways of asking and giving information, you can improve your communication skills and ensure smooth interactions in both academic and professional settings.

### THE LOTTERY TICKET

The Lottery Ticket is a short story by Russian author Anton Chekhov, first published in 1892. It is a satirical and thoughtprovoking piece about human nature, particularly greed, materialism, and the fragility of human desires.

#### Summary:

The story revolves around a middleclass couple, .Ivan Dmitrievich. and his wife .Masha., who live a modest and rather dull life. One evening, Ivan buys a lottery ticket, and the couple begins to fantasize about what they would do if they won the large prize. They have a dream of escaping their current lives of mediocrity and poverty and envision a future full of luxury and ease.

#### The Couple's Dream:

Ivan and Masha imagine all sorts of things they would buy: a large house, fashionable clothes, servants, and a life of comfort and indulgence. They begin to think about how their relationships with friends, family, and even themselves would change. Masha imagines how her appearance would be transformed, and they both start mentally reordering their entire existence around their imagined wealth.

**The Revelation:**

Later that evening, Ivan sits down to check the lottery numbers. He reads out the winning numbers, but when he checks his own ticket, he is initially unsure if it matches. However, after a moment, he realizes that their ticket is, indeed, the winning one, and the prize is a significant amount of money.

**The Shift in Emotions:**

The couple's excitement quickly turns into a darker, more unsettling emotion. As they process the enormity of the win, both Ivan and Masha begin to change. They are filled with greed and desire, and their relationship begins to shift. Ivan starts to feel a sense of superiority, imagining how he would now be treated by others. Masha becomes increasingly preoccupied with her appearance and the luxurious life she envisions.

**The Twist (Ending):**

In the final twist of the story, Ivan checks the lottery numbers again to confirm the result. However, he discovers that he made a mistake earlier, and the numbers on the ticket do not match the winning numbers at all. The couple, in the end, is left with nothing, except for the weight of their unfulfilled desires and imagined wealth.

**Themes and Analysis:****1. The Corrupting Power of Greed:**

The couple's reaction to the lottery ticket highlights the corrupting influence of greed. In just a few moments, they transform from a fairly content couple into individuals consumed by material desires. Their fantasies about wealth and status show how easily people can become obsessed with the idea of money and how quickly they lose sight of their true values and relationships.

**2. The Fragility of Happiness:**

The story illustrates how fleeting and fragile human happiness can be. The couple's initial joy about the imagined future is crushed when they discover that the lottery ticket is a fake. Their joy was built on a mere fantasy, and without the ticket's prize, they are left with nothing but the emptiness of unfulfilled dreams.

**3. Human Nature and Discontent:**

Chekhov uses the lottery to expose the inherent discontentment in human nature. Even though the couple's life was modest but stable, their thoughts immediately turn to what they could gain from material wealth. It suggests that people often fail to appreciate what they have and always long for more, believing that money or status will bring them true happiness.

**4. Irony:**

The irony of the story lies in the fact that the couple's dreams of wealth end up being more damaging than satisfying. When they realize they haven't won, their momentary joy transforms into embarrassment and a sense of loss. The entire narrative is also

ironic in the sense that they were already imagining themselves living a better life, only to be dashed by the realization that it was all based on a mere mistake.

### Conclusion:

Chekhov's The Lottery Ticket uses irony and sharp observation of human behaviour to comment on the dangers of unchecked desires and the instability of human happiness. The story is a cautionary tale about how quickly people can get caught up in fantasies of wealth and status, only to realize that such dreams are often hollow and fleeting.

### A Leader Should Know How to Manage Failure



APJ Abdul Kalam

Avul Pakir Jainulabdeen Abdul Kalam (15 October, 1931 – 27 July, 2015) former President of India (2002 to 2007) and world renowned space scientist. Studied at IIT

Madras, worked in DRDO and ISRO. He is known as Missile Man and People's President. He received Bharat Ratna in 1997.

During the Wharton India Economic Forum in Philadelphia, Kalam spoke with **India Knowledge@Wharton** about his career as a scientist, his vision for India's future, and the most important traits for leaders, among other issues. The present lesson is an excerpt from that interview.

Abdul Kalam started his interaction by quoting his poem called Creativity, goes like Learning gives creativity. Creativity leads to thinking. Thinking provides knowledge. Knowledge makes you great.

**Kalam witnessed India's biggest differences then and now:** He orbited the sun 76 times. He saw the effects of the Second World War. He saw India get independence. He saw the economic growth of India. He worked with visionaries like Prof. Vikram Sarabhai. He saw the green revolution, the white revolution, and the telecom revolution. He also saw the growth of information and communication technologies (ICT), as well as India's successes in the space program and self sufficiency in strategic weaponry.

### About the lessons he learnt in the Space and Missile Programmes:

The lessons he learned in the space and missile programme were i. how to handle success as well as how to deal with failure, ii. problems should not become the captain of the project chief, iii. country need strength to keep the nation peaceful, peaceful nation can focus on the necessary developmental missions.

**Leadership qualities:** Kalam said a leader requires six leadership traits.

First, the leader must have vision. Without vision, one cannot be a leader. Second, the leader must be able to travel into an unexplored path. Normally the tendency is for people to travel along well laid out ways. Third, the leader must know how to manage success, and even more importantly, failure. The fourth trait is that the leader should have the courage to make

decisions. Fifth, the leader should have nobility in management. Every action of the leader should be transparent. And finally, the leader should work with integrity and succeed with integrity.

He gave one example, from his experience, of how leaders should manage failure: In 1973,

Kalam was the project director of SLV3, what has to launch India's Rohini satellite into orbit by 1980. When launched in 1979, something went wrong, the whole rocket system fell into the Bay of Bengal. As a project director it's his failure. That day, the chairman of the Indian Space Research Organization (ISRO), Prof. Satish Dhawan, in press conference, took responsibility for the failure. Next year, they succeeded in that mission. Prof. Dhawan sent Kalam to the press conference.

Kalam learned a very important lesson that day. When failure occurs, the leader takes the responsibility. When success comes, he gives it to his team. He learnt it not from reading a book; it came from that experience.

**About the Presidentship:** The President of a country must have the traits of a leader. The President must be in touch with the people. The Rashtrapati Bhavan [i.e., the presidential residence) must become the people's residence. He tried the Rashtrapati Bhavan to be the first home in India completely run by solar energy. He returned the Office of Profit Bill to the Parliament because it lacks the transparency.

**His visions towards Future India:**

- i. PURA:** Providing Urban amenities in Rural Areas — is about giving a cluster of villages physical, electronic and knowledge connectivity. These including hill PURAs, coastal PURAs and plains PURAs.
- ii. Energy:** He set a goal of energy independence for the country such as solar power, nuclear energy and biofuels.
- iii. Social Grids:** In his vision for India's future technology plays an important role through Social grids; such as the knowledge grid, the health grid and e-governance grid — All these grids lead to economic growth and social transformation.

He concluded his interaction with his favourite poem called the Vision

### **Agreeing and Disagreeing**

Effective communication often involves expressing agreement or disagreement. How you agree or disagree with someone can impact the conversation, maintain respect, and foster positive interaction. Here's a guide to agreeing and disagreeing in a clear and polite way.

#### **1. Agreeing**

When you agree with someone, you express your support or alignment with their opinion or statement. You can show agreement in different levels of formality and enthusiasm.

## Ways to Agree:

### 1. Simple Agreement:

Examples:

Yes, I agree.  
That's true.  
I think so too.  
Absolutely!

### 2. Stronger Agreement:

Examples:

I couldn't agree more.  
I totally agree.  
You're absolutely right.  
That's exactly what I think.

### 3. Formal Agreement:

Examples:

I completely agree with your point.  
I'm in full agreement with you.  
I share the same opinion.

### 4. Agreeing with Reason:

Examples:

I agree because it makes logical sense.  
That's a good point. I think the same because of [reason].  
I agree with you, especially after considering [reason].

### Polite Phrases for Agreement:

I think you're right.  
I feel the same way.  
That's a great idea.  
I agree completely.

## 2. Disagreeing

Disagreeing means expressing a different opinion. It's important to disagree respectfully to avoid conflict and maintain positive relationships. There are various ways to disagree politely, ranging from mild to strong disagreement.

## Ways to Disagree:

### 1. Mild Disagreement:

**Examples:**

I'm not sure I agree with that.  
 I see your point, but I don't think I agree.  
 I have a different perspective on that.  
 That's one way to look at it, but...

**2. Moderate Disagreement:****Examples:**

I disagree with that, because...  
 I'm afraid I don't agree with you there.  
 I see where you're coming from, but I don't think that's quite right.  
 I don't quite agree with you on this.

**3. Strong Disagreement:****Examples:**

I completely disagree.  
 I strongly disagree with that.  
 That's not how I see it at all.  
 I think that's incorrect.

**4. Disagreeing with Reason:****Examples:**

I disagree because [reason].  
 I think that's not accurate because...  
 I don't agree with you on that point because...  
 I see your point, but I believe [alternative opinion] is more reasonable because...

**5. Expressing Disagreement Diplomatically:****Examples:**

I see your point, but I think there's another way to look at it.  
 I understand your view, but I think there's a better approach.  
 I think we might have different perspectives on this issue.  
 That's an interesting idea, but I respectfully disagree.

**3. Polite Ways to Agree or Disagree****Agreeing Politely:**

I think you're right about that.  
 I agree with you completely.  
 I see what you mean, and I agree.  
 That makes sense to me.

**Disagreeing Politely:**

I'm not sure I agree with that.

I see what you're saying, but I have a different opinion.  
 I can understand your perspective, but I think...  
 I don't quite agree with that, but I respect your point of view.

#### 4. Example Scenarios

##### Agreeing Example:

Person A: I think we should focus on improving customer service.  
 Person B: I completely agree with you. That should be our top priority.

##### Disagreeing Example:

Person A: I believe we should cut down on marketing expenses this year.  
 Person B: I don't agree with that approach. I think we need to increase marketing to boost sales.

#### 5. Tips for Agreeing and Disagreeing Respectfully:

1. Be Clear: Make sure your points are easy to understand when agreeing or disagreeing.
2. Be Polite: Use polite language, especially when disagreeing, to avoid confrontation.
3. Give Reasons: Whether you agree or disagree, explain why you feel that way.
4. Listen Actively: Show that you understand the other person's point of view, even if you disagree.
5. Maintain Open Body Language: When disagreeing, avoid crossing arms or looking dismissive. Stay open and respectful.

#### Summary

**Agreeing:** Express agreement clearly, either strongly or moderately. You can also agree with reasoning to show understanding and support.

**Disagreeing:** Politely express your different opinion. If you disagree, it's important to provide reasons and be respectful of the other person's view.

**Politeness is Key:** Whether agreeing or disagreeing, always use respectful and clear language to keep the conversation positive.

By practicing these techniques, you can communicate your agreement or disagreement effectively without creating conflict, fostering constructive and respectful discussions.

### **UNIT - V SOFT SKILLS** **What are SWOT/ SWOC Analysis?**

The SWOT/SWOC analysis is a powerful technique for judging a person condition and finding out the issues that it faces, along with the opportunities it has. The personal

SWOT analysis is conducted as an exercise that is designed to gather four different aspects of a person.

#### SWOT/ SWOC ANALYSIS STANDS FOR

- Strengths
- Weaknesses
- Opportunities
- Threats/ Challenges

Learning these four aspects is a good gauge on finding the current condition of yourself while also figuring out where you are headed. A personal SWOT analysis can be a simple and short exercise. It's a look into yourself and covers most factors that are influencing your condition at that point in time.

**Strengths** You will need to look into what sets you apart.

- What are your competitive skills
- What is your experience
- What are your best abilities and that differentiate you from your peers?
- Try to list as many strengths as you can

**Weaknesses** You will also need to look into the things that are your weaknesses.

- Things that you are not comfortable in doing
- Things that you consider boring and you have a hard time doing
- Things that people usually complain about you
- Things that your boss wants you to improve
- Missing skills and knowledge

**Opportunities** Opportunities you can explore.

- You can list external opportunities in your company and project
- New career paths that you can take
- Different things you can do to improve yourself and your work
- Training courses and mentoring opportunities
- New projects and shifts in your life

**Threats** Threats that you face from the current market conditions, internal departments, technical challenges, etc...

- Company changes and market changes
- World changes
- New technologies or skills on your job

#### Personal SWOT Analysis Examples

### Strengths

- Good communication skills
- Graduated in Marketing
- Easy to work with other people
- Proactive

### Weaknesses

- I find it very hard to do tasks involving math
- It's difficult to plan my future

### Opportunities

- Become a senior professional
- Free online course about coaching

### Threats

- Digital marketing is changing fast
- Need to learn about machine learning in writing

### Positive Attitude

A positive attitude helps you cope more easily with the daily affairs of life. It brings optimism into your life, and makes it easier to avoid worries and negative thinking. If you adopt it as a way of life, it would bring constructive changes into your life, and makes them happier, brighter and more successful.

With a positive attitude you see the bright side of life, become optimistic, and expect the best to happen. It is certainly a state of mind that is well worth developing.

### Positive attitude manifests in the following ways:

- Positive thinking.
- Constructive thinking.
- Creative thinking.
- Optimism.
- Motivation and energy to do things and accomplish goals.
- An attitude of happiness.

**A positive frame of mind can help you in many ways, such as:**

- Expecting success and not failure.
- Making you feel inspired.
- It gives you the strength not to give up, if you encounter obstacles on your way.
- It makes you look at failure and problems as blessings in disguise.
- Believing in yourself and in your abilities.>
- Enables you to show self-esteem and confidence.
- You look for solutions, instead of dwelling on problems.
- You see and recognize opportunities.

A positive attitude leads to happiness and success and can change your whole life. If you look at the bright side of life, your whole life becomes filled with light. This light affects not only you and the way you look at the world, but it also affects your environment and the people around you.

If this attitude is strong enough, it becomes contagious. It's as if you radiate light around you.

#### **Benefits of a Positive Attitude:**

This might seem like a repetition of the above, but it helps to make this message clearer.

- It helps you achieve goals and attain success.
- It brings more happiness into your life.
- It produces more energy.
- Positive attitude increases your faith in your abilities, and brings hope for a brighter future.
- You become able to inspire and motivate yourself and others.
- You encounter fewer obstacles and difficulties in your daily life.
- You get more respect and love from people.
- Life smiles at you.

Negative attitude says: you cannot achieve success.

Positive attitude says: You can achieve success.

## **'Emotional Intelligence'**

**Definition:** Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also. *Emotional intelligence* is a very important skill in leadership. It is said to have five main elements such as self-awareness, self-regulation, motivation, empathy, and social skills.

**What are the 5 components of emotional intelligence?**

*Emotional intelligence* is a very important skill in leadership. It is said to have five main elements such as selfawareness, selfregulation, motivation, empathy, and social skills.

**According to Daniel Goleman , an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:**

- **Selfawareness.**
- **Selfregulation.**
- **Motivation.**
- **Empathy.**
- **Social skills.**

**Selfregulation**– You’re able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

**Selfawareness** – You recognize your own emotions and how they affect your thoughts and behavior. You know your strengths and weaknesses, and have selfconfidence.

**Social empathy** – You have empathy. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

**Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

*Why is emotional intelligence so important?*

Emotional intelligence allows you to understand and manage your emotions in order to selfmotivate and to create positive social interactions; it's the first step in realizing your true potential. The value and benefits of EI are vast in terms of personal, academic, and professional success.

## **Netiquette**

Netiquette refers to the correct and polite way to communicate on the internet. It involves following guidelines for respectful, clear, and responsible online communication.

### **1. General Principles of Netiquette**

**Be Respectful:** Treat others with kindness, just like in facetoface interactions.

**Be Clear:** Use simple, understandable language. Avoid long, unclear messages.

**Be Concise:** Keep your messages short and to the point.

**Be Mindful of Tone:** Online, tone can be misinterpreted. Be careful not to sound rude or harsh.

**Be Honest:** Always tell the truth and don’t mislead others online.

## 2. Email Etiquette

Use a Clear Subject Line: Summarize the email content (e.g., Meeting at 3 PM).

Start with a Greeting: Dear [Name], or Hello [Name],.

Use Polite Language: Be courteous, especially in formal emails.

Respond Promptly: Reply to emails within a reasonable time.

Use a Closing: End with polite phrases like Best regards or Sincerely.

## 3. Social Media Etiquette

Respect Privacy: Don't share others' private information without permission.

Be Mindful of What You Post: Think about how your posts might be perceived.

Engage Positively: Avoid arguing or attacking people online. Always be kind and constructive.

Don't Overshare: Keep your personal life private if it's not necessary to share.

## 4. Chat and Instant Messaging Etiquette

Be Respectful of Time: Don't send too many messages in a short time. Wait for responses.

Avoid Abbreviations: Use full words unless you're sure the other person understands informal slang.

Stay OnTopic: Keep the conversation focused and avoid going off track.

Use Emojis Carefully: Emojis can add emotion but don't overuse them in formal settings.

## 5. Online Forum and Blog Etiquette

Contribute Meaningfully: Only post if you have something valuable to say.

Stay On Topic: Keep your comments relevant to the discussion.

Be Respectful: Disagree politely if necessary, and avoid flaming (attacking) others.

Credit Sources: If you share information from someone else, give them credit.

## 6. Online Gaming Etiquette

Play Fairly: Don't cheat or use hacks.

Respect Other Players: Be kind to fellow gamers, avoid insults or negative behavior.

Avoid Spamming: Don't overwhelm others with unnecessary messages.

## 7. Virtual Meeting Etiquette

Be On Time: Always join virtual meetings on time.

Mute When Not Speaking: To avoid background noise, keep your microphone muted when not speaking.

Use Your Camera (If Possible): It helps make the meeting more engaging.

Be Focused: Pay attention during the meeting and avoid distractions.

## 8. Important Reminders for Netiquette

Be Careful with Humor: Without body language or voice tone, jokes can be misunderstood.

Don't Engage in Cyber bullying: Be kind and avoid online harassment.

Respect People's Opinions: Disagree politely and constructively.

### Summary:

Respect others: Treat people kindly and with courtesy.

Be clear and concise: Use simple, easy to understand language.

Be mindful of tone: Avoid sounding rude or harsh.

Follow privacy and honesty rules: Don't overshare personal information and always be truthful.

By following these basic netiquette rules, you help create a respectful and positive online environment.

## Interpersonal Skills

### What are interpersonal skills and why are they important?

Interpersonal skills are **the qualities and behaviours we exhibit while interacting with other people**. They are considered to be one of the most sought after soft skills. Strong interpersonal skills are a key indicator of success in a working environment.

Interpersonal skills **are extremely important for creating and maintaining meaningful personal relationships in the workplace. People with good interpersonal communication skills can, therefore, build healthy relationships with their colleagues and work much better as a team.**

### What are the 7 interpersonal skills?

The seven types of interpersonal skills that are needed to succeed in an organizational environment are:

- Verbal communication.
- Nonverbal communication.
- Listening skills.
- Negotiation.

- Problemsolving.
- Decisionmaking.
- **Assertiveness.**

- *Verbal Communication:* By verbal communication, we refer to a person's ability to understand things they say and the way to say them.
- *Nonverbal communication:* You might not have focused on it, but the spoken word is not the only way you communicate with others. Sometimes, it is your body language or tone or gestures that can communicate your thoughts or message. For instance, if you greet another person with a joyful tone and a smile, then your gestures communicate happiness and so on. Today, 93% of communication is through nonverbal means.
- *Listening skills:* To be a good communicator, you need to be able to receive and correctly comprehend what others try to communicate.

- **Emotional Intelligence**

How often do you feel that things could be different if you had reacted differently to a situation?

Truth be told, emotions can be a strength when channeled effectively. By cultivating the ability to understand and manage our own as well as others' emotions, we can become successful in life. This ability to control and channel emotions is known as [emotional intelligence](#).

- **Teamwork**

you need to work on your teamwork skills. Those who are better accustomed to working with others in a group or team environment have better chances of being successful in life.

The good news is that this ability can be cultivated through practice.

- **Negotiation skills**

Whether it is bargaining for the best price with a seller or convincing a customer/client to pay the desired price for a product or service, the ability to negotiate well rests on good *interpersonal skills*.

Once you master the art of negotiation, you will be able to frequently extract a mutually agreeable outcome from a discussion. A good negotiator makes

everyone feel like a winner while also getting what they want out of a deal or negotiation.

- **Conflict resolution and decisionmaking**

When you work in a group with others, there are times when conflict becomes unavoidable.

No matter what the problem is, you need to apply your conflict resolution skills to deescalate the situation. You can't just walk out of discussions and leave matters pending when important and quick decisions are to be taken.

Through your skills, you can make others see your point of view and make them agree to a solution that works best.

## How To Develop Interpersonal Skills?

The benefits of interpersonal skills are lifechanging. Five things we must do to develop our Interpersonal skills.

- **Develop the power of effective communication**

Clear and effective communication can go a long way in avoiding misunderstandings between colleagues and family members. Hence, if you wish to reap *interpersonal skills* benefits, then you need to pay attention to allround communication skills, including active listening.

Whenever you are in a conversation with someone, strive to make the other person feel that you are interested in the discussion through the power of active listening. You can do so by repeating the words of the other person, and responding positively whenever needed.

- **Appreciate people**

You can appreciate people by identifying a positive aspect of your team members and appreciating it. This creates a positive and trustworthy image of you, and people feel comfortable in seeking your advice/help when needed.

- **Positive body language and attitude**

Positive body language is key to enjoying the benefits of good *interpersonal skills*. A warm smile can draw your friends, colleagues, and even strangers to you. Also, you need to have a positive outlook on your work and life. This will, in effect, make you appear as someone whose presence is motivating and reassuring to people.

- **Leadership and conflict resolution**

You must focus on your ability to inspire and lead your coworkers. Avoid any gossip about your coworkers. You should be seen as a fair and sensible person who can handle a crisis or difference of opinion among your team members.

PRGC ENG