ARTICLES

Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (a, an) is used before a noun that is general or when its identity is not known. Definite article or Indefinite article, each of the articles has different uses in different situations.

Using Indefinite Article: a & an

Rule 1:

A common noun in the singular number always requires an article before it. But a plural common noun does not require an article always. A plural common noun can have the article 'the' if we want to particularize that noun.

Example:

- I saw a snake. (Refers to a random snake)
- I saw snakes in a zoo. (No article is required)
- I have seen the snake again. (Refers to the snake I have already seen earlier)
- I have seen the snakes again before leaving the zoo. (Refers to the particular snakes of the zoo which I saw earlier.)

Rule 2:

The choice between the two indefinite articles – a & an – is determined by sound. Words beginning with consonant sounds precede 'a' and words beginning with vowel sounds precede 'an'. There are some special cases also. For instance,

- a university, a union, a useful book, etc.
- a one-dollar note, a one-man army, etc.
- an MA, a BA, an LLB, a BSC, etc.

Rule 3:

A or an - sometimes makes a Proper Noun a Common Noun. Proper nouns generally do not take any articles, but when a proper noun needs to be used as a common noun, you must bring a or an - for it.

Example:

- He thinks he is a Shakespeare. (Here, 'Shakespeare' does not refer to the actual person but someone like him.)
- He seems to be an Australian. ('Australia' is a proper noun but 'Australian' is a common noun because there is only one Australia but a million of Australians.)

Rule 4:

Sometimes indefinite articles are used to refer the number 'one'/'each'/'per'.

Example:

- I earned a thousand dollar in that job. (One thousand dollar)
- I have a car. (One car)
- It goes 50 miles an hour. (Per Hour)

Rule 5:

Indefinite articles often precede descriptive adjectives.

Example:

- He is a good boy.
- What a nice car!

Rule 6:

'A' sometimes comes before determiners, for example, a few, a little, a lot of, a most, etc. but in the case of many, a or an - comes after.

Example:

- I have a few friends coming over.
- There is a little milk in the jar.
- Many a fan welcomed

Using Definite Article: the

Rule 1:

'The' is used to indicate a particular person(s) or thing(s) in the case of common nouns. Proper nouns generally do not take an article.

Example:

- The man is running. (A particular man)

- I saw the boy stealing.

- Where is the pen I gave you last year?

- I gave him a ball, but he lost the ball. ('a ball' became 'the ball' in the second clause because that ball was not a random ball anymore.)

Rule 2:

Sometimes 'the' is used to generalize a group/whole class.

Example:

- The dog is a faithful animal. (Refers to the whole species of dog.)

- The English are industrious. (Refers to the people of England as a nation)

- The honest are respected. (The + adjectives = plural noun)

- The poor are not always dishonest. (The + adjectives = plural noun)

Rule 3:

To particularize a non-count noun 'the' is required before it.

Example:

- The water of the Arctic ocean is freezing.

- Please return the money I lent you last year.

Rule 4:

'The' is mandatory before a thing which is only one of a kind in the universe.

Example:

- The moon is shining tonight.

- The earth is moving around the sun.

Use of 'the' before geographical places :

Rule 5:

Using 'the' with geographical nouns generally depends on the size and plurality of the things those nouns refer to. 'The' is generally used everywhere except some cases. So, it's better to know those exceptions first.

'The' must not precede:

- Names of continents: Asia, Europe, Australia, Africa, South America, North America, Antarctica.
- Names of countries: Australia, Bolivia, England, France, Spain, etc.
- Names of states, cities, or towns: Los Angeles, Alaska, Sydney, London,
- Names of streets: George street, Albion Street, New town street,
- Names of singular lakes and bays: Lake Carey, Lake Eyre, Lake Hillier, Shark Bay,
- Names of single mountains: Mount Everest, Mount Solitary, Mount Bindo, Mount Fuji, etc.
- Names of single islands: Easter Island, Bare Island, Bird Island, Fatima Island,
- Names of languages: Spanish, Russian, English, (When 'the' precedes these nouns, they refer to the population of those languages.)
- Names of sports: cricket, football, basketball,
- Names of discipline/subject of studies: Biology, History, Computer Science, Mathematics

Note:

'The' is a widely used article in English. Except for the list mentioned above and proper nouns, 'the' is used before almost all the nouns which mean something definite/particular. The above list has some opposite factors also. Those factors are explained in the following list:

'The' must precede:

- Names of oceans, gulfs, seas, and rivers: the Pacific, the Atlantic, the Coral Sea, the Timor Sea, the Persian Gulf, the Nile, the Murray River, the Darling River, etc.

[Type here]

- Names of countries with united states or islands: the United States of America (the USA), the UK, the UAE, the Philippines, etc.

- Names of great lakes: the Great Lakes, the African Great Lakes

- Names of mountain ranges: the Himalayas, the Alps, the Andes, etc.

- Names of a group of Islands: the West Indies, the Andaman's, etc.

EXERCISE

1. I want an apple from that basket.

2. The church on the corner is progressive.

3. Miss Lin speaks Chinese. (no article needed)

4. I borrowed a pencil from your pile of pencils and pens.

5. One of the students said, "The professor is late today."

6. Eli likes to play volleyball. (no article needed)

7. I bought an umbrella to go out in the rain.

8. My daughter is learning to play the violin at her school.

9. Please give me the cake that is on the counter.

10. I lived on Main Street when I first came to town. (no article needed)

11. Albany is the capital of New York State. (no article needed)

12. My husband's family speaks Polish. (no article needed)

13. The ink in my pen is red.

14. Are you coming to the party next Saturday?

15. I think the man over there is very ill. He can't stand on his feet.

16. I watched the video you had sent me.

17. Do you want to go to the restaurant where we first met?

18. He is an Engineer.

19. He thinks that love is what will save us all. (no article needed)

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COUNT AND UNCOUNT NOUNS

Count nouns are individual people, animals, places, things, or ideas which can be counted. Uncount nouns are not individual objects, so they cannot be counted.

COUNT NOUNS

Anything that can be counted, whether singular – a dog, a house, a friend, etc. or plural – a few books, lots of oranges, etc. is a count noun. The singular verbs are used with singular count nouns, while plural verbs are used with plural count nouns.

Examples:

1.   There are at least twenty Italian restaurants in Little Italy.

2.   Megan took a lot of photographs when she went to the Grand Canyon.

3.   Your book is on the kitchen table.

4.   How many candles are on that birthday cake?

5.   You have several paintings to study in art appreciation class.

UNCOUNT NOUNS

Anything that cannot be counted is an uncount nouns. Even though uncount nouns are not individual objects, they are always singular and one must always use singular verbs in conjunction with uncount nouns. The singular verbs are always used with uncount nouns.

Examples

1.   There is no more water in the pond.

2.   Please help yourself to some cheese.

3.   I need to find information about Pulitzer Prize winners.

4.   You seem to have a high level of intelligence.

5.   Please take good care of your equipment.

Uncount nouns can be paired with words expressing plural concept. The following are some examples of how to format interesting sentences with uncount nouns.

• Garbage – There are nine bags of garbage on the curb.

• Water – Try to drink at least eight glasses of water each day.

• Advice – She gave me a useful piece of advice.

• Bread – Please buy a loaf of bread.

• Furniture – A couch is a piece of furniture.

• Equipment – A backhoe is an expensive piece of equipment.

• Cheese – Please bag ten slices of cheese for me.

Count and Uncount Nouns Exercises

Find out the nouns from the bold words:

1.   The **children** fell asleep quickly after a busy day of fun.

2.   Be careful! The **water** is deep.

3.   The parade included fire trucks and police **cars**.

4.   We like the large **bottles** of mineral water.

5.   My mother uses real **butter** in the cakes she bakes.

6.   How many **politicians** does it take to pass a simple law?

7.   Most kids like **milk,** but Joey hates it.

8.   Most pottery is made of **clay.**

9. Michael can play several different musical **instruments.**

10. I was feeling so stressed that I ate an entire **box of cookies.**

Answers: 1 – count, 2 – uncount, 3 – count, 4 – count, 5 – uncount, 6 – count, 7 – uncount, 8 – uncount, 9 – count, 10 – count

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FORMAL AND INFORMAL CONVERSATION (GENERAL TOPIC)

Formal conversation

Informal conversation, between friends

Hotel reservation

Call for an accident

Formal conversation:

Good morning, this is ………… May I speak to .... please?

Good morning, hold on please. I'll put you through.

Thank you.

You're welcome. ◊ I'm terribly sorry .... is not available at the moment.

Would you like to leave a message?

Yes please. Could you tell him/her that ....called?

Yes, of course.

Thank you very much, good day!

Goodbye!

Informal conversation, between friends:

Hey, it's me! How are you?

Hi.............! I'm good, and you?

I'm great! Do you want to go to the cinema tonight? They are showing Twilight!

Sounds like fun! What time shall we go?

There is a showing at seven o'clock.

Perfect, I'll buy popcorn if you buy a drink!

Ok, no problem. See you later!

Cool, see you in a bit

Hotel reservation

Good evening, may I speak to the hotel manager please?

Speaking, how can I help you?

Hello, I would like to book two rooms for four nights from next Monday please.

No problem, would you like double beds or single beds?

Singles are fine, thank you. Is breakfast included in the price?

Yes, it is. That will be £100 altogether. How would you like to pay?

I will pay when we arrive. Many thanks for your help.

No problem. See you next week. Goodbye.

Goodbye!

Call for an accident

You're on the beach….you friend is in the sea but he can't swim…what do you do?

Hello! Is this the coast guard? Please help us! My friend is drowning!

Ok, don't panic. Tell me where you are.

We are at the beach in Brighton, near the pier. Hurry!

Ok, we will be with you soon. Go and tell the lifeguard now!

We will.

What is your telephone number? I will need it in case I can't find you….

It's .... Bye for now!

Thank you, we will be there shortly.

DEVELOPING HINTS

DEFINITION:

Developing Hints is developing the phrases into full sentences and not merely filling up dashes.

POINTS TO REMEMBER:

➢ **Read the passage twice or thrice carefully.**

➢ **Understand the passage well.**

➢ **Jot down the points.**

➢ **If the events in the passage are in present tense, write the story in the past tense.**

➢ **Arrange the matter in two or three paragraphs.**

➢ **Give a suitable title.**

Develop the following hints into a readable passage give a suitable title:

EX:1

A rich farmer - lot of land - cattle and servants - two sons - happy life - After some years younger son unhappy - asked for his share of the property - wouldn't listen to father's advice - got his share - sold them all - went away to another country - fell into bad ways - soon all money gone -poor - no one to help him - understood his mistake.

Answer:

BE OBEDIENT

Once there was a rich farmer in a Village. He had a lot of land, cattle and many servants. He had two sons. He led a happy life with them. After some years the younger son became unhappy. He asked his father for his share of the property. His father advised him not to demand like that. But

he would not listen to his father's advice. He got his share and sold them. He had a huge amount with him. With this amount he travelled to a distant country. He had bad company there and fell into evil ways. All the money was gone. He became poor and no one helped him. Then he understood his mistake and returned to his country. His father and brother took him into their fold and supported him forever. We should obey our parents.

EX:2

Dick – actor – brilliant - strange character - insists on realism - headache to the manager - a new drama - first drinking scene - water provided in a cup as usual - Dick insists on liquor - manager has to buy a bottle of liquor - second scene – fight - insists on real swords - refuses to handle wooden swords - steel swords brought - third scene - hero drinks poison - manager has real poison - actor in a fix - promises to be sensible in future.

Answer:

DICK AN ACTOR

Dick was an actor. He was brilliant. He had a strange character. He insisted on realism. He was a head ache to the manager. A drama was played. The first was a drinking scene. Water was provided in a cup. Dick insisted on liquor. The manager had bought a bottle of liquor. The second scene was a fighting scene. He insisted on real swords. Steel swords were brought. The third scene was the hero drinking poison. The manager had real poison. The actor was in a fix. He promised to be sensible in future.

SKIMMING & SCANNING (GENERAL TOPIC)

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkelling, and scanning is more like pearl diving.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

Skimming to save time

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general follow these steps:

1. Read the table of contents or chapter overview to learn the main divisions of ideas.
2. Glance through the main headings in each chapter just to see a word or two. Read the headings of charts and tables.
3. Read the entire introductory paragraph and then the first and last sentence only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.
4. Stop and quickly read the sentences containing keywords indicated in boldface or italics.

5. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
6. Read chapter summaries when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

- When you skim introductory and concluding paragraphs
- When you skim topic sentences
- When you find an unfamiliar word
- When the material is very complicated

Scanning for research and study
Scanning, too, uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts.

Facts may be buried within long text passages that have relatively little else to do with your topic or claim. Skim this material first to decide if it is likely to contain the facts you need. Don't forget to scan tables of contents, summaries, indexes, headings, and typographical cues. To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological, or most-to-least, for example. If after skimming you decide the material will be useful, go ahead and scan:

1. Know what you're looking for. Decide on a few key words or phrases–search terms, if you will. You will be a flesh-and-blood search engine.
2. Look for only one keyword at a time. If you use multiple keywords, do multiple scans.
3. Let your eyes float rapidly down the page until you find the word or phrase you want.
4. When your eye catches one of your keywords, read the surrounding material carefully.

Scanning to answer questions

If you are scanning for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:

1. Read each question completely before starting to scan. Choose your keywords from the question itself.
2. Look for answers to only one question at a time. Scan separately for each question.
3. When you locate a keyword, read the surrounding text carefully to see if it is relevant.
4. Re-read the question to determine if the answer you found answers this question.

Scanning is a technique that requires concentration and can be surprisingly tiring. You may have to practice at not allowing your attention to wander. Choose a time and place that you know works for you and dive in.

HS8151 COMMUNICATIVE ENGLISH

LECTURE NOTES

UNIT I

WH questions:

Wh-questions begin with what, when, where, who, whom, which, whose, why and how. We use them to ask for information. The answer cannot be yes or no:

A: **When** will you finish your B.E?

B: Next year.

A: **What** are you doing now?

B: I am teaching Grammar.

Question words	Meaning	Examples
Who	Person	Who's that? That's Nancy.
Where	Place	Where do you live? In Boston
Why	Reason	Why do you sleep early? Because I've got to get up early
When	Time	When do you go to work? At 7:00
How	Manner	How do you go? By car
What	object, idea or action	What do you do? I am an engineer
Which	Choice	Which one do you prefer? The red one.
Whose	Possession	Whose is this book? It's Alan's.
Whom	object of the verb	Whom did you meet? I met the manager.
what kind	Description	What kind of music do you like? I like quiet songs

how many	quantity (countable)	How many students are there? There are twenty.

how much	amount, price (uncountable)	How much time have we got? Ten minutes
how long	duration, length	How long did you stay in that hotel? For two weeks.
how often	Frequency	How often do you go to the gym? Twice a week.
how far	Distance	How far is your school? It's one mile far.
how old	Age	How old are you? I'm 16.

WH Questions Structure:

WH questions in the simple present use **"do"** or **"be".**

Do

WH + DO/DOES + SUBJECT + VERB

examples:

- Where do you work?
- When does she wake up?
- Who is your brother?

Be

WH + BE + SUBJECT

examples:

- Where are you from?
- Who is your intimate friend?
- Which is your class room?

Open and Closed Questions:

In English there are two main types of questions: open and closed. Closed questions have simple answers with few options. Open questions have many options.

WH Questions are similar to **YES/NO** questions, but they have **WH** words at the start.

an example of yes/no question:

- *Are you from* Kerala?

similar question, but with a WH word:
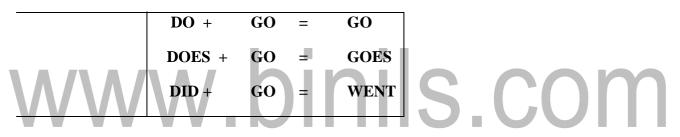
- *Where* are you from?

The first question had an answer of yes or no (Yes, I am from Canada). The second question could have many different answers (Japan, Brazil, Poland, etc.). This is the difference. One is open and the other is closed.

some example questions and answers:

- Where are you from?
  I am from India.
- What is your name?
  My name is Kannan.
- When do you wake up?
  I wake up at 5:30 am.
- Why are you angry?
  I am angry because I am hungry.

With the explanation and examples, one can begin using who, what, where, when, why, and how questions. This is needed very often to communicate in English.

HOW TO UNDERSTAND VERBS IN DIFFERENT TENSES?

DO +	**GO**	**=**	**GO**
DOES +	**GO**	**=**	**GOES**
DID +	**GO**	**=**	**WENT**

Asking questions:

➢ If you ask about the subject of the sentence, simply add the question word at the beginning:

Example:

Krishnan writes good poems. — What does Krishnan write?

➢ If you ask about the predicate of the sentence (the part of a sentence which contains the verb and gives information about the subject), there are three options:

➢ If there is a helping (auxiliary) verb that precedes the main verb (for example: can, is, are, was, were, will, would...), add the question word and invert the subject and the helping (auxiliary) verb.

Examples:

He can speak Hindi. — What can he speak?

They are leaving tonight. — When are they leaving?

> If you ask about the predicate and there is no helping (auxiliary) verb and the verb is "to be", simply add the question word and invert the subject and the verb.

Example:

The play was interesting. — How was the play?

> If there is no helping (auxiliary) verb in the predicate and the main verb is not "to be", add the auxiliary "do" in the appropriate form.

Examples:

They go to the movies every Saturday. — Where do they go every Saturday?

He wakes up early. — When does he wake up?

They sent a letter. — What did they send?

EXERCISE:

1. The boys are hiding under Tom's bed.
2. My sister prefers porridge for breakfast.
3. Yesterday Monica and Shanthi went to the swimming pool.
4. The plane is landing at the airport.
5. The telephone is ringing.
6. Arjun has to stop because of a security check.
7. Anbu's new mountain bike costs €1000.
8. At sunset Prakash is walking along the beach.
9. She never cleans the van.
10. Kannan and Kamala are playing shuttle cork in the garden.
11. They are running home.
12. Mr.Gobakumar has been living in Nagercoil for ten years.
13. Rathika likes her new job very much.

ANSWERS:

1. Where are the boys hiding?
2. Who prefers porridge for breakfast?
3. When did Monica and Shanthi go to the swimming pool?
4. Where is the plane landing?
5. What is ringing?
6. Why does Arjun have to stop?
7. How much does Anbu's new mountain bike cost?
8. Who is walking along the beach at sunset?
9. What does she never clean?
10. What are Kannan and kamala playing in the garden?
11. Where are they running?
12. Who has been living in Nagercoil for ten years?

13. How does Rathika like her new job?

YES/NO QUESTIONS

Yes / No questions are those questions that expect 'yes' or 'no' as answer. These questions do not take the question words when, what, where etc.

For example,

Question: Are you hungry?

Answer: No, I'm not.

Yes / No questions are used to check information or ask for confirmation.

'Are you coming with us?' 'Yes.'

- 'Has he returned the car?' 'No, he hasn't.'
- 'Do you live in Chennai?' 'No, I don't.'
- 'Does she speak English?' 'Yes, she does.'
- 'Did you meet Nadhan yesterday?' 'No, I didn't.'

Yes / No questions in different tenses:

Present Simple

➢ 'Do you speak English?' 'Yes, I do.'
➢ 'Does she speak English?' 'No, she doesn't.'

Present continuous

- 'Are you coming with us?' 'Yes, I am.'
- 'Is it raining?' 'Yes, it is.'
- 'Is it snowing?' 'No, it isn't.'

Present Perfect

- 'Have you received the letter?' 'Yes, I have.'
- 'Has he returned from Mumbai?' 'No, he hasn't.'

Past Simple

- 'Did you know the answer?' 'No, I didn't.'
- 'Did he get the letter?' 'Yes, he did.'

Past Continuous

- 'Were you sleeping then?' 'Yes, I was.'
- 'Was he reading his lessons?' 'No, he wasn't.'

Future Simple

- 'Will you come with me?' 'Yes, I will.'
- 'Will you help me?' 'No, I won't.'

RULES:

1. Making Yes/No Questions with the BE Verb (am/are/is/was/were)

EXAMPLE: 'He is tall.'

This sentence starts with the subject and the verb comes next. This is called sentence word order in English.

To make a question from a sentence with the BE verb, we use question word order. It can be done by switching the subject and the BE verb around:

- He is tall. → Is he tall? (In the question, the verb is first and then the subject)
- They are American. → Are they American?
- The children are at school. → Are the children at school?

The rules are the same for the past tense.

- It was nice. → Was it nice?
- Mumbai was expensive. → Was Mumbai expensive?
- We were late. → Were we late?

2. Making Yes/No Questions with Auxiliary/Modal Verbs

An auxiliary verb is also called a helping verb. These are short words that 'help' the main verb create tense. For example,

EXAMPLE

I have written the report. **(Present Perfect tense)**

Here, 'have' is the auxiliary verb, which is helping the main verb 'write' change into the present perfect tense.

examples:

- Have you completed your Home work?
- Have you written your Examination?

Sentences always have a main verb. But if a sentence also has a helping verb (auxiliary or modal), then switch the subject and the helping verb around. For example,

- He will come. → Will he come?
- They are visiting Paris. → Are they visiting Paris?
- She has done the housework. → Has she done the housework

Sometimes, a sentence can have two helping verbs. If this is the case, change the order of the subject and first helping verb in the same way. Then after the subject, put the second helping verb.

- John has been fired. → Has John been fired? (HelpingVerb1 + Subject + HelpingVerb2+ Main Verb)
- They will be hired. → Will they be hired?
- The train is going to arrive. → Is the train going to arrive?
- The printer was being repaired. → Was the printer being repaired?

3. Making Yes/No Questions without the BE verb or an Auxiliary/Modal Verb (Use Do!)

There are some sentences that have neither be verb nor auxiliary verb. For example,

A. I have a problem. (The main verb is have, and there is no helping verb)
B. She loves tennis. (The main verb is loves, and there is no helping verb)
C. They found the answer. (Again, there is only the main verb found.)

 Add the verb 'Do'!

'Do' is another helping verb that is added to make questions when there is no auxiliary verb already (or BE Verb). The above sentences become the following questions:

A. I have a problem. → Do you have a problem?
B. She loves tennis. → Does she love tennis?
C. They found the answer. → Did they find the answer?

Note two things. Firstly, in question 2, do changes to Does in the question because the subject is 'she', which is the third person singular, so we add 's' to the auxiliary verb 'do' (but not to the main verb).

Secondly, sentence #3 is in the past tense (found), so we change the helping verb "Do" to the past tense (= Did) and keep the main verb in its base form (the present tense).

Did they find the answer? (Correct)

Did they found the answer? (Incorrect = You don't need the past tense twice.)

Be Careful: distinguishing Main Verbs from Helping Verbs

It's important to remember the difference between a main verb and a helping verb because verbs like 'do/have/will' can be a main verb and an auxiliary verb:

A. She has a job. (present simple) → Does she have a job?
B. She has had a job. (present perfect) → Has she had a job?

In #1, the main verb is 'has' and there is no auxiliary verb, so we add 'Does' to make the question 'Does she have a job?'

In #2, the main verb is 'had', and there is an auxiliary verb 'has'. So we switch the sentence order and put the auxiliary verb before the subject, to make the question, 'Has she had a job'?

Final Note: Use 'Do' when 'Have' is the Main Verb

Add 'Do' to make a question when the main verb is 'have'.

- I have a car = Do you have a car?
- I have a problem = Do you have a problem?

EXERCISE:

1. He loves this town.

2. They like Hockey.

3. She can drive a bus.

4. They are nice.

5. They went to the swimming pool.

6. He wastes her money on gambling.

7. He decided to leave his wife.

8. She wakes up early.

9. They should revise their lessons.

10. He was born in this town.

ANSWERS:

1. Does he love this town?

2. Do they like Hockey?

3. Can she drive a bus?

4. Are they nice?

5. Did they go to the swimming pool?

6. Does he waste her money on gambling?

7. Did he decide to leave his wife?

8. Does she wake up early?

9. Should they revise their lessons?

10. Was he born in this town?

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PARTS OF SPEECH

Parts of speech explain how a word is used in a sentence.

There are eight main parts of speech (also known as word classes): nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections.

NOUN - (Naming word)

A noun is a word used to name of a person, place, thing.

Examples: Doni, Delhi, table, dog, teacher, pen, city, happiness, hope

Example sentences: Sindhu lives in Singapore. Mano uses pen and paper to write letters.

PRONOUN - (Replaces a Noun)

A pronoun is used instead of noun and to avoid repetition.

Examples: I, you, we, they, he, she, it, me, us, them, him, her, this, those

Example sentences: Mani is tired. He wants to sleep. I want him to dance with me.

ADJECTIVE - (Describing word)

An adjective is a word used to add something to the meaning of a noun or pronoun.

Examples: big, happy, green, young, fun, crazy, three

Example sentences: The little girl had a pink hat.

VERB - (Action Word)

A verb is a word used to say something about noun or pronoun.

Examples: go, speak, run, eat, play, live, walk, have, like, are, is

Example sentences: I like swimming. She writes a letter.

ADVERB - (Describes a verb)

An adverb is a word used to add something to the meaning of a verb, an adjective or another adverb.

Examples: slowly, quietly, very, always, never, too, well, tomorrow, here

Example sentences: I am usually busy. Yesterday, I ate my lunch quickly.

PREPOSITION - (Shows relationship)

A preposition is a word placed beforenoun or pronoun to shoes its relation to some other word in a sentence. They can indicate time, place, or relationship.

Examples: at, on, in, from, with, near, between, about, under

Example sentences: I left my keys on the table for you.

CONJUNCTION - (Joining word)

A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected.

Examples: and, or, but, because, so, yet, unless, since, if.

Example sentences: I was hot and exhausted but I still finished the marathon.

INTERJECTION - (Expressive word)

An interjection is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation.

Examples: Ouch! Wow! Great! Help! Oh! Hey! Hi!

Example sentences: Wow! I passed my English test. Great! – Ouch! That hurt.

EXERCISE:

Fill in the blanks with appropriate forms of words.

	Verb	Noun	Adjective
1.	Promote	………….	Promotable
2.	……………	Operation	……………..
3.	Conclude	……………..	Conclusive

Fill in the blanks with appropriate form of the word:

	Noun	Adjective	Person Concerned
1.	Psychology	……………….	Psychologist
2.	Polities	political	………………..
3.	……………	mechanical	mechanic

Fill in the blanks with the appropriate forms of the underlined words:

1. The lecturer demonstrated the experiment and the students listened to the _____ very attentively.

2. My uncle was promoted as the chief engineer and this_____came after he completed 15 years.
3. The Principal recommended the student for a scholarship and gave a_____letter.
4. The application of Nano-technology is seen in all disciplines. Doctors_____it in medical in plants.

EXERCISE:

Identify the appropriate parts of speech of the following italicized words:

1. She *went* to the market and bought some eggs.
2. I want to go *now.*
3. There is a mouse *underneath* the piano.
4. Masons build *houses.*
5. My family *live* in different parts of India.
6. That was a *difficult* question.
7. She was *very* impressed with her results.
8. *Although* she is poor, she is happy.
9. Have we bought *enough* chairs?
10. *Oh!* What a wonderful scene it is

ANSWERS:

1. verb
2. adverb
3. preposition
4. noun
5. verb
6. adjective
7. adverb
8. conjunction
9. adjective
10. interjection

PREFIX

A prefix is a group of letters placed before the root of a word. For example, the word "unhappy" consists of the prefix "un-" [which means "not"] combined with the root (stem) word "happy"; the word "unhappy" means "not happy."

A Short List of Prefixes:

PREFIX	MEANING	EXAMPLES
de-	from, down, away reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

SUFFIX

A suffix is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word "flavor" combined with the suffix "-less" [which means "without"]; the word "flavorless" means "having no flavor."

A Short List of Suffixes:

SUFFIX	MEANING	EXAMPLES
-able	able to, having the quality of	comfortable, portable
-al	relating to	annual, comical
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	eerily, happily, lazily
-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adjective	clearly, hourly

-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition, or a diminutive	glory, messy, victory,

Exercise:

Bank of Prefixes:

de-	ex-	im-	mis-	pre-	un-
dis-	il-	in-	non-	re-	with-

Use the bank of prefixes to complete each word. There may be more than one answer for some words.

_____fix	_____sense	_____happy
_____mind	_____pert	_____respect
_____equal	_____legal	_____fiction
_____prove	_____frost	_____ceed
_____lucky	_____lead	_____fat
_____fair	_____gust	_____hold
_____place	_____usual	_____portant
_____draw	_____logical	_____trieve
_____visible	_____play	_____cellent
_____view	_____code	_____flex

Bank of Suffixes

-able	-ance	-ion	-ment
-al	-ful	-ly	-y

Use the bank of suffixes to complete each word. There may be more than one answer for some words.

Root Word - Suffix	Root Word – Suffix

place_____	enforce_____
law_____	arrange_____
legal_____	develop_____
mature_____	taste_____
taken_____	finite_____
humane_____	act_____
assign_____	help_____
health_____	know_____
account_____	appear_____
live_____	avoid_____

SELF INTRODUCTION (GENERAL TOPIC)

What is a self-introduction?

A self-introduction explains who you are, what you do and what others need to know about you. You should provide a self-introduction any time you meet someone new and don't have a third party to introduce you. Offer a self-introduction when you are:

- Beginning an interview
- Attending a hiring event
- Networking with new connections
- Giving a presentation
- Meeting people at a trade show

A self-introduction should include your name and occupation (or desired occupation) and key facts that will help you make an impression on the person you're speaking to. In a few sentences, cover the most important things that others need to know about you.

It's all about me……

Hello everyone…

Myself Maya…, I belong to Chennai,

I have completed my 10th and 12th from …..About my family background….

There are five members in my family including me… my father, my mother and my two brothers.
My father is a teacher, my mother is a housewife and my brothers are studying.

I like to do creative things like drawing, painting and stitching. I like to spend my time with my family and my friends.

Listening music, watching TV, net surfing and learning & knowing something new are my hobbies. What I like to do….

About my goal:

My short term goal is to work in a good company where I enhance my knowledge and my skill and show my talent. My long term goal is to get a very respectable position where I make my parents to smile and feel proud. I have some weak points like I am little bit lazy about which I am not interested. I can't say no if someone asks for help. My strengths are I am a good learner and very punctual. I am self-motivated and simple girl/boy with positive attitude towards my career.

Self-introduction examples

There are many types of self-introductions you may deliver at various points throughout your career. Below are samples suited to some of the most common situations you may encounter:

- Self-introduction sample for a job interview
- Self-introduction sample for a presentation
- Self-introduction sample for networking
- Self-introduction write-up sample

Self-introduction sample for a job interview

*"*My name is Riley See. I'm a recent elementary education graduate from Ball State University. I've been working at a camp for elementary children this summer, and I'm excited to find my first teaching position for the coming school year. I have several original lesson plans I created during my teaching internship that I look forward to implementing in my own classroom. I attended Brook wood Elementary myself and believe I would be a great fit for your second grade opening. It would be a joy for me to teach students in the same place that sparked my love of learning."

Self-introduction sample for a presentation

"Good afternoon. My name is Caleb and I'm the VP of Administration and Finance at Northern Investing. I've always been passionate about finding smart ways to save money. I believe establishing money management strategies as early as possible is the key to securing your future. I began using these strategies myself as I was working through college, and I now have over $10 million in my retirement fund. That amount is growing every day, and I'm here to teach you how to set up an account like that, too."

Self-introduction sample for networking

"My name is Nethu, and I'm the marketing director at Wise Technology. We're developing some innovative marketing campaigns designed to engage new customer's right in the streets of Bloomington. I've been recruiting local businesses that want to get involved in these activities. I love chatting with residents around the area and learning more about what they're looking for from their smart devices."

Self-introduction write-up sample

Hi Elise,

"My name is Kareem Ali. I'm the product development manager at Smart Solutions. I've created over a dozen apps designed to streamline sales and marketing activities for busy professionals. I see myself as a relentless problem-solver, and I'm always looking for a new challenge. I've recently gotten interested in recreational boating and noticed that the sales professionals at Dockside Boats don't seem to have a streamlined system for tracking their sales. I'd love to discuss your needs in this area and find out if you're interested in participating in beta testing for a new sales app I'm developing."