

ENGLISH LANGUAGE
GRADE XI
STUDENT TEXTBOOK

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ENGLISH11

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Unit 1

Semester: One

Period 1



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Grammar: Verb Usage—Part 1

Objectives

Upon completion of this topic, learners will be able to :

- classify and use the six tenses of verb correctly, including the progressive forms
- Use the five forms of verbs correctly
- Write effective book report

1.1 VERB

A verb is a word which is used to denote action. It plays an important part in a sentence.

(i) Mariya **is** an engineer.



Helping verb → shows state of being

(ii) Workers **have** done their work.



Helping verb → helps in the tense formation

Structure of the Unit

1.1	Verb
1.2	Five Forms of Verbs
	Base Form: Start
	s/form: Start
	Ing form: Starting
	Past Tense: Started
	Past participle: Has/have Started
1.3	Using the six Tenses of verb Correctly
1.4	Writing book reports in the context of literature
	Review Exercise

Look at some more examples:

- She **cooks** well — action
- The accident **happened** suddenly — event
- Our teacher **is** very intelligent — state

'verbs' **come in several forms.**

For example, the verb **eat** can be: *eat, ate, eaten, eating or eats.* This is a total of 5 forms of verb.

With the exception of the verb **be**, English main verbs have only 3, 4 or 5 forms. **Be** has 8 forms. Helping verbs have even fewer forms as most of them never change.

Let us understand these forms of verbs by examples:

Look at the following examples:

1. I **start** work at nine.
2. She **has started** her homework.
3. Daniel **starts** doing hard work.
4. We are **starting** our journey from Rwanda.
5. I only **started** this book yesterday.

In the above sentence, the words *start, has started, starts, starting* and *started* are verbs. These words describe the action or state.

1.2 FIVE FORMS OF VERB

There are up to five forms for each verb: root, third-person singular, present participle, past, and past participle.

1.2.1 Base Form of the Verb

The base form of a verb is its simplest form. This form of a verb is the root form of the word. Base form does not include *prefixes* or *suffixes*.

Hence, the base verb is the form of verb without any special ending. It is the form of the verb used in to + verb forms without "to".

For example: *dance, do, cook, sing, play, read, etc.*

Base verbs are used with I, you, we, they, and plural subjects.

- I cook food.
- You dance well.
- You play all the time.

- They do the work.

See more examples given below:

to see – see	to be – be	to wear – wear
to go – go	to eat – eat	to sing – sing
to pray – pray	to hide – hide	to write – write
to climb – climb	to jump – jump	

The base form of a verb is used to create other forms of the verb when conjugated. This is always true with regular verbs, but may not apply with irregular verbs, depending on the tense.

Look at the base form (or root) which is generally the first-person singular of the simple present tense (except in the case of the verb to be):

think	grow	sing
walk	paint	accompany
drop		

The **infinitive form** is a compound verb made up of the preposition to and the basic form:

to think	to grow	to sing
to walk	to paint	to accompany

To form the present participle, the suffix **ing** is generally added to the basic form:

think-ing	grow-ing	sing-ing
walk-ing	paint-ing	accompany-ing
dropp-ing		

Note that the present participle cannot function as a predicate unless it has an auxiliary verb.

For example, the word group '**I walking to the store**' is an incomplete and ungrammatical sentence, while the word group '**I am walking to the store**' is a complete sentence. The present participle is often used as a modifier.

The past tense is a little trickier. If the verb is regular (or weak) add **ed**, **d**, or **t** to the present form.

When a basic form ends in **y**, it is generally changed to **i**. In

many cases the terminal consonant is doubled before adding **ed**.

For example:

thought	grew	sang	walked
painted	accompanied	dropped	

The past participle of regular verbs is usually identical to the past tense, while the past participle of irregular verbs is often different:

thought	grown (past form: grew)
sung (past form: sang)	walked
painted	accompanied
dropped	

Look at the examples:

- I am *going* to school. (base: go)
- What *did* you do yesterday? (base: do)
- The girl *showed* her mother the picture she drew in school. (base: show)
- Eva is *studying*. (base: study)
- He *had eaten* three hamburgers. (base: eat)

So by way of summary, let us bring them together and see how they look for different verbs.

For convenience, we will illustrate only the third person singular forms (the forms which agree with he/she/it) of each verb. Notice that some verbs have irregular past forms and -ed forms. \

Base/ Infinitive Form	Present Tense Form	Past Tense Form	ing Form	-ed Form
cook	She <i>cooks</i>	She <i>cooked</i>	She is <i>cooking</i>	She has <i>cooked</i>
walk	He <i>walks</i>	He <i>walked</i>	He is <i>walking</i>	He has <i>walked</i>
take	He <i>takes</i>	He <i>took</i>	He is <i>taking</i>	He has <i>taken</i>
bring	She <i>brings</i>	She <i>brought</i>	She is <i>bringing</i>	She has <i>brought</i>
be	he <i>is</i>	He <i>was</i>	He is <i>being</i>	He has <i>been</i>



Practice Set 1

Find the past simple and past participle of the following:

Begin _____ ,	Know _____
Do _____ ,	Show _____
Drive _____ ,	Shrink _____
Fall _____ ,	Walk _____
Give _____ ,	Added _____
See _____ ,	Scolded _____

1.2.2 s/form

The "S" form is the form of a verb that ends with "s" or "ies". We often make mistake the "s" form for a plural verb.

A plural verb and a singular verb have the same forms except the present simple tense form that has a third person singular subject

Singular form of verbs can be determined by adding "s" or "es" to the base verb.

For example:

- Ahana cooks food.
- Jolly dances well.
- She plays all the time
- Harry does the work.

Singular form of verbs can be determined by adding "s" or "es" to the base verb.

Third Person Singular Form of a Verb

The third person singular (he/she/it/one) conjugation is the verb form that tends to be different from other conjugations. For regular verbs, this verb form end in -s (or sometimes -es).

Consider the examples below:

He sees.

She watches.

It shrinks.

It rains.

One does.

There are three ways to make the “S form”:

- by adding “s” to the end of a verb (run → runs, sit → sits, see → sees, play → plays)
- by adding “es” to the end of the verb that has a sibilant sound – ss, ch, x, tch, sh, zz (watch → watches, guess → guesses, mix → mixes)
- by changing final “y” to “ies” after a consonant+y (study → studies, party → parties, fly → flies)
- irregular forms

Look at some more examples of verb + s; es, ies

Look at the table below:

In the table you will see the difference between verbs finishing with vowel + y (*stay, play* etc) and verbs finishing with consonant + y (*cry, fly, study, worry* etc)

Spelling rules of third person singular forms in Present Simple Tense				
Most verbs: Add “ s ” to infinitive(1) verbs finishing with a vowel + “y”: add “ s ”	Work	works	Sit	sits
	Stay	stays	See	sees
	Know	knows	Live	lives
Verbs ending with consonant and “y”: Change “y” for “ ies ”	Cry	cries	Hurry	hurries
	Fly	flies	Imply	implies
	Try	tries		
Verbs ending in sibilant sounds –s, -z, -ch, -sh, or -x add “es” to infinitive	Push	pushes	Fix	Fixes
	Catch	catches	Confess	Confesses
	Buzz	buzzes	Finish	Finishes

verbs ending with "o" Verb "have"	Go	goes	Do	Does
	Have	has		

Now you have understand how 's' or 'es' are formed.

Let us see some more examples. S/form of verbs are in italic.

- **Work:** I *work* in Uganda; They *work* in Berlin; He **works** in an office
- **Study:** You *study* English; we *study* geography; she **studies** French
- **Finish:** I *finish* early; you *finish* late; John **finishes** tomorrow
- **Pass:** You *pass* your exams; they *pass* their exams; Lida **passes** her exams
- **Do:** They *do* their homework; we *do* our homework; She **does** her homework
- **Have:** We *have* a nice car; you *have* a big car; Harry **has** a black car
- **Play:** I *play* chess very badly, your sister **plays** very well
- **Mix:** The chef *mixes* the flour with the water

Activity 1



Lets do an activity

Let us play an action verb games.

- Let the learners educate about the base form of verb and s-form of verbs.
- Start by comparing action words to illustrate the difference.
- Select the action verb examples with your learners, it will enhance their understanding and retention.



Practice Set 2

A. Read the following sentences and pick out the verbs.

1. He runs fast.

2. He was happy to see his mother.
3. The squirrel climbs up the tree.
4. The player scores the goal in time.
5. She completes her work in time.

B. Underline the verbs in the following story.

There was a king lived in a kingdom. One day the king asked his courtiers, " What is the thing that travels fastest in the world?" One of the courtiers said " Bullock cart," another said, "Wind," yet another said, "Light."

The king waited for the final courtier sitting in the last row. He spoke, " your majesty! the thoughts in the mind travel the fastest . In a moment you are in this court and in the next moment your thought will take you somewhere else. So , thought is the fastest thing in the world."

Everyone was very surprised at the courtier's answer. The king was proud of the courtier's wisdom and rewarded him suitably.

C. Rewrite the given passage using s-form of verbs of the verb given in brackets.

My class teacher (be) Mrs Daniel. Her first duty in the morning (be) to call the rolls. She (maintain) the attendance register. She (ensure) that students (follow) proper discipline. She (teach) us English and History. (She (take) surprise tests and (evaluate) our understanding of concepts. She (prepare) the report cards and during the Parent Teacher Meeting, she (tell) our parents about our performance and behavior in class. She (be strict but I (like) her.

1.2.3 ing/form

A verb ending in **-ing** is either a present participle or a gerund. These two forms look identical. The difference is in their functions in a sentence.

A. Present participles

A present participle is most commonly used as part of the continuous form of a verb, after verbs of perception, after verbs of movement, or as an adjective.

- Present participles as part of the continuous form of a verb
- Present participles are an element in all continuous verb forms (past, present, future, conditional, etc.).
- The helping verb *will* indicate the tense, while the present participle remains unchanging.

Look at the examples

- She is painting.
- We are waiting.
- They will be coming.
- We would be staying.
- I would have been leaving.
- Daniel is studying English.
- July is watching TV.
- We are having lunch at the moment.

B. Present participles after verbs of perception

Present participles can be used after verbs of perception in the pattern verb + object + present participle to indicate the action being perceived.

For examples

- They saw me swimming across the pond.
- I watched her painting July's portrait.
- I cannot hear her singing because of the noise.
- I would like to see her knitting sometime.

C. Present participles after verbs of movement, action, or position, to indicate parallel activity.

For examples

- Rozy sat looking at the sea.
- She walks reading her newspaper.
- I cook listening to the radio.
- Sally lay listening to the bugs in the grass.

D. Present participles as adjectives

For examples

- Did Daniel read that amazing book?
- This movie is so exciting!
- Her economics class is boring.

Read more about using present participles.

E. Gerunds

The gerund always has the same function as a noun, although it looks like a verb. It can be used in the same way as a noun.

A gerund is used as the subject of the sentence

For examples

- Eating in the open place is wrong.
- Driving too fast is dangerous.
- Walking is good for your health.
- Your knitting is beautiful.

F. A gerund after prepositions

For examples

- Can you sneeze without opening your mouth?
- She is good at painting.
- I was the fastest at climbing the rope.
- She learns music by listening to the chords.

G. A gerund after certain specific verbs

For examples

- I like cooking.
- He enjoys walking.
- They hate milking cows.
- I can imagine drifting away in a balloon.

H. A gerund in compound nouns

For examples

- I took her to her *driving* lessons.
- We are *going* to visit the zoo.
- My uncle does a lot of *bird-watching*.
- I found this pie by *dumpster-diving*.

G. Use The -ING Form after common Verbs In English

- finish: I finally finished **cleaning** the house at midnight.
- can't stand: I can't stand **going** to parties where I don't know anyone.
- don't mind: We don't mind **working** overtime.
- look forward to: I look forward to **seeing** you next week.
- admit: The politician admitted **stealing** millions of dollars.
- avoid : You should avoid **eating** after 11 PM.
- consider: Have you considered **buying** a laptop?
- enjoy: I enjoy **surfing** and **playing** tennis.
- keep (continue): My ex-boyfriend keeps **calling** me even though I've told him I don't want to talk to him!
- practice: I need to practice **writing** in English.
- spend (time): My roommate spends hours **watching** TV.
- stop: He stopped **smoking** ten years ago.
- suggest/ recommend:

I suggest **taking** some time off.

The doctor recommended **getting** more rest.

The verbs **start, like, and love** can be used with the infinitive or **-ing**. Both are correct!

- The baby started to cry. → The baby started crying.
- I like to run. → I like running.
- We love reading. → We love to read.



Practice Set 3

Re-write these sentences by using the ing- form of the verb. Make other changes also, if required.

1. Ahana helps the poor.
2. Mihir reaches school on time.
3. John and Daniel talk in class.

4. The learners stand in a queue.
5. Eva carries the water bottle in a bag.
6. They sing very well.
7. He watches cartoon after his studies.
8. We read stories everyday.

1.2.4 Past Tense

Read the following sentences:

1. I **went** to the fair yesterday.
2. We usually **studied** in the library before exams.
3. They **met** Mrs John at the station.

The words printed in bold are verbs and they are in the **simple past tense**. They tell us about actions that took place at sometime in the past.

The simple past tense tells us about actions which took place at sometime in the past or talks about past habitual action.

For example: I **went** to the fair yesterday.

They also tell us about some past habitual actions.

For example: We usually **studied** in the library before exams.

So you have seen that the past participle and the past tense of irregular verbs are not generally formed by adding **(e)d** or **t**. For example, the past tense of the verb **break** is **broke** and the past participle is **broken**.

- (i) I **went** to the fair yesterday.

↓

past tense of the verb 'go'

- (ii) We usually **studied** in the library before exams.

↓

past tense of the verb 'study'

A. Verbs form their past tenses

The following verbs form their past tenses (past and past participle) irregularly:

Verb	Past tense	Past participle
arise	arose	arisen
awake	awoke (or awaked)	awaked (or awoken)
awaken	awakened	awakened
bear (to carry)	bore	borne
bear (to give birth)	bore	born
beat	beat	beaten (or beat)
become	became	become
begin	began	begun
bet	bet	bet
bid (to offer)	bid	bid
bid (to order, invite)	bade	bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
choose	chose	chosen
cling	clung	clung
come	came	come
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken

freeze	froze	frozen
get	got	got (or gotten)
give	gave	given
go	went	gone
keep	kept	kept
kneel	knelt (or kneeled)	knelt (or kneeled)
knit	knitted (or knit)	knitted (or knit)
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped (or leapt)	leaped (or leapt)
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted (or lit)	lighted (or lit)
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
overcome	overcame	overcome
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shoot	shot	shot
shrink	shrank (or shrunk)	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk

sit	sat	sat
spin	spun	spun
spit	spit (or spat)	spit (or spat)
split	split	split
spread	spread	spread
spring	sprang (or sprung)	sprung
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve (or thrived)	throve (or thriven)
throw	threw	thrown
thrust	thrust	thrust
wake	woke (or waked)	waked (or woken)
weep	wept	wept
win	won	won
wind	wound	wound
wring	wring	wrung
write	wrote	written



Practice Set 4

A. Fill in the blanks with past tense forms of the verbs in brackets.

- I _____ the answer to that question. (know)
- The African team _____ the match (lose)
- We _____ the sharp objects away from the baby's reach. (keep)
- The fisherman _____ his boat. (row)
- The bird _____ over the tree. (fly)

B. Rewrite the passage. Change the highlighted verbs to the simple past |

tense.

Every day I **wake** up at 6 am. I **do** exercise. Then I **take** shower and **get** ready for school. I **eat** breakfast and wait for the school bus. My friends **greet** me when I **get** into the bus. We **talk** during our journey and **reach** out school gate at 8.00 am. We **enter** our classrooms, **keep** our bags and then **leave** for the assembly. We **say** our prayers and **return** to our classrooms afterwards.

B. Verbs with the same form

Present	Past	Past Participle	Present	Past	Past Participle
bet	bet	bet	hit	hit	hit
cast	cast	cast	put	put	put
cost	cost	cost	let	let	let

So we have learned that the sentence pattern for the past tense is the same as the present tense in English.

Subject + verb...

However, the verb is different. When talking about the past, we need to use past tense verbs.

We add "**-ed**" to the base form of a verb to make the past tense. Sometimes, if the last letter of the verb is "e", then we just add "-d". We call these regular verbs.

Look at a few examples.

clean → cleaned finish → finished use → used
 paint → painted play → played bake → baked
 turn → turned ask → asked plead → pleaded
 like → liked hate → hated need → needed

Now, look at the difference between the present tense and the past tense.

Present Tense

Past Tense

1. I clean my house every Saturday. I cleaned my house last Saturday.

- | | |
|--|---|
| 2. <i>She paints very well.</i> | <i>She painted this picture.</i> |
| 3. <i>Don't turn the TV on.</i> | <i>He turned on the TV an hour ago.</i> |
| 4. <i>I can't finish.</i> | <i>I finished yesterday.</i> |
| 5. <i>We play baseball every Sunday.</i> | <i>We played baseball last Sunday.</i> |
| 6. <i>I ask Jully many questions in class.</i> | <i>I asked Jully many questions.</i> |
| 7. <i>She bakes cakes for a living.</i> | <i>She baked a cake for the party.</i> |
| 8. <i>They beg for help.</i> | <i>They begged for help.</i> |
| 9. <i>I like you.</i> | <i>I liked it when I was young.</i> |
| 10. <i>They hate action movies.</i> | <i>They hated that action movie.</i> |
| 11. <i>I need help.</i> | <i>I needed help yesterday.</i> |

Note: If a word ends in a consonant (letters that are not a, e, i, o, u) and "y", then we add "-ied" to make the verb into past tense form. If a word ends in a vowel (a, e, i, o, u) then add "-ed".

carry → carried stay → stayed marry → married
study → studied hurry → hurried cry → cried

There are some verbs that end in "y" that are irregular. They do not follow the rules above.

Note: If you know the past tense form of the verb, then it is easy to make a past tense sentence. It is essential that you know and are able to use it well.

For examples

- Daniel hurried to work because he was late.
- She baked a cake for me.
- You skated very well in the competition.
- Harry and I talked about politics all night.
- Dan wanted to see a movie last night, but he was busy.
- The boy cried because he was sick.
- It snowed a lot last winter.

C. Past Tense - Negative Sentences with Verbs

Use "**did not**" to make a negative past tense sentence in English. "Did not" goes with every subject. Use the following pattern.

Subject + did not + verb....

Compare some present tense and past tense sentences.

Present Tense

- (1) I do not like it.
- (2) Harry does not look happy today.
- (3) He does not need it.
- (4) She does not want to go.
- (5) It does not work now.
- (6) They do not know.
- (7) We do not talk these days.

Past Tense

- I did not like it when I was young.
- Harry did not look happy yesterday.
- He did not need it last week.
- She did not want to go.
- It did not work before.
- They did not know.
- We did not talk last month.

Some more example sentences

- I did not eat breakfast this morning.
- You did not ruin it.
- You didn't do a good job.
- He didn't finish in 1st place.
- Chris didn't like the hotel.
- She did not sing with everybody else.

Below are used often so you must know the past tense form.

see → saw	run → ran	catch → caught
buy → bought	eat → ate	drink → drank
come → came	go → went	get → got
forget → forgot	have → had	meet → met

English Conversation 1



Look at the following examples, Jolly and Joe are talking on the phone.

Jolly: Did you see the snowstorm last night?

Joe: No, I didn't. I was asleep.

Jolly: Oh man! It was crazy. It snowed for over 5 hours.

Joe: There is so much snow in my yard. I don't think I can go to work.



Practice Set 5

A. Fill in the blanks

- She _____ college last year.
(a) was leaving (b) left (c) had left
- Our team _____ them yesterday.
(a) had defeated (b) defeated (c) was defeating
- I _____ TV when dad arrived.
(a) watched (b) was watching (c) had watched
- After she _____ her breakfast, she went to work.
(a) ate (b) had eaten (c) was eating
- He _____ home late when the accident occurred.
(a) drove (b) was driving (c) had driven

B. Underline the verb in the following sentences.

- I saw a deer in my yard.
- He saw his friend at the store yesterday.
- They saw their mother on TV.
- Bill saw many animals in Africa.
- I ran in the park yesterday morning.
- She ran on the beach at sunset.

English Conversation 2



A. Look at the following examples, Jolly and Joe are talking on the phone.

Jolly: My mother had to go to the hospital last night.

Joe: Oh no! What happened?

Jolly: She had a bad pain in her side.

Joe: Is she okay?

Jolly: She is fine now, but she needed to stay overnight in the hospital.

B. Look at the following examples, Jolly and Joe are talking on the phone.

Jolly: I saw you at the park yesterday. Who were you with?

Joe: I took a walk and had a picnic with my new boyfriend.

Jolly: How cool! When did you meet him?

Joe: I met him at the library last week.

1.2.5 Past Participle

In a regular verb, the past participle is formed by adding "**-ed**".

A participle is a type of word derived from a verb that is used for a variety of purposes, such as an **adjective** or to construct **verb** tenses. For example, the verb **laugh** can be turned into the participles **laughed** and **laughing**.

Definition: A past participle is a word that:

- is formed from s verb
- is used as an adjective or for verb tense
- probably ends **—ed, —d, —t, —en or —n**

For example:

adjective (from " to paint")

He **painted** skin.



I have **forgotten** my lines.



verb tense (from " to forget")

A. Three Main uses for Past Participle

In general, there are three major uses for past participles:

1. **Adjectives:** Past participle is used as an *adjective* to modify a noun (or noun equivalent).

Children were **exhausted** after cleaning up the shed.

2. **Participle phrases:** Past participle is used as **adjectival phrase** that uses a participle and other parts of speech to modify a noun (or noun equivalent).

Disgusted by the terrible smell, Harry put the stinky shoes outside.

3. **Perfect verb tenses:** Past participles are used to form the six perfect verb tenses. The perfect tenses use the helping verb have and a past participle, and the perfect continuous tenses also use the past participle of the verb be (been).

- *Present perfect tense:* The monkey have **jumped** over the fence.
- *Past perfect tense:* The monkey had already **jumped** over the fence.
- *Future perfect tense:* The monkey will have **jumped** over the fence by the time we arrive.
- *Present perfect continuous tense:* These monkeys have been jumping over that fence since I started working here.
- *Past perfect continuous tense:* The monkey had been jumping over the fence for years before we built a bigger fence.
- *Future perfect continuous tense:* The monkey will have been jumping over that fence for hours by the time I fall asleep.

Hence, a participle is used in in the formation of perfect tenses in the active voice and of all tenses in the passive voice. In brief, a past participle is a word with the following three traits:

- It is formed from a verb.
- It is used as an adjective or to form verb tense.
- It probably ends "-ed," "-d," "-t," "-en," or "-n."

For example:

The verbs "**broken**" in "*the window has been broken*" and

“**raised**” in “*many hands were raised*” are past participles.

Let's look at the past participle of the verb **to whisper**:

- Here's the past participle: **whispered**
- it is used as an adjective: The **whispered** word
- it is used to form a verb tense: She had **whispered** him the answer.

B. Forming the Past Participle (Regular Verbs)

If it's a regular verb, the past participle is the same as the simple past tense. In other words, it is formed like this:

Add "ed" to most verbs:

- jump → jumped
- paint → painted

If a verb of one syllable ends (consonant-vowel-consonant), double the final consonant and add "ed":

- chat → chatted
- stop → stopped

If the final consonant is "w," "x," or "y," don't double it:

- sew → sewed
- play → played
- fix → fixed

If last syllable of a longer verb is stressed and ends (consonant-vowel-consonant), double the last consonant and add "ed":

- incur → incurred
- prefer → preferred

If the first syllable of a longer verb is stressed and the verb ends (consonant-vowel-consonant)], just add "ed":

- open → opened
- enter → entered
- swallow → swallowed

If the verb ends "e," just add "d":

- thrive → thrived
- guzzle → guzzled

If the verb ends (consonant + "y"), change the "y" to an "i" and add "ed":

- cry > cried
- fry > fried

Activity 2



Lets do an activity

- Amanda forms a group. Each group create a story in the past tense, using lesson-relevant vocabulary and/or pictures.
- Divide students into groups of 4 or 5, or begin the activity in a whole group setting.
- Hand out a list of vocabulary words and/or a sheet of paper with content-relevant pictures.
- Explain to learners they are to create a story in the past tense, beginning with 'One time, ____.'
- You can have learners in the group play round-robin style by each contributing a sentence, or you can have each student create a story of his/her own.
- To ensure learners understand the activity, tell an example story, while emphasizing the past tense version of all verbs being used.



Practice Set 6

A. Fill in the blanks with past participle verb form of the verb given in the bracket.

1. He has _____ his own companion for the journey. (select)
2. He would have _____ his speech after the break but the chairperson didn't permit him. (resume)
3. Has the problem _____ solved? (be)
4. The accused _____ the jury's verdict with anxiety. (await)
5. My watch was _____ by a boy. (steal)

1.3 THE SIX TENSES ARE

The six tenses are:

- Simple present.
- Present perfect.
- Simple past.
- Past perfect.
- Future.
- Future perfect.

1. Simple present

- Simple verb tenses describe an action occurring in the chosen time frame. While simple present tense describes an action happening now, in the present.

For example, they write

- Simple past: describes an action that occurred and finished in the past.

For example, they wrote

- Simple future: describes an action that will occur in the future

For example, they will write

2. Present perfect.

Perfect verb tenses describe an action that started in the past and either still continues or the effect of the action still continues.

- Present perfect describes an action that started in the past and is still continuing

For example, they have spoken for 2 hours

- Past perfect describes an action that started in the past and was complete when another action started; includes "had" and the past participle.

For example, they had spoken before they made a decision

- Future perfect describes an action will be complete by a certain point in time

For example, they will have spoken by 5:00 p.m. on Tuesday.

3. Simple past.

The simple past tense is used to talk about a completed action in a time before now. The simple past is the basic form of past tense. The time of the action can be in the recent past or the distant past and action duration is not important.

For examples

- She wrote a letter.
- My father died last year.
- He lived in Rawanda.
- We crossed this turbulent river yesterday.

We always use the simple past when we say when something happened, so it is associated with certain past time expressions

- frequency: often, sometimes, always
 1. I sometimes walked home at lunchtime.
 2. I often brought my lunch to school.
- a definite point in time: last week, when I was a child, yesterday, six weeks ago
 1. We saw a good film last week.
 2. Yesterday, I arrived in Geneva.
 3. She finished her work at seven o'clock
 4. I went to the theatre last night
- an indefinite point in time: the other day, ages ago, a long time ago
 1. People lived in caves a long time ago.
 2. She played the piano when she was a child.

Note: the word **ago** is a useful way of expressing the distance into the past. It is placed after the period of time:

a week ago, three years ago, a minute ago.

To Walk

Affirmative

I walked

You walked

He walked

We walked

Negative

I didn't walk

You didn't walk

He didn't walk

We didn't walk

Interrogative

Did I walk?

Did you walk?

Did he walk?

Did we walk?

They walked They didn't walk Did they walk?

4. Past perfect.

The Past Perfect tense is quite an easy tense to understand and to use. This tense talks about the "past in the past".

Let us look at the structure and use of the Past Perfect tense.

The structure of the Past Perfect tense is:

subject + **auxiliary have** + **main verb**

had past participle

The auxiliary verb (have) is changed in the Past Simple: **had**

The main verb is invariable in past participle form: -ed (or irregular)

For negative sentences we insert **not** between the auxiliary verb and the main verb.

Look at these example sentences with the Past Perfect tense:

subject	auxiliary verb	main verb	
I	had	<i>finished</i>	my work.
You	had	<i>stopped</i>	before me.
She	had	not <i>gone</i>	to school.
We	had	not <i>left.</i>	
Had	you	<i>arrived?</i>	
Had	they	<i>eaten</i>	dinner?

Contraction with Past Perfect

When we use the Past Perfect in speaking, we often contract the subject and the auxiliary verb. We also sometimes do this in informal writing:

I had	I'd
you had	you'd
he had	he'd
she had	she'd
it had	it'd

we had	we'd
they had	they'd

In negative sentences, we may contract the auxiliary verb and "not":

- I hadn't **finished** my meal.
- John hadn't **had** a day off for months.

The '**d** contraction is also used for the auxiliary verb **would**.

For example, *we'd can mean: We had, OR We would*

But usually the main verb is in a different form, for example:

We had arrived (past participle)

We would arrive (base)

It is always clear from the context.

The Past Perfect tense expresses action in the past before another action in the past. This is the past in the past.

For example:

The train left at 6 am. We arrived at 6:15 am. When we arrived, the train had left.

For example, imagine that you arrive at the station at 6:15 am. The stationmaster says to you:

"You are too late. The train has left."

Later, you tell your friends:

"We were too late. The train had left."

We often use the Past Perfect in reported speech after verbs like: said, told, asked, thought, wondered

Look at these examples:

- He told us that the train had left.
- I thought I had met her before, but I was wrong.
- He explained that he had closed the window because of the rain.

- I wondered if I had been there before.
- I asked them why they had not finished.

5. Future Tense

The future tense is a verb tense used for a future activity or a future state of being.

For example:

- She will jump in the lake. (This is a future activity.)
- He will be happy.

Examples

The future tense is categorized further depending on whether the action will be in progress or will be completed (called the aspect of a verb).

The four future tenses are:

(i) Simple future tense

I will go.

- Riya will celebrate her anniversary by flying to Ghana.

The simple future tense is used for an action that will occur in the future.

(ii) Future progressive tense

I will be going.

- The Uganda State Circus will be performing in Kigali for the next 3 weeks.

The future progressive tense is used for an ongoing action that will occur in the future.

(iii) Future perfect tense

I will have gone.

- By the time you arrive, we will have finished the meal and the speeches.

The future perfect tense is used to describe an action that will have been completed at some point in the future.

(iv) Future perfect progressive

I will have been going.

- In July next year, you will have been studying for three years.

The future perfect progressive tense is used for an ongoing action that will be completed at some specified time in the future.

More about the Simple Future Tense

Examples of the Simple Future Tense

"will" + [base form of the verb]

- Sujan will play after breakfast.
- Daniel will not go to Kigali.

Examples of the Future Progressive Tense

"will be" + [present participle]

- I will be playing for an hour.
- Will I be spending too much money if I buy the newer model?
- He will be fighting his way to the boxing championship.
- Always be nice to those younger than you because they are the ones who will be writing about you.
- In September, we will be enjoying all the fruit we planted last March.

6. Future perfect.

Examples of the Future Perfect Tense

"will have" + [past participle]

- I will have played by breakfast.
- By September, Rozy will have taken over that role.
- Will you have graduated by this time next year?
- I hope that, when I leave this planet, I will have touched a few people in a positive way. (Actor Will Rothhaar)
- The rain will not have stopped before the competition starts.
- You won't have sold a single car by tomorrow if you stay here.

(Won't is a contraction of will not.)

Read more about the future perfect tense.

Examples of the Future Perfect Progressive Tense

"will have been" + [present participle]

- If it rains again tomorrow, then it will have been raining for three days.
- He will be agitated when he arrives because he will have been working for ten hours.
- When you are promoted next year, how long will you have been working on the factory floor?
- You will not have been waiting for over an hour when the taxi arrives. That's not true.
- I will have been playing for 2 hours by breakfast.
- By the time the boat arrives, they will have been living without proper food for two weeks.
- They will have been driving for ten hours by the time they arrive in Scotland.



Practice Set 7

Read the following sentences given below and identify the type of future tense.

1. I will go to my sister's house tomorrow.
2. Amy will deliver a lecture on neutrons.
4. The flight will arrive at 3:30 A.M.
5. When I reach home, my dog will be waiting for me on the porch.

1.4 WRITING A BOOK REPORT

A book report summarize the plot of a book, discuss the characters and their development and give the writer's opinion of the book.

While writing a book report you need to have clear introduction, body and conclusion to fulfill basic report-writing standards.

Here are the steps you need to follow while writing a book report.

- Choose an appropriate book for your book report.
- Learners require to choose a book they haven't read before, so do some research and background reading to

find a book that appeals to you and would be interesting to write about.

- Ask your local librarian for books that are a good for a reader. Keep a list of the characters and note the major plot points as you read.
- Re-read the book, if you have time, to make sure you fully understand the arc of the story and the development of the characters.
- Write introduction by telling your reader the title of the book, the author and the date it was published.
- Include information like when and where the story occurs and what type of narration the author uses (first-person, second-person, third-person omniscient, etc.).
- Summarize the book and characters in the body of the report. Write a detailed description of the plot and talk about the changes the characters go through during the story.
- Stick to the main plot points you recorded when you were taking notes on the book as you read. Identify the set up, climax and conclusion of the story, and any of literary themes you specifically learned about in class.
- Conclude your paper by talking about your reactions to the story and your thoughts about the book.

Review Exercise

A. Write down 'ing' form of the following verbs.

- | | | | |
|---------|----------|----------|----------|
| 1. send | 2. write | 3. carry | 4. watch |
| 5. blow | 6. hide | 7. fly | 8. drink |

B. Circle the correct verb from the brackets to complete these sentences.

1. The guard realized that the car had been _____ (stolen, stole).

2. The birds have _____(flow, flown) to different areas.
3. She thought her friends had _____ (forgot, forgotten) her birthday.
4. Do you know how _____ (lighted, lit) this area will become?
5. The principal reminded the children what he had _____ (spoken, spoke) about charity.

C. Use the correct form of future tense from the given options.

1. The teacher ___ shortly. (will arrive/ arrives)
2. The program ___ for some time now. (will continue/continues)
3. The cat ___ meowing a lot after the vaccine. (will be/ will have been)
4. We ___ our bedroom next month. (will paint/paints)
5. My brother ___ for me. (will be waiting/ waited)

C. Supply suitable forms of the verbs from the brackets.

1. Next week when I (*visit*) Delhi, I would like to (*see*) the Red Fort. Red Fort (*witnessed*) India's struggle for independence for decades. Even today it (*stand*) as the symbol of pride of India. Every year on the Independence Day, the National Flag (*unfurl*) at the Red Fort only. From there itself, the Prime Minister (*address*) the people.
2. Often we (*miss*) out the importance of discipline. Discipline (*be*) not self negation. It is self control. It (*imply*) proper time management, punctuality. A disciplined person.....(*follow*) all norms to have a tension free work schedule. When all work (*complete*) on time we (*remain*) stress free. This is the value of discipline.

Unit 2

Semester: One

Period II



Grammar: Verb Usage—Part 2

Objectives

Upon completion of this topic, learners will be able to :

- classify the active and passive voices of sentences, and construct sentences effectively
- Construct effective paragraphs using the elements of a paragraph
- Apply proper mechanics to write sentences effectively

2.1 INTRODUCTION

A verb is a word which indicates actions, events or state, that are external (**run, jump, work**) and internal (**love, think, consider**).

The verb is the most important part of a sentence. Even the shortest of sentences must have a verb;

For example,

- Come in.
- Move! Stop!
- She left.



Practice Set 1

Fill in the blanks with verbs which indicate an action, an event or a state.

1. The old lady in poor health.
(state)

Structure of the Unit

2.1	Introduction
2.1	Verb Usage
A.	Proper Verb Usage
B.	Active and Passive Voices; Use either of them appropriately in speech and writing
2.3	Writing Paragraph
(a)	The Topic Sentence
(b)	The Body
(c)	The Conclusion
(d)	Unity
(e)	Coherence
2.4	Proofreading
(a)	Mechanics of Grammar
(b)	Misspell Words
(c)	Grammatical Errors
(d)	Run-on Sentences
(e)	Sentence Fragments
(f)	Shift in pronouns; Wrong
(g)	Capitalization and
(h)	Abbreviation

2. The captain a goal. (event)
3. The driver the car. (action)
4. Our Chief Guest a speech (event)

2.2 USAGE OF VERB

A verb must agree with its subject in number, person and gender.

For example

1. *Our followers* **are** but a handful. (Here the plural verb *are* agrees with the plural subject *followers*.)
2. *One of the boys* **was** selected. (Here the singular verb *was* agrees with the singular subject *one*.)

He is an old friend of mine.

The subject must have a verb.



Note: The subject of the sentence should be followed by a verb. Note that a sentence must have at least one verb. The following sentence is incorrect because it does not have a verb.



Practice Set 2

Spot the errors and rewrite the sentences after correcting them

1. The group of tourists are visiting the city.
2. Neither John nor his friends is present.
3. Either Rebecca or her sisters has the book.
4. The bread and butter is on the table.
5. The captain along with his men were shipwrecked.
6. A hundred years makes a century.

Proper Usage of Verb

Rules	Examples
Two singular subjects connected by or, nor, either..or, neither..nor require a singular verb	Either you or I am going to receive the guests at the airport.

If one subject is singular and one plural, put the plural subject second and use a plural verb	Either Harry or his cousin have books.
If two or more singular nouns are joined by and but refer to the same person or suggest one idea, the verb used is singular.	The president and treasurer of the club is Mr John. His bred and butter is cricket.
When two nouns are joined by words like with, as well as, along with, besides , the verb agrees with the first subject	The bridegroom, with his friends, has arrived. The lions, not the tiger, are being taken to the sanctuary.
Each, everyone, many , and a must be followed by a singular verb. Both, few, several, many, and others take plural verbs.	Each boy must submit his work on time. Few boys are present today.
Some nouns that are plural in form but singular in meaning take a singular verb.	Physics is interesting.
Collective nouns take a singular or plural verb depending on whether the speaker is talking about the group or its individuals.	The mob has gathered. The mob went their separate ways.
A singular verb is used with sums of money or periods of time.	Two lakhs is a large sum of money
When the plural noun is a proper name for some single object or a collective unit, it must be followed by a singular verb. Titles of books, movies, and novels take singular verbs.	The Netherlands is a country in Europe. <i>The five Mysteries</i> is written by Giri Sharma

You have already read in the previous class, let us recap in the following examples;

Read the following sentences;

1. Samuel **lifts** the bag.
 2. Samuel **laughs** loudly.
- In sentence 1, the action denoted by the verb **lifts** passes over from the subject **Samuel** to the object **bag**. The verb **lifts** is therefore called a **transitive verb**.
 - In sentence 2, the action denoted by the verb **laughs** stops with

the doer and does not pass over to an object. The verb **laughs** is therefore called an **intransitive verb**.

A **transitive verb** is a verb that denotes an action which passes over from the subject/ doer to the object.

For example: The child **broke** the vase.

Transitive verbs may take two objects after them—an **indirect object** which denotes the person to whom something is given or for whom something is done and a **direct object** which is usually the receiver to the action denoted by the verb.

For example: His uncle presented **him** (indirect object) a **computer**. (direct object)

A **Intransitive verb** is a verb that denotes an action which does not pass over to an object, or which expresses a state of being.

For examples:

1. The learners **study**.
2. The child **paints** for hours on end.

Some verbs can be used both transitively and intransitively:

1. He **played** the piano. (transitive verb)
2. He **played** very well. (intransitive verb)
3. The police man **stopped** the car. (transitive verb)
4. The policeman **stopped** suddenly. (intransitive verb)



Note: Verbs such as **go, fail, die, sleep, lie, come** denote actions which cannot be done to anything. Therefore they can never be used transitively.



Practice Set 3

Circle the transitive verbs and underline their objects

- (i) Ann gave the gift to me.
- (ii) The door opened suddenly
- (iii) The moon shines in the sky.
- (iv) I painted a picture.
- (v) The clouds are grey.
- (vi) The birds chirped in their nest.
- (vii) The children played a game.
- (viii) The horse ate a bag of oats.

Agreement of the Verb with the Subject

Read the following sentences :

- (i) He is a good speaker.
- (ii) They are good speakers.

In the sentence (i) the Subject 'he' is in the Singular Number ; the Verb 'is' is also in the Singular. But in the sentence (ii) the Subject 'they' is in the Plural Number ; the Verb 'are' is also in the Plural.

Examples

- (a) John *is reciting* a poem.

My **brother** *does* not speak the truth.

He likes milk but **his sister** does not.

- (b) **Boys** *are taking* a test.

Women *were* weeping bitterly.

They have not finished their work.

Now study these sentences :

- *He* **learns** his lesson daily.

- *You* **have** not replied to my letter.
- *I* **am** sure to win a scholarship.

In the above sentences, the Verbs have changed according to the persons of the Subjects. Thus we know that the Verb agrees with the Subject in Number and Person.

We use 'is' and 'was' when the subject is 'he', 'she' or 'it'; 'am' and 'was' when the subject is 'I' while 'are' and 'were' when the subject is 'we' 'you' or 'they'. In all other tenses we use a Plural Verb with 'I' and 'you'.

Examples

- **She/he** is in the wrong.
 - **It** *was* very hot yesterday.
 - **I** *am* also ready to go.
 - **You** *too* are mistaken.
 - **Were** *you* present in the meeting ?
 - **I** *respect* my elders.
 - Do you also approve of this decision ?
- (a) When two or more Singular Subjects are joined by 'and' they take a Plural Verb ; as —
- Belinda **and** Lidia **are** sisters.
 - **Two** and **two** *make* four.
 - *You, he* and *I* **play** together.
- (b) When two Subjects are joined by 'as well as' the Verb agrees with the first Subject ; as—
- **I** *as well as* you **am** in the wrong.
 - **His parents** *as well as* he **are** illiterate.
- (c) When two or more Singular Subjects are connected by 'or', 'nor', 'either-or', 'neither-nor', they take a Verb in Singular ; as—
- *Either* you *or* he has stolen the watch.
 - *Neither* he *nor* his friend is guilty.
 - **She** or **her sister** *is* present here.

But when there are two subjects of different persons joined by 'Neither— nor' or 'Either—or' the Verb agrees in person with the subject nearest to it ; as—

- *Either* he or his companions were guilty.
 - *Either* his companions or he **was** guilty.
 - *Either* she or her parents **are** mistaken.
 - *Either* her parents **or** she is mistaken.
- (d) *Either*, *neither*, *each*, *every* and *everyone* are followed by a Singular Verb; as—
- *Either* of the two brothers **is** at fault.
 - *Neither* of these two roads **leads** to the hospital.
 - *Each* of them is honest.
 - *Every* Scout honours the Scout Law.
 - *Everyone* of the girls likes her dress.
- (e) When two Singular Nouns refer to the same person or thing, the Verb must be Singular. The Article is then not repeated ; as—
- *The poet* and *philosopher* is dead.
 - *My friend* and *colleague* has come.
- (f) If two Subjects together express one idea, the Verb may be in the Singular; as—
- *Slow and steady* **wins** the race.
 - *Rice and curry* **is** my favourite dish.
- (g) When a Plural Noun expresses some specific quantity or amount considered as a whole, the Verb is in Singular ; as—
- *Nine hundred rupees* is not much for this cow.
 - *Twenty kilometres* is a long distance.

When two or more Singular Subjects are connected by *with*, *together with*, *and* *not*, *besides*, *no less than*, the Verb is in Singular; as—

- The suitcase *with* all its contents **was** stolen.
- Belinda **together** with her sisters, **is** present.
- He, *and not* you, **is** to blame.
- No one *besides* the nurse **knows** this secret.
- He *no less than* you **is** guilty.

The Verbs agree with the number of the Nouns that follow the Verb; as—

- There **is** *no leaf* on the tree.

- There **are** *six boys* in the classroom.
 - There **were** *many players* present there.
- (h) Some Nouns which are Plural in form but Singular in meaning, take a Singular Verb ; as—
- *Mathematics* **is** my favourite subject.
 - *Economics* **has** no charm for him.
 - *This news* **is** false.
 - *The wages* of sin is death.
- (i) A Plural Noun which is the name of a country or province or the title of a book, is followed by a Singular Verb ; as—
- *The United States* **has** a fine navy.
 - *The Arabian Nights*, **contains** interesting stories.
 - *Great Expectations*, **is** an interesting novel.

A Collective Noun generally takes a Singular Verb when the subject stands for the collection as a whole and a Plural Verb when the subject stands for the individuals of which it is composed ; as—

- (i) The **whole** class is absent.
The mob **has** dispersed.
The gentry **is** sitting on the chairs.
- (ii) *The jury* **has** four members.
The jury **have** different opinions.
The crew **were** arrested.

A Relative Pronoun must agree with its antecedent in Gender, Number and Person ; as—

- It is **he** *who* **is** to blame.
- It is **they** *who* **are** to blame.
- It is **you** *who* are to blame.
- It is **I** *who* **am** to blame.
- He has sold **the cow** which **gives** milk.

Study the following sentences :

- *Two thirds* of this book **is** easy.

- *Many people* **live** in slums.
- *A pair of shoes* **is** lying under the table.
- **A large number is** expected at the match.
- *Ill news* spreads fast.
- *One of my friends* **has** not come.
- *The quality of the mangoes* **was** not good.
- Not only *he* but all *his companions* **were** arrested.
- Not only *you* but also *I* **am** to blame.

Common Errors in the Use of Verbs

	Incorrect	Correct
1.	<i>Two thousand rupees</i> are a good sum.	<i>Two thousand rupees</i> is a good sum.
2.	The king and poet are here.	The king and poet is here.
3.	The father with his sons were present there.	The father with his sons was present there.
4.	He as well as his parents are illiterate	He as well as his parents is illiterate.
5.	Bread and butter are my only food.	Bread and Butter is my only food.
6.	Either you or your brother have done this.	Either you or your brother has done this.
7.	Either of these two boys are guilty.	Either of these two boys is guilty.
8.	The jury were of one mind.	The jury was of one mind.
9.	'Gulliver's Travels' are an interesting book	'Gulliver's Travels' is an interesting book.
10.	Neither you came here nor your brother did.	Neither you came here nor did your brother.
11.	A large number of people was present there.	A large number of people were present there.
12.	The majority of the applicants is girls.	The majority of the applicants are girls.
13.	The news from the War front are not encouraging.	The news from the War front is not encouraging.
14.	None of them are right.	None of them is right.
15.	What I say and do is none of his business.	What I say and do are none of his business.



Practice Set 4

- I. Fill in the blanks with one of the two words given in brackets :
1. Politics a dirty game. (is / are)
 2. No news good news. (is / are)
 3. Neither you nor I invited. (am / is)
 4. The master of these shops very rich. (are / is)
 5. Fire and water not agree. (do / does)
 6. All the girls of this class absent. (is / are)
 7. The clothes of this beggar torn. (is / are)
 8. The United Nations the only hope in these days of cold wars, (is / are)

2.3 ACTIVE AND PASSIVE VOICE

The voice of a verb indicates whether its subject is the doer or the receiver of the action.

1. John cooked the food last night.
2. The food was cooked by John last night.

Both the sentences express the same meaning. But in sentence 1, the subject (John) is the doer of the action, so the verb (cooked) is said to be in the active voice.

A **verb** is in the active voice when its form shows that the person or thing denoted by the subject does something. In other words, the subject is the doer of the action.

In sentence 2, the subject (the food) is the receiver of the action, so the verb (was cooked) is said to be in the passive voice.

A **verb** is in the passive voice when its form shows that something is done to the person or thing denoted by the subject.

Let us understand by one by one.

The Active voice

Read the following examples:

1. The teacher punished the naughty boy.
2. The naughty boy was punished by the teacher.

Both the sentences mean the same thing. In the first sentence, the subject of the verb (the teacher) acts, so the verb is said to be in the **active voice**. In the second sentence, the subject of the verb (naughty boy) is acted upon so the verb is said to be in the **passive voice**.

Hence, when the subject of the verb is the Doer of the action, the verb is said to be in the active voice.

The teacher (*Doer*)

What did it do? → punish the naughty boy.

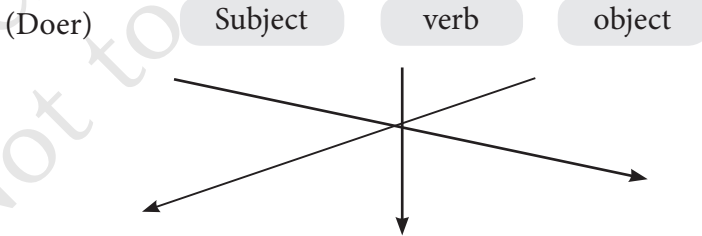
2. Passive voice:

When the subject of the verb is Acted upon the verb is said to be in the passive voice.

e.g. The naughty boy was punished.

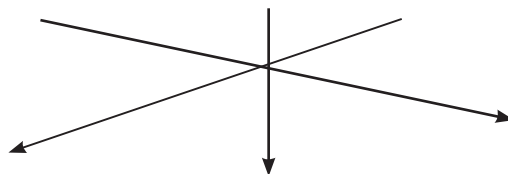
The sentence is about a naughty boy (*subject*) who has been punished (*acted upon*) by the teacher.

The following diagram will make it clear.



Active: The teacher punished the naughty boy.

Acted upon: The naughty boy was punished by the teacher.



Passive

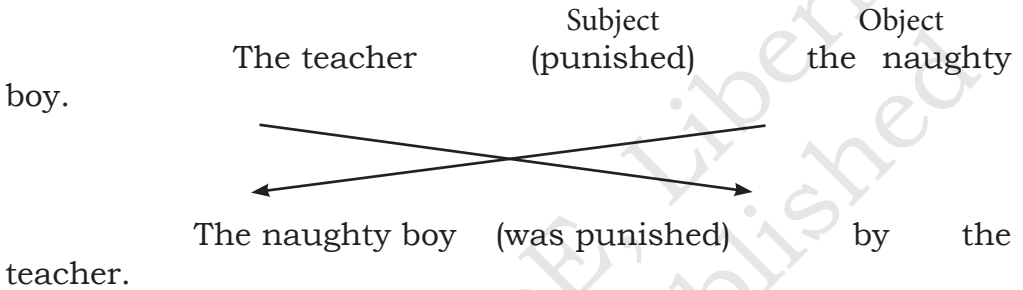
Subject Verb (always V₃) Object

Lets read the basic rules of changing a sentence from Active to Passive.

Basic Rules

For changing from Active to Passive follow the following rules:

1. Separate a sentence into subject, verb, object.
2. Now interchange the positions of subject and object, (verb remains at its place)



3. Write '**Be**' form according to the tense of the verb, (according to the subject in number and person)

'Be' form

If the sentence is in

Present tense - is, are, am

Past tense - was, were

Future tense - will/shall + be

The above sentence is in past tense so we used '**was**'

The naughty boy was

(subject)

(be form)

4. The verb is always in the past participle form (third form).

The naughty boy was **punished**.

5. Use preposition 'by' to connect the object to the sentence.

The naughty boy was punished **by the teacher**.

6. Continuous tense i.e verb + ing takes 'being' in the passive form.

7. Perfect tense (has, have, had) takes **been** in the passive voice.
8. All modal auxiliaries (can, could, may, might, must, should) take 'Be' with them.

Active and passive according to Tenses

Present	Past	Future
Indefinite Active		
He sings a song.	He sung a song	He will sing a song
Rule: is/are/am + V ₃ + by	Rule: was/were + V ₃ + by	Rule: will/shall + be + V ₃ + by
Passive: A song is sung by him.	A song was sung by him.	A song will be sung by him.
Continuous Active		
He is singing a song.	He was singing a song	Future Continuous does
Rule: Being + V ₃ + by	Being + V ₃ + by	not change to passive.
Passive: A song is being sung by him.	A song was being sung by him.	
Active: He has sung a song.	He had sung a song.	He will have sung a song.
Perfect		
Rule: has been + V ₃ + by	Rule: had been + V ₃ + By	Rule: wiil/have been+V ₃ +by
A song has been sung by him.	A song had been sung by him	A song will have been sung by him.



Remember!

We Interchange the Subject, and Object as in Simple sentences.

We do not remove the question mark(?).

The helping verbs/question words remain at their place.

The auxiliary verbs 'do' 'did' and 'does' in an interrogative sentence change into 'is' 'was' 'are' or 'were' in the passive.



Practice Set 5

I. Change the following sentences from Active to Passive:

1. The alarm woke us.
2. This dog has bitten many people.
3. His conduct displeased his officers.
4. The Principal gave her a notice.
5. The fire did not do much harm.
6. He had given a letter of apology.

II. Change the voice of the following instructions as given in the example.

1. How to make a sandwich.

1. Take two slices of soft bread.
2. Trim their crust.
3. Apply butter evenly on them.
4. Prepare the filling. (Cucumber or tomato slices, grated cheese etc.)
5. Place filling on one of the slice and cover with the other.
6. Press gently and freeze for sometime.

Ans. Two slices of bread (1) are taken. Their crust (2) is trimmed. Butter (3) is applied on them evenly. The filling (4) is prepared and placed (5) on one of the slice. It (6) is pressed gently and (7) frozen for sometime.



Note: Always take hint of verb form/tense to be chosen from the solved example. In this case blank (a) are taken shows that the passage is to be done according to present Indefinite tense. If no hint is given, generally present simple tense is used.

Activity 1

Lets do an activity



1. How to plant a sapling.

→ Choose a sapling with roots.

- Dig a hole where the sapling is to be planted.
- Prepare the soil by mixing it.
- Carefully lower the sapling into the dug hole.
- Cover the roots with the prepared soil.
- Pour some water on the plant.

1. First a sapling with roots (i) was chosen. Then a hole (ii).....where the sapling (iii)The soil (iv).....mixing into it. The sapling (v).....carefully. The roots (vi).....prepared soil. The water (vii).....the plants.

2. How to note temperature.

- Take a thermometer.
- Wash it.
- Check its temperature.
- Place it in the mouth of the patient.
- Take it out after 2 minutes.
- Observe the mercury expansion.
- Read the point till where mercury level expands.

First of all a thermometer (a)..... It (b) was washed. Its temperature (c) It (d).....in the mouth of the patient. It (e) out after 2 minutes. The mercury expansion (f) The point till where mercury level expanded (g)

Infinitive Verb (to + be + V₃)

For examples:

- It is time to take a break (**active**)
It is time for a break to be taken. (**passive**)
- We ought to respect our elders. (**active**)
Our elders ought to be respected by us. (**passive**)

See some more examples:

The infinitive, ‘to’ is changed into passive as:

1. I want to help Ram. —I want Ram to be helped by me.
2. It is time to do the work. —It is time for the work to be done.



Practice Set 6

Change the voice of the following:

1. There is no water to drink
2. She is the woman to admire.
3. Everybody likes others to admire him.
4. The police are determined to catch the murderer.
5. Come on, there's work to do!



Note: We use the active infinitive if we are focusing on the agent (the person who does the action):

For examples

1. The doctor gave me an eye-patch to wear.
 - Not: The doctor gave me an eye patch to be worn. ('me', the agent – I will wear the eye-patch)
2. She brought a portable chair to sit on – the rest of us had to sit on the grass.
 - Not: She brought a portable chair to be sat on ... ('she', the agent – she will sit on the chair)

We use the passive infinitive when we want to focus on the receiver (the person who experiences the action), or when we do not want to mention the agent (the person who does the action):

- I didn't give out my email address because I didn't want to be contacted by strangers. (I am the receiver, the person 'to be contacted')
- Ben was hoping to be chosen for the rugby team, but he didn't do very well in the trials. (It is not important to mention the agent; to say who would choose him.)

After there is, there are

The difference between the two infinitive forms is often very small when we use a there is or there are construction to talk about obligation:

Come on! There’s work to do. *or*

Come on! There’s work to be done. (There is work that we must do.)

Passive of Interrogative Sentences

We follow the same chart (*as done before*) for different tenses.

Points to Remember:

- We do not remove the question mark(?)
- The Helping Verbs/question words remain at their place.
- ‘was’ ‘are’ or were in the passive structure.
- The auxiliary verb like ‘have’ and ‘has’ change into **have + been + past participle** of the verb.

Note the change.

(past tense)	S	V	O
Did	they	make	the painting?

- Was the painting made by them?
- Had he made a painting? → Had a painting been made by him?
- Will he make a painting? → Will a painting be made by him?
- Is he making a painting? → Is a painting being made by him?
- Can I lift this box? → Can this box be lifted by me?

Note: **Who** is changed into ‘by whom’ in passive.

e.g. ‘Who’ taught her French?
 By whom was she taught French?



Practice Set 7

Change the following sentences from active to passive voice.

1. What are your doing here?.....
2. Are you doing your work?.....
3. Who has broken this jug?.....
4. Have you completed this essay?
5. Can I help you in solving this sum?

Verbs having two objects

When the verbs which take two objects after them in the Active Voice are changed to the Passive Voice, one of the object becomes the subject in the Passive Voice and the other is retained as Object.

e.g. I gave her a dress.

Here '**her**' and '**a dress**' both are **objects**.

A dress was given to her by me.

She was given a dress by me.



Practice Set 8

Change the following sentences into passive voice in the two ways shown above

1. I told them a story.
2. He taught us German.
3. I gave her a gift.
4. He bought me a pen.
5. My uncle sent me a present.

Prepositional Verbs

If a verb in the active voice is followed by a preposition, the preposition is retained in the passive voice.

e.g. The boys **laughed** at the beggar. → **Active**

The beggar **was laughed** at by the boys. → **passive**



Practice Set 9

Change the following sentences to passive voice.

1. She agreed to my proposal.
2. I listened to him attentively.
3. Her brother looks after her.
4. A stranger is knocking at the door.

5. They laid out a small garden.

Preposition's other than 'by'

In the passive voice the subject of the active verb is generally made the object of the preposition but sometimes some other preposition is used.

e.g. The news surprised me. → **Active Voice**

I was surprised at the news. → **Passive Voice**

Look at the following sentences changing from active to passive voice.

- 1. His death shocked us. → We were shocked at his death.
- 2. This jug contains milk. → Milk is contained in this jug.
- 3. What does this box contain? → What is contained in the box?
- 4. His honesty pleased his teacher.
→ His teacher was pleased with his honesty.
- 5. I know his father. → His father is known to me.

Imperative sentences

Note the change: Shut the doors. → Let the doors be shut.

- When there is an object in the imperative sentence, we use 'Let' to change it.
- When there is no object we use you are requested/asvised/ordered + to + V₁

Stand up. e.g. You are ordered to stand up.



Practice Set 10

Change the following to passive.

- 1. Love your neighbors. (Let your neighbours be loved or You are advised to love your neighbours.)
- 2. Shut up.
- 3. Never tell a lie.
- 4. Never abuse anybody.
- 5. Get out.
- 6. Help me.

Sentences with Two Clauses

Sometimes there are two clauses in a sentence. In that case both the clauses are changed into passive.

e.g. They asked Julia why she accepted the money.

Julia was asked why the money was accepted by her.

Sometimes the subject in the Active voice is vague or unknown. We let it remain unexpressed in the passive.

e.g. No one has beaten my brother in chess.

My brother has never been beaten in chess.

Sometimes we come across the passive sentences in which we are sure of the subject. In such sentences we use one subject as suits the context as.

e.g. The injured was taken to the hospital.

People took the injured to the hospital.

Activity 2



Lets do an activity

Read the following set of instructions and complete the paragraph given below in passive voice.

Note: In such an exercise take hint of the tense used (*past simple in the given example*) from the passage. Follow the same.

A. How to cook rice:

1. Wash the rice in clean water.
2. Put in a pan with twice the amount of water.
3. Place the pan on the fire.
4. Let the rice boil.
5. When all the water is absorbed lower the flame and keep the pan on the stove for a few minutes.
6. Take off the pan from the stove and serve the hot rice.

The rice is first washed It is put in a pan with Then the pan is on the fire. The rice is allowed to boil. When all the water the flame

and the pan on the stove for a few more minutes. The pan and the rice.

B. How Paper is made:

1. Cut logs into small chips.
2. Mix with water and acid.
3. Heat and crush to a pulp.
4. Clean and bleach pulp with chemicals.
5. Pass pulp through rollers to flatten, press, dry and refine.
6. Cut into sheets.

The logs of wood are (a) Then they (b) after which they (c) to form a pulp. Then the pulp (d) to whiten it. Thereafter the pulp (e) it. Finally the finished paper (f)

WRITING PARAGRAPH

Of all areas of studying and learning, the most challenging is writing. The reason why writing is especially demanding is that it forces a very deep and powerful type of learning to take place. When making the effort to use the ideas of the subject that you are studying and saying something for yourself, then it may be said that you are learning. The ideas only become a functioning part of your thought processes when you can call on them in expressing yourself to other people.

What is a Paragraph?

You are no longer in high school, so most study at a tertiary level requires an analytical, not a descriptive, approach. Written work must present an argument.

A paragraph writing is a group of sentences combined together, about a certain topic. It is a important form of writing as we write almost everything in paragraphs, be it an answer, essay, story, emails, etc.

We can say that a well-structured paragraph is the essence of good writing. The purposes of the paragraph are to give information, to explain something, to tell a story, and to convince

someone that our idea is right.

Paragraphs are blocks of textual content that segment out a larger piece of writing—stories, novels, articles, creative writing, or professional writing portions—making it less complicated to read and understand.

Paragraphs give you a chance to show what you can do: that you understand the question asked; that you understand the issues involved; that you have done the appropriate amount of reading. Having got that far, you must then show that you can communicate your understanding to others.

For writing a good paragraph, one needs discipline of mind and regimentation of thought. It requires the framework within which an essay should be written.

It has often been observed that many good speakers find it difficult to put down their thoughts on paper. The reason is, they have never practised the craft of writing. They have never analysed, synthesised, or organised their thoughts to express them in writing.

Look at the following points that are relevant to all kinds of paragraphs and should be kept in mind while writing a paragraph.

A paragraph is generally divided into five parts:

- a) The Topic Sentence
- b) The Body
- c) The Conclusion
- d) Unity
- e) Coherence

a) Topic Sentence

- A topic sentence is a brief statement that reflects the main idea of the paragraph.
- It should be carefully written as it will show the reader what you are going to talk about.
- Words chosen not be cluttered and ambiguous as readers will decide to read further based on this.

- It is not necessary to write the topic sentence at the beginning of the paragraph. It can be put anywhere, as long as it reflects the main topic. For instance, if you mention that you are going to talk about the advantages of using the hand sanitizer, then in supporting sentence you should only talk about advantages, not the features or anything else.

b) The Body

The body should contain the necessary facts, ideas, illustrations and reflections of the writer on a given subject. The paragraphs should be well-constructed and in their proper sequence. Do not jump from point to point without showing the connection of the one with the other. Keep to the point.

c) Conclusion Sentence

The ending, like the beginning, should be brief and striking. It should be natural and not abrupt. A good concluding sentence brings a paragraph to a polished end. It may give a summary of the main topic, a concluding sentence also gives a final take on the topic and leaves the reader with complete information.

A good conclusion can either be just reiterating the topic again or it could be concluded with a few main points which were not exclusively mentioned in the paragraph.

d) Unity

- Unity in a paragraph means that the entire paragraph should focus on one single idea.
- The supporting details should explain the main idea. The concluding sentence should end the paragraph with the same idea.
- Thus, a unified paragraph presents a thought, supports it with adequate details and completes it with a conclusion.

e) Coherence

Coherence means establishing a relationship between the ideas presented in a paragraph. It brings about a rationale in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance.

Besides, transitions that compare, contrast, illustrate, add or show

cause and effect build logical bridges. The ideas, thus expressed in the paragraph, flow smoothly from one to the other in a logical sequence. This helps the reader to understand the paragraph.

Tips to Write a Good Paragraph

Whether you're writing a small paragraph or a big paragraph, the basic laws of structure should apply to both. While the framework for fiction is less strict than for nonfiction, the material or tale you create must logically or sequentially tie to the next paragraph. These aspects aid in the coherency of your body paragraphs, linking them together to form a unified whole around a topic or to establish a narrative arc.

1. **Think Before You Write:** Thinking before writing helps establish a structure and understand what you are going to answer in the paragraph.
2. **Open Your Notebook:** Just write in pointers to remember the gist of the matter.
3. **Choose the Main Idea:** You will have to decide the main idea of the paragraph which you would like to operate.
4. **Use a Dictionary and Thesaurus:** Use a dictionary and thesaurus to add additional words to express your ideas.
5. **Make Your Topic Sentence's First Sentence:** The opening line of your first paragraph sets the tone for what your audience will learn as they continue reading. Even in fiction, a paragraph's introduction either creates or extends an idea or scenario from the previous paragraph. Every successful paragraph starts with a central topic that the rest of the paragraph aims to support, regardless of what style or genre you're writing for.
6. **The Intermediate Sentences Should be Used to Provide Support:** Follow-up information to your main sentence or prior paragraph is included in these sentences. These phrases are where you persuade your reader to believe or imagine what you believe, and offer them all they need to see your point of view.
7. **Make Use of Transitional Words:** Transition words help unite disparate paragraphs to generate a unified theme. Readers will be able to trace your ideas and comprehend how they relate to one another if you use phrases like "in addition" or "moreover," which will make for a smoother, more enjoyable reading experience.

Examples:

1. Global warming

The uncommon and speedy increase in Earth's average temperature is called global warming. This growth has extensively been higher within the last century due to human intervention with nature. The release of greenhouse gasses in the ecosystem has been one of the number one motives behind the boom in temperature. The multiplied intake of fossil fuels has extended the attention of greenhouse gasses. The effect of world Warming is a lot higher than just a sore in temperature.

It modifies the rainfall pattern, intensifies coastal erosion, lengthens seasons in line with geography, the glaciers and ice caps are melting and will increase the range of continual and infectious illnesses.

As a way to expect similar weather changes, scientists constructed models. These climate fashions are used to simulate the interactional responses of the sea and environment. They predict a boom of round 2C to 6C with the aid of the 21st century. I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all

As you can see, that the main idea of the paragraph was describing the room. Then there are many supporting sentences supporting the main idea and expanding it in a way that the picture becomes clear in the reader's mind.

Concluding sentence “ I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all,”

This sentence summarised how the room looked and what feeling ran through his mind. Make sure that the reader is left with something to think about, specifically if it's far from an argumentative essay continually don't forget to permit time to rewrite the first proofread your essay before turning it on.

Let us now analyze our model paragraph for unity and coherence:

2. The Human Body

(1) The human body is a wonderful piece of work that nature has created. (2) It is not beautiful like the body of a butterfly or peacock but it is shaped practically. (3) It can do many types of work which other animals cannot. (4) It is not strong like the body of a tiger. (5) But in place of physical strength it has a big and sharp brain. (6) By using this brain the human physique has

been able to overcome many of its limitations. (7) By sitting in an aeroplane it flies faster than a kite, by riding a motorcycle it travels faster than a leopard, and by firing a machine gun it fights much better than a tiger. (8) In spite of all this, the human body suffers from many diseases because it has a weakness for habits such as smoking, drinking and overeating. (9) When it is healthy the body can give great pleasure but when it is sick it can cause great pain. (10) The wise man would always keep his body fit because a healthy mind can work only in a healthy body.

- The first sentence states the main idea of the paragraph and claims the superiority of the human body over the rest of the creation. It enables the reader to expect the following ideas in the paragraph that explain and illustrate the qualities and attributes of the human body.
- The second, third, fourth, fifth, sixth, and seventh sentences compare, contrast, elucidate and justify the main idea or topic sentence. They establish the main theme with logical explanations and transitions. They create a graphic picture in the minds of the reader with suitable and appropriate language expressions. In brief, they develop the main idea of the paragraph.
- The eighth and the ninth sentences interpret and analyze the limitations of the human body and prove the strength of the topic sentence. They, further, lead the main idea into a concluding thought.
- Finally, the tenth sentence concludes with the idea that the human body should be well preserved for a proper functioning of the system and that a healthy mind can work only in a healthy body.
- Thus the paragraph, The Human Body, is a unified and coherent paragraph.

PROOF READING

Introduction

The word 'proofreading' is the process of reviewing the final draft of a piece of writing to ensure consistency and accuracy in grammar, spelling, punctuation, and formatting.

Look at the following sample, proof reading marking is done.

Symbol	Meaning	Example
	insert a comma	The mayor's brother, I tell you, is a crook.
	apostrophe or single quotation mark	I wouldn't know where to put this vase.
	insert something	I know it, in fact, everyone knows it.
	use double quotation marks	My favorite poem is "Design."
	use a period here	This is a declarative sentence.
	delete	The elephant's trunk is really its nose.
	transpose elements	He only picked the one he likes.
	close up this space	Jordan lost his favorite basketball.
	a space needed here	I have only three friends: Ted, Raoul, and Alice.
	begin new paragraph	"I knew it," I said. "I thought so," she replied.
	no paragraph	"I knew it, she said. No ¶ "He's no good."

It is the process of checking a document for any kind of grammatical, typographical, or formatting errors. It should always be the last step taken before a document is published online, handed in to a professor, submitted for a job application, or otherwise shared with its intended audience.

In proofreading we revise a manuscript before it is printed and published. A proofreader compares the proofs—printed versions of the manuscript, which include all the formatting, page numbers, headers, etc. that will be included in the final edition—with the edited copy to make sure that no errors have been introduced by the formatting or printing.

a) Mechanics of Grammar

- In English writing, mechanics relates to typographic style such as the choice between UPPERCASE and lowercase letters, italics or boldface type and plain style, as well as using figures (e.g., 1, 2, 3) or written out numbers (e.g., one, two, three).
- Professionals follow stylistic conventions for mechanics much like they do punctuation rules. If you don't know these conventions, making them up as you go along may produce unprofessional-looking documents.
- Proofreaders ensure that the document's final draft is completely free of grammatical errors (e.g., subject-verb agreement problems, incorrect word choices, improper punctuation usage, and incorrect spelling) as well as formatting and typographical errors. They also make sure the document adheres to the chosen style guide.

Misspell Words

Misspelled words will often be circled and/or marked with the letters SP to indicate the spelling error. Remember that it is the editor's responsibility to indicate words that may be misspelled, but it is the writer's responsibility to confirm correct spelling of a word by consulting a dictionary.

Spelling errors are among the most common surface errors as well as the most easily corrected. To correct spelling errors, use a spell-checker, regardless of your spelling skill, along with a dictionary to help you find the right alternative for a misspelled word.

Hence, to clearly communicate your ideas, you should place a modifier directly next to the word it is supposed to modify. The modifier should clearly refer to a specific word in the sentence. Misplaced modifiers can create confusion and ambiguity.

For example:

Incorrect: "At eight years old, my father gave me a pony for Christmas."

Correct: "When I was eight years old, my father gave me a pony for Christmas."

Remember that the spell-checker won't help with homonyms, words that sound alike but have different spellings and meanings. Some words that can cause trouble are listed below.

- their (possessive form of they)
- there (in that place)
- they're (contraction of they are)
- accept (a verb, meaning to receive or to admit to a group)
- except (usually a preposition, meaning but or only)
- who's (contraction of who is or who has)
- whose (possessive form of who)
- its (possessive form of it)
- it's (contraction of it is or it has)
- your (possessive form of you)
- you're (contraction of you are)
- affect (usually a verb, meaning to influence)
- effect (usually a noun, meaning result)
- than (used in comparison)
- then (refers to a time in the past)
- were (form of the verb to be)
- we're (contraction of we are)
- where (related to location or place)

Grammatical Error

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage error.

Run-on Sentences

A run-on sentence is a sentence that joins two independent clauses without punctuation or the appropriate conjunction. A comma splice is similar to a run-on sentence, but it uses a comma to join two clauses that have no appropriate conjunction. Fixing a run-on sentence or a comma splice can be accomplished

in one of five different ways.

Incorrect sentence:

“Rachel is very smart, she began reading when she was three years old.”

Solutions:

1. Separate the clauses into two sentences. “Rachel is very smart. She began reading when she was three years old.”
2. Replace the comma with a semicolon. “Rachel is very smart; she began reading when she was three years old.”
3. Replace the comma with a coordinating conjunction. “Rachel is very smart, for she began reading when she was three years old.”
4. Replace the comma with a subordinating conjunction. “Rachel is very smart because she began reading when she was three years old.”
5. Replace the comma with a semicolon and transitional word or phrase. “Rachel is very smart; as a result, she began reading when she was three years old.”

Sentence Fragments

Sentence fragments are also common grammar mistakes. A sentence needs to have a subject and a verb. A fragment often happens after another related idea has been expressed.

For example:

Incorrect: “Belinda stayed home from school the other day. Because she was sick.”

Correct: “Belinda stayed home from school the other day because she was sick.”

Shift in Pronouns: Wrong

Some of the most common grammar mistakes are pronoun errors. They occur when pronouns do not agree in number with the nouns to which they refer. If the noun is singular, the pronoun must be singular. If the noun is plural, the pronoun must be plural as well.

For example:

Incorrect: “Every girl must bring their own lunch.”

Correct: “Every girl must bring her own lunch.”

A pronoun shift is a grammatical error in which the author starts a sentence, paragraph, or section of a paper using one particular type of pronoun and then suddenly shifts to another. This often confuses the reader.

The most common shift is from third person nouns and pronouns (he / she / it / they) to second person pronouns you / your / yours.

However, some students switch between first person pronouns (I / we / me / us / my / our) to other pronouns halfway through a sentence or essay as well. Here are some examples of faulty sentences (in red) followed by examples of corrected sentences (in blue).

Example

- **WRONG!** When we asked about Anglo-Saxon literature, we discovered **you** could learn to speak Old English in a few months if a teacher were available to instruct you.

In the faulty sentence, the word **we** undergoes a pronoun shift to you midway through the discussion.

- **CORRECTED VERSION:** When we asked about Anglo-Saxon literature, we discovered **we** could learn to speak Old English in a few months if a teacher were available to instruct us.

In the corrected version, the writer maintains plural first person pronouns throughout the discussion.

Capitalization

One of the worst mistakes you can make in a high-priority document like a cover letter is a glaring capitalization error such as not capitalizing the first letter in a sentence or writing “*im*” or “*ive*” instead of “**I am**” or “**I have**.”

These errors are fine when texting your friends. To a hiring manager, however, the red flags they raise concerning the literacy, work ethic, and even maturity of the applicant might land that application in the shredder.

At the other typographic extreme, those who use all-caps for

anything other than abbreviations, as in “SEND ME THAT REPORT RIGHT NOW,” look emotionally unstable.

In normal writing, we use conventional combinations of capitals and lowercase letters meaningfully to guide our readers through our sentences. Let’s take a closer look at when to capitalize and when not to capitalize letters.

Capitalize in the following situations:

- First letter of the first word of a:
e.g. *These pretzels are making me thirsty.*
- Full-sentence quotation even if it appears after a signal phrase; e.g., *A great American humourist put it best when he said, “Travel is fatal to prejudice, bigotry, and narrow-mindedness” (Twain, 1869, p. 333).*
- Rule following a colon in a sentence; e.g., *My mother taught me the golden rule: Treat others the way you’d like to be treated yourself.*
- Point in a bullet-point or numbered list regardless of whether it’s a full sentence or just a noun phrase, as in this list
 - The first-person personal pronoun “I”
 - Major words in titles, including the first letter of the first word no matter what it is, nouns, pronouns, verbs, adjectives, and adverbs, but not short prepositions such as in, of, on, or to, nor coordinating conjunctions such as and, but, for, or so, unless they’re the first word.
 - The first letter of proper nouns.

Don’t capitalize the following:

- Directions if they’re not in a geographical name; e.g., We drove east to North Bay, Ontario, from the Pacific Northwest
- Professional roles on their own without a name following (e.g. the prime minister) or if they follow the person’s name; e.g., Patrick Grant, professor of English
- Celestial bodies when used outside of the context of celestial bodies; e.g., He’s really down to earth. I love you to the moon and back. Here comes the sun.
- The seasons, despite the fact that the days of the week and months are capitalized (e.g., We’re heading south for the winter.) unless they’re part of a title (e.g., Fall 2019 semester)

- Century numbers; e.g., the nineteenth century
- Words that came from names or geographical regions; e.g., pasteurize, french fries, italics, roman numerals, arabic numerals
- Fields of study; e.g., history, biology, physics, economics, dentistry
- Some academic degrees; e.g., master's degree, bachelor's degree

Abbreviations

- Fully spell out abbreviations the first time you mention them and put the abbreviation in parentheses.
- For example, if you were to say, “The Public Health Agency of Canada (PHAC) is reporting an above-average number of flu deaths this year,” subsequent mentions of the Agency can appear as simply “PHAC.”
- Institutions that are so common as names (proper nouns) in their abbreviated form (e.g., CBC, which stands for the “Canadian Broadcasting Corporation”) can be given as abbreviations unless introduced to an audience that wouldn't know them. As you can see here, avoid adding periods after each uppercase letter in an abbreviation.

Review Exercise

A. Choose the correct option.

1. Tsunami destroyed Japan..
 - (a) Japan is destroyed by Tsunami
 - (b) Japan was destroyed by Tsunami.
 - (c) Japan has been destroyed byTsunami.
 - (d) None of these.
2. We shall respect virtues.
 - (a) Virtues will be respected by us.
 - (b) Virtues are to be respected by us
 - (c) Virtues shall be respected by us.

(d) None of these.

3. I am watching T.V.

(a) T.V. is being watched by me.

(b) T.V. was being watched by me..

(c) T.V. is to be watched by me.

(d) None of these.

B. Read the following sentences and pick out the verbs.

1. Gold and diamond is found in India.

.....

2. The Orator and the Statesman has arrived. (two different people)

.....

3. Neither praise nor blame seem to affect her.

.....

4. Which one of these pens are yours?

.....

5. The scholar and the writer (one person) are dead.

.....

6. Tales of Charles Lamb' are a good book.

.....

7. Many a soldiers have given their life for the country.

.....



Now it is your turn.

Write a sentence of your own on the lines below. It should have a past tense and past participle form of verb. After you write the sentence, circle the verb and underline the action verb.

old.”

Unit 3

Semester: One

Period III



Grammar: Verb Usage—Part 3

Learning Objectives

Upon completion of this topic, learners will be able to :

- Use verbs in the past progressive, present simple, and past simple, past continuous, and future tenses.
- Identify the thesis statement of the essay.
- Apply proper mechanics to write sentences effectively

3.1 INTRODUCTION

Tense is the time of a verb's action or its state of being, such as present (something happening now), past (something happened) and future (something will happen).

Read these sentences.

1. I **go** to school every day.
2. I **went** to school yesterday.
3. I **shall go** to school tomorrow.

In sentence 1 expresses an action in the present time and is in the present tense. Sentence

2 expresses an action in the past time and is in the past tense. Sentence 3 expresses an action that is likely to take place in future and is in the future tense.

Let us understand the verb using past continuous, present simple, past simple and past continuous.

Structure of the Unit

3.1	Introduction
3.2	Verb Usage Part -3
A.	Using Past Continuous
B.	Using Present Simple
C.	Past Simple
D.	Using Past Continuous
3.3	Writing Essays
(a)	Selecting Writing Topics
(b)	The Thesis Statement
(c)	The Organization of the Essay
(d)	Unity
(e)	Coherence
(f)	Mechanics

3.2 VERB USAGE — PART 3

A. Using Past Continuous

Read the sentence

The verb is the most important part of a sentence.

Even the shortest of sentences must have a verb;

- He was studying when I called him.

Continuous was/ were + V ₁ + ing	It indicates an action going on at some past time	When I was going on my bicycle, a car struck against it.
--	---	--

Hence, past continuous tense can be formed in the following way: Subject + Be form (was/were) + 'ing' form of verb.

For example,

“My brother was cooking dinner yesterday.”

Here, the subject is 'my brother', which is used with the 'be' form, i.e. 'was', and with the 'ing' form of the verb, i.e. cooking.



Practice Set 1

Fill in the blanks with past continuous tense.

1. They not (sing) in the class.
2. Sparrows (chirp) in the morning.
3. The peon (ring) the bell.
4. the girl (cook) something?
5. he (take) music lesson

B. Using Present Simple

Subject + V₃ + s/ es + obj. I practise music.

The simple present tense is used:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
 - I smoke (habit);
 - I work in London (unchanging situation);
 - London is a large city (general truth)
- To give instructions or directions:
 - You walk for two hundred meters, then you turn left.
- To express fixed arrangements, present or future:
 - Your exam starts at 09.00

To express future time, after some conjunctions: after, when, before, as soon as, until:

- He'll give it to you when you come next Saturday.

Examples

For habits

- He drinks tea at breakfast.
- She only eats fish.
- They watch television regularly.
- For repeated actions or events
- We catch the bus every morning.
- It rains every afternoon in the hot season.
- They drive to Monaco every summer.

For general truths

- Water freezes at zero degrees.
- The Earth revolves around the Sun.
- Her mother is Peruvian.

For instructions or directions

- Open the packet and pour the contents into hot water.
- You take the No. 6 bus to Watney and then the No.10 to Bedford.

For fixed arrangements

- His mother arrives tomorrow.
- Our holiday starts on the 26th March

With future constructions

- She'll see you before she leaves.
- We'll give it to her when she arrives.

Affirmative	Interrogative	Negative
I think	Do I think?	I do not think
You think	Do you think?	You do not think
He thinks	Does he think?	He does not think
She thinks	Does she think?	She does not think
It thinks	Does it think?	It does not think
We think	Do we think?	We do not think.
They think	Do they think?	They do not think.

Notes on the simple present, third person singular

- In the third person singular the verb always ends in -s:
 - he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
 - He wants ice cream.
 - Does he want strawberry?
 - He does not want vanilla.
- Verbs ending in -y: the third person changes the -y to -ies:
 - fly → flies, cry → cries
- Exception: if there is a vowel before the -y:
 - play → plays, pray → prays
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
 - he passes, she catches, he fixes, it pushes



Practice Set 2

Fill in the blanks with suitable forms of the present tense.

1. Mr. John is now (*write*) a book.
2. The water level in Yamuna (*rise*) fast.
3. The teacher (*mark*) the papers since 2 p.m.

- 4. Electricity (*fail*) continually in our town for a month.
- 5. I (*get*) the report but I (*go through*) it yet.
- 6. The teacher (*prepare*) the report.
- 7. Daniel (*have*) two sons.
- 8. I don't know him because we never (*met*).
- 9. I (*never be*) to the U.S.A.
- 10. A meeting (*go on*) in the next room,

C. Past Simple

Past Simple

Past Simple

Example

An action completed in the past.

He left for Delhi yesterday.

A past habit or a routine.

Last year he went to school by bus.

The simple past tense, sometimes called the preterite, is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English.

The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

- John Cabot sailed to America in 1498.
 - My father died last year.
 - He lived in Fiji in 1976.
 - We crossed the Channel yesterday.
- You always use the simple past when you say when something happened, so it is associated with certain past time expressions

Frequency: often, sometimes, always

- I sometimes walked home at lunchtime.
- I often brought my lunch to school.

A definite point in time: last week, when I was a child, yesterday, six weeks ago

- We saw a good film last week.
- Yesterday, I arrived in Geneva.
- She finished her work at seven o'clock
- I went to the theatre last night

An indefinite point in time: the other day, ages ago, a long time ago

- People lived in caves a long time ago.
- She played the piano when she was a child.



Note: The word **ago** is a useful way of expressing the distance into the past. It is placed after the period of time: a week ago, three years ago, a minute ago.

Patterns of simple past tense for regular verbs

Affirmative		
Subject	+ verb + ed	
I	skipped.	
Negative		
Subject	+ did not	+ infinitive without to
They	didn't	go.
Interrogative		
Did	+ subject	+ infinitive without to
Did	she	arrive?
Interrogative negative		
Did not	+ subject	+ infinitive without to
Didn't	you	play?

To Walk

Affirmative	Negative	Interrogative
I walked	I didn't walk	Did I walk?
You walked	You didn't walk	Did you walk?
He walked	He didn't walk	Did he walk?
We walked	We didn't walk	Did we walk?
They walked	They didn't walk	Did they walk?

Simple past tense of to be, to have, to do

Subject	Verb		
	Be	Have	Do
I	was	had	did
You	were	had	did
He/She/It	was	had	did
We	were	had	did
You	were	had	did
They	were	had	did

Affirmative

- The affirmative of the simple past tense is simple.
 - I was in Japan last year
 - She had a headache yesterday.
 - We did our homework last night.

Negative and interrogative

- For the negative and interrogative simple past form of "to do" as an ordinary verb, use the auxiliary "did",
e.g. We didn't do our homework last night.
- The negative of "have" in the simple past is usually formed using the auxiliary "did", but sometimes by simply adding not or the contraction "n't".
- The interrogative form of "have" in the simple past normally uses the auxiliary "did".

Examples

- They weren't in Rio last summer.
- We didn't have any money.
- We didn't have time to visit the Eiffel Tower.
- We didn't do our exercises this morning.
- Were they in Iceland last January?
- Did you have a bicycle when you were young?
- Did you do much climbing in Switzerland?



Practice Set 3

Fill in the blanks with suitable forms in past tense.

1. We (go) home when we (come across) him.
2. He (waste) his money in gambling and (become) a pauper.
3. Due to his bad luck his horses (fall) into the river.
4. The lawyer (refuse) to admit that he (make) a mistake.
5. By the 3rd of June, the climbers (reach) the summit.
6. We (live) in Delhi before my father (retire).

D. Using Past Continuous Tense

The past continuous tense, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past.

The past continuous tense is formed by combining the past tense of to be (i.e., **was/were**) with the verb's present participle (**-ing** word).

- There are many situations in which this verb tense might be used in a sentence. For example, it is often used to describe conditions that existed in the past.
 - The sun was shining every day that summer.
 - As I spoke, the children were laughing at my cleverness.

You have already read in the previous class, let us recap in the following examples;

- It can also be used to describe something that was happening

continuously in the past when another action interrupted it.

- The audience was applauding until he fell off the stage.
 - I was making dinner when she arrived.
- The past continuous can shed light on what was happening at a precise time in the past.
- At 6 o'clock, I was eating dinner.
- It can also refer to a habitual action in the past.
- She was talking constantly in class in those days.
- One final caution: Though the irregularities are few, not every verb is suited to describing a continuous action. Certain verbs can't be used in the past continuous tense. One common example is the verb to arrive.
- At noon, he was arriving.
 - At noon, he arrived .



Practice Set 4

Fill in the blanks with past continuous tense.

1. They not (sing) in the class.
2. Sparrows (chirp) in the morning.
3. The peon (ring) the bell.
4. the girl (cook) something?
5. he (take) music lesson

3.3 WRITING ESSAYS

The main objective of this unit is to introduce students about the methods of essay writing.

Introduction

Of all areas of studying and learning, the most challenging is writing. The reason why writing is especially demanding is that

it forces a very deep and powerful type of learning to take place. When making the effort to use the ideas of the subject that you are studying and saying something for yourself, then it may be said that you are learning. The ideas only become a functioning part of your thought processes when you can call on them in expressing yourself to other people.

What is an essay?

You are no longer in high school, so most study at a tertiary level requires an analytical, not a descriptive, approach. Written work must present an argument. Essays are generally answers to questions which ask whether or not you agree with a certain statement, or which ask you to discuss something critically, to assess a statement, or to make a choice. University essays are therefore arguments for or against certain propositions.

An argument is a series of generalizations or propositions, supported by evidence or reasoning and connected in a logical manner, that lead to a justified conclusion. You must sustain your argument by giving evidence and reasons.

Assertions do not constitute an argument. You must support your opinions with good evidence and valid reasoning. What counts as good evidence and valid reasoning you will learn by experience, and by consulting your lecturers. Being critical may mean determining whether or not the evidence available justifies the conclusions that are drawn from it; or it may mean uncovering and questioning the assumptions which underlie theories.

Essays give you a chance to show what you can do: that you understand the question asked; that you understand the issues involved; that you have done the appropriate amount of reading. Having got that far, you must then show that you can communicate your understanding to others.

For writing a good essay, one needs discipline of mind and regimentation of thought. It requires the framework within which an essay should be written.

It has often been observed that many good speakers find it difficult to put down their thoughts on paper. The reason is, they have never practised the craft of writing. They have never

analysed, synthesised, or organised their thoughts to express them in writing.

a. Selecting Writing Topics

Selecting a topic that can be reasonably addressed in the essay length that you are writing. If your topic is too broad, you will not be able to address it in a thorough or interesting manner. If your topic is too narrow, you may not have enough to write about and may have difficulty finding research resources. Look at the following points:

- Evaluate the potential topic you have found. Does this topic interest you? Many scholars have found the more interest they have in a topic, the easier it is to research and write about it.
- Are you writing a short five page paper, or a paper for a 4th year research project paper?
- Choose a topic that can be reasonably addressed in the essay length that you are writing.
- If your topic is too broad, you will not be able to address it in a thorough or interesting manner. If your topic is too narrow, you may not have enough to write about and may have difficulty finding research resources.
- Finally, consider the goal of your essay. Are you supposed to write an essay that describes, compares and contrasts, analyzes, or argues an issue? This will affect the way in which you approach the topic.

b. The thesis Statement

A thesis statement is a sentence that sums up the central point of your essay. It usually comes near the end of your introduction. Your thesis will look a bit different depending on the type of essay you're writing. But the thesis statement should always clearly state the main idea you want to get across.

c. The organization of the essay

A well-organized essay helps your reader follow your ideas easily. Good writers learn how to use organization to guide their readers' understanding, rather than simply leaving the ideas on the page

in the order in which they first occurred to the writer.

The genre you are working with will help determine your organizational structure. These five basic organizational models (sequence, description, cause and effect, compare and contrast, and problem and solution) may help you consider how to organize your essay or story.

Sequence uses time or spatial order as the organizing structure. Memoir, autobiography, fairytales, folktales, fantasy, and science fiction often use a sequential organization. The most basic sequence includes an initiating event, complicating actions that build to a high point, and a resolution.

Example:

Cinderella was a poor sister who was treated badly [initiating event]. Went to a ball that transformed her [complicating actions]. Her foot fit in the slipper [high point]. She lived happily ever after [resolution].

Description enumerates the characteristic features and events of a specific subject. Good descriptive writing appeals to the senses with imagery and relate specific details. It can be helpful to organize a description according to the reporter's questions "Who, what when, where, how, and why?"

Example: A profile of a cherished friend or a remembrance of a childhood event.

Cause and Effect shows causal relationships between events. Authors often use this organization to assert and explain arguments about how things are and how they got that way.

Example: The future of gorillas in the wild is at risk [argument]. Gorilla meat is a dietary staple for 12 million people in Africa [cause]. Scientists predict that at the present rate of decline, in 30 years all of the world's wild gorillas will be gone [effect].

Compare and Contrast explains how two or more objects or events are similar or different. In preparation for writing a Compare and Contrast essay, it is often useful to create graphic organizers, such as venn diagrams, compare/contrast lists, and data matrices, to compare features

across different categories.

Examples: A personal or expository essay on vacationing on the beach vs. in the mountains. Comparative profiles of two leaders or countries.

Problem and Solution describes a problem and proposes a solution. It often debates the relative merits of multiple solutions before arguing in favor of the best solution.

Example: There has been a recent increase in bullying at the middle school [problem].

Several policies have been proposed to punish offenders [debate]. The middle school should implement x solution for y reasons [solution]

d. Unity: In composition, unity is the quality of oneness in an essay that results when all the words and sentences contribute to a single effect or main idea; also called wholeness.

e. Coherence: Coherence describes the way that the elements in our sentences and paragraphs hang together to produce meaning.

f. Mechanics: Writing mechanics are the established rules that should be followed when writing sentences.

Remember the Important Points

Look at the following points that are relevant to all kinds of essays and should be kept in mind while writing an essay.

- (1) An essay is divided into Introduction, Body and Conclusion. It is essential to build a background to the essay in the Introduction, because otherwise, the starting of the essay will be rather abrupt. Introduction to an essay can be compared to the face of an individual. A striking Introduction favourably disposes the reader towards the whole essay.

The Body of an essay contains all the relevant information about the topic under discussion. Arguments, for and against a topic, different viewpoints, pros and cons of an issue form the Body of the essay.

In the Conclusion, the discussion started in the Body of the essay is rounded up. The concluding paragraph caps the discussion with a conclusive statement which is the result of well-reasoned arguments put forward in the Body.

- (2) Being precise and to the point brings about clarity which is the hallmark of a good essay. This can be done, if the points are noted down before the actual composition of the essay. These points should then be developed into thoughts.
- (3) It is necessary that there should be a logical development of the arguments. Each paragraph should be related to the other by logic. A well-reasoned essay is like a clear picture which leaves an impact on the reader.
- (4) Examples, illustrations and data should be used to support the arguments. If the arguments are not substantiated, then they, may appear as subjective ideas. Furthermore, the writer of an essay is expected to be aware of the relevant data and information about a given topic. Therefore, if an essay is to reflect the writer's knowledge of events and developments in a particular field, it ought to contain all the relevant facts and figures.
- (5) Use of appropriate words is the criterion of a good essay. Choosing difficult and high sounding words for their own sake is not advisable. Exact meaning can be conveyed by the right words. However, English not being our mother tongue, at times, the writer may not be able to think of an appropriate word. In that case, a simple substitute should be used. Short sentences should be preferred to long ones. The emphasis should be on conveying the point only.
- (6) Single-sentence-paragraphs should not be written. Grammar and punctuation should be kept in mind. Slang and colloquial words should be avoided. headings should be used in the Body of the essay.

Types of Essays

- (i) Descriptive Essays require precise knowledge on the part of the writer. Essays on Scientific, Educational, Political, Economic and Current topics should contain relevant facts and figures.

- (ii) Biographical Essays involve knowledge of the major events in the life of the person whose biography is being described. In addition to that, the essay should mention the qualities or character of the 'hero', his achievements, his struggles and his principles.
- (iii) Narrative Essays can be presented in the form of a story. Chronological arrangement of events is needed to write such essays. Also the narration should be made as interesting as possible by making use of episodes which fit in the context of the narrative.
- (iv) Reflective Essays require deep thinking on the part of the writer. These essays are abstract in nature and demand imagination and capacity to express ideas in concrete terms.
- (v) Idiomatic Essays need elaboration of an idiom. While writing an idiomatic essay, care should be taken to understand the meaning of the idiom, otherwise the whole essay will be wrong.

Modal of Essays

1. Impact of Science on Man

To the primitive man, the earth was like a platter. He did not dare to venture to places unknown to him, lest he should fall off the edges. The sun, the moon and the stars amazed him. These heavenly bodies were held in great reverence. He was helpless and at the mercy of nature. Hence, he worshipped its forces. The invention of the wheel and the discovery of fire were the achievements of primitive man. The initiation into the scientific arena was 'a small step for man, but a giant leap for mankind'.

The advent of science has altered the life of man. With his intellect, man has proved his superiority over the other beings in nature. Man ventured on sea and discovered new lands. He also discovered that the earth is round and it revolves around the sun. The laws of gravitation were discovered. Later, man discovered electricity, invented telephone, telex and felt elated. These inventions shrunk the world and man felt well-connected with far off places. Aeroplanes, trains, cars, buses and two-wheelers became his mode of transportation.

With the advancements of science, man invented objects which eased his work, provided him comfort and recreation. Television, radio, air-conditioner, geyser, oven, room-heater, etc. provided for his needs. Man conquered the earth, and wanted to conquer the space. After a series of attempts, man was successful in launching spacecrafts. Later on, manned spacecrafts were launched and, in 1969, man landed on moon.

The successive discoveries and inventions, in the fields of medical science, have provided relief to mankind. It has led to low mortality rate and has increased life-expectancy. Penicillin was discovered. The causes of smallpox, malaria, tuberculosis were identified and their remedies worked upon. Smallpox, polio, plague and cholera have been almost eradicated from the face of the earth. The human body can be operated upon for removal of cancer and an open-heart surgery can be conducted. The discoveries of antibiotics and drugs have also reduced the sufferings of mankind.

With the technological advancements in space research, artificial satellites were launched to promote communications. These satellites have helped in broadcasting, weather forecasting, etc. Invention of mobile phones, internet, fax and e-mail have further shrunken the size of the globe.

Technological changes such as the Bluetooth wireless service would revolutionise communication. This would establish connections between mobile computers, mobile phones, portable handheld devices and provide connectivity to the Internet. Interface and synchronised exchange are possible. This would completely change the look of the office. Wireless technology would undoubtedly contribute to the trend towards remote teleworking. Working from home would become a viable option.

Agriculture too, has benefitted from scientific advances. Improved methods of irrigation, better quality seeds and use of fertilizers have increased crop yield. New hybrid seeds and drought resistant seeds have also helped to increase the yield. New tools and implements, tractors and harvesters have benefitted the farmers. Science has enabled man to identify the diseases in crops and find out remedies.

Atomic energy when harnessed by man, for peaceful purposes, yields good results. Isotopes of some radioactive materials are used to cure diseases. Atomic energy is used to run reactors to produce electricity. It has proved to be a viable alternative to the fossil fuels. The isotopes are also used to sterilise crops and vegetables to keep them free from diseases. Carbon-14 is used by archaeologists to find the exact age of an organic fossil.

While science has been a boon to mankind, it has also proved to be a bane. It is because, man does not use his foresight. In his pursuit of excellence, man ignores nature. In an attempt to civilise, he tampers with nature and causes immeasurable damage to it. Indiscriminate industrialisation and urbanisation have resulted in alarming levels of pollution. Man chokes the rivers with sewage, industrial wastes and filth. The modes of transport have contributed to further deterioration of the planet and now pose a threat to the very existence of the flora and fauna.

The destructive potential of atomic energy was witnessed in August 1945, when the United States dropped atom bombs in the Japanese cities of Hiroshima and Nagasaki. Those who survived the nuclear bombing are still suffering from its aftermath. Man has, since then, discovered weapons which are more sophisticated and destructive than their earlier versions. The use of any of these bombs can annihilate the whole of mankind. Apart from atomic weapons, man has also started stockpiling biological and chemical weapons. Biosciences, meant for the betterment of mankind is now used to make disease germs which can be used in the battlefield. Chemical weapons are also extremely dangerous.

The earth being a unique planet, because of its life-supporting features, maintains a delicate equilibrium among its different components. The atmosphere acts as a blanket, shielding us from the harmful ultraviolet rays of the sun and maintains the right intensity of heat. It keeps the planet warm enough for the sustenance of life. The harmful chemical emissions released into the atmosphere cause gradual depletion of the ozone layer in the atmosphere. Continual emission can damage the blanket further and result in the rise in global temperature, melting of ice caps and the flooding of low-lying coastal areas.

Man, by thoughtless acts, has caused irreparable damage to himself as well as to the environment. Now, he should use science with a good conscience and prudence.

Science has made man civilised, but in the process he has ignored nature. He should believe in 'live and let live'. If man learns to use science scrupulously, it will make a positive impact on him.

Glossary

1. platter—a large flat plate 2. reverence—feeling of high respect 3. advent—arrival 4. altered—changed 5. recreation—amusement 6. eradicated—got rid of, removed 7. interface—a common boundary between two parts of an electronic system 8. synchronise—be simultaneous 9. viable—able to succeed in operation 10. flora and fauna—vegetation and wild life 11. aftermath—aftereffect 12. annihilate—destroy 13. prudence—wisdom

Points to Remember :

1. Primitive man held nature in great reverence.
2. Various discoveries and inventions have altered his life.
3. Modes of recreation found out and conquest of the moon accomplished.
4. Science has helped in the eradication and prevention of various diseases.
5. Artificial satellites have helped in communication.
6. Concept of wireless office.
7. Agricultural advancements through science.
8. Atomic energy benefits man, when harnessed for peaceful purposes.
9. Man, by using science, has brought about unfavourable conditions on the earth.
10. Destructive uses of the atom bomb.
11. Effect of machines and computers on the job market.
12. Man must use his prudence and conscience for the betterment of mankind and the environment.



Practice Set 5

Write an essay on the following topics:

- 1. Population 2. Addiction to Drug
- 3. Unity in diversity 4. Ghost Story.
- 5. Ghost World.

Review Exercise

A. Tick (✓) the right option to find the suitable answer.

1. I do not when he will come.
 (a) know (b) knows
 (c) knowing (d) have known
2. She since morning today. She is still working.
 (a) had been working (b) has been working
 (c) is working (d) has worked.
3. I did not know what you
 (a) wants (b) want
 (c) wanted (d) wanting
4. Did he you about his accident?
 (a) informed (b) informs
 (c) inform (d) informing
5. Where the apples?
 (a) have (b) is
 (c) had (d) are

B. Fill in the blanks with simple Past form of the verbs.

1. The boy into the lake. (jump)
2. I my uncle yesterday. (meet)
3. They not anything to eat. (find)
4. The servant my letters. (post)
5. the ship in the sea? (sink)

C. Fill in the blanks with Past Continuous Tense.

1. The child soundly. (sleep)

- | | | | |
|-------------|--------------------|-----------------|---------|
| 2. He | a tree. | (plant) | |
| 3. It | yesterday. | (rain) | |
| 4. | you | at the old man? | (laugh) |
| 5. We..... | on the flute then. | (play) | |



Now it is your turn.

Write essays on the following to pics:

1. Will Power
2. Love is the Basis of a Happy Life
3. Poverty
4. Corruption
5. Terrorism
6. The West Asian crisis and the role of the US.
7. Israel-Palestine conflict and its impact.
8. Major terrorist outfits.

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Unit 4

Semester: One

Period III



Grammar: Vocabulary and Spelling

Learning Objectives

Upon completion of this topic, learners will be able to :

- Explain the differences amongst synonyms, antonyms, and homophones
- Define prefix, root and suffix to learn words.
- Apply spelling rules

4.1 INTRODUCTION

Vocabulary is the total number of words in a language. It is the collection of words known to a person or used in a particular books, subject etc. A person's range of a language is known by his vocabulary.

Synonyms are the words that are similar or nearly in meaning. A synonym thus, has a literal meaning while its implied meaning may be different.

4.2 SYNONYMS

A Synonym is a word which conveys a meaning similar to the given word. While giving a synonym, a learner should always remember that a synonym should be in the same part of speech in which the given word is.

For examples.

The correct synonym of **envy** is **jealousy** and not *jealous* because

Structure of the Unit

4.1	Introduction
4.2	Synonyms
4.3	Antonyms
4.4	Homophones/Homographs
4.5	Prefixes and Meaning
4.6	Suffixes and Meaning
4.7	Commonly Misspelled
4.8	Vocabulary and Spelling
	Using Context Clues
4.9	Spelling Rules

envy and **jealousy** are nouns while *jealous* is an adjective.

Synonyms are words which have similar meanings. The meaning of these words need not be exactly the same. Most words can have one or more synonyms.

The correct synonym of envy is jealousy and not jealous because envy and jealousy are nouns while jealous is an adjective.

1. Adaptation — conformation, harmonization, synchronization.
2. Apt — applicable, germane, appropriate, pertinent.
3. Adjust — fit, suit, adapt, accommodate, conform, synchronize, attune.
4. Accelerate — intensify, redouble, step up, stimulate, energize,
5. Add — sum, total.
6. All — aggregate, total, whole, gross, sum.
7. Accumulation — agglomeration, conglomeration, aggregation, concentration,
8. Accuse — calumniate, slander, malign, denigrate, blacken, tarnish, sully.
9. Abnormal — unnatural, aberrant, freakish, eccentric, anomalous.
10. Apathetic — unenthusiastic. unambitious, unstirred, unimpassioned, uninspired, unmoved.
11. Authoritarian — masterful, domineering, lordly, bossy, autocratic, dictatorial.
12. Association — league, alliance, axis, federation.
13. Abandon — desertion, defection, secession, withdrawal.
14. Breeze — zephyr, gale, wind.
15. Beseech — appeal, implore, crave, beg.
16. Beauty — elegance, grace, charm, attractiveness.
17. Babble — nonsense, bombast, jargon.
18. Bandit — robber, plagiarist.
19. Bashful — reserve, shy, coy, demure.
20. Bemoan — lament, mourn, grieve, weep over.
21. Booty — spoil, plunder, prey.
22. Burnished — polished, sleek, glossy.
23. Circumstance — factor, situation, condition.
24. Copy — reproduction, replica, fascimile, tracing, transcription,

impression.

25. Compensatory — compensating, countervailing, balancing.
26. Connect — attach, annex, tag, clip, contact.
27. Continuity — cohesion, connectedness, tenaciousness.
28. Comprehensive — omnibus, encyclopaedic, all-embracing, full-length.
29. Constitute — compose, form, make, construct, organise, build.
30. Complex — intricate, complicated, mazy, winding.
31. Curial — judicial, inquisitional.
32. Caress — love, fondle, dandle, pat, hug.
33. Contend — combat, strive, struggle, fight, campaign, tussle, wrestle, grapple.
34. Co-operation — reciprocity, sympathy, co-existence, league, amity, compatibility.
35. Cajole — flatter, wheedle, inveigle.
36. Celibacy — bachelorhood, chastity.
37. Cling — stick, adhere, hug.
38. Calamity — disaster, affliction, distress.
39. Cheerless — dejected, gloomy, mournful, sad.
40. Competent — capable, learned, efficient, clever.
41. Degree — proportion, ratio, scale.
42. Disjoin — disunite, dissociate, divorce, part, sever, disconnect, unplug.
43. Disorder — incoordination, muddle, chaos, anarchy.
44. Disclose — reveal, expose, unveil, unfold.
45. Dislike — repugnance, detestation, loathing, abhorrence, disfavour, disaffection.
46. Degrading — lowering, demeaning, ignominious, derogatory.
47. Dangerous — dreadful, fearsome, awesome.
48. Defiant — proud, provocative, bellicose, militant, disobedient
49. Disfigure — deform, cripple, maim, deface.
50. Damn — curse, swear, scold, denounce.
51. Dandy — coxcomb, puppy, man about town.
52. Deceit — fraud, bluff, guile, knavery.
53. Deity — omnipotence, providence, God.
54. Demise — death, decease, eternal rest, expiry.

55. Devoid — release, exempt from, immune from, empty.
 56. Existence — life, being, absoluteness.
 57. Ethnic — racial, tribal, phyletic, clannish.
 58. Equilibrium — equipoise, balance, steadiness, poise.
 59. Extensive — far-ranging, far-flying, far-reaching, far-stretching, vast.
 60. Enormous — immense, vast, colossal, monumental.



Practice Set 1

I. Directions: Choose the word from among the four options (i), (ii), (iii) and (iv) which is nearest in meaning to the given word.

1. Abject

(i) cast away	(ii) mean
(iii) worthless	(iv) grovelling
2. Absolve

(i) to set free	(ii) to pardon
(iii) to acquit	(iv) to accomplish
3. Absonant

(i) discordant	(ii) absurd
(iii) unnatural	(iv) contrary to reason
4. Abstract

(i) to draw away	(ii) to separate
(iii) to remove quietly	(iv) a thing existing only in India
5. Acclimatize

(i) announce	(ii) accustom
(iii) approve	(iv) make tall claims

4.3 ANTONYMS

An antonym is often defined as a word that is contrary in meaning to another; Hot is the antonym of cold. Remember that an antonym must be in the same part of speech in which the given word is.

Also the answer should be in the same tense form in which the key-word is. The correct answer is that which is similar in voice to the key-word.

Examples

The correct antonym of Fidelity is disloyalty and not disloyal because fidelity and disloyalty are in the same part of speech the noun while disloyal is the adjective.

1. Adapt — differ, misfit, disagree, irregularise.
2. Admiration — hate, condemnation.
3. Ample — meagre, scanty, insufficient, limited.
4. Amuse — annoy, tire, bore.
5. Atrocious — noble, excellent, worthy, laudable.
6. Attract — reject, repulse, repel, rebuff.
7. Awareness — ignorance, innocence, foolishness.
8. Awake — dormant, asleep, latent, slumbering.
9. Backward — forward, advance, onward, prompt.
10. Beautiful — loathsome, horrible, ugly.
11. Before — after, subsequently, succeeding.
12. Beg — challenge, claim, demand, contend.
13. Belief — disbelief, suspicion, misgiving, distrust.
14. Benevolence — malice, venom, enmity, hatred.
15. Beseech — challenge, insist, demand, contend.
16. Bewilder — illuminate, edify, enlighten.
17. Bitter — mellow, genial, sugary, sweet.
18. Blame — extol, praise, applaud, compliment.
19. Bliss — sorrow, affliction, woe, distress.
20. Bold — fearful, diffident, timid, afraid.
21. Breed — annihilate, murder, destroy, kill.
22. Brutal — humane, tender, compassionate, merciful.
23. Bright — opaque, cloudy, dull, tarnished.
24. Brief — diffuse, verbose, long, detailed.
25. Busy — inactive, indolent, lazy, idle.

26.	Calamity	—	fortune, peace, happiness, joy.
27.	Calm	—	excite, perturb, agitate, disturb.
28.	Cancel	—	confirm, establish, endorse, ratify.
29.	Careless	—	cautious, thoughtful, vigilant, attentive.
31.	Confide	—	suspect, doubt, apprehend, distrust.
32.	Dainty	—	coarse, vulgar, crude, rough.
33.	Decide	—	hesitate, vacillate, waver, falter.
34.	Defeat	—	triumph, vanquish, prevail, win.
35.	Delicacy	—	roughness, robustness, crudeness, heaviness.
36.	Delight	—	grief, anguish, displeasure, sorrow.
37.	Deny	—	verify, confirm, comply, endorse.
38.	Desire	—	detest, hate, despite, loathe.
39.	Deviate	—	abide, persist, converge, perpetuate.
40.	Diligent	—	idle, slack, slothful, lazy.



Practice Set 2

Directions: Below are given some words followed by four answers. Tick (✓) the answer which you believe gives the opposite meaning of the word.

1. Stigma

(i) obstinacy	(ii) honour
(iii) disgrace	(iv) vision
2. Recoup

(i) to worsen	(ii) to strengthen
(iii) to trap	(iv) to recover
3. Slacken

(i) to activate	(ii) to quench
(iii) to delight	(iv) to muse
4. Irrevocable

(i) solid	(ii) fast
(iii) transitional	(iv) interruption
5. Rotundity

(i) erect	(ii) deviate
-----------	--------------

- | | |
|-----------------|--------------------|
| (iii) angular | (iv) arch |
| 6. Scepticism | |
| (i) doubt | (ii) assent |
| (iii) confess | (iv) gullibility |
| 7. Salient | |
| (i) chief | (ii) insignificant |
| (iii) lend | (iv) supernatural |
| 8. Redundance | |
| (i) paucity | (ii) bare |
| (iii) rejection | (iv) crucial |

4.4 HOMOPHONES/HOMOGRAPHS

Homophones are pairs of words that sound the same, but have distinctly different meanings and different spellings. Look at the examples:

1. cell/sell 2. for/four 3. sea/see 4. son/sun

Homophones Examples

air	heir	loan	lone
ail	ale	made	maid
allowed	aloud	mail	male
arc	ark	main	mane
ate	eight	meat	meet
bad	bade	medal	meddle
bail	bale	missed	mist
bald	bawled	muscle	mussel
ball	bawl	none	nun
bare	bear	oar	ore
beach	beech	one	won
bean	been	pail	pale
bear	bare	pain	pane
beat	beet	pair	pear
bee	be	patience	patients

beet	beat	peace	piece
bell	belle	peal	peel
berry	bury	plain	plane
birth	berth	plane	plain
blue	blew	pore	pour
boar	bore	practice	practise
board	bored	praise	prays
bough	bow	pray	prey
bow	bough	principal	principle
boy	buoy	profit	prophet
brake	break	rain	reign
buy	by/bye	rap	wrap
ceiling	sealing	read	reed
cell	sell	read	red
cent	sent	right	write
cheap	cheep	ring	wring
check	cheque	road	rode
coarse	course	role	roll
cord	chord	root	route
dear	deer	rose	rows
die	dye	sale	sail
dun	done	scene	seen
Dye	die	sea	see
buy	by/bye	rap	wrap
ceiling	sealing	read	reed
cell	sell	read	red
cent	sent	right	write
cheap	cheep	ring	wring
check	cheque	road	rode
coarse	course	role	roll
cord	chord	root	route
dear	deer	rose	rows

die	dye	sale	sail
dun	done	scene	seen
Dye	die	sea	see
ewe	you	seam	seem
eye	I	sew	sow
fair	fare	sight	site
feat	feet	soar	sore
find	fined	sole	soul
lea	flee	son	sun
flew	flu	soot	suit
flour	flower	stair	stare
flower	flour	stake	steak
fool	full	steal	steel
fore	four	stile	style
forth	fourth	suite	sweet

Some common examples of homophones, including the words used in a sentence, are:

- **brake/break:** When teaching my daughter how to drive, I told her if she didn't hit the brake in time she would break the car's side mirror.
- **cell/sell:** If you sell drugs, you will get arrested and end up in a prison cell.
- **cent/scent:** I won't spend one cent on a bottle of perfume until I know that I love the scent.
- **die/dye:** If you accidentally drank a bottle of fabric dye, you might die.
- **flour/flower:** To bake a flower-shaped cake, you'll need some flour.
- **for/four:** I purchased four new pairs of shoes for my upcoming vacation.
- **heal/heel:** If the heel breaks on your shoe, you might fall. However, your injuries will heal over time.
- **hear/here:** I wanted to sit here so I could hear the singer performing without any distractions.

- **hour/our:** We have one hour before our appointment with the real estate agent.
- **idle/idol:** Being idle makes me unhappy, but listening to my idol Taylor Swift makes me happy.
- **knight/night:** The knight is on his way to the castle, but traveling at night is very dangerous.
- **knot/not:** I do not know how she learned to tie the knot to make that necklace.
- **poor/pour:** I pour drinks at a bar every night. I am poor because I have too many bills and not enough money.
- **right/write:** There is no right way to write a great novel.
- **sea/see:** At my beach house, I love to wake up and see the sea.
- **sole/soul:** I need to get a new sole put on my favorite pair of running shoes. Jogging is good for my soul.
- **son/sun:** My son is 13 years old. He likes to spend time outside in the sun.
- **steal/steel:** Someone who decides to steal a car has committed a crime, but auto parts are made of steel.
- **tail/tale:** My cat was crazily chasing his tail while I read a fairy tale to my children.
- **weather/whether:** I don't know whether to bring a jacket or not. The weather looks unpredictable today.



Practice Set 3

Select the correct word

1. I didn't ____ what she said. (hear/ here)
2. They forgot to take ____ printouts. (there/ their)
3. Venison is the meat from a _____. (deer/ dear)
4. The house is by the _____. (see/ sea).
5. She held the ____ in her hand. (rains/ reigns)

4.5 HOMOGRAPHS

Homophones are words pronounced alike but different in meaning or derivation or spelling. These words may be spelled differently from each other (such as to, too, and two), or they may be spelled the same way (as in quail meaning ‘to cower’ and quail meaning a type of bird).

Homophones vs. Homographs vs. Homonyms

Homographs are two or more words that are spelled the same but have different meanings and origins.

Here is the simplest explanation we can give for each of these words:

- Homophones are words that sound the same but are different.
- Homographs are words that are spelled the same but are different.
- Homonyms can be homophones, homographs, or both.

Here is a slightly less simple explanation for each of these words:

Homographs are words that are spelled alike but are different in meaning or derivation or pronunciation. Sometimes these words sound different (as in the bow of a ship, and the bow that shoots arrows), and sometimes these words sound the same (as in quail meaning ‘to cower’ and quail meaning a type of bird). Remember, homographs are words that can sound different, but have the same spelling.

Take a look at these 20 examples of homographs.

- Park - a public play area or to bring a vehicle to a stop and leave it temporarily.
- Bat - a type of sports equipment or an animal.
- Bass - a type of fish or a genre for music.
- Minute - small or a unit of time.
- Crane - a bird or a machine used at construction sites.
- Tear - to rip something or the liquid that flows from the eyes when crying.
- Bow - a weapon for shooting arrows or a formal way of

greeting or showing respect.

- Saw - a sharp tool used for cutting hard materials or past tense for the word “see”.
- Pen - an object which is used for writing or a small area in which animals are kept.
- Lean - meaning thin or to rest against something.
- Skip - a fanciful jump or to miss out on something.
- Close - to be near something or to shut.
- May - you might do something or the month of May.
- Type - the way you use a keyboard or a specific class of something.
- Miss - a female title or overlooking.
- Blue - feeling depressed or the color.
- Train - a mode of transport or to coach somebody.
- Fair - a place to enjoy some rides or the act of being reasonable.
- Bag - secure something or a holdall.
- Slip - a fielding position or a fall.

Homonym may be used to refer to either homophones or to homographs. Some people feel that the use of homonym should be restricted to words that are spelled alike but are different in pronunciation and meaning, such as the bow of a ship and the bow that shoots arrows.

4.6 PREFIXES AND MEANING

Prefixes and Suffixes are together called affixes and they are used to form words. A **prefix** is an addition at the beginning of a word. A **suffix** is an addition at the end of a word.

Prefixes

Read the following table showing the use of prefixes.

Prefix		Meaning	Words
ex	—	out of, former	ex-MR
inter	—	between	inter school
semi	—	half	semicircle

equi	—	equal, the same	equidistant
auto	—	self	autobiography
anti	—	opposed to	antisocial
dis	—	opposite of	dislike
de	—	opposite of	defrost
sub	—	beneath	sub standard
up	—	to a higher state	upgrade
trans	—	across	transnational
mis	—	wrongly	misunderstand
non	—	not	non sense
dis	—	not	disunity
macro	—	relatively large	acromolecule
tele	—	linking across distance	television

Prefixes Used In forming Antonyms

dis, im, in, un, ir, il, etc.

e.g. displease, improper, incorrect, unfair, irrelevant, illegal etc.

Prefixes Used In forming verbs

en-, em-, im-, for-, fore-, over- etc.

e.g. enable, empower, immobilise etc.



Practice Set 4

Add the prefixes to the following words to form new words.

- | | |
|----------------|-----------------|
| 1. able | 2. power |
| 3. see | 4. do |
| 5. peril | 6. step |
| 7. bid | 8. large |
| 9. hear..... | 10. print |
| 11. act | 12. chart |

4.7 SUFFIXES AND MEANING

Suffixes

Given below are examples of suffixes. Study these examples to see how the spelling changes in some cases.

Suffix	Function	Examples
–able	showing the	adore – adorable
ualities	change –	changeable
–ible	of	sense –sensible
–acy	state	conspire – conspiracy
–ful	quality	care – careful
–ment	state	excite – excitement
–ly	quality	home – homely
–ity	state	curious – curiosity
–ance	state	enter – entrance
–ence	state	occur –occurrence



Practice Set 5

Add the suffixes to the following words to form new words.

- | | |
|-------------------|--------------------|
| 1. describe | 2. vigour |
| 3. excuse | 4. glamour |
| 5. notice | 6. victory |
| 7. service | 8. exclaim |
| 9. reverse | 10. monster |
| 11. supreme | 12. renounce |
| 13. spite | 14. judge |

4.8 COMMONLY CONFUSED AND MISSPELLED WORDS

There are certain words the usage of which generally confuses us. Two words in English language may have the same meaning

while their implied meanings may be different. The learners are very often confused when they find two or more words for the same meaning.

But these words differ in usage.

For example, Crime and Sin. The word crime means ‘an offence, for which there is severe punishment by law’.

Hence we say: ‘The business of the law court is to punish crime’. While sin means ‘an offence against the principle of morality’.

So we say “ ‘Man is liable to sin’.

The users of English should be competent to find the correct word or expression that best suits in a particular context. This part of the book will enable the students to learn this efficiency. The following is a list of some commonly confused words.

Their meaning and correct usage will be of great help to all the students

A List of Some Words Often Confused

1. Ability (physical or mental power or skill which can be acquired and developed): He has an **ability** to be a good carpenter.
Capacity (power which is usually inborn): He has a wonderful **capacity** for mathematics.
2. Allow (not to refuse): The principal allowed the children to use the calculators in the exams.
Permit (to agree to some action): He was permitted to join the Computer classes.
3. Abstain (from a thing): He abstains from beer and wine.
Refrain (from an action): One should refrain oneself from abusing.
4. Answer (a question is answered): The examiner posed some very difficult questions which the average students could not answer.
Reply (a letter or a charge is replied to): I immediately replied to his urgent letter.

5. Ancient (opposite of modern): There are several good books on the history of ancient India in our library.
Old (opposite of new): Old is gold.
6. Admit (give assent to); He admitted that smoking is a bad habit.
Confess (not only to admit something wrong but also to acknowledge guilt): He confessed that he had stolen money.
7. Astonish (extreme surprise): I was astonished to see my friend after a long gap of 5 years.
Surprise (feeling caused by something new or unexpected): His failure was not a great surprise.
Wonder (Surprise combined with admiration): The tourists are filled with wonder when they look at the Taj Mahal.
8. Anxious (feeling anxiety): I am anxious about my son's safety at his non-arrival.
Eager (strongly desirous): He is eager for his success.
9. Bravery (ready to face danger, pain and suffering): He is as brave as a lion.
Courage (lies in the mind and is a lofty sentiment): He has the courage to do what he feels right.
Daring (pushing forward without hesitation; adventurous): The daring of the mountaineers deserves praise.
Valour (bravery esp. in war): The Indian warriors were known for their deeds of valour.
Boldness (usually transient): He showed boldness in rescuing a drowning child.
Audacity (Foolish boldness or imprudence in daring): His audacity provoked me much.
10. Battle (fight esp. between organized and armed forces): The battle of Philipi resulted in the death of many valiant Romans.
War (a series of contests between two armies): War between Troy and Greece was fought for the beautiful Helen.
Fight (a combat between small number of persons): Indians fought for their freedom.

11. Beautiful (used for the beauty of women): She is known as the most beautiful woman of her city.
Handsome (fine appearance of men): He is a handsome fellow.
12. Behaviour (treatment shown towards others): Tom is liked by all his classmates for his good behaviour.
Conduct (behaviour esp. moral): A good conduct prize was given to a child at school.
Deportment (manners): Young ladies used to have lessons in deportment.
13. Blemish (a stain that spoils the beauty or perfection; some moral defect): He bears a good character without any blemish.
Defect (fault or imperfection): There are many defects in our system of education.
Flaw (a defect which is continued such as a crack): Shakespearean tragic heroes often suffer from some tragic flaw.
14. Begin (used on all occasions): The meeting will begin at 8 o'clock.
Start (beginning of a journey, activity etc.): He decided to start a newspaper.
Commence (used only in formal and official language): The winter-session of Parliament will commence on 2nd December.
15. Custom (generally accepted behaviour among members of a social group): We should not be slave to customs.
Habit (some settled practice esp. that cannot be easily given up): We should not fall into bad habits.
16. Cite (mention as an example esp. by quoting from a book to support an argument etc.): He cited the authority of Abraham Lincoln who stands for his perseverance and hard-working.
Quote (repeat words used by another): He quoted a verse from the Bible.
17. Contenment (a state of mind where one does not want more): Contenment is the theme of Pope's famous poem

‘Ode On Solitude’

Satisfaction (fulfilment of one’s expectations): Children’s success is a great satisfaction to their parents.

18. Ceiling (under surface or overhead lining of a room): He has beautified the ceiling of his room.

Roof (top covering of a building, tent, bus or car): The children are playing on the roof of their house.

19. Careful (paying attention to what one does or says): One should be careful to what one does.

Meticulous (showing great attention to detail): He is very meticulous in his choice of words.

Scrupulous (adherence to what one knows to be true, correct or exact etc.): The newly appointed Chief Justice is quite scrupulous in dispensing justice.

20. Certain (something beyond question or doubt): It is certain that two and two make four.

Inevitable (that cannot be avoided): Death is an inevitable end of all the mortals.

Necessary (which has to be done): Sleep is necessary to health.



Practice Set 8

I. Choose the correct word from the bracket:

- Cats live in (homes, houses)
- He was rewarded for his good (behaviour, conduct)
- Death is the wages of (crime, sin)
- To err is human; to divine, (pardon, forgive)
- Balanced diet and light exercises are to health. (necessary, certain)

Commonly Misspelled

English spelling can get rather tricky. Double letters, especially double consonants, tend to cause a lot of trouble. Other common

culprits are exceptions to popular mnemonics, like how "weird" violates the commonly stated "i before e, except after c".

We're going to list some misspelled English words, with the misspelling first and then the correct spelling of the word in parentheses. For more spelling tips, see our Guide to Spelling:

Misspelled

Correct

- absense (absence)
- adress (address)
- alot (a lot)
- aquit (acquit)
- arguement (argument)
- artic (arctic)
- begining (beginning)
- beleive (believe)
- broccoli (broccoli)
- borough and bureau are confused
- calender (calendar)
- comraderie (camaraderie)
- cieling (ceiling)
- colleague (colleague)
- concious (conscious)

Context Clues

One of the best places to start is a simple lesson using each of the commonly misspelled words in the proper context.

For example, you wouldn't use the word "two" in the sentence, "I am going to the store."

Learner can learn this by sight with the appropriate in-class illustration.

4.9 SPELLING RULES

Spelling

Words in English are not always spelled as they are pronounced.

Spelling in English follows some basic rules and the majority of English words (around 75%) follow these rules. You can learn the rules but there are always exceptions to the rules that need to be learned too.

The main basic spelling rules of English relate to: prefixes and suffixes; spelling and plurals; doubling letters; dropping and adding letters; verb forms. This section focuses on British English but also covers some basic differences in spelling between British and American English.

Spelling: prefixes

When there is a prefix, we do not normally add or take away more letters:

- dis + obey → disobey
- mis + spell → misspell
- dis + satisfied → dissatisfied
- over + hear → overhear
- in + humane → inhumane
- super + human → superhuman
- in + sane → insane
- un + natural → unnatural

The following list contains 8 English spelling rules.

1. Every syllable has a vowel sound: Every word or part of a word needs a vowel sound. A syllable is a part of a word that is pronounced as a unit and it always contains a vowel sound. However, it may not contain a vowel. The word, rhythm, is a great example which is pronounced **ri- thum**.
2. CVC rule states if a single vowel is surrounded by consonants it usually has a short sound. The following table provides some examples.

Letter	Examples
a	bat, cat & fat
e	Ben, den & hen
i	hip, lip & sip
o	hop, mop & top
u	bug, hug & rug

3. We like to refer to this as the magical “e” rule which states: if the “e” sits at the end of a word, it tells the preceding vowel to say its name. When a one syllable words has an “e” at the end and a vowel in the middle, the first vowel is usually long and the “e” is silent.

Short Vowel Sound

cap

Tim

pop

cut

Long Vowel Sound

cape

time

Pope

cute

4. “Qu” Team: The letter “q” is almost always followed by the letter “u” and it most often sounds like /kw/. The following are great examples: quack, quart, quarter, queen, question, quick, quilt & quiz. However, for some words the “qu” sounds like a

/k/, e.g., conquer.

5. Vowel Team Rule: When two vowels go walking, the first vowel does the talking. The first vowel says it name (long vowel sound) and the second vowel is silent.

Letters

ai

ee

ea

ie

oa boat, road & soap

oe

ue

Examples

maid & rain

see, tree & deep

eat, leaf & team

pie and tie

toe & doe

glue, blue & Sue

6. “C” and “G”: If the letters “c” and “g” precede the letters “a,” “o” or “u”, use their common consonant sound, e.g. cat, goat. However, if the letters “c” and “g” are followed by “i,” “e” or “y”, they produce their soft sound. An example, will best illustrate this point.

Letter Sound Example Rule

- c /k/ – common consonant sound cake, cold & cup The letter “c” is followed by “a”, “o” or “u.”
 - c /s/ – soft sound cent, city & cycle The letter “c” is followed by “i”, “e” or “y.”
 - g /g/ – common consonant sound game, go & gum The letter “g” is followed by “a”, “o” or “u.”
 - g /j/ – soft sound gem, giraffe & gym The letter “g” is followed by “i”, “e” or “y.”
 - Unfortunately, there are a few exceptions, e.g., give and girl.
7. I before E, Except after C When “i” and “e” are together, the letter “i” normally precedes the letter “e” except if they are after “c.” The following words are great examples: brief, diet, friend, quiet & ceiling. Exceptions: “e” before “i” when it sounds like the letter “a”, e.g. neighbor and weigh.
8. Common Suffix Rules: There are several spelling rules for adding endings (suffixes) to a word. Three common rules are as follows:
- One-syllable CVC Rule: Double the ending consonant before adding an ending that starts with a vowel, e.g. -ed, -ing.

Root Word Suffix Example

tap -ed tapped

tap -ing tapping

- CVCe or Magic E Rule: Drop the “e” before the ending.

Root Word Suffix Example

- tape -ed taped
- tape -ing taping

- When a common noun ends with the letter “y,” change the “y” to “i” unless a vowel precedes the letter “y.”

Root Word Suffix Example

- baby -es babies
- monkey -s monkeys

- Despite spell check and text messaging, learning how to spell words correctly is an important skill that a child will be tested for throughout much of their school years. Learning the above rules, while recognizing there are certain exceptions, will help a child master spelling.

Review Exercise

A. Add suitable suffixes to the words in the brackets to fill the words in the following sentences:

1. The garden looked really with flowers and birds. (cheer)
2. Don't be The earrings will be found. (misery)
3. is the greatest of all virtues. (kind)
4. While giving to his secretary, the manager also looked over papers. (dictate)
5. Unless is made for the outstanding balance, the court start against him. (pay)

b. Add suitable prefixes to the words in the brackets to form their opposites and then fill in the blanks with them.

1. John, though extremely good at chess, was of the new rules and lost the match. (aware)
2. The conditions in the prison camps in World War II were so that many people died. (human)
3. It is to bring gold into the country without paying duty on it .(legal)
4. His attendance in school may not allow him to appear for the exams. (regular)
5. If Anita had not in the class, the teacher might have taken a lenient view of the whole episode. (behave)

C. Directions: Below are given some words followed by four answers. Tick (✓) the answer which you believe gives the opposite meaning of the word.

1. Stigma

(i) obstinacy	(ii) honour
(iii) disgrace	(iv) vision
2. Recoup

(i) to worsen	(ii) to strengthen
(iii) to trap	(iv) to recover
3. Slacken

(i) to activate	(ii) to quench
(iii) to delight	(iv) to muse
4. Irrevocable

(i) solid	(ii) fast
(iii) transitional	(iv) interruption
5. Rotundity

(i) erect	(ii) deviate
(iii) angular	(iv) arch

D. For each word in Column A there is a homonym in Column B. Write the number homonym next to each word in Column A

- | | | |
|---------|-------|-------------|
| wait | _____ | 1. sighed |
| ceiling | _____ | 2. whether |
| piece | _____ | 3. weight |
| side | _____ | 4. choose |
| threw | _____ | 5. sealing |
| vain | _____ | 6. eight |
| weather | _____ | 7. peace |
| no | _____ | 8. heard |
| chews | _____ | 9. break |
| brake | _____ | 10. Pear |
| ate | _____ | 11. through |
| herd | _____ | 12. know |
| hire | _____ | 13. vein |
| pair | _____ | 14. higher |
| bare | _____ | 15. bear |

Unit 5

Semester: Two

Period V



Grammar: Library Skills

Learning Objectives

Upon completion of this topic, learners will be able to :

- Use the card catalog or on-line catalog to find information in the library.
- Provide correct answers to comprehension and critical thinking questions from given text
- Apply the various reading methods to get meaning from passages

5.1 INTRODUCTION

A library is a collection of well documented books, journals, news-papers and other forms of information that is printed and none printed.

A learner is required to be self reliant. His/her desire for knowledge cannot be satisfied by his/her teachers alone, the teachers cannot have all the answers to the questions you have, therefore the learner has to do a lot of searching, the searching will take the form of debating with people, observing what exists in the world and finding what others have done or written.

You therefore need to learn

Structure of the Unit

5.1	Introduction
5.2	Library Skills
	Using Card Catalog
	Information in the Catalog
	Materials in the Library
5.3	Reading Comprehension
	Answering Reading comprehension
	Direct Questions
	Critical Thinking Questions
	Active Reading
	Activity before Reading
	Activity when Reading
	Activity after Reading
	○ Scanning
	○ Skimming

how to use the library.

Librarians are specifically trained to research, locate, evaluate, and present information. Because these skills are not technology dependent, they are enduring. In fact, greater access to a larger volume of information in a more technology-dependent environment can only increase the importance of quality researching.

4.2 LIBRARY SKILLS

Library skills, also known as information and digital literacy that are basic for learners at all levels. There are three core skills to develop effectively:

- finding,
- evaluating, and
- referencing information.

Why is information and digital literacy useful?

There are two main reasons:

- Being digitally literate helps you to better engage with information. You will be able to discover information more effectively, critically evaluate the information you have found, and reference this information accurately.
- It's easier than ever to access information from sources which are unsound or unaccountable. Understanding this information environment can help you become a better informed and more confident citizen in wider life.

Most of the learners have not had an opportunity to use well organized libraries. This is because at both primary and secondary levels in libraries hardly exist and where they exist they are poorly organized with a small collection of materials.

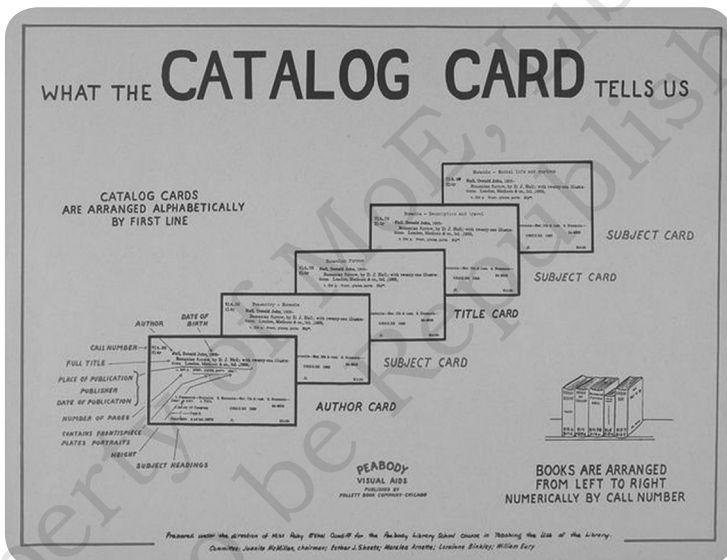
Therefore learner joining universities need to be taught information handling skills which will help them not only to maximize the use of their respective libraries but also to enable them to make use of any other library other than university library.

Currently more emphasis is put on learner oriented learning where the lecturer's role is to provide skeleton notes and the students required to fill notes through information acquired in the library.

Therefore, the learners need to acquire some library skills in order to use the resources effectively. The growth of seminar and tutorial teaching especially in project work in undergraduate courses has provided the need for the use of the library.

Using Carde Catalog

A card catalog is an alphabetical file of subjects, authors and titles for material that is acquired by a university library. It is usually organised using a single card for every item in the library for easier recovery.



A card catalog is an alphabetical file of subjects, authors and titles for material that is acquired by a university library. It is usually organised using a single card for every item in the library for easier recovery.

There are quite different kinds of card catalog.

Author Card

It contains the Author's full name, last name first, the title of the book, the place of publication, publishers name, and the date of publication, as well as the number of the book.

Title Card

For a book contains basically the same, date found in the author card except that the title appears the first line.

Subject Card

It is useful when one is doing research on the topic and does not have a particular title or author in mind.

OPAC- Online Public Access Catalog

An online public access catalog (often abbreviated as OPAC or simply library catalog) is an online database of materials held by a library or group of libraries. Users search a library catalog principally to locate books and other material available at a library.

Information in the Catalog

It is important to know what information is needed in a cataloging record, and where the various types of information go in the arrangement of a cataloging record, but as librarians, our intent is to catalog items as infrequently as possible.

Cataloging is a very time intensive job, and since most librarians have several jobs to do in the course of a day, being able to cut down the time needed for one job can make a difference in the level of service for the library as a whole.

For this reason, most libraries choose to purchase or obtain their cataloging from other sources. Whether a library is entering their cataloging into a computer database or filing cards into a card catalog, cataloging can be purchased or found from other sources for most of the items added to a library's collection.

Specific information such as the call number may be accepted as listed in the provided cataloging, or may be changed by editing the cataloging information after the purchase arrives at the library.

The library catalog holds records of all materials provided by the Library and will provide information pertaining to the location, status, and description of the material. Advanced Searches for library materials can be performed in a number of ways:

- Keyword

- Advanced Keyword
- Title
- Author
- Subject
- Call Number
- ISBN/ISSN

Materials in the Library

The library materials are records of human knowledge on paper or any other form for easy physical handling, storing, use and preservation over the years. The information contained in the documents, represents the thought content and knowledge.

Documents are available in various forms, namely, the print and the non-print form. In order to develop a library's collection, we must know about these reading materials, their types, form, use and characteristics.

The collection is maintained by the library for use. In the more traditional sense, a library is a collection of books. The role and functions of a library are as follows:

- Provide free knowledge and access to literature to the user community;
- Increase academic wealth by building library collection;
- Search and research for information that users want to know;
- Find books for purpose of reference work; and
- Manage and access to electronic information resources.

In view of above, the primary goal and job of a library is to aid all users in their quest for knowledge. An excellent collection of documents is a prerequisite to all library services rendered by a library. These are available in a variety of forms which includes both, the print and the non-print material.

Print Material

Historically, libraries have been dependent on printed material to build collection. In a library we find a variety of printed material in various forms, which are:

- Books
- Periodicals
- Newspapers
- Reference books
- Dissertations and theses
- Standards
- Patents
- Maps
- Reports etc.

Let us now study in detail about books, periodicals, newspapers and reference books. The rest of the material will be covered in the section on other library materials.



Practice Set 1

Fill in the Blanks

1. An excellent collection of documents in libraries is a.....for....by the library
2. The information contained in the documents represent.....

Books

You all must have seen and read books. 'Book' is a big word. It has a lot of power, as it is intimately bound up with our intellectual and imaginative histories. Books are identity of the library and librarians.

Books constitute a major portion of any library collection. Size of any library is usually determined by the number of books the library has in its stock. Books usually supplement educational courses etc. It is essential to learn the important features of a book.

A book is defined as a written or printed literary work, which is separately published and has an independent physical existence, with pages fastened along one side and encased between protective covers. In many libraries, books are referred to as monographs.

Oxford dictionary defines a book as *'a written or printed work consisting of pages glued or sewn together along one side and bound in covers'*.

UNESCO defines a book as *'a bound non-periodical publication having 49 or more pages, exclusive of cover pages, published in a country and made available to the public.'*

In other words, a book is a document that normally deals with one particular subject having a continuous thought content. Most books have a protective cover. Books are reasonably inexpensive and convenient to store, transport and find knowledge and information. The book are thus considered as one of the greatest inventions.

People have used books in the same form for over 5,000 years. Although most books in libraries are usually bound with hard covers, paperbacks are also becoming popular now.

A book can be simple or composite, single volumed or multiple-volumed, a general book, a text-book or a reference book. Besides this, books are further classified as or non-fictional books.

a) Simple Book: If the subject is continuous and written by one or more authors, the book is a simple book.

Example: Classroom Behavior by B. Rogers

Treasure Island by Robert Louis Stevenson

b) Composite Book: It is a book with contributions by more than one author and the subject may or may not be dealt continuously. In a composite book, each contribution has a distinct title and is independent.

c) Single-volumed Book: A book in one volume or single volume is known as a single-volumed book.

d) Multi-volumed Book: A book in more than one volume is called a multi-volumed book. Besides this, there is continuous pagination in different volumes of the set.

e) General Book: general book is one which is read for information in a general way. It is not related to any specific subject. General books can be fiction or non-fiction books.

f) Text Book: A book supporting any teaching programme or belonging to some course curricula is referred to as a text book.

g) Reference Book

It is a book meant only for consulting or referring to for some specific piece of information. Reference books help library users to find answers to are not questions. They are not issued and taken home. All these books have the letter “R” in their call number. These books are found in the special reference section or near the reference desk. In other words these books are kept in the library only for reference.

Books such as dictionaries, encyclopedias, gazetteers, yearbooks, directories, indexes, concordances, atlases, etc. are compiled to provide definite pieces of information of varying extent. These are intended to be referred to rather than read through page by page.

Examples: World Book Encyclopedia , Websters’s Dictionary of English Usage, The Statesman’s Year-book, The World Book Atlas


**Activity
1**
Lets do an activity

1. From the Reference Section of your library, take out two dictionaries. Find out word meanings of any 10 words. State True / False
 1. Reference book is used for consultation only .
 2. Gazetteers’ are not the reference books .
 3. A multi-volume book has continuous pagination in different volumes of the set.

Periodicals

A periodical is a publication with a distinctive title which appears at stated or regular intervals, without prior decision as to when the last issue shall appear. It contains articles, editorials, features, columns, stories or other writings, by several contributors. The periodicals are important sources for current information on any subject.

UNESCO has defined a periodical as ‘a publication that constitutes one issue in a continuous series under the same title, published at a regular or irregular intervals, over an indefinite period, individual issues in the series being numbered

consecutively or each issue being dated.’

The important aspect about the subject material of periodicals is that the latest or current information is provided to the readers through them. The latest issues of the periodicals are displayed prominently to the readers and are replaced by the subsequent new issues received by the library.

Periodicals are also referred to as serials or journals. Besides these, magazines are the most typical type of periodicals. Magazines are also like journals with each issue starting at page one but they are not academic or professional publications.

Activity 2



Lets do an activity

- From the Periodical Section of your library, take out five journals, Write their name and note their periodicity.

Newspapers

A newspaper is a scheduled publication containing news of current events, informative articles, diverse features, editorials, and advertising. It usually is printed on relatively inexpensive, low-grade paper known as the newsprint. It is a publication issued periodically, usually daily or weekly containing most recent news.

Newspapers, thus, provide an excellent means of keeping well informed on current events. They also play a vital role in shaping of the public opinion.

Newspapers usually meet the following four criteria:

- **Publicity:** Its contents are reasonably accessible to the public.
- **Periodicity:** It is published at regular intervals.
- **Currency:** Its information is up to date.
- **Universality:** It covers a range of topics.

Newspapers are available in various categories as mentioned below:

- a) Daily newspaper – issued everyday. Example: The Times of India, The Hindustan Times,
- b) Weekly – published once a week. Example: Union Times Today, Sadbhavana Times
- c) National – a newspaper that has national focus and circulates throughout the country. Example: The New York Times
- d) International – a newspaper having international editions. Example: The International Herald Tribune
- e) Online – most printed newspapers these days have online editions too. Example: Times of India, The Hindu Some newspapers have only the web-based editions. Example: Times of India e-paper (in English)

NON-PRINT MATERIAL

Non-print material are defined as any material pertaining to, or consisting of other than the printed matter. These are rapidly becoming important information and learning resource materials for the modern libraries.

Nonprint materials differ from printed materials in several ways. One of the main differences is that a machine must serve as a mediator between the information and the user of non print material.

Also, great variety of formats and machines there exist a which may confuse the users. Non-print materials are important as well as popular sources of information around the world due to their unmatched merits. These are:

- Economy of space
- Portability and easy transportation
- Monotonous topics made interesting and easy to understand
- Condensation of text helps in quick transmission, there by saving time in learning
- Quick and easy to grasp and remember

In order to use the non-print materials, the following equipment is required in the libraries:

- a) Computer systems and related equipment and furniture
- b) Projectors – film projectors, overhead projectors, slide projectors

- c) Audio and video equipment – CD players, Digital recorders, Digital video recorders, Tape recorders, headphones, speakers, etc.
- d) Cameras and related equipment
- e) Miscellaneous equipment – Screens, cords, adaptors, microphones and microphone stands, etc. The non-print materials are available in two categories, namely, the audiovisual materials and the electronic materials

AUDIO-VISUAL MATERIALS

Audio-visual material is a generic term to describe information content held in storage and transmission media and formats that use images and sounds rather than or sometimes in addition to textual matter.

These materials, also called instructional media materials, are educational aids that work primarily through the senses, especially hearing and seeing.

Let us now learn some details about each type of audio-visual materials.

- a) **Audiocassettes:** The audio cassette, also called a compact cassette is a magnetic tape sound recording format. Its uses range from portable audio to home recording to data storage for early microcomputers. Between 1970s and late 1990s, the cassette was one of the most common formats for prerecorded music and other audio. It was then replaced by the compact discs.
- b) **Videotapes:** A videotape is a recording of images and sound on magnetic tape. These are flat platters on which materials have been recorded for viewing on a television set. Videotapes are also used for storing scientific or medical data. Videocassette recorders (VCRs) were used to record and play the video clips on a television set. This technology is presently obsolete and is replaced by DVDs and Blu-ray discs.
- c) **Motion picture films:** A film, also called a movie or motion picture film, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects.

Film is considered to be an important art form, a source of popular entertainment and a powerful method for educating people. The visual effects give films a power of communication in the most effective manner. This makes films a popular material in libraries.

- d) **Slides:** A slide is a specially mounted individual transparency, intended for projection onto a screen, using a slide projector. This allows the photograph to be viewed by a large audience at once. However, with introduction of modern technologies, this technique is becoming obsolete. This is due to the reason that presently, everyone prefers to use power point presentations as they are more effective and flexible to use.
- e) **Microforms:** Microforms, either films or paper, contain micro reproduction of documents for transmission, storage, reading and printing. Microform images are commonly reduced to about one twenty-fifth of the original document size. Three common formats are microfilm (reels), microcards and microfiche (flat sheets). Microforms can be read only with the help of a microform reader. Microforms were very useful for archival purposes.
- However, with advancements in computer technology, especially digitization of materials, the process of producing and using microforms has undergone tremendous changes. Presently, documents are scanned and stored electronically.
- f) **CD-ROMs:** A CD-ROM (an acronym of Compact Disc Read-only Memory) is a pre-pressed compact disc that contains data accessible to a computer for data storage, music playback and videos. Discs are made from a 1.2 mm thick disc of polycarbonate plastic, with a thin layer of aluminum to make a reflective surface. Earlier CD were read only but presently, it is possible to write (i.e., store data) on the CDs. The storage capacity of a CDROM is huge as it can easily store an entire multi-volumed encyclopaedia with images, plus audio and video clips. The CDs can be used to play both audio and video clips on a computer system or a CD player.
- g) **DVDs:** DVD stands for Digital Versatile/Video Disc. DVD is an optical disc storage format which has higher storage capacity than Compact Disc while having the same dimensions. DVD have been adopted by movie and home entertainment distributors and have replaced Video cassettes and CDs. Presently, HD DVD and Blu-ray Disc are successors to the DVD. A dual layer HD DVD can store up to 30 GB and a dual layer Bluray disc can hold up to 50 GB data. The DVDs can be used to play audio and video on a computer system or a DVD player.
- h) **Photographs and Drawings:** These include illustrations from books, periodicals, newspapers and at times pictures produced by commercial companies. The photographs can be scanned with the help of scanners and used at suitable places with various texts. The drawings, on the other hand, can be drawn on computer with the

help of a DTP package and used suitably.

Activity 3



Lets do an activity

1. Locate each type of library materials covered in this lesson and examine each one in detail.



Practice Set 2

Fill in the blank

1. Non-print materials, require for mediating between user and the print material.
2. DVD is a type of _____storage format.
3. Microforms can be read only with the help of a _____, they are useful for archival purposes.

ELECTRONIC MATERIALS/RESOURCES

Computers and related electronic resources have come to play a central role in modern libraries. Electronic resources are the prime ingredients here. Electronic resources, referred to as e-resources, have added value to the libraries for offering better services to the users.

Electronic resource can be defined as, any library material that is made available electronically. These are thus, those library resources which include documents in electronic or e-format that can be accessed locally or via the Internet. Many reference books are also available in electronic format.

Users are provided access to various e-resources which are e-books, e-journals, edatabases, e-magazines, e-images, e-audio, digital library projects, electronic exhibitions, e-newsletters, e-conference proceedings, etc. Many of the electronic resources are available free to anyone over the Internet but some are commercial resources, which are available against payment.

Information and communication technology (ICT) is one of the important aspects of today's world. It has changed the society into

information society and is now the way of life. This change is also reflected in the modern libraries.

Let us now know more about some of the electronic resources mentioned above.

- a) **Electronic Books (e-books):** An electronic book, also referred to as e-book, digital book or even e-edition, is a book-length publication in digital form. It consists of text, images, or both and produced, published, and readable on computers or other electronic devices. Sometimes, the equivalent of a conventional printed book is also available as ebook. E-books are usually read on dedicated e-book readers.

Personal computers, laptops and some mobile phones can also be used to read ebooks.

Some benefits of e-books over printed books are:

- Immediate accessibility – no waiting for delivery
- Searchable
- Can be bookmarked
- Easily portable than heavy printed books and occupies less space.

We can store a whole library of e-books on our desktop, laptop or a handheld device while moving about or travelling.

Examples:

- Treasure Island by Robert Louis Stevenson, a free e-book can be downloaded from <http://www.feedbooks.com>
- Oxford Advanced Learner's Dictionary, e-book edition is the popular e-book edition of the Oxford Dictionary available at <http://www.mobipocket.com>
- <http://www.amazon.com/>
- <http://www.literature.org/>

- b) **Electronic Journals (e-journals):** Electronic journals, also known as ejournals, e-journals or electronic serials, are scholarly journals that can be accessed via electronic transmission. This means that these are usually published on the web. They are specialized form of electronic documents with the purpose of providing material for academic research and study.

The e-journals are formatted just like journal articles in traditional printed journals. Some electronic journals are online-only journals, some are online versions of printed journals and some consist of

the online equivalent of a printed journal.

Most commercial e-journals are subscription based or allow payper-view access. An increasing number of journals are now available online, as open access journals, requiring no subscription and offering free full-text articles.

Examples:

- Music Educators Journal , bimonthly access via JSTOR
- Annals of Library and Information Studies, quarterly Access via NISCAIR
- website <http://www.niscair.res.in>
- Elsevier Science – <http://www.elsevier.com/> and <http://sciencedirect.com/>
- Springer Science Online (Electronic books and journals - <http://springer.de/>)
- Blackwell Scientific Journals – <http://blacksci.co.uk/>

c) **E-Databases:** An e-database is an organized collection or information, of a particular subject or multi-disciplinary subject areas. The information of an e-database can be searched and retrieved electronically.

E-database can be bibliographic or full text. Its contents include journal articles, newspaper articles, book reviews and conferences proceedings, etc. It is usually updated on a daily, weekly, monthly or quarterly basis.

Examples

- PubMed – <http://www.ncbi.nlm.gov/PubMed/>
- UNESCO Social Science Database – <http://www.unesco.org/most/dare.htm>
- Educational resources - <http://www.eric.ed.gov/>
- OCLC FirstSearch (Humanities) - <http://www.oclc.org/firstsearch/>
- Social Science Research Network - <http://www.ssrn.com/>
- INIS Database - http://www.iaea.org/inis/database/inis_database.htm
-

**Activity
4**

Lets do an activity

1. Visit any computerized library and find out the available electronic materials. Pick out any two such materials and see their features


Practice Set 3
Select the correct answer

1. The major benefit of e-books over printed books is
 - (a) Can be book marked
 - (b) Easy accessibility
 - (c) Searchable
2. The information of an e-database can be Searched
 - a) Journal articles
 - b) Newspaper articles
 - c) Electronically.,

READING COMPREHENSION

Reading comprehension means understanding and remembering the ideas you find as you read. As you know, reading begins by learning the shapes of letters and the sounds they represent. When letters are written in groups, they become words. Words are just groups of symbols that stand for the names of things, actions, and ideas that you see, hear, smell, touch or taste every day.

People choose to write messages because they want

- To share their ideas with a lot of people (receivers).
- To reach a number of people who are in different locations.
- To make sure their messages last a long time.
- To give the receiver a chance to really understand their message by reading it more than once.
- To create a record of their ideas.

Two Methods of Communication

When you “speak” messages about the ideas in your head, the person receiving your message must listen to the words in order to understand what you want to communicate. At other times, you write the words that stand for the ideas in your mind, and the receiver of your message must read your ideas in order to understand them. Writing (sending messages) and reading (receiving messages) are partners in a process called communication. (Speaking and listening are another part of this same process.) Successful communication takes place only when the receiver comprehends the exact ideas that the sender intended to send.

Before you even open the book or look at the article ask yourself these questions:

- How important is the material I am about to read?
 - What do I need or want to remember after reading?
 - Do I need just the main points, or do I need some key ideas too?
 - Does anyone expect me to report on what I’ve read?
 - Do I need specific details for a major test or project?
 - Do I need just some general ideas for a brief quiz or meeting?
6. Relax your book. You may know about relaxing yourself, but did you know you can relax a book? This helps keep the pages from flipping over by themselves and keep the pressure off your thumb as you try to hold a new book open as you read. Here’s how to relax a book.



Note—Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. In this Unit we try to provide number of solved examples for the students to have proper understanding of the given passage.

Remember the following points for tackling reading comprehension:

- Read the passage carefully. Try to understand the main ideas—sometimes you may have to read a passage twice or thrice.
- Now read the questions. Locate their answers in the passage. Some keywords will prove helpful.
- Write down the answers in your own words. Don't reproduce the whole sentences of the original passage. Avoid making comments or expressing your opinion. Be factual.
- Your answers should be clear, brief and to the point.
- Use the same tense in answering questions in which they are asked.
- Sometimes the answer may be a word, phrase or a clause. Don't write full sentences in such cases.
- Do revise your answers to correct spelling/grammatical errors.

PASSAGE**PASSAGE 1.****A. Read the following passage carefully : (8 Marks)**

Some people moan about poverty as a great evil and it seems to be an accepted belief that if people had plenty of money, they would be happy, and get more out of life. As a rule there is more genuine satisfaction in life and more is obtained from life in the humble cottage of the poor man than in the palace of rich men, who are attended by servants and governesses at a later stage. At the same time I am glad to think they do not know what they have missed. It is because I know how sweet and happy and pure the home of honest poverty is, how free from perplexing care and social envies and jealousies, how loving and united the members are in the common interest of supporting the family that I sympathise with the rich man's boy and congratulate the poor man's son. It is for these reasons that from the ranks of the poor so many strong eminent self-reliant men have always sprung. If you read the list of the "Immortals who were not born to die" you will find that most of them have been poor.

B. On the basis of your reading of the above passage answer the following questions as briefly as possible in the spaces provided.

1. What is the accepted belief in the passage?
2. Where can one get more genuine satisfaction in life ?
3. Why does the author pity the rich man's boy?
4. Who is sympathised in the passage?
5. Find the word in the passage with similar meaning to 'confusing.'
6. Who are not born to die?
7. In the passage where does one get satisfaction?
8. What type of satisfaction does in the passage talk about?

Answers

1. The accepted belief in the passage is that if people had plenty of money, they would be happy, and get more out of life.
2. One can get more genuine satisfaction in life in the humble cottage of the poorman.
3. Because he does not know the happiness and purity of honest poverty.
4. In the passage the rich man's boy is sympathized.
5. perplexed
6. The immortals.
7. Humble cottage of a poor man.
8. Genuine satisfaction.



Practice Set 4

A. Read the following passage carefully :

PASSAGE 1.

A. Read the following passage carefully :

Science is a great blessing to mankind. It has relieved us of our "age long" ignorance, suffering and darkness. It serves us in all walks of life like a faithful servant. It has proved itself to be quite an obedient servant at home, In the field and in the factory.

Science has magic power. It has transformed our daily life. Science has made the luxurious items cheap and has brought them within the reach of everybody. Science produces goods at cheaper rates on large scale. Every form of entertainment has been brought to our door. A radio or a television set removes boredom from our lives. They have enlightened our lives and made our burdens light. Even a cobbler keeps a radio with him. He listens to the radio programmers while mending the shoes. Science has shown every care and concern for our health. It has cured us of many chronic and incurable diseases. It has cured epidemics like cholera, plague and small pox. Science has made traveling a pleasure. It has conquered time and distance. Man of today travels through deserts and forests with safety and speed. The aero planes have completed the work of years in months. Science has lightened the toil of the housewife by placing many devices at her disposal. Cooking, washing and cleaning are done in the twinkling of an eye.

B. On the basis of your reading of the above passage answer the following questions as briefly as possible.

1. How is science has great blessing to us?
2. Where science has proved its magic ?
3. List the three important advantages science has provided us.
4. How is the house wife benefited by science?
5. What has science cured us?
6. Which form of entertainment science has brought us ?
7. How science has made the travelling pleasure?
8. What are the epidemic diseases in the passage?

PASSAGE 2.

A. Read the following passage carefully : (8 Marks)

There was a time when the world was simpler, the animals and humans passed through each other's worlds and saw life through each other's eyes. I will recall my story as I saw it unfold from the hidden branches of an ancient oak tree that stood strong and mighty next to the rusty, wired fence. There was a fine house that sat on a large acre of land that bordered a forgotten stretch

of uninhabited property overgrown by vegetation. No homes were built here for this land was a grazing meadow that went on for miles with its tangled beauty and greenery. A worn and shabby fence served as the property line that separated the two. Much wild life abounded in the meadow for it was quiet and safe. The all-pervasive droning of insects, buzzing of bees, the wind wafting through the flowered branches, and chirping of the evening crickets surrounded the vast field. The house was home to a large family with many children who roamed freely. Perched in my tree, I would closely observe them play and explore the depths of their yard. But in the overgrown rear section of the garden, the fence was in much worse disrepair and a hole in the fence was hidden by tall thistles and rhododendron plants. This was the beginning, for this passage would be the portal and birth of the children's story and journey into a land never roamed by humans. The adventure began on a calm, cool, cloudy day when curiosity overcame the chores and concerns of three children. The siblings were out playing in the rear garden when all of a sudden Lily tripped on a dangling wire from the fence and yelled. Her eyes quickly fell upon the gap in the wall as it glared and taunted her to enter its premises. Suffused light seeped through the oval opening beckoning to her. Lily, being the bold eight year old she was, got up and made her way through the shrubbery that blocked her way. She darted through the hole entering.

B. On the basis of your reading of the above passage answer the following questions as briefly as possible in the spaces provided.

1. According to the passage how was the time earlier?
2. Where was the house?
3. Mention the types of sounds described in the above passage.
4. How is Lily in this passage?
5. Where Lily has been tripped?
6. When did the adventure began?
7. Name the two plants used in the passage.
8. With what beauty meadow went long for miles?

Review Exercise

A. Answer the questions

1. List different type of library materials required by a special library. Describe role of electronic materials.
2. Discuss the use of audio-visual materials in a library.
3. Explain the importance of periodicals as an electronic resource in a scientific **library**.
4. Give a brief account of the types of equipment required by the libraries for using the non-print materials.

B. Read the Following Passage and Answer the Questions that Follows:

PASSAGE- 1

A little boy Rahul who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence. The first day, the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence. Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry. The wound is still there."

On the basis of the passage answer the following questions:

1. What a little boy had?
2. What did his father gave him?
3. How many nails the boy driven the first day?
4. What did he learn ?

5. What did the father suggest him.
6. Where did the father take his son?
7. What did say?
8. Why it did not matter saying sorry?

PASSAGE- 2

A farmer, Gopi, lived in a village. He had few acres of land. One hot afternoon, the poor farmer was digging his field. All of a sudden, his spade hit something. Then he continued his digging. "It is a big metal pot," said Gopi. It was big enough to boil rice for more than hundred people. "It does not seem to be of any use to me. I will dig deeper. May be I will find something else," thought Gopi. He continued to dig. After he had dug for a long time, Gopi felt tired. "It is of no use. There is nothing in this field" he thought. Then at once, he threw the spade into the pot in frustration and sat under a tree to take rest for a while. After a while, when he got up to leave, he could not believe his eyes. There were one hundred spades in the pot. "This is a magical pot. I will put this mango inside the pot and see what happens," Gopi thought. Then Gopi put a mango into the pot. To his astonishment, he found one hundred mangoes in the pot. Gopi carried the pot to his home and kept in a secret place so that no one would become aware of it. After that, he put many things in that and everything became hundred folds. With that pot, he became a rich man. The King came to know of the pot and its whereabouts. The King was curious to know about it and he was a greedy King. "I want to find out the secret of the magical pot. If it is valuable, it should be in the King treasury," the King thought. Then at once, the King ordered his men to bring the farmer and his pot. When the magic pot was brought to the King's chamber, he did not know what to do. The King thought, "Let me see what is there inside this pot which makes this pot so magical?" He peered inside. Inadvertently, he slipped and fell inside the pot. When he climbed out of the magic pot, he was shocked to find that there were one hundred Kings. All the kings then started to climb the throne. They fought among themselves and died. The magic pot lay in the King's treasury. "The foolish King took away the magic pot from me out of curiosity and eventually he died. This magic pot has killed the King himself," said the farmer and he to be safe left the magic pot at the treasury of the King itself.

On the basis of the passage answer the following questions:

1. How much land Gopi had?
2. What was he doing one day on hot afternoon?
3. What did happen all of a sudden?
4. What his eyes could not believe?
5. What pot the farmer got?
6. Why did the King come ?

PASSAGE- 3

Maniappa was a farmer. He worked from dawn to dusk in his field. Amidst the crops in the field, a sparrow had built a nest. She roosted in the nest. She got two children. The little sparrows lived with their mother happily. Days passed by. And the harvesting season fast approached. The corns were ripe. And everywhere people started their harvests. The little sparrows said to their mother, "Mummy! We will have to fly away". The mother sparrow replied, "Not so soon babies! The farmer is not ready. One day, they heard the farmer saying "I must call my neighbours and make them do the harvest." The little sparrows said, "Mummy, tonight we shall fly away." The mother said, "Not so soon babies. The farmer won't make it." The words of the mother came true. The neighbours did not turn up the next day. The farmer was heard saying, "I will call my relatives and make them do the harvest". This time also the little ones wanted to flyaway. But the mother asked them to relax. Once again, the words of the mother came true. Now, they heard the farmer saying "Tomorrow I will do the harvest myself. On hearing these words, the mother said, "Come my children. It is time for us to leave this field".

On the basis of the passage answer the following questions:

1. Who was the farmer? How long did he worked?
2. Where did sparrow build a nest?
3. How many children did Sparrow get?
4. What did the little sparrows say to their mother?
5. Who heard the conversation of the sparrows?
6. What did the sparrows heard the farmer saying?
7. What did the sparrow's mother said in the end?

Unit 6

Semester: Two

Period VI



Grammar: Letter Writing

Learning Objectives

Upon completion of this topic, learners will be able to :

- Distinguish the five parts of formal informal letters
- Pinpoint acceptable forms of letter writing

6.1 INTRODUCTION

A letter to the editor is a written way of talking to a newspaper, magazine, or other regularly printed publication. Letters to the editor are generally found in the first section of the newspaper, or towards the beginning of a magazine, or in the editorial page. They can take a position for or against an issue, or simply inform, or both. They can convince readers by using emotions, or facts, or emotions and facts combined.

Structure of the Unit

6.1	Introduction
6.2	Letter Writing
	Informal Letter
	Formal letter
	Letter of Application
	Letter of Excuse
	Request/Thanks
6.3	Speech Writing
6.4	Report Writing
6.5	Oral Reading/Speaking
6.6	Listening to Speeches
6.7	Oral Presentations for Critical Evaluation

Letters to the editor are usually short and brief, and are among the most widely read features in any newspaper or magazine. They allow you to reach a large audience. You can probably think of many more specific reasons why you might want to write to the editor, but here are a few general ones:

- You are angry about something, and want others to know it
- You think that an issue is so important that you have to speak out

- Part of your group's strategy is to persuade others to take a specific action

Or you want to:

- Suggest an idea to others
- Influence public opinion
- Educate the general public on a specific matter
- Influence policy-makers or elected officials directly or indirectly
- Publicize the work of your group and attract volunteers or program participants.

6.2 LETTER WRITING

The art of writing letters appears to be a lost art. Compared to the cellular phones, fax, e-mails through internet, online chat, web cam and so on, letters offer a kind of communication that is warm, personalized and unique. So they still have their charm.

There are broadly two kinds of letters:

1. Informal or personal letters (written to family and friends)
2. Formal letters (written to officials, newspaper editors, business acquaintances etc.)

The main components of a letter are invariably common to both kinds with minor differences. We have –

1. Address of the sender
 2. Date
 3. Address of the Receiver (*only in formal letter*)
 4. Subject (*only in formal letter*)
 5. Salutation
 6. Body of the letter
 7. Complimentary close/subscription
 8. Signature of the sender
 9. Name of the sender
- 1. Address of the sender (Top left hand)**

It consists of House number, name of building, district, village or city. There is no punctuation at the end of the lines in the address,

e.g. 240 L, Kigali, Rwanda

2. Date (*It is written below the sender's address leaving the space of one line.*) These are the recommended forms of writing the date.

(i) 15th August,.....

(ii) August 15,.....

Note: The date is not to be written as 15-8-.....

3. Receiver's Address (*to be written only in formal letters*) is written under the date leaving space of one line. The manner of writing address is similar to that of sender's address except that the name is to be written on top of the Address.

e.g. The Editor Mr. Ronaldo

The Tribune or Asian Paints

4. Subject (*only in formal letters*) : It begins from under the Receiver's Address leaving one line space. The subject states the theme of the letter and is never a complete grammatical sentence.

e.g. **Subject:** Complaint against delay in delivery of goods.

5. Salutation: The form of salutation is determined by the relationship between the sender and the receiver of the letter.

Informal letters: Dear father/friend etc.

Formal Letter :Sir / Madam or Respected Sir / Madam etc.

6. Body of the letter or content: This is the actual letter, the content. This is generally divided into three parts.

(i) Introduction (*where the theme is stated*)

(ii) Elaboration (*main points*)

(iii) Conclusion (*summing up*)

7. Complimentary close/subscription: The subscription is closely related to the salutation. It is written on the bottom left side under the body of the letter. Follow the given pattern.

(i) Informal Letters: Yours lovingly/affectionately etc.

(ii) Formal Letters: Yours truly/ sincerely /obediently etc.

8. Signature of the sender: The signature is placed under the subscription.

9. Name of the sender (*In formal Letter*) : It is given under the signature at the end.



Note: Learners are given a name in the question paper and they are required to use the given name instead of

their own name. If no name / address is given, write an imaginary one.

Application

1. You are Harry. Write a letter to the Principal of your old school requesting him for some important testimonials urgently needed by you.

Note: In application to the Principal of your school, sender's address is not included.

26th April,.....

The Principal

Army Public School

Kigali

Subject: Request for important testimonials.

Sir

With due respect, I wish to state that I am an old student of the school. I passed out in 2007 and brought laurels for the school in various spheres. I wish to apply for admission to a postgraduate programme in a foreign university. Therefore I urgently require the testimonials demanded by them. I require pass certificate for Senior Secondary Exam which I cleared in 2007 with 93% marks. I also require character certificate. I was the President of Literary Society and had won many prizes in literary competitions. I was also the Captain of the school Soccer team for a year. My teachers had a high opinion of my work and potential. I shall feel extremely obliged if you could give me the above mentioned testimonials at the earliest.

Yours obediently

Harry

2. Write an application to the Principal of your school requesting him/her to grant you full fee concession. You are John, 444 L Wariyam, Tripoli.

27th May,

The Principal
ABC school, Tripoli

Subject: Request for full fee concession.

Sir

With due respect, I wish to state that I study in class XI - C in your school. My father works in a private firm. His monthly salary barely meets the family expenditure. We are a family of five members with my father as the only earning member. He wants me to discontinue my studies and add to the family income by taking up job after high school.

I am a topper and scored 97% marks in class X Board exam. I love to study and my ambition is to receive higher education and achieve excellence. Sir, it is my humble request to you to grant me a full - fee concession so that I can continue with my studies. I assure you that I will bring laurels to the institution by scoring good marks. Kindly oblige.

Yours truly

John

Class XI

Official Letters

- 1. Write a letter to the Chief Librarian of City Library, Kigali improvement in the functioning of the Library.

46, Mandela Nagar,

Kigali

5th January,.....

The Chief Librarian

City Library,

Kigali

Subject: Suggestions for improvement in working of the

library.

Sir

I am a regular member of this library for the last five years. I wish to make some suggestions for the improvement in its overall working. The regular stock of newspapers and magazines is never available. Fresh issues of reputed magazines like 'India Today' or 'The Outlook' remain missing, the same old issues are displayed every time, The staff is rude and refuses to provide the books demanded by the members. The common excuse is that the stock checking is going on. Moreover, the books are improperly stacked and covered with dust.

I hope that you will consider my suggestions seriously and take appropriate measures to make reading in a library a great experience for every one.

Yours truly

Juliya

2. Mr. Daniel a resident of 150 Central Town, Jalandhar. He is concerned over the insanitary conditions in his locality. He decides to write to the Health Officer, Municipal Committee. Write the letter assuming you are Mr. Kumar.

150 Central Town

Tarhuna

25th February,.....

The Health Officer

The Municipal Committee

Tarhuna

Subject: Complaint against insanitary conditions.

Sir

I wish to draw your attention to the insanitary conditions of the Central Town. As you know, it is the hub of the weekly vegetable and fruit market. The area stinks as a result of the leftover vegetables and fruits that are left to rot.

To make things worse, the telephone companies dug up roads for underground cabling damaging some water pipes resulting in muddy pools of water everywhere. This is an open invitation to diseases like Dengue, Malaria and Viral. Rain makes it worse. Even the street lights do not work and fail to guide people through the muddy mess at night.

The residents have pitched in their efforts and have taken up the garbage disposal in the area effectively. On the behalf of the residents, i request you to take immediate action in restoring the basic civic amenities in our locality.

Yours truly

Daniel

Letters to the Editor

1. As Jony living at 461 Home Street, Tripoli, write a letter to the Editor of a newspaper suggesting ways of bringing about communal harmony in our country.

461, Homi street

Tripoli

20th March,.....

Libya Herald

Subject: Communal harmony in our country

Sir

Through the esteemed columns of your newspaper,! wish to express my views on the urgent need to maintain communal harmony in our country. We are the second largest democracy in the world. We are a country with multiple states, religions, languages, cultures, costumes, beliefs and festivals, yet we are all one. We are a living example of unity in diversity. But unfortunately some people with selfish motives, try to break the moral fabric of our country to suit political interests. This results in communal riots and bloodshed. The Gujrat riots and the Mumbai riots are an open disgrace for our democracy.

It is for the sensitive and sensible citizens to join hands in their fight against communalism and work hard for restoring communal harmony in the country. I shall appreciate if my views find space in your columns.

Yours truly, Johnny

2. You are Mr Harry, a resident of Kurli village, Trivoli. After learning that the Government has decided to cut down 10,000 fruit trees in Kurli and nearby villages to build residential colonies. You decide to write to the Editor of an English newspaper condemning the project and requesting the government to reconsider its decision.

Kurli Village

Trivoli

29th April,.....

The Editor

Libia Observer

Tripoli

Subject: Request to the government to reconsider the threat to the environment.

Sir

This is indeed shocking that the government is planning to cut down thousands of fruit trees to build a concrete jungle in its place. These tender green trees have been tended with great love and care by their owners. This lush green belt of fruit trees like mango, chickoo, guava, plum and lemon yield a good crop every year and the markets are flooded with fresh fruit. The opposition of the farmers to this housing project is natural as it will deprive them of their only means of livelihood.

Moreover, the destruction of thousands of full grown fruit trees will be a crime against nature. Not only we are taking away the natural habitat of so many migratory birds but degrading the air quality of the area. How can we cut trees when we talk of conserving the environment? I urge the government to reconsider their unethical decision.

Yours truly

Harry

3. **Write a letter to the editor of a newspaper highlighting on the evils of street begging.**

To

The Editor

The New Times

Rwanda

Subject : the evils of street begging

Sir,

I shall feel grateful to you if you please publish the following few lines in the columns of your esteemed daily against the evils of street begging:

“It is a matter of shame that even after many years of independence our roads and streets are still infested with beggars. One cannot escape their pleadings for alms. They seem to be omnipresent. It is a great nuisance to have beggars around you at the bus stops, railway station, market- compound and religious places. Even when one tries to avoid them, it is difficult to get out of their clutches.

Sometimes these beggars embarrass you and you have to part with some coins even against your will. If these beggars happen to spot some foreigners, they would not leave them until they force them to give them alms. What impression of our country these foreigners will take back.”

Some of the beggars appear to be quite healthy and stout. It seems they have found begging to be the most convenient method of earning money. I feel that Government must ban begging and haul the beggars. The healthy beggars should be forced to work for their livelihood. If the eminence of begging is not checked immediately, it will turn out to be a big social evil in times to come. Public cooperation is solicited to curb this evil from our society.

Yours truly,

Ronaldo

Kigali

Informal Letter

In informal letters, the receiver's address is not mentioned. There is no subject. Language used is informal and personal.

1. Write a letter to your father, requesting him to allow you to go on an educational tour.

10, Church Gate

Kigali

16th Jan,.....

Dear Dad

How are you? I hope you are in best of health and spirits. Dad, I seek your permission to go on an educational tour to Trivoli. This tour has been organised by our school. The Principal, along with three teachers, will accompany us. We are a group of fifty students. When the school will break up for the autumn break, it is then that the tour will proceed. Bus arrangement has been made for the tour. You know travelling is a part and parcel of education. It will break the dullness of life and add to our knowledge. It will be of great educational value too as Rajasthan is known for its monuments and historical places.

I request you to allow me to join this tour and send me Rs 4000 to meet the expenses.

I shall be very thankful to you.

Yours lovingly

Kunai

2. You have accidentally broken a window pane of the house next door. Write a letter of apology to make good the damage.

43, Friends Colony

Kigali

30th August,.....

Dear Mrs. John

I am very sorry that when I was playing in the park with my friends this afternoon, I kicked the football over the fence and it went right through one of your drawing room

windows. You were not at home when i called, so, I am leaving this letter lest you should think that burglars have tried to break in. I would like to pay for the damage, so feel free to call me when you have the window repaired. I am very sorry for the inconvenience this may have caused. But I would like to assure you that it was all unintentional.

Yours sincerely

Ronaldo

3. Write a letter to your friend describing your school. You have shifted to a new city due to your father's transfer.

102, Sector 18

Trivoli

26th March,.....

Dear Ahona

You will be glad to know that we all are well here. Father has joined the office. I still miss my old school a lot. Here I have joined St. Carmel school. It is considered to be one of the best schools in Trivoli. There are more than two thousand students ori rolls. Each class has eight sections. It is a double storeyed building.

There are separate blocks for each class. The class rooms are large, airy and well furnished. The hall and the library are very spacious. There are four huge well equipped science laboratories. It has huge playgrounds, a big and spacious library and modernly equipped auditorium.

The standard of education is very high. The results of the school have always been on the top. Every year many students win scholarships. Above all, the Principal and the staff are highly qualified.! like the school a lot. Pay my regards to all and do plan to visit Trivoli.

Yours lovingly

Ahana

6.3 SPEECH WRITING

Speech writing is the art of using proper grammar and expression

to convey a thought or message to a reader. However, learners should be aware of certain distinct punctuation and writing style techniques.

While writing the ideal speech might be challenging, sticking to the appropriate speech writing structure will ensure that you never fall short.

To write a speech on the given topic the following four stages are essential: 1. Thinking; 2. Arranging; 3. Writing; 4. Revising;

How do you begin an English-language speech?

The way you start your English speech can set the tone for the remainder of it. This semester, there are a variety of options for you to begin presentations in your classes. For example, try some of these engaging speech in English language starters.

- **Rhetorical questions:** A rhetorical question is a figure of speech that uses a question to convey a point rather than asking for a response. The answer to a rhetorical question may be clear, yet the questioner asks it to emphasize the point. Rhetorical questions may be a good method for students to start their English speeches. This method of introducing your material might be appealing to the viewers and encourage them to consider how they personally relate to your issue.
- **Statistics:** When making an instructive or persuasive speech in an English class, statistics can help to strengthen the speaker's authority and understanding of the subject. To get your point over quickly and create an emotional response, try using an unexpected statistic or fact that will resonate with the audience.
- **Set up an imaginary scene:** Create an imaginary situation in your audience's thoughts if you want to persuade them to agree with you with your speech. This method of starting your speech assists each member of the audience in visualizing a fantastic scenario that you wish to see come true.

Format of Speech Writing

Here is the format of Speech Writing:

- **Introduction:** Greet the audience, tell them about yourself and further introduce the topic.
- **Body:** Present the topic in an elaborate way, explaining its key features, pros and cons, if any and the like.
- **Conclusion:** Summary of your speech, wrap up the topic and leave your audience with a compelling reminder to think about!

Let's further understand each element of the format of Speech Writing in further detail:

Introduction

After the greetings, Introduction has to be attention-getting. Quickly get people's attention. The goal of a speech is to engage the audience and persuade them to think or act in your favour. The introduction must effectively include:

- A brief preview of your topic.
 - Define the outlines of your speech. (For example, I'll be talking about...First..Second...Third)
 - Begin with a story, quote, fact, joke, or an observation in the room. It shouldn't be longer than 3-4 lines. (For Example: "Mahatma Gandhi said once...", or "This topic reminds me of an incident/story...")
 - This part is also important because that's when your audience decides if the speech is worth their time. Keep your introduction factual, interesting, and convincing.
- Body
 - It is the most important part of any speech. You should provide a number of reasons and arguments to convince the audience to agree with you.
 - Handling objections is an important aspect of speech composition. There is no time for questions or concerns since a speech is a monologue. Any concerns that may occur during the speech will be addressed by a powerful speech. As a result, you'll be able to respond to questions as they come in from the crowd. To make speech simpler you can prepare a flow chart of the details in a systematic way.
 - For example: If your speech is about waste management; distribute information and arrange it according to

subparagraphs for your reference. It could include:

What is Waste Management?

Major techniques used to manage waste

Advantages of Waste management

Importance of Waste management

○ Conclusion

The conclusion should be something that the audience takes with them. It could be a reminder, a collective call to action, a summary of your speech, or a story.

For example: “It is upon us to choose the fate of our home, the earth by choosing to begin waste management at our personal spaces.”

After concluding, add a few lines of gratitude to the audience for their time.

For example: “Thank you for being a wonderful audience and lending me your time. Hope this speech gave you something to take away.”

Such an attempt will help in removing the mistakes and in refining and polishing your composition. Write in direct and plain English. Be lucid and clear; simple and economical, precise and accurate in your expression.

Solved Examples

1. Write a speech in which express your concern on ‘Environmental Pollution.’

Environment Pollution

‘Environmental Pollution,’ is a subject which is of great concern for everyone in the modern age. Modern age is an age of science and industry. No doubt, science and industry have blessed us with many amenities which have made our life most comfortable. At the same time they have created the problem of pollution. We face pollution on all sides. The air we breathe is air polluted by smoke and poisonous gases. The food we eat is polluted by insecticides and pesticides. The water we drink is polluted by chemical waste of factories and refuse of cities. Indiscriminate expansion of industries has polluted the rural areas also. Besides excessive use of chemical fertilizers has contaminated the soil. Noise pollution is the other kind of pollution created by increasing machines, industries and

vehicular traffic. Thus we are facing.

- The English Literary Society of your school is organising a debate on the motion 'Public Examinations should be Abolished up to Middle. Write a speech in not more than 150 words for or against the motion.

ABOLISHING PUBLIC EXAMS

Twenty first century is the age of computer-The age of skill. Our knowledge is expanding at a very fast speed. The old modes of learning based on memorizing facts and vomiting (reproducing) them in the examination are now the things of the past. Learning is no longer a tedious, boring or frightening task. It is becoming more and more fun-filled activity. Consequently school bags are getting smaller and lighten The monster of homework no longer frightens the students as many progressive schools have abolished it. The stress. is now on learning skills and using them in life-like situations.

My opponents might point out that public examinations are essential to judge the love of education a student has attained and his capability. I frankly ask them : What are they going to judge ? Is it their capacity to learn facts and reproduce them from memory or their acquisition of skills ?

We should be progressive and practical in our approach. Evaluation should be a constant process. It should not be continued to performance during three hours of a specific day.

I appeal to the authorities to change the outmoded education system which gives undue importance to examination. Not knowledge but its application should be the key. We do not want parrot like scholars but skilled and efficient technicians and professionals.

- Write a speech in which you express your wishes for 'for a better world'.

A Better World

If a person could change three things in this world by simply making a wish, would they take that opportunity or let nature run it's course. If I could make a wish that would change the way the world is today, I would. My first wish would be to end all the problems in Poverty stricken countries, and to educate them on the things like medication and the importance of birth control. I would also set up a place where they could eat a good meal. I think that would be a great accomplishment.

My second wish would be to end all the worlds Racism. This would

be a hard task to meet, but I feel that all people should be treated equal, and nobody should have to go through life being called so many rude, disgraceful, and disrespectful names.

My third wish would be a simple one. All I want is for everyone in this world to be themselves. In a perfect world, if everyone was themselves than teenage girls wouldn't have to wear so much make-up, or have the best clothes, hair, or body. And boys wouldn't worry about their hair, or clothes or if they had enough muscles or were tough. It wouldn't matter what you looked like at all, and nobody would ever class some people lower than others.

But, if we live in a perfect world, and nobody ever made mistakes, then nothing would be normal. So I don't really think we should be able to wish for something to change, and then one day it all of a sudden changes. We should leave it alone and let nature run its course, but little wishes are still okay.

4. Write a speech in which you express your wishes for 'Sports'.

Sports

Most sports have a different play rate than others; Hockey is intense and fast, Baseball is slow but enjoyable. Almost every sport has a hero or heroes, such as Babe Ruth for Baseball, Wayne Gretzky and Bobby Orr for hockey, Michael Jordan for basketball. All of those heroes and more have made it where they are today by not just thinking about themselves by thinking everybody else, such as fans and teammates, coaches, and family.

There isn't too much of that type of personality anymore. Most athlete stars have talent by thinking much of themselves. People in our home town, people on the Chilliwack Chiefs like Brad McFaul thinks he's awesome but the only thing he's good at is fighting, Travis Banga, just because he was the captain last year doesn't mean he's the best, Nathan Martz deserved that "C" on his jersey than anybody else did, my mom says she wishes hockey could go back to the way they were when she first watched it.

My brother is playing pro now. I think my brother is an awesome hockey player; he's good at both defense and offence, has the hardest slapshot I've ever seen, and he treats people with respect on and off the ice. My dad was awesome at sports like basketball and soccer.

He had the same personality as my brother does. My mom is awesome at sports, but nothing hockey, sports like badminton, and tennis, and volleyball. I'm good at sports, also, but I dislike being on a team. I have a really strong kick in soccer, and I don't mind

getting hurt, I keep my mouth shut and play the game. I may not be as good as my brother, but my favorite sport is hockey, pure Canadian invented and full contact.

That's what's good about some sports is contact, Rugby, football Hockey. Different sports have different styles, for Golf is patience, and football is attitude. I never really paid attention to hockey when I was younger because there lots of space to run around, but when my brother started playing for the Chiefs, I had to sit down and watch the game, that's when I started loving hockey the plays, fights, and fans rubbing it in. I don't like to cheer though I just like sitting there and watching. But on every sport there's something unique about, people like different sports because everybody's different, whether your watching baseball with your family, taunting the away team, or cheering on Tiger Woods, sports will live on forever.



Practice Set 1

1. Write a speech in the school magazine on how it is important to save the planet, Earth. Write the article in about 150 words.
2. Write a speech in the school magazine in which you expresses your wishes for a better world. Write in about 150 words.

6.4 REPORT WRITING

A Report is a short, controlled and guided writing task based on verbal and * visual stimulus. **It tests your ability to:**

- use appropriate words.
- use varied sentences.
- present only relevant ideas and facts.
- present your ideas logically.
- introduce a subject, develop it and end it well.
- display imagination in writing.

Format for Report Writing (School Magazine)

Heading

Student's Name

Class

Content :

What?

When?

Where?

How?

Conclusion?

Solved Examples

1. Your school organised a tree - plantation campaign. You are the head girl of the school. Develop a report for the school magazine.

Save Environment - Plant Trees

By - Julia

Head girl

On 27th October, 20 xx, our school organised a tree plantation programme. Its main objective was to make students aware of the importance of trees. All the classes were actively involved in this drive. More than five hundred saplings were planted in and around the school complex by the teachers as well as the students. **Plant - A -Tree** drive was acclaimed by all. Students also took the help and corporation of the people to make this drive successful. They planted trees in the city wherever they found a suitable place. It was a great success.

2. Recently there was a Science Fair in your school in which students displayed various models. As the Head Boy of the school, write a brief report about the same for your school magazine.

Ans.

Science Fair

By Daniel

Head Boy

Our school organised a Science Fair on 17th June in the school basketball ground. Different classes were asked to display various projects. There were more than 200 exhibits on display. All the items displayed were working models. It was inaugurated by the Education Minister.

Many visitors from other schools also came to see this fair. The efforts of the students were appreciated immensely.

The major attractions were the models of metro, volcano, solar eclipse and wind mill. Students had come out with many projects where they could use solar energy. This was appreciated a lot. The education minister was so impressed that he promised to give a grant of fifty thousand rupees every year for new projects.

3. Write a report about Inter School Quiz Contest organised in your school.

Inter School Quiz Contest

By Suzan

Our school organised an Inter School Quiz Competition in the auditorium on 30th July, 20xx. More than twenty teams from the city belonging to different schools participated in the contest. It was a privilege to be a member of our school quiz team along with two girls of the senior sections. We had a written test first which was to finalize the final four teams. After the elimination of the other teams, the rest of the four teams had a questionnaire of variety of questions on science, literature, music, general knowledge and social science. The students had to face a tough competition. God be thanked that our school team answered maximum questions and scored 40 marks more than the second team. We felt pleasure in winning the trophy. The experts advocated the importance of learning higher skills.

A Report on 'Each One, Teach One'

By David

Student Editor

Our school organised the World Literacy Day on 9th August in the school auditorium. The motive of the Day was to create awareness among the literates to teach the illiterates. In India there are so many uneducated people, even after much has been done for the spread of education after independence by opening institutions in large number. They do not know even how to read and write. It is our prime duty to make them literate. We should all spare an hour to teach them. The State Education Minister was the Chief Guest who highlighted the problems faced by these illiterate people. The Dramatic Club of the school staged a skit highlighting the need of literary. The minister also urged the students to spare sometime for the uneducated. Our school students took a pledge to teach all the illiterates surrounding their areas.

6.5 ORAL READING AND SILENT READING

When you first learned to read, you probably were asked to read out loud. Many people found oral reading a painful experience because they were shy, or they felt that they had to read every word correctly. One of the reasons teachers ask students to read aloud is to make sure that each new reader is reading accurately.

As skills improve, readers are expected to spend more of their time reading silently.

Did you know that it's possible to read well orally and have real difficulty reading silently, or vice versa?

Oral reading and silent reading are quite different skills. When you began reading, you started by learning the shape and sounds that letters make. Soon, you were able to pronounce words and start reading sentences. When you read orally, you say every letter and every sound. You stop for periods and question marks.

2. Reading Speed:

The speed you read is not important by itself, but studies show that if you read too slowly, you may have trouble comprehending what you read. When you read too slowly, you may get bored or discouraged. You may be easily distracted.

You often forget the beginning of a sentence (idea) before you get to the end it. Learning the silent reading strategies in this module will help you increase your speed and, more importantly, your comprehension.

3. Skipping Words:

When you read silently, you may actually skip many words because the author's meaning is carried by only a few important words. All the other words on the page are structure words that tie the ideas together. Go back to your answer for Exercise 1.

What did you write? Perhaps your sentence looked like one of these.

The waitress served us some apple pie and ice cream.

We ate the apple pie and ice cream the waitress brought.

The waitress took my order for apple pie and ice cream.

The structure words are written in bold type. Structure words represent about 65% of the words on every page². A study at Brown University looked at a passage with 134,000 words. Of these, the word “the” was used 20, 172 times, and the word “of” was used 10, 427 times. Learning to sliding over these structure words when you read greatly increases your speed and comprehension.

4. How Your Eye Sees:

Your eye actually sees in a circle. Look at any picture. Do you see only one small word-sized space or do you see quite a few details at once? Look at any paragraph in this module. Can see one word alone, all by itself, when you look at the page? Take advantage of your eye’s natural ability to see more than one word at a time as you read.

5. Reading is a Process:

Reading is a process and not a single act. In general, there are three stages in reading.

1. Pre-reading
2. Reading
3. Post-reading

6. Some points about Reading:

- (i) You should read everything the same way: word for word: There are many different ways to read as you will see later in this module. Good readers choose how they will read depending on what they are reading and their reasons for reading.
- (ii) Good readers need to read a passage only once: This may be true for some kinds of reading, but generally, good readers look at a passage more than once, especially when they want to get accurate details and the author’s full meaning.
- (iii) Good readers can recall everything they have just read: Life would be a lot easier if this were true. Unfortunately, no one can remember everything³. If that were possible, then there would be no need for studying, taking notes, or photocopying.
 - Do not skip ahead. When reading non-fiction, skipping ahead can actually add to your understanding.
 - Never skip words or pages. Readers should have a purpose for reading a passage and choose how they will read it: skim, scan, or read in depth.

- Before you begin the next section of this module, please complete the reading survey on the next page. Do not write in the module. Photocopy the survey or simply record your answers in your note book.

Some Tips for Better Reading Comprehension

- Your attitude influences how well you perform any task. When you believe you can do something, you are usually successful.
- Work to create a positive attitude about reading. Positive attitudes don't just happen; they need to be built and maintained daily.
- Begin every reading session by repeating several times, "I can read this. I will read this. I will find it interesting." Most people who have difficulty reading have a negative attitude towards it. Maybe they had bad experiences in school, or perhaps they think reading is boring and offers them nothing they need.
- They may even have a learning disability that makes reading extra hard.. Whatever the case, building a positive "Yes, I can!" attitude almost guarantees that reading will quickly become fun and "do-able". Reading has never been more important to success in life than it is today.

Try these suggestions to improve your concentration.

1. Create a purpose for reading. Know why you are reading and what you expect to get out of it before you start.
2. Be active when you read. Think of questions you want answered and then look for the answers. Disagree with the writer and look for "holes" in his/her arguments. Try to predict what will happen next in a novel or short story. Some experts suggest that the index finger method or dusting method helps keep you actively involved.
3. Read material that is at your reading level, or slightly above.
4. Read material that is interesting to you and that you have some background knowledge about.
5. Don't read for too long at one time. Break longer reading assignments into manageable parts (paragraphs, pages, sections, or chapters).
6. As much as possible, try to make reading a pleasant experience.

Getting Ready To Read

Now that you know that reading is more than moving along word by word, it's time to look at some strategies that will help you understand what you read. Good readers know that it is important

to “get ready to read” before they actually start reading.

1. Check your posture. Sit in a comfortable chair with your back firmly against the back of the chair. The book should be at about a 45° angle to your eyes. Don't sprawl on the couch or read in bed unless you are trying to fall asleep.
2. Check the lighting. You've probably heard that reading in poor light will ruin your eyes. New research shows that's probably not true, but reading under good light makes the process a lot easier. Use diffuse lighting. This means light should fall on the page from several sources. Find a place to read where you don't get a glare off the pages and try not to have any shadows on the page.
3. Make a commitment to your reading. Remember the “Yes, I can” attitude. Make a promise to yourself that you will complete the reading⁴ (even in several stages) and that you will come away with an understanding of what you have read. If it helps to focus your concentration, repeat the phrases, “I can read this; I will read this; I will find this interesting⁵.”
4. Reduce the distractions. Find a quiet place where you won't be disturbed for a while. (If you're a parent, the bathroom may be your only safe haven). Try to organize your life so that when you read, the phone won't ring and kids/family won't need your immediate attention. Turn off the TV and/or radio. If you must listen to background music to drown out other sounds, make sure that it is easy listening music that won't demand your attention.
5. Decide on a purpose for reading. People read for entertainment, for fulfilment, and for information. Before you even open the book or look at the article ask yourself these questions:
 - How important is the material I am about to read?
 - What do I need or want to remember after reading?
 - Do I need just the main points, or do I need some key ideas too?
 - Does anyone expect me to report on what I've read?
 - Do I need specific details for a major test or project?
 - Do I need just some general ideas for a brief quiz or meeting?
6. Relax your book. You may know about relaxing yourself, but did you know you can relax a book? This helps keep the pages from flipping over by themselves and keep the pressure off your thumb as you try to hold a new book open as you read. Here's how to relax

a book.



Note—Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. In this Unit we try to provide number of solved examples for the students to have proper understanding of the given passage.

6.6 LISTENING SKILLS

Most of us do not realize the importance of listening as a communicative tool. Yet studies have shown that we actually spend 50% more time listening than we do talking. We often take listening for granted, never realizing that it is a skill that can be learned.

Good communication skills improve and raise the self esteem of a student. In the present day global markets, the speaking and listening are considered to be the essential skills of real life. Effective spoken communication (speaking skill) requires being able to express your ideas and views clearly, confidently and concisely in speech, tailoring your content and style to the audience and promoting free-flowing communication. Whereas listening skills are ways to help you listen to something more effectively and be able to comprehend the message being communicated.

Importance of Listening

The ability to speak and listen is fundamental to students' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening. Listening is important to a child's development. Even before s/he can speak, a child responds to sounds around him/her- mother's voice, another

baby's cry. Listening skills are extremely important for academic development. Listening to others speech is an important part of communication, speech, and language development.

Different Types of Listening

Different situations require different types of listening. We may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation. While certain skills are basic and necessary for all types of listening (receiving, attending, and understanding), each type requires some special skills. We must understand the different types of listening.

There are four basic types of listening skills. These are:

- Inactive listening, where you hear the words but your mind is far off and no communication takes place
- Selective listening where you hear only what you want to hear.
- Active listening, where you listen closely to content and intent and;
- Reflective listening, which is active listening when you also work to clarify what the speaker is saying and make sure there is mutual understanding.

The person he / she is listening to feel a sense of communication. Everyone wins with beneficial listening. After your next conversation, test your ability to benefit from listening to that conversation. Analyze and ask yourself:

- What did I learn from the other person(s)?
- What did I learn about the other person(s)?
- Who did more talking?
- Who did more listening?
- Did anyone interrupt?
- What questions should I have asked?
- What questions should I have answered more thoroughly?
- Was I absolutely certain I understood everything?
- Did I ask for clarification?
- Did I practice acknowledgement?

- Did he or she practice acknowledgment?
- Were both parties attending?
- Was the conversation balanced?
- What are Speaking Skills and what is its importance?

Communication is a two-way process. Good listening skills are part of good communication; you need to understand what the other person is saying to you as well as to say what you want. Communication often includes non-verbal clues such as tone of voice, facial expression, gestures, and body posture. Good communication includes being observant and focusing on the other person.

Tips for being a Effective Listening

Listening skill is an important and required skill for every English test. To improve your listening skill, you should practice listening everyday. These listening exercises help you to improve your English listening skills. To do these tests,

- You must have a speaker or headphone to listen to questions. You can listen as many times as you want until you understand the conversations, talks, reports, and lectures. Give your full attention on the person who is speaking.
- Don't look out the window or at what else is going on in the room.
- Make sure your mind is focused, too. It can be easy to let your mind wander if you think you know what the person is going to say next, but you might be wrong! If you feel your mind wandering, change the position of your body and try to concentrate on the speaker's words.
- Let the speaker finish before you begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.
- Let yourself finish listening before you begin to speak! You can't really listen if you are busy thinking about what you want say next.
- Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times.
- Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is..."

Instructions:

Listening Comprehension Tests - True-False were designed to help you practice English Listening Skills. You'll listen to a passage then answer the questions by select True or False.

Listening Task -1

Hear a discussion between Ann, Dean and Marcus. Listen carefully and answer the questions.

Ann: What kinds of things do you like to do in your free time?

Dean: I like playing basketball. I play on a city team every Saturday afternoon.

Marcus: I didn't know that. How long have you been playing?

Dean: For about a year now. But it's not the only thing I like to do. I also enjoy painting. It's great for relieving stress.

Ann: Really? Are you pretty good at it?

Dean: Not too bad. But I'm not a Picasso or Rembrandt. How about you guys? What do you like to do for hobbies?

Marcus: Well, a couple of times a month I go up to Widow's Mountain with some buddies and go hang gliding.

Ann: No way! You do? That sounds dangerous! Aren't you scared?

Marcus: Not at all. It's fascinating. It's so beautiful up there. I feel as free as a bird. You should try it sometime.

Ann: It sounds awesome, but I think I'm too much of a scaredy cat to try it.

Dean: Wow! I might want to try it sometime. Do you think I could?

Marcus: Sure, how about this Saturday? I'll let you know the details later.

Dean: Sounds great! I can't believe I'm going to do it. By the way Ann, you never told us what you do in your spare time.

Ann: Well, uh, I like to knit...

After listening the above discussion answer the following:

- Marcus likes to play basketball.
a) True b) False
- Dean thinks basketball is great for relieving stress.
a) True b) False
- Marcus goes hang gliding every Saturday.
a) True b) False
- Ann doesn't want to try hang gliding.

- a) True b) False
5. Marcus and Dean will go hang gliding on Sunday.
a) True b) False
6. Ann can make things with yarn.
a) True b) False

6.7 SPEAKING SKILLS

The English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English.

We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another.

The Importance of Speaking Skills

The importance of speaking skills is enormous for the learners of any language. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

Activity 2



Lets do an activity

Speaking Activity 1.

Work in Pairs. Take turns to enact the following conversations in the class. Try to prolong the conversation and make it as natural as possible. Speak according to the role you have got it.

You are staying with a family in a big city abroad. They are going to move to the country soon. Discuss with a member of the family (the examiner)

- where it is better to live
- where you would like to live

Think about the following points:

- town or country?
- type of house?
- getting to other places?
- neighbourhood?
- anything else?

Prompts for the interlocutor:

You think living in the country is the best choice.

- Your future home will be a farm.
- It will be easy to get to shops and places by car.

Ask the candidate:

Examiner: Why do you want to live there? (the place the candidate mentions)

Student:

Examiner: Would you like to live at the same place for all of you life? Why? / Why not?

Student:

Examiner: Would you like to work at home? Why?/ Why not?

Student:

Speaking Activity 2.

Ask the candidate:

Examiner: Have you read anything interesting recently?

Student:

Examiner: Can you prepare a small present yourself?

Student:

Examiner: How would you like to spend your ideal weekend (ideal means best weekend)

Student:

Examiner: With whom would you like to spend your ideal weekend?

Student: I would like to spend my ideal weekend with my cousins.

Examiner: What would you like to eat on your ideal weekend?

Student: I would like to eat pizza with my cousins.

Examiner: How much money would you be ready to spend on your ideal weekend?

Student: I would be ready to spend \$100 on my ideal weekend.

Review Exercise

1. Write a speech in the school magazine in which you express your view on How to Find Balance Between Life and Work. Write in about 200 words.
2. Write a speech in the school magazine in which you express your view on A New Way to Enjoy Puzzles. Write in about 200 words.
3. Write a speech in the school magazine on road safety in about 150 words. the importance of newspaper.
4. Write a speech in which express your concern on 'Environmental Pollution.'
5. You are John. Write a letter to the Editor of a newspaper, complaining about the rash driving on the part of car and lorry drivers in your city. You are Umesh. You are very worried about the anxious increasing pollution in your town. Write a letter to a newspaper editor about environment pollution.
6. Write a letter to the Editor of Weekly Newspaper highlighting the urgent need to look into the matter of encroachment in the parking of your area in the city.
7. Write a letter to the editor of New Times criticising the use of loudspeakers in your locality. You are Ahona, from Kigali.