

2 marks	16 marks
<ul style="list-style-type: none"> <li>• Tense</li> <li>• Question Tags WH / Yes or No</li> <li>• Synonyms</li> <li>• One Word Substitutes</li> <li>• Abbreviation / Acronyms</li> </ul>	<ul style="list-style-type: none"> <li>• Email writing</li> <li>• Letter Writing</li> </ul>

## TENSES

	Simple	continuous	perfect	perfect Continuous
Present	Present simple	present continuous	Present Perfect	present perfect Continuous
Past	Past simple	past continuous	past perfect	past perfect Continuous
future	future Simple	future continuous	future perfect	future perfect Continuous

### Present Simple :

Form : Subject + Verb (present / V1)

- I drink coffee every morning.
- Cathy works as a teacher

I / You / We / They	He / She / It
work live play	works lives plays

### Present Continuous:

Form: Subject + am / is / are + verb (-ing)

- I am drinking coffee right now
- We are having breakfast.
- It is raining outside.

I	am
He / She / It	is
You / We / They	are

Present Perfect:

Form: Subject + have / has + verb (past participle / V3) .

- I have taught English to many students.
- Ashley has visited France 4 times.
- We have seen two movies this week.

I / You / We / They	have
He / she / It	has

Present Perfect Continuous:

Form: Subject + have / has been + verb (-ing).

- I have been waiting to see the doctor for 2 hours / since 5 pm.
- He has been playing tennis since he was a child / for 20 years.

Past Simple:

Form: Subject + verb (past / V2)

Completed actions in the past

- I played soccer with my friends yesterday.
- Karen gave us a present for our wedding anniversary.

Irregular verbs		
give	- gave	- given
build	- built	- built
come	- came	- come
eat	- ate	- eaten
go	- went	- gone

Past continuous:

Form: Subject + was / were + verb (-ing)

Unfinished, ongoing action in the past (if finished action)

- I was having dinner with my family when the door bell rang.
- While we were waiting at the bus stop, we saw an accident.

I / He / she / It	was
You / We / They	were

Past Perfect:

Form: Subject + had + verb (past participle / V3)

The first past action (when there are two or more past actions)

- When we got to the theatre, the movie had started.
- I was sick because I had eaten too much the previous night.

Past Perfect Continuous:

Form: Subject + had been + verb (-ing)

The first (continuous) past action.

- I felt really tired because I had been driving all day.
- She had been waiting for two hours when the doctor finally arrived.



Future Simple:

- 3 forms: a) Going to → plans and intentions  
 b) Present Continuous → fixed arrangements  
 c) Will → instant decisions, offers, promises

a) Form: Subject + am / is / are going to + verb (base)

- We are going to buy a car.
- I am going to start exercising regularly.

b) Form: Subject + am / is / are + verb (-ing)

- I am having lunch with my parents on Saturday
- We are flying to Mumbai the day after tomorrow.

c) Form: Subject + will + verb (base)

- I will have the burger and fries combo.
- I will do it.

Future Continuous:

Form: Subject + will be + verb (-ing)

Ongoing actions in the future

- At 11 am. tomorrow, I will be driving to Portland.
- I am going to stay at the Hilton hotel in Portland.

Future perfect:

Completed actions in the future

Form: Subject + will have + verb (past participle / V3)

- By August, Aaron will have saved \$600

Future Perfect Continuous:

Ongoing action in the future (with duration)

Form: Subject + will have been + verb (-ing)

- By August, Aaron will have been saving money for six months.

# TENSES

TYPES	PRESENT TENSE	PAST TENSE	FUTURE TENSE
SIMPLE	S + V + O / S + V + S + O I eat pizza everyday He eats pizza.	S + V + O I ate pizza yesterday	S + will + V + O I will eat pizza tomorrow.
CONTINUOUS	<sup>V<sub>4</sub></sup> S + am / is / are + V (ing) + O I am eating pizza right now.	<sup>V<sub>4</sub></sup> S + was + were + (Ving) + O I was eating pizza when you arrived.	<sup>V<sub>4</sub></sup> S + will be + V (ing) + O I will be eating pizza when you arrive.
PERFECT	S + have / has + V <sub>3</sub> + O I have eaten all of the pizza.	S + had + V <sub>3</sub> + O I had eaten all of the pizza	S + will have + V <sub>3</sub> + O I will have eaten all of the pizza.
PERFECT CONTINUOUS	<sup>V<sub>4</sub></sup> S + have / has been + V <sub>4</sub> + ing + O I have been eating pizza.	<sup>V<sub>4</sub></sup> S + had been + V <sub>4</sub> + ing + O I had been eating pizza.	S + will have been + V <sub>4</sub> + ing + O I will have been eating pizza.



WH Questions

Begins with →

what  
when  
where  
who  
whom  
which  
whose  
why  
How

Rule: wh + an auxiliary verb + subject +  
main verb [do, be or have]  
wh + modal verb + subject + main verb

- what - asking for something
- what for reasoning
- when - asking for time.
- where - asking for place / position
- which - asking about choice
- who - asking for person / people.
- whom - which person / people
- whose - asking ownership
- why - reasoning
- How - asking about manner / condition.

## Exercise I:

1. Where do you live? I live in London
2. Who's that girl? She is my sister.
3. How do you go to school? By bus
4. When do banks open? At 8 o'clock

## Exercise II:

1. He drank juice. What did he drink?
2. They went to Spain. Where did they go?
3. He writes notes. What does he write?
4. Lacy likes soccer. What do Lacy like?
5. I swim twice. How often do you swim?
6. He discovered the truth. What did he discover?
7. He is my brother Tom. Who is he?
8. On Friday 2 o'clock. When is the party?

### \* YES/NO Questions

In linguistics, a yes or no question formally known as polar question or a general question is whose expected question is either 'yes' or 'no' formally they present an exclusive disjunction of which only one is acceptable.

Eg: They are Americans	Are they Americans?
She is nice	Is she nice?
They are visiting pairs	Are they visiting pairs?

If the verb is in present tense → add do or does.

- eg. I like apples - Do you like apples?
- They go to high school. Do they go to high school?
- Nancy reads a lot - who reads a lot?

If the verb is in past tense → add did and put the main verb in its base form.

- eg: He discovered the truth - Did he discover the truth?
- They did the homework - Did they do the homework?

#### Exercise 1:

1. yes, I am coming with you. Are you coming with me?
2. No, I didn't meet John. Did you meet John?
3. Does she speak English? Yes he does speak English.
4. No, I didn't go to Chicago. Did you go to Chicago?
5. No, he hasn't returned the car. Has he returned the car?

SIMPLE PRESENT TENSE	Do you live in Korea?	Does he live in Korea?
PRESENT CONTINUOUS	Are you coming with us?	Is she coming with us?
PAST SIMPLE	Did you go to the meeting?	Did she go to the meeting?
PAST CONTINUOUS	Were you waiting long?	Was she waiting long?
PRESENT PERFECT	Have you ever eaten momos?	Has she ever eaten momos?
PRESENT PERFECT CONTINUOUS	Have you been working?	Has she been working?
PAST PERFECT	Had you left when I called?	Had she left when I called?
MODALS - CAN / COULD / WILL	Can she speak German?	



### QUESTION TAGS

A question tag is a short question at the end of a statement. Question tags are used when asking for agreement or confirmation.

a positive statement + a negative question tag

You are a student, aren't you?

A subject pronoun comes after an auxiliary, a modal verb or a form of the verb 'to Be'.

a negative statement + a positive

Mary isn't a teacher, is she?

A subject pronoun is used to replace the noun or noun phrase.

Eg:

#### Positive statement

You are a student,  
He is very busy,  
She was happy,  
They were surprised

#### Negative Question tag

aren't you?  
isn't he?  
wasn't she?  
weren't they?

Exception  
I am late,  
aren't I?  
~~am~~

#### Negative statement

You aren't a teacher,  
You can't drive a car  
You wouldn't stop me  
You don't speak French

#### Positive Question tag

are you?  
can you?  
would you?  
Do you?

Statements using barely, hardly, neither, no, nobody, none, nothing and seldom are treated as negative statements.

Eg: Nobody went to the meeting, did they?

Nothing is ready, is it?

Few examples:

I am early, aren't I?

Let's go to the beach, shall we?

There aren't any spiders, are there?

SYNONYMS

1. abrupt - sudden	6. accomplish - achieve
2. demand - insist	7. baffle - confuse
3. Prejudice - bias	8. hypocrisy - duplicity
4. Gross - Improper	9. quarantine - separation
5. Predicament - Dilemma	10. recalcitrant - stubborn

ONE WORD SUBSTITUTION

One word substitution is a replacement for long and lengthy sentences or definitions. One-word substitutions are also known as Verbatim. The practice of one-word substitution is also, something that replaces a word with a context but without changing the meaning of the given same context.

Benefits:

- Makes the language and writing concise, yet crisp.
- Makes the structure more understanding, more clear.
- The language is briefly expressed.
- Embellishes the language.
- Helps avoid repetition in language.

Examples:

- 1) An extreme or irrational fear of heights - Acrophobia
- 2) Fear of hatred of books - Bibliophobia.
- 3) Fear of knowledge - Gnosio phobia
- 4) The study of different skin diseases - Dermatology.
- 5) The study of body - Physiology.
- 6) One who cannot be corrected - Incurable.
- 7) One who has a strong sixth sense - Psychic
- 8) An ability to do something - Knack
- 9) Having knowledge of the power of learning - Erudite
- 10) Absence of government rule - Anarchy.



## Abbreviations and Acronyms

Abbreviations & Acronyms are shortened form of words and phrases.

An abbreviation is typically a shortened form of words used to represent the whole (eg) MLA, Dr. or Prof)

An acronym contains a set of initial letters from a phrase that usually form another word (NASA, RADAR, SCUBA)

### Acronyms

radar (radio detection and ranging)

Scuba (self-contained underwater breathing apparatus)

NASA (National Aeronautics and space Administration)

laser (light amplification by stimulated emission of radiation.)

POTUS (President of the United States)

gif (graphics interchange format)

ZIP code (Zone improvement plan)

taser (Thomas A. Swift's Electric Rifle)

### Abbreviations

ATM (automated teller machine)

NFL (National football league)

FAQ (frequently asked questions)

brb (be right back)

idk (I don't know)

a/c (air conditioning)

lcd (liquid crystal display)

ufo (un

## Email-writing

The email-writing is the same for each of the categories. Though the choice of words and language differ depending upon the type of email. One can use friendly and casual language in informal emails. The language used in formal emails should be professional, clear and formal.

Format:

From : teamleader@gmail.com [Sender's email id]

To: Rxyz@gmail.com [Recipient's email id]

cc: All the team members [other individuals receiving the same mail with visible ids]

Bcc: - - - - [other individuals receiving the same mail with invisible ids]

Subject : Title or the reason of writing mail

[Salutation : Words like Dear, Respected, Hi etc.]

Main body : the main content of the email

1. Introduction
2. Matter in detail
3. Conclusion]

Dear Friends,

With Regards.

Name & Signature Line : Sender's name and details of contact)

Attachments: .



2 marks	16 marks
<ul style="list-style-type: none"> <li>• Tense (past)</li> <li>• Subject-verb agreement</li> <li>• Prepositions</li> <li>• Prefix &amp; Suffix</li> <li>• Antonyms</li> <li>• Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Guided writing</li> <li>• Paragraph writing</li> <li>• Report on Event/Trip</li> </ul>

## SUBJECT-VERB AGREEMENT / CONCORD

A sentence is made up of many parts. To make a sentence a meaningful unit, the parts of a sentence should agree with one another in gender, number, and person. The grammatical relationship between a subject and a verb is called subject-verb agreement.

→ The verb must agree with its subject in number & person.

As in singular → The book is on the table.

As in plural → The books are in the shelf.

### Rules:

- Two or more nouns joined by "and" takes the plural verb.  
Eg: Ajith and I are best friends.  
Two and two make four.
- When two or more nouns refer to one general thing, singular verb is used. Eg: Bread and butter is a wholesome food.  
Slow and steady wins the race.
- The pattern "one of" is always followed by a plural noun. The verb agrees with "one" not with plural noun.  
Eg: One of the teachers has a great sense of humour.  
One of the books is missing.  
But, when the same phrase occurs in the middle of the sentence who, that, which the verb is plural.  
Eg: John is one of the student who are dependable in all circumstances.  
He is one of the players, who have won a number of gold medals.

4) Two singular subjects joined by either/or, neither/nor takes a singular verb. Eg: Neither Harish nor his friend is to blame.

But when the subject near the verb is plural then plural verb is used. Eg: Either Ramu or his friends have the book.

5) each, every, everyone, anybody, either, neither, no one, nobody follows a singular verb as,

Eg: Each of the boys was given a pen.

Everyone in the college is disciplined.

6) Certain nouns, though singular in form, it is considered as plural. Eg: The cattle are grazing in the field.

The people are waiting.

7) There are several nouns plural in form but singular in meaning and take the singular verb.

Eg: Physics is an interesting subject.

Politics is a dirty game.

8) A collective noun in the singular may take the verb in the singular or in the plural depending on the context.

Eg: The government has introduced a bill.

The class is going for an industrial visit.

9) When a plural noun denotes some particular amount or quality considered as a whole, the verb is usually singular.

Eg: 100 paise is equal to one rupee.

Ten miles is a long distance.

10) None should be used in the singular, but popular usage accept the plural also. Eg: None of his poems are now read.

Was there any letter forme? There was none (plural) for you (singular).

11) For persons no one is used as singular, none as plural;

Eg. Is there anybody in the room? No there is no one.

Are there any boys in the room? No there are none.

12) One should be followed by one's; as,

Eg: One should do one's duty.



## PREPOSITIONS

A preposition is a word or group of words used before a noun, pronoun or noun phrase to show 'direction', 'time', 'place', 'location', spatial relationships or to introduce an object.

→ Prepositions used to show time and date: at, on, by

Eg: at 10'o clock, on christmas Eve, by the 10<sup>th</sup> April (at or before non later than).

→ Until / till are used to indicate an action that will not happen before a particular time.

Eg: The bus will not start till 5'o clock

We worked on the project till 12 night - continuously

Time - 'from', 'since', 'for', 'during'.

from - It is used between two specific time zones.

Eg: We watch T.V from 6 to 8 pm

since - Action started in the past and continued in the present. It is usually used with perfect tense.

Eg: He has been living in chennai since his birth.

for - used for period of time.

Eg: I have been working for 8 hours a day.

during - is used for a particular time in history or particular season of the year.

Eg: During world War II many people lost their life.

During summer chennai will be very hot.

→ Prepositions used to show place: At, on, in into

in - used with a large town, a country etc.

at - used with a smaller area

Eg: He lives at Santhi colony in chennai

in - also indicates static position Eg: He is in the room  
into - is used for an action in motion Eg: The cat fell into the well.

on - can be used to express static & dynamic action.

Eg: The lizard fell on my shoulder. (Dynamics)  
 The book is on the table. (static)

Above / over - refer to things above.

Eg: The crow flew above my head.  
over (also means across).

Eg: I talked to my brother over the phone.

Beside / besides

Beside means "by the side of" Eg: He lives beside my house.

"Besides" means "in addition to" Eg: Besides studying for a degree, he is working part-time.

Between, among → Between is used with two things / persons.

Eg: There was a dispute between the two brothers.

Among is used to indicate many people.

Eg: The food was distributed among the poor.

Certain verbs take a particular prepositions only, Eg: allude to, laugh at, disagree with, pray for, rely on, believe in, alight from etc.

Certain adjectives are followed by certain preposition.  
 Eg: good / clever at, fond of, intent on, reading for, free from.

A group of words that function as preposition is called phrasal preposition.

Eg: in accordance with, because of, owing to, in the case of.

Fill in the blanks with correct preposition:-

River Kaveri takes birth in Karnataka and further cascades to Tamil Nadu. It forms one of the longest rivers in South India. There are several dams built across the river.



## PHRASAL VERBS

Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb, an adverb, or a preposition. These group of words are used to convey a special meaning.

Phrasal verb	Meaning	Examples
add on	to increase	We added on another floor
beat up	to hurt someone	He has a wound. Someone must have broken him up last night.
call on	to ask	Kumar always calls on his wife.
fall down	to fall to the ground	The boy fell down many times while learning cycle riding.
fill in	to complete	The easiest part of the test is filling in the blanks.
get away	to escape	The thief got away from the police.
give up	to stop	Rahim gave up smoking at last.
hold on	to wait	Can you hold on a minute?
put off	to postpone	The meeting put off by the M.D
put on	to wear	Put your shoes on and lets go
put up with	to tolerate	Raj couldn't put up with cold
come out	to appear	When the rain stopped the Sun came out.
set in	begin	Summer has set in April.
set up	establish	The college has set up a new lab.
go up	rise	The price of petrol is going up.
pull out	withdraw from something	The project became so expensive that we had to pull out.
think over	to reflect	Let me think this over before.

PREFIX & SUFFIX

PREFIX: Prefix is a letter or a group of letters that appears at the beginning of a word, and changes the word's original meaning.

PREFIX	MEANING	EXAMPLES
ante-	before	antedate, antenatal
anti-	against, opposing	anti-matter, anti-climax
circum-	around	circumstance, circumnavigate
co-	with	co-worker, co-pilot
de-	off down, away from	devalue, deforest, derail
dis-	opposite of, not	disagree, disappear
em- en-	cause to, put into	embrace, encode, enclose
epi-	upon, close to, after	epicenter, epidermis
ex-	former, out of	ex-president, exterminate
extra-	beyond, more than	extraordinary, extraterrestrial
fore-	before	forehead, foresee, forecast
hyper-	over, above	hyperactive, hypermarket
il, im, in, ir	not	impossible, illegal, irresponsive
inter-	between	interact, intermediate
mis-	wrongly	misunderstand, mistake, mismatch
para-	beside	parachute, paradox, paramedic
semi-	half	Semicircle, semi-final
therm-	heat	thermometer, thermodynamics
trans-	across, beyond	transport, transatlantic
uni-	one	universal, unicycle



SUFFIX: Suffix is a letter or a group of letters that is usually added into the end of words, to change meanings.

Suffix	Meaning	Example
-acy -al	State or quality the action or process of	democracy, lunacy, accuracy, denial, trial, criminal
-ance -ence	State or quality of	tolerance, ambience, nuisance
-dom	place or state of being	freedom, boredom, stardom
-er, or	person or object that does a specified action.	reader, orator, creator
-ism	doctrine or belief	Judaism, scepticism, escapism
-ist	person concerned	Scientist, protagonist, communist
-ness -sion, -tion	state of being	Sickness, highness, position, promotion, cohesion.
-ment	condition	enchantment, argument
-ship	position held	internship, friendship, hardship
-ity, ty	quality of	validity, enormity, extremity
-ate	become [verb suffixes]	mediate, collaborate, create
-en	become	Sharpen, loosen, strengthen
-ify, fy	make or become	Justify, magnify, simplify
-ise -ize	become	publicise, hypnotize
-ly	quality (Adverb suffix)	Softly, slowly, madly
-wise	in relation to	clockwise, otherwise, likewise
-ward -wards	direction	towards, backwards, inwards
-able -ible	capable of being (Adj suffix)	edible, fallible, audible
-esque	in a manner of or resembling	picturesque, burlesque.
-ful	notable for	handful, playful, hopeful
-less	without	meaningless, hopeless.

Exercise:PREFIX:

- 1) dis locate - displace
- 2) Hyper tension - abnormal blood pressure
- 3) bi lingual - speaking two languages
- 4) mal function - not working properly.
- 5) under paid - not earning enough.

SUFFIX:

- 1) Inform - Information, Informative
- 2) Symbol - Symbolise, Symbolic
- 3) Important - Importance.
- 4) Assist - Assistant, assistance
- 5) Measure - Measurement.

ANTONYMS

- 1) Authentic - imitation
- 2) Stationary - movable
- 3) Knowledge - ignorance
- 4) abundant - scarce
- 5) grin - frown
- 6) harmony - discord
- 7) Partial - complete
- 8) conceal - reveal
- 9) Dismal - cheerful
- 10) Feeble - sturdy.



## GUIDED WRITING

- An essential part of a balanced writing curriculum
- An additional step towards independent writing.
- Time taken to embed specific writing skills

Learning outcomes:

- \* Knowledge / Remembering: define, list, recognize
- \* Comprehension / Understanding: describe, explain etc.
- \* Application / Applying: choose, demonstrate
- \* Analysis / Analysing: analyse, compare.

## Paragraph WRITING

A paragraph is a group of sentence about a topic. A typical paragraph begins with a topic sentence, which introduces the topic. The supporting sentences that follow the support idea in the topic sentence with explanations, reasons and other details. The concluding sentence brings the paragraph to an end.

Topic sentence → Main idea

Supporting ideas → specific details

Adding details → more specific details

Concluding sentence → Refers to topic sentence and sums up the main idea.

Tips:

- Write the sentences in a regular order so as to carry on the line of thought.
- The first sentence should be the most appropriate because it describes the leading thought. First sentence should not be long.
- Write the sentences different from one another both in length and manner of construction.

Topics:

The best way of protecting the environment?  
English can well be a universal medium of communication.

REPORT ON EVENT TRIPIndustrial visit Report:xxx Engineering college  
Chennai - 45

2 Feb 2021

From

K. Rajesh,  
The Class Representative,  
I Year. Mechanical Engineering.

To

The HOD,  
Department of Mechanical Eng.

Dear Sir,

Sub: Report on the One-day Industrial visit - reg.

On receiving the letter of permission from Ashok Leyland Chennai 30 students with two faculty members went on an industrial visit to the factory on 1.2.2021

We all assembled at the college at 7 am and left the college in a bus. We reached the factory at 10 o'clock. An engineer - in charge of production received us at the entrance and gave a brief introduction to the factory. We were given helmets to be worn. Then he took us around from one section to the next and explained in detail the process involved in assembling. The workers were doing the work concentrated. Everyone was wearing helmets. We could see some robots being employed to do certain repetitive and danger operations. The visit came to end at 2.30 pm. We left the premises at 4 pm.

It was informative, interesting and a successful visit. As students of Mechanical Engineering we learned a lot.

We express our sincere gratitude to our Principal and our HOD for permitting us to go on the visit. We also thank our faculty members who accompanied us and the officials of Ashok Leyland.

Thanking you

Yours faithfully,  
(Signature)



2 marks	16 marks
Imperatives Adjectives Degrees of comparison Tenses (present & past perfect) Compound Nouns Homonyms & Homophones Discourse markers (connectives & sequence words) Writing Definitions	Instructions Product / Process Description.

### COMPOUND NOUNS

A noun which is made up of more than one word, is called as compound noun. It can be formed by joining a noun and another noun, a noun and an adjective, a noun and a verb, a gerund and a noun, an adverb and a noun. In the exam point of view the expand form of compound noun is asked.

Nominal compounds help easy readability and help to avoid wasting time and effort. They are most often used in technical contexts. When expand any compound noun; begin your answer with the last word.

- Noun + noun - Table cloth
- Adjective + noun - Tall man
- Noun + verb - Pen drive
- Verb + Noun - Call letter
- Noun + gerund - Essay writing
- Adverb + noun - Slow poison.

Examples: Expand Compound Nouns:

- Aluminium Extraction - Extraction of aluminium.
- Control tower - Tower to control.
- Drinking water - Water for drinking
- Iron wheel - Wheel made of iron.
- Mains electricity - Electricity which comes from the mains.
- Toy factory - Factory making toys.
- Washing machine - Machine used for washing.

## WRITING DEFINITIONS

A/AN + [Term] + General Category

State the meaning of a subject (substance), an object, a machine etc.

### Accurate Definition:-

(Three items - state briefly the object, the family to which it belongs & special characteristics of that object.)

Eg: CAMERA : A Camera is a device that is used for taking photographs.

PLANET : A planet is a large body in space, that moves round a star, especially round the sun.

MOBILE PHONE : A mobile phone is a telephone that does not have wires & works by radio that can be carried anywhere.

## ADJECTIVES

Adjectives - Describes the quality/quantity of a Noun.

Adjective + Noun = The tall boy.

Verb + adjective = The richest man.

Noun: I met a beautiful lady.

He is a clever boy.

Verb: He is an honest man.

He reads a good book.

Important Adjective words
able, active, better
bright, Dirty, fine

### KINDS OF ADJECTIVES:-

1. Adjective of Quality
2. Adjective of Quantity
3. Adjective of Number
4. Demonstrative Adjective
5. Interrogative Adjective
6. Possessive Adjective
7. Distributive Adjective
8. Proper Adjective.



**Adjective of Quality:** → Kind or quality of noun / pronoun.

Eg: Mumbai is a large city.

The foolish crow tried to sing.

**Adjective of Quantity** → Shows the quantity of a thing.

Eg: She ate the whole apple.

He has little knowledge.

**Number:** Expresses the number of persons / things.

Eg: The hand has 5 fingers.

I have learnt many languages.

**Demonstrative Adjectives:** straight away points out the person or thing concerned.

Eg: These fruits are ripe.

That boy is intelligent.

**Interrogative Adjectives:** describes a noun that is used in a question.

Eg: What is your father?

Which cat is yours?

**Possessive Adjectives:** state of possession of nouns.

Eg: Their relatives came here.

His father is a doctor.

**Distributive Adjectives:** describing word that refers to separate things. (Each, Every, Either, Neither)

Eg: Each boy must read.

**Proper Adjectives:** forms a proper noun.

Eg: an Indian boy.

an English woman

Asian writer

American dollar.

IMPERATIVES

Imperatives are used to give others instructions, to make suggestions, encourage people to do things or express a wish.

Examples: Come here  
Get lost  
Leave me alone  
Open the door  
Have a drink.

Verbs without "to" are imperative forms.

Imperatives:

shut	pick	chop
hold	pour	serve
swim	fill	
listen	put	
hold		

Imperatives are used...  
[to give direct order]

Take that chewing gum out of your mouth.  
stand straight  
Give me the details.

→ to give instructions:

open your book  
Take two tablets everyday.

→ to make an invitation:

Come in and sit down  
Please start  
Have a piece of cake.

→ On signs & notices:-

Push / Pull  
Donot use  
Insert one dollar

→ to give friendly informal advice.

Speak to him  
Have a quiet word  
Don't go!

→ more polite (by adding do)

Do be quiet  
Do come  
Do sit down.



# DEGREES OF COMPARISON

- 1) Gold is a precious metal. (Positive)
- 2) Gold is more precious than silver. (Comparative)
- 3) Gold is the most precious of all the metals (Superlative)

These 3 sentences show the comparison in various degrees.

In sentence 1 → no comparison is made. Thus the adjective is in positive form.

In sentence 2 → gold is compared with silver, i.e., two things are compared and the adjective is in the comparative form.

In sentence 3 → gold is compared with more than two things and thus the superlative degree is used.

→ No comparative or superlative forms: unique, universal, perfect, infinite, complete, ideal etc.

## HOMONYMS & HOMOPHONES

Homonyms are words with the same pronunciation or spellings but different meanings and origins.

Eg: Book - Please book cab for me  
Book - I like poetry books  
Fly - Fly is an insect  
Fly - Birds were flying in the sky

Date - What is the date today?  
Date - He is on date.  
Park - National park is beautiful  
Park - Please park your car here.

A homophone is a linguistic situation in which two words have same pronunciation but have different spellings and meanings.

Eg: Brake - slow something down  
Break - to shatter something

By - Preposition / next to

Buy - Purchase

Bye - goodbye.

See - to look

Sea - ocean

weak - Not strong

week - 7 days of week

know - knowledge  
No - opposite of Yes

Dye - chemical dye  
die - death

cell - Human body cell

Sell - Selling.

where - place

hear - Listen

hour - 60 minutes

our - belongs to us.

DISCOURSE MARKERS / CONNECTIVES.

Discourse markers are words or expressions that link, manage and help to organise sentences. They connect what is written or said with something else. They make no change to the meaning. They are also often called linking words and, sometimes fillers.

Purpose for which discourse markers are used in speaking and writing may be:

- For adding information or details: The markers such as and, also, as well as, moreover, too, besides, plainly etc.
- For sequencing → first, second, finally, next, then etc.
- For illustrating or giving examples → Such as, in the case of etc.
- To show cause & effect → because, so, thus, hence etc.
- To show comparison → similarly, as with, like, likewise etc.
- For qualifying or restricting → but, however, although, if etc.
- For contrasting → whereas, instead of, conversely etc.
- For emphasizing → above all, in particular, especially etc.
- For summarizing → in short, on the whole, general etc.

CONNECTIVES → are words or phrases that connect and relate sentences & paragraphs.

- addition - and, also, besides, moreover, another, equally.
- Comparison - like, in the same manner, as, so, similarly, but.
- Contrast - nevertheless, yet, in spite of this, in fact.
- order or sequence → after, before, as soon as, gradually.
- results - consequently, thus, since, because of this.
- Summarize - finally, on the whole.

SEQUENCE WORDS:

In the beginning  
First of all  
Once upon a time  
Once.

Soon  
Then  
Meanwhile  
Also  
later

Subsequently  
Suddenly  
But then  
Next  
Moreover.



INSTRUCTIONS

Instructions are usually written to break down the process into individual instructions are directly addressed to the person concerned using the verb at the beginning.

Rules:

- Start only with imperatives
- Write 8-10 instructions
- Write it as a generalized one
- Simple, strong and clear sentences
- No conjunctions
- Use only numerals to enumerate the points
- Give proper title.

Example: Instructions to maintain safety in Roads.

1. Wear Helmet.
2. Adhere to the traffic rules
3. Keep left always
4. Drive safely
5. Do not cross suddenly
6. Check the condition of the vehicle
7. Do not walk on road dividers
8. Avoid using mobile phones

PRODUCT / PROCESS DESCRIPTION.

Process Description is a sequence of events. It does not tell the reader WHAT TO DO: rather it describes HOW.

- It is a general description of how a process happens step by step.
- Deals with process & procedures with series of steps.

Imp Traits:

1. Choice of Vocabulary → should be specific & concrete.
2. Clarity & coherence → step-by-step guidance/specifying the action in sequential order.
3. Unity → Impersonal tone. Passive voice is used. Present tense is usually used.

Exercises:

1. Describe the process involved in the extraction of sugar.
2. Describe very briefly the process involved in washing clothes.
3. Describe the process of planting a sapling in your college.

UNIT IV

2 marks	16 marks
Articles Pronouns (possessive / relative) collocations Fixed / Semi-fixed Expressions	Note-making / taking. Recommendations charts / graph.

ARTICLES

A, AN and THE are Articles in English. Articles are also called as Determiners as each of them is used as a modifying word for a noun or a noun group.

A/AN → Indefinite articles, THE - Definite article

Use a, an for one out of many

Use The for a specific item

Use a when the noun begins with a consonant.

Eg: a bag  
a cat

Exception:

When the vowel 'u' sounds like you.

Eg: a university  
a utensil

Use an when the noun begins with a vowel.

Eg: an apple  
an umbrella

Exception:

When the consonant 'h' is silent

Eg: an hour  
an honor.

Eg: The umbrella in the bag.

The cat in the tree.

A/AN	first mention	I saw <u>an</u> old woman and <u>a</u> dog in the park
	Jobs	Amala is <u>a</u> doctor
	Descriptions	Paris is <u>an</u> interesting city
THE	second mention	I saw a man and a dog. <u>The</u> man was old.
	specific things	<u>The</u> children are in <u>the</u> garden.
	only one thing	<u>The</u> moon looks beautiful today.
	common place	We are going to <u>the</u> park.
	superlatives	He is <u>the</u> best student in <u>the</u> class
ZERO ARTICLE	Musical instruments	My daughter plays <u>the</u> violin.
	General meaning	I don't like <u>chicken</u> . ( <u>chicken</u> in general)
	Meals / TV	What time is your <u>breat fast</u> ? / I watch <u>TV</u> .
	Years, Months, days	2005 was a great year.
ARTICLE	Languages	He doesn't speak <u>English</u> . & study <u>biology</u>
	Next, last	We went to <u>the</u> theatre <u>last</u> week.



# PRONOUN

Pronoun is a word that replaces a noun in a sentence

PERSONAL PRONOUNS	DEMONSTRATIVE PRONOUNS	INTERROGATIVE PRONOUNS	INDEFINITE PRONOUNS	DISTRIBUTIVE PRONOUNS
used instead of names eg. I, we, you, he, she, it, they.	"Pointing out" words eg. This, that, those, these, such etc.	introduce questions. eg. Who, How, which, what, where etc.	refer to some thing or someone which is not specific eg. few, some, all, one etc.	when pointing at things identify one as a thing eg. Each, either, neither etc.
POSSESSIVE PRONOUNS	RECIPROCAL PRONOUNS	RELATIVE PRONOUN	REFLEXIVE PRONOUN	INTENSIVE PRONOUN
My, your, his, hers, mine, ours, yours etc.	eg. Each other, one another etc.	used to replace noun in the same or different sentences eg. whom, wherever, that, which, who etc.	written along with suffix -self, -selves eg. himself, themselves.	The intensive / reflexive pronoun include myself etc.

## COLLOCATIONS

→ Collocations are group of words that often go together or that are likely to occur.  
→ Refer to habitual grouping of a particular word with another word or words.

1.	Adverb + Adjective	fully justified
2.	Adjective + Noun	sudden appearance strong tea
3.	Noun + Noun	hunt birds bat soap
4.	Noun + Verb	A horse, perishes A donkey brays.
5.	Verb + Adverb	put forward cut home
6.	Verb + expression	arrived at the test sit for an exam.

### Examples:

1. have a thirst for knowledge
2. loud noise
3. curly hair
4. soft drink
5. vivid imagination
6. major disaster
7. bitter end
8. to hit the nail.

### Exercises:

1. It is a golden \_\_\_\_\_. If you miss it, you will regret it.  
(offer / opportunity / gift / idea)
2. How can a steady company \_\_\_\_\_ the market?  
(center / break / capture / gain)
3. Can people \_\_\_\_\_ their pension from a bank? (set / draw / take deposit)

## FIXED AND SEMIFIXED EXPRESSION

A fixed expression is a standard form of expression that has taken on a more specific meaning than the expression itself. It is different from a proverb in that it is used as a part of a sentence and it is the standard way of expressing a concept or idea.

### • Fixed Expression

- Social Greetings - Good morning! It's a lovely morning, isn't it?
- Happy New Year!
- politeness phrases - No thank you, I am fine. I will have to be going
- Idioms - It cost me an arm and a leg. It's raining cats and dogs.

### • Semifixed Expression

- Minimal variation - It's / That's not my fault.
- Simple slot - Could you pass... please?
- Sentence Heads - What was really interesting / surprising / annoying was...

- Example:
1. It's / That's ok
  2. could you tell me that please?
  3. I haven't seen you for / since.

## NOTE-MAKING / NOTE-TAKING

### How do make Notes?

Note-making involves the ability to

1. identify the key items or main points
2. reduce or condense the main points
3. organise the condensed information and represent in a systematic way.

### When making notes.

1. Read the passage quickly
2. Note only the most important information.
3. omit examples & illustrations.
4. Use only phrases.
5. Select a suitable title and write it at the top of the note

### Condense information.

1. By using numbers instead of figures - Five as 5
2. By using short substitutes for long words - Cop for policeman
3. By using Reduced Verb forms - killed instead of, were killed
4. By using Abbreviations & Acronyms - IA - Indian Airlines.
5. By using only the first few letters of word - Technical - tech.
6. By dropping all or most of the vowels in word - Develop as dulp.
7. By using symbols - eg — to mean without.



# RECOMMENDATIONS

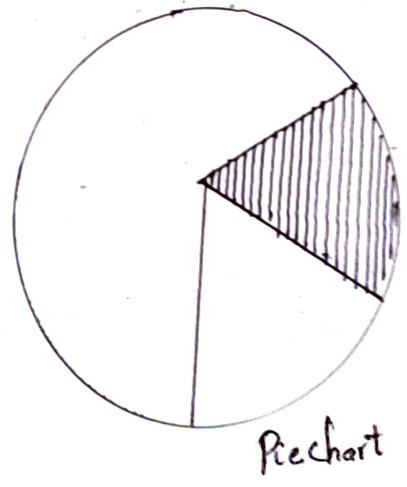
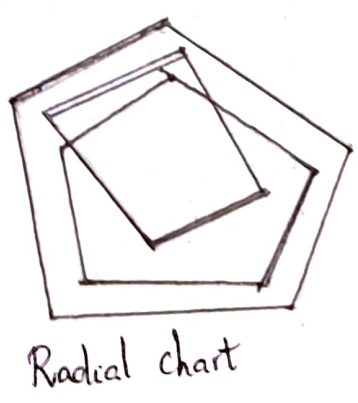
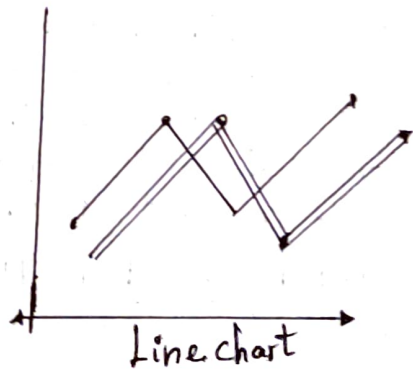
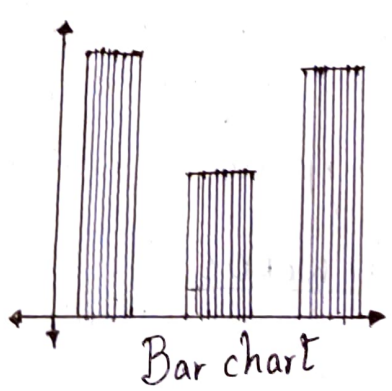
Recommendations is the act of recommending a course of action. Recommendations are guidelines given to individuals or a group to improve their action.

Format: Subject + MODAL + Be + past participle form.  
Converting an Instruction to Recommendations will be more easier.  
Speak in English inside the college → English must be spoken inside the college  
Modal + past participle.

Eg: Recommendations to control Air pollution in cities:-

1. Industrial and Residential areas should be located separately
2. The automobiles which run on battery power can be used.
3. Automobiles must be serviced regularly to reduce fuel usage.
4. Engine idling time should be limited.
5. Use of public transportation or car pooling should be encouraged.
6. People should be educated through films and Newspapers about the hazards.
7. Environmentally safe paints and cleaning products must be used

## INTERPRETATION OF CHARTS AND GRAPHS



Year	I	II	IV
RATE	1.5		
10		3.2	9
20	8	8.1	
30	6.6	7	
40		9.2	
50		5	4.5
60	8.3	9	
70	3	8.4	7
80		8	0
90	4.7	4	

Table chart

2 marks	16 marks
<ul style="list-style-type: none"> <li>• Tense (future)</li> <li>• Punctuation ; Negation (statements &amp; Questions)</li> <li>• Simple, Compound, Complex</li> <li>• Cause &amp; effect</li> <li>• content Vs Function Words</li> </ul>	<ul style="list-style-type: none"> <li>• Essay writing (Descriptive and Narrative)</li> </ul>

## PUNCTUATION MARKS

### Punctuation marks in English:

1. Full stop or Period (.)	7. Inverted commas / Quotation Marks (" ")
2. Comma (,)	8. Dash (-)
3. Semicolon (;)	9. Parentheses ( )
4. Colon (:)	10. Hyphen (-)
5. Note of Interrogation (?)	11. Apostrophe (')
6. Note of Exclamation (!)	12. Capital Letters (A B C D....)

### Example: Punctuate the following:-

1. She has had an operation in the ear her husband says I have a real problem with my wife who behaves like a 56 year old teenager.

Ans: She has had an operation in the ear. Her husband says, "I have a real problem with my wife who behaves like a 56-year-old teenager."

2. are there any advantages in the computerisation of work in large establishments. If so, what are they

Ans: "Are there any advantages in the computerisation of work in large establishments? If so, what are they?"

## CONTENT VS FUNCTION WORDS

→ Content words are words that have meaning.

It is an "open class."

→ Function words are words that exist to explain or create grammatical or structural relationships into which the content words may fit.

- Content Words
- Nouns (computer, board, peace)
  - verbs (say, walk)
  - Adjectives (clean, quick, rapid)
  - Adverbs (quickly, softly, cheerfully)

- Function Words
- Articles (the, a/an)
  - Auxiliaries (can, must, might, will)
  - Demonstratives (this, these, that, those)
  - Quantifiers (many, few, little, some)
  - Prepositions (on, with)
  - Pronouns (he, she, it)
  - Conjunctions (and, but)



SIMPLE, COMPOUND, and COMPLEX SENTENCES

Simple	Compound	Complex
Subject + verb + Complement Eg. She smiled	Two or more simple sentences joined by a Co-ordinator & punctuation She smiled, and she laughed	An independent idea and a dependent idea in one sentence. She smiles when she is happy.
<u>Transformation of Sentences:-</u>		
<u>In spite of / Despite</u> Ex: In spite of his poverty, he is honest.	<u>But / Yet</u> Ex: He is poor, but honest.	<u>Though / Although</u> Ex: Though he is poor, he is honest.
<u>Verb + ing / On account of / Owing to / Because of</u> Being sick, he cannot attend the class	<u>And so</u> He is sick, and so he cannot attend the class.	<u>As / Since - / Because</u> As he is sick, he cannot attend the class.
<u>In case of / In the event of</u> In case of working hard, he will get good results.	<u>And then</u> You must work hard, and then you will get good results.	<u>If</u> If you work hard, you will get good results.
<u>verb + ing / On verb + ing</u> → <u>On</u> Seeing the tiger, the hunter ran away.	<u>And</u> The hunter saw the tiger, and ran away.	<u>When / As soon as / Before / After</u> When the hunter saw the tiger, he ran away.
<u>Too ... to</u> He is too weak to walk	<u>very ... and therefore cannot</u> He is very weak, and therefore he cannot walk	<u>so ... that ... cannot</u> He is so weak that he cannot walk.
<u>In order to / So</u> He went to Hyderabad to meet his friend.	<u>And so</u> He wanted to meet his friend, and so he went to Hyderabad.	<u>So that</u> He went to Hyderabad so that he can meet his friend.

## CAUSE & EFFECT

Cause = The reason for something happening

Effect = What happened.

Cause + Effect = Explains why things happen

Signal words that help identify cause & effect

eg. so, because, therefore, since, if, then, so that, without, cause, effect, how, explain.

Example:

The gardener watered the flowers, so the flowers were thriving.

Gardener watering  
↓  
CAUSE

FLOWERS THRIVING  
↓  
Effect

## ESSAY WRITING

An Essay is generally, a piece of writing that gives the author's own argument. but the definition is vague, overlapping with those of a paper, an article, a pamphlet. Essays are formal and informal.

format:

Introduction	→	<ul style="list-style-type: none"> <li>• Identify the topic purpose</li> <li>• Orientate the reader</li> <li>• Thesis statement</li> </ul>
Body (can be more than 3 paragraphs)	→	<ul style="list-style-type: none"> <li>• Several paragraphs (depending on the length of the assignment)</li> <li>• Provide more detailed information about the topic</li> <li>• Include examples, statistics, graphs, tables, charts to support ideas.</li> </ul>
Conclusion	→	<ul style="list-style-type: none"> <li>• Analyse the evidence</li> <li>• Re-state thesis statement</li> <li>• Summarise main points</li> <li>• Include final insights and recommendations</li> </ul>

Submitted by

Verified by


Approval

Subject staff

Subject expert

Head of the Dept

Signature

NAME

Ms. HEMAMALINI I

Ms. SRIDEVI V

Mr. VIDHYARANYAN F