

Listening:-

Listening is a Part of the Communication Process which involves receiving, understanding and interpreting oral signals. The Listener is expected to reconstruct as closely as possible the original intended meaning of the speaker's message. Listening involves hearing sounds, grouping them in meaningful units, decoding them. One needs to understand that hearing and listening are not the same. Hearing is often an involuntary act of merely receiving sound without interpreting it.

Reading:-

Reading skill refers to the ability to understand information presented in written form. While this skill usually entails understanding textbook assignments or articles in newspapers and journals or various business documents, one's level of reading comprehension skills will affect one's interpretation of directions such as 'what to do' and 'when to do' on various documents.

Processed by FREE version of
Jet Scanner Lite

Speaking skills:-

Stress, Intonation, Types of speaking - Transactional and Interactional, Problems in speaking strategies to address the problems in speaking, Designing speaking activities for low proficiency learners and other learners, Materials design - strategies to make low proficient learners use English, Testing speaking, different criteria for testing speaking in international exams.

Writing skills:-

Written Communication can take many forms, for example, memo, letter, report, proposal, minutes, agenda, Notice, thesis, manual, research paper, magazine etc. ~~Just as the~~ writing skill is also classified on the basis of audience. Technical Communication largely use overt linking devices or connectives to indicate the logical progression of ideas in oral discourse or writing.

Processed by FREE version of
Jet Scanner Lite

Part of Speech

In the English Language, words can be considered as the smallest elements that have distinctive meanings. Based on their use and functions, words are categorized into several types or parts of speech. 8 major parts of speech in English Grammar are Noun, Pronoun, Verb, Adverb, Adjective, Conjunction and Interjection.

1) Noun

This part of a speech refers to words that are used to name persons, things, animals, places, ideas or events. Nouns are the simplest among the 8 parts of speech.

Ex:- Tom Hanks is very versatile.

Dogs can be extremely cute.

It is my birthday.

2) Pronoun

A pronoun is a part of a speech which functions as a replacement for a noun. Some examples of pronouns are: I, it, he, she, mine, his, hers, we, they, theirs and ours.

Ex:- Janice is a very stubborn child. She just started at me and when I told her to stop.

Processed by FREE version of
Jet Scanner Lite

3. Adjective

This part of a speech is used to describe a noun or a pronoun. Adjectives can specify the quality, the size and the number of nouns or pronouns.

Ex: The carvings are intricate
I have two hamsters

4. Verb

This is the most important part of a speech, for without a verb, a sentence would not exist. Simply put, this is a word that shows an action or state of being of the subject in a sentence.

Ex: They are always prepared in emergencies.

5. Adverb

Just like adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs or another adverb.

6. Preposition

This part of a speech basically refers to words that specify location or a location in time.

Ex: - Micah is hiding under the bed.

7. Conjunction

The conjunction is a part of a speech which joins words, phrases, or clauses together.

Processed by FREE version of
Jet Scanner Lite

Ex:- This cup of tea is delicious and very soothing.

8) Interjection

This part of a speech refers to words which express emotions. Since Interjections are commonly used to convey strong emotions, they are usually followed by an exclamation point.

Ex:- Ouch! That must have hurt
Hurray! We won!

Processed by FREE version of
Jet Scanner Lite

WH Question Forms

In written English, Questions are usually framed, following the interrogative rules in grammar. The basic rules for making a question are:-

⇒ Auxiliary verb comes before the subject?

Ex: Have you written the test?

⇒ Other parts of the Verb phrase comes after the subject.

Ex: Have you written the test?

⇒ The auxiliary comes before the subject even in questions that begin with question words such as where, which, when, how etc...

Ex: When are you coming.

⇒ Where there is no auxiliary verb in the verb phrase, the question is formed with the auxiliary 'do'.

Ex: She learns music.

⇒ 'Do' is not used to frame questions with 'be', 'have' and modal auxiliaries.

Ex: Does she be learning music? Is she learning music?

Processed by FREE version of
Jet Scanner Lite

Exercise

- 1) I know four languages (How).
- 2) He comes from Avadi (Where).
- 3) My son studies well (How).
- 4) I like pink colour (which).
- 5) The match was cancelled due to rain (Why).

Yes/No Question Form

Yes/No Questions are formed by beginning with Primary auxiliary verbs such as Do, Does, Did, Am, Are, Is, Was, Were, Has, Have, Had and modal auxiliary verbs. While framing Questions follow the steps given below:

- i.) Read the statement and understand.
- ii.) Check the given verb for tense.
- iii.) Use appropriate auxiliary verb and frame the questions.

Processed by FREE version of
Jet Scanner Lite

Make the statements into interrogative forms.

- 1.) Yes, he comes from Avadi.
- 2.) No, he didn't attend the meeting.
- 3.) Yes, my son studies well.
- 4.) No, he is my friend, Dhiraj.
- 5.) Yes, I like pink colour.

Prefixes & Suffixes

A Prefix is placed at the beginning of a word to modify or change its meaning. This is a list of the most common prefixes in English, together with their basic meaning and some examples

Ex:- a + fresh = afresh
re + write = rewrite

im + proper = improper

im + possible = impossible

un + employment = unemployment

dis + connect = disconnect

A suffix :-

A syllable or syllables added at the end of a word to make another word.

employ + ment = employment

associat + ion = association

prefer + ence = preference

swim + ing = swimming

Processed by FREE version of
Jet Scanner Lite

we can bring the opposite meaning even by adding a
suffix

hopeless = hopeless.

careless = careless.

worthless = worthless.

Prefixes :-

Negative & Positive Nge:

Un, Non, In, Dis, Re, Semi, Mini, Micro.

Location:

Inter, Super, Trans, Ex, Extra, Peri.

Time & order Number:

Pre, Ante, Fore, Post, Mono, Bi, Hex, oct, Multi.

Suffixes :-

Noun:

-ance, -ence, -or, -er, -ist.

Verb:

-ize, -ate, -fy, -en, -ify, -ish.

Adjectives

-able, -ible, -less, -ic, -ical.

Adverbs:-

-ly.

Processed by FREE version of
Jet Scanner Lite

Countable & Uncountable nouns

Nouns can also be classified as countable nouns and uncountable nouns.

⇒ Countable nouns denote object that can be counted.
man, boy, girl, room, pen, book, cat, country, city, apple, carrot, tree, fan, train.

⇒ Uncountable nouns refer to things which can't be counted.

tea, coffee, milk, sugar, ink, rice, wood, brightness, happiness, gold, air.

Processed by FREE version of
Jet Scanner Lite

Articles

The articles in English are a, an and the. Of these a and an are called indefinite articles and the is called the definite article.

The form 'a' is used before words beginning with a consonant consonant or a vowel sounded like a consonant.
a boy a girl a book a university a European

The form 'an' is used before words beginning with a vowel or words beginning with a silent h.
an elephant an umbrella an hour an honest man

The articles are the same for all genders.

a man a woman a car a child
an apple an expression

The Indefinite Article:

The indefinite article is used.

⇒ before a singular countable noun when it is mentioned for the first time and does not refer to any particular person, place or thing.

He planted a tree
Ramesh is a boy.

Processed by FREE version of
Jet Scanner Lite

=> before a singular countable noun used as an example of a class.

A cow is a useful animal.

An old man is like a child.

=> before nouns of professions

She is a teacher

Mr. Lal is an engineer.

=> before few and little to mean a small number and a small quantity.

I have a few friends here.

There is a little milk in the fridge.

=> in exclamations before singular countable nouns.

What a lovely flower!

What a crazy idea.

=> in certain numerical expressions -

a hundred a dozen a quarter

a thousand a number of a couple of

a million a good deal of

=> in expressions of speed, price, etc..

30 kilometers an hour.

Rs. 10 a kilo.

Three times a day.

Processed by FREE version of
Jet Scanner Lite

⇒ before Mr, Mrs + name

a Mr Nair
a Mrs pande

The indefinite article is not used.

⇒ before plural nouns

a man - men a dog - dogs.

⇒ before uncountable nouns.

paper, glass, iron, cloth, tea, coffee, milk,
news, advice, furniture.

⇒ before abstract nouns.

happiness, fear, terror, joy, hope, honesty, beauty.

The Definite Articles

The Definite Article 'the' is the same for singular and plural nouns.

the man the woman the book
the men the women the books.

The definite Article is used

⇒ before a noun made specific because it had been mentioned earlier.

A boy and a girl are playing here. The boy is about seven years old and the girl is about ten.

Processed by FREE version of
Jet Scanner Lite

=> before a noun made specific by the addition of an adjectival clause or phrase.

The boy with a cap is my cousin.

The man who won the gold medal was given a promotion.

=> before nouns of which there is only one.

The Sun the moon the Earth.

=> before superlative and first, second, etc and only used as pronouns or adjectives.

Everest is the highest peak in the world.

Sheela was the first to arrive.

=> before some adjectives to mean a class of people.

They are opening a home for the aged.

The young are in favour of a change.

=> before the names of animals to represent a class.

The dog is a faithful animal.

The elephant is the largest land animal.

The definite article is not used.

=> before proper nouns.

Sometimes the ~~name~~ name is used to identify a person.

This is the Anil Oberoi.
 Let me talk to you about

Processed by FREE version of

Jet Scanner Life

=> before abstract noun. However, when they are used in a particular sense they take the definite articles.

A flower is a thing of beauty.

=> before plural nouns when they are used in a general sense.

Teachers shape the future of a country.

=> after a noun in the possessive case.

I am the girl's father

=> before words like nature, counsel.

We should not disturb the balance of nature

My friend was counsel for the accused.

=> before words like home, church, hospital, school, college, market, court, prison, work, sea, bed.

I am going home early.

They reached home soon after 10'clock.

Countable and uncountable nouns

Nouns can be either countable or uncountable. Countable nouns (or count nouns) are those that refer to something that can be counted. They have both singular and plural forms (e.g. cat/cats; woman/women; country/countries). In the singular, they can be preceded by a or an. Most nouns come into this category.

A smaller number of nouns do not typically refer to things that can be counted and so they do not regularly have a plural form: these are known as uncountable nouns (or mass nouns). Examples include: rain, flour, earth, wine, or wood. Uncountable nouns can't be preceded by a or an. Many abstract nouns are typically uncountable, e.g. happiness, truth, darkness, humour.

Some uncountable nouns can be used in the plural as well, depending on the meaning or context of the word. Take a look at these sentences:

Would you like some coffee? uncountable because it's referring to the drink in general

He ordered a coffee. countable, because it's referring to a cup of coffee

There's no truth in the rumours. uncountable, because it refers to the quality or state of being true

The fundamental truths about human nature. countable, because it's referring to facts or beliefs that are true

In the Oxford Dictionary of English and the New Oxford American Dictionary, nouns that are chiefly uncountable are described as 'mass nouns'. This type of noun entry may also include an example sentence showing a countable use of the type described above. For example:

beer noun [mass noun] an alcoholic drink made from yeast-fermented malt flavoured with hops: a pint of beer | [count noun] he ordered a beer.

There are some words that should only be used with countable nouns and some that you should only use with uncountable nouns. Here are the main examples:

word	with countable noun?	with uncountable noun?	examples
------	----------------------	------------------------	----------

HS8151-COMMUNICATIVE ENGLISH

UNIT I

few, fewer	✓	✗	fewer students; few cars
little, less, least	✗	✓	less food; little time
many, several	✓	✗	several books; many changes
much	✗	✓	much pleasure; much sleep

You often hear people using less with countable nouns (e.g. 'there are less cars outside the school gates'). Although it's a common mistake, it is still a mistake and you should try to avoid making it in formal writing or speaking.

Developing Hints

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

Points to remember :

1. Read the passage twice or thrice carefully.
2. Understand the passage well.
3. Jot down the points.
4. If the events in the passage are in present tense, write the story in the past tense. .
5. Arrange the matter in two or three paragraphs.
6. Give a suitable title.

CONJUNCTION

Words which connect words, phrases, clauses or sentences are called conjunctions (see "to conjoin" = join, unite). The most common ones are 'and', 'or' and 'but'. These words all have different nuances and connotations but they all help to build up meaningful relationships within a sentence.

Conjunctions
Cohesive Devices

A variety of useful English Conjunctions exists, which complete this list of the most used Cohesive Devices. Together, they can help to express a cohesive view and easy understandable and readable texts.

There are three basic types of conjunctions:

Definition

1.coordinating conjunctions

used to connect two independent clauses

2.subordinating conjunctions

used to establish the relationship between the dependent clause and the rest of the sentence
conjunctions

used to join various sentence elements which are grammatically equal

Coordinating Conjunction

Comes usually in the middle of a sentence, and a comma is used before the conjunction (unless both clauses are very short). They join individual words, phrases, and independent clauses.

Whereas coordinating conjunctions join parts of a sentence, the purpose of transitional words and phrases usually is to join two 'sentences'.

Examples:

We can draw lessons from the past, but we cannot live in it. [Lyndon B. Johnson]

The purpose of most computer languages is to lengthen your resume by a word and a comma. [Larry Wall]

And, but, for, nor, or, so, and yet — are the seven coordinating conjunctions. To remember them, the acronym FANBOYS can be used.

F = for

A = and

N = nor

B = but

O = or

Y = yet

S = so

Subordinating Conjunctions

Also called subordinators, introduce a dependent clause. These adverbs that act like conjunctions are placed at the front of the clause - and a comma is needed at the end of the adverbial phrase when it precedes the main clause.

Examples:

If the only tool you have is a hammer, you tend to see every problem as a nail. [Abraham Maslow]

Some people make headlines while others make history. [Philip Elmer-DeWitt]

Conjunctions Concession

Though, although, even though, while

Conjunctions Condition

If, only if, unless, until, provided that, assuming that, even if, in case (that), lest

Conjunctions Comparison

Than, rather than, whether, as much as, whereas

Conjunctions Time

After, as long as, as soon as, before, by the time, now that, once, since, till, until, when, whenever, while

Conjunctions Reason

Because, since, so that, in order (that), why

Relative Adjective

That, what, whatever, which, whichever

Relative Pronoun

Who, whoever, whom, whomever, whose

Conjunctions Manner

How, as though, as if

Conjunctions Place

Where, wherever

Correlative Conjunctions

They are always used in pairs and denote equality; and show the relationship between ideas expressed in different parts of a sentence - and thus make the joining tighter and more emphatic. When joining singular and plural subjects, the subject closest to the verb determines whether the verb is singular or plural.

as . . . as

just as . . . so

both . . . and

hardly . . . when

scarcely . . . when

either . . . or

neither . . . nor

if . . . then

not . . . but

what with . . . and

whether . . . or

not only . . . but also

no sooner . . . than

rather . . . than

Conjunctive Adverbs

They are often used as a linking device between ideas. They show logical relationships expressed in clauses, sentences or paragraphs.

Conjunctive adverbs are very emphatic, so they should be used sparingly.

Similar to And

Also, besides, furthermore, likewise, moreover

Similar to But

However, nevertheless, nonetheless, still, conversely, instead, otherwise, rather

Similar to So

Accordingly, consequently, hence, meanwhile, then, therefore, thus

Paragraph Writing

Writing paragraphs are in fact the most basic structure in any writing. So understanding how to write effective and intriguing paragraphs can improve your writing greatly. So let's discover how to write a good paragraph.

What Is A Paragraph?

A paragraph is a piece of writing that consists of several sentences. A paragraph should always have complete, correct, and concise sentences. As well it should be easy to read and well organized. The paragraph itself should focus on one subject, theme, or central idea.

In other words, a paragraph could be about an object such as a young boy. If the paragraph starts out talking about the boy, it must stay the same throughout. For example, if the writer were to talk about where a young boy lives and then go on to describe what the boy looks like these are two separate ideas. This is demonstrated below:

John lived in San Francisco, California, with his two parents. He had his own bedroom, which he decorated himself. Him and his parents all lived comfortably in the cozy apartment on the third floor. The apartments were only three blocks from where he attended J.U. High School.

John was only five years old, but he was extremely smart for his age. He wasn't that tall and he was a bit on the skinny side. He had big blue eyes, light brown hair, rosy cheeks, and a friendly smile. Just looking at him he seemed like any other kid-- quite normal. Yet, everyone in his class looked at him differently because John could never be a normal kid. Instead, he wasn't normal. No, he was a genius.

In this example you can see that the first paragraph is about where John lives and the second paragraph covers another topic or idea, which is what he looks like. When examining a paragraph you can always ask yourself, what is the main idea in this paragraph? If you see two ideas as in the above example you might have to create two paragraphs. Although, in order to understand what a paragraph is and how to write one, you need to know how a paragraph is constructed.

Elements of a Paragraph

A paragraph should contain some structure and particular elements, which are listed below in relative order:

1. A Topic sentence- motivates the reader to want to read more.
2. The First main point- proves backs up, or explains the topic sentence.
3. The Second main point- usually provides a reason for the first point made.
4. The Third main point- can help prove the topic sentence or back up the first or second main point of the paragraph.
5. The Conclusion- sums up the main points or ideas and it usually completes the topic.

So just to recap, normally a paragraph starts out with a topic sentence or idea. The topic sentence is followed by the first, second, or third main points and then details are added in between each point in order to explain the idea fully. Once one idea or concept has been described the paragraph is brought to a conclusion by usually summing up the main points or making a transition.

Processed by FREE version of
Jet Scanner Lite

into the next paragraph. However, for a closer look, let's work through an example that shows us how to construct a paragraph by using the five elements listed above.

Example

1. The Topic Sentence

The poodle makes a perfect pet because poodles offer their owners a companionship for life, not to mention that they have a loveable personality.

· This could be your topic sentence. It tells the reader that poodles are in fact perfect pets. This may or may not be true and so you would need to provide proofs as to why this could be true. However, it is an interesting statement and catchy because the reader wants to hear why the author thinks so, or what justifies this statement.

2. The First Main Point:

Poodles are sweet, smart, playful, and well mannered and they love to be around people. They are always willing to lend their unquestionable love and loyalty when you need the most and they are yours for life.

· This main point talks about the dogs' personality and their companionship relating to the topic sentence, helping prove that poodles are ideal pets. Although, most likely a reader would need more convincing.

3. The Second Main Point:

Apart from being a happy spirited dog and a great companion, the poodle is small and doesn't require a lot of room, so they are ideal for apartments or city settings.

· This is more convincing now. Most of the people that live in cities or small apartments are looking for a small dog that is suited to their city lifestyle and this sentence proves that these dogs are ideal as pets. However, you still need more proof of this fact because not all of us live in the city.

4. The Third Main Point:

The poodle is suited to most environments and lifestyles; whether it'll be living in the suburbs or downtown, with one person or a couple, or even living with a family and children, the poodle fits right in.

· This point backs up the topic sentence that the poodle is the perfect pet because it mentions that this dog will fit into any type of family. This third point helps prove that this breed of dog is suited for most lifestyles and settings.

5. Conclusion:

The poodle is a dog that warms your heart with its character. It becomes a part of your family no matter where you live and it can provide you with love and companionship that you won't want to do without. In fact, you can't ask for a better dog.

· The conclusion sums up all the other points made and ties all the points nicely together. After reading the paragraph and all its elements as a unit the reader should feel a sense of unity. Often a well written paragraph will feel complete and it will seem natural to stop reading when the paragraph closes. So keep in mind for every great piece of writing there are great paragraphs proving it.

PREPOSITIONS

Prepositions are words which begin prepositional phrases.

A prepositional phrase is a group of words containing a preposition, a noun or pronoun object of the preposition, and any modifiers of the object.

A preposition sits in front of (is “pre-positioned” before) its object.

The following words are the most commonly used prepositions:

About, below, excepting, off, toward, above, beneath, for, on, under, across, beside(s),
from

Onto, underneath, after, between, in, out, until, against, beyond, in front of, outside,
up

Along, but, inside, over, upon, among, by, in spite of, past, up to, around, concerning,
instead of

Regarding, with, at, despite, into, since, within, because of, down, like, through,
without, before

During, near, throughout, with regard to, behind, except, of, to, with respect to

It is useful to locate prepositional phrases in sentences since any noun or pronoun within the prepositional phrase must be the preposition’s object and, therefore, cannot be misidentified as a verb’s direct object.

The following examples illustrate the difference between prepositions and particles:

Some other examples of particles:

give in

turn in

pull through

wore out

broke up

go in for

put in for

bring up

found out

blow up

look up

make up

look over

READING COMPREHENSION

Many of the poor, young lads who until not too long ago used to sell such Odd items as 'agarbattis' and wiper dusters at New Delhi's many traffic intersections, have now shifted to selling small contraptions to be put on the nose to reduce inhalation of smoke emitted by the vehicles. This, in a sense, is a sign of things to come in this overcrowding metropolis.

The air pollution levels in Delhi are the worst at traffic light crossings. It is not only due to the increasing number of vehicles in the city but also because the drivers keep the engines running even while waiting for the lights to change. This is an unnecessary generation of air pollution and an avoidable wastage of precious fuel. It is typical of the drivers in the capital that they are ever so eager to advance even by a couple of inches while waiting for a traffic jam to get sorted.

In fact, it should be the job of the traffic police to direct the waiting vehicles in different streams to switch off the engines. For, only one stream can have right of way at a time. Some of the drivers even make the rush-hour traffic snarls worse by their habit of forward inching. The attendants at petrol stations often in a tearing hurry to move with their dripping hose nozzles from one vehicle to another are yet another source of fuel wastage. But who cares so long as it is the customer who pays.

1. The poor young lads are selling pollution masks because
 - a) Nobody buys agarbattis any longer
 - b) Wiper dusters are costly
 - c) Pollution has increased a lot
 - d) It is very important from health point of view
2. Air pollution is worst at traffic lights because of the
 - a) Increasing number of vehicles
 - b) Running engines at red lights
 - c) Habit of inching forward
 - d) All of the above reasons
3. The selling of pollution masks proves that Delhi is
 - a) An over crowded city
 - b) Unsafe to live in
 - c) A highly polluted city
 - d) A city where people are very health conscious
4. The attendants at petrol station cause fuel wastage by
 - a) Running from one vehicle to another

Processed by FREE version of
Jet Scanner Lite

- b) Quickly changing the hose nozzles from one vehicle to another
 - c) Dripping the fuel
 - d) Moving with their dripping hose nozzles from vehicle to vehicle
5. The author especially refers to cross roads because
- a) These are narrow
 - b) These are the worst polluted
 - c) These have the maximum traffic jams and worst polluted
 - d) These are the most crowded

Passage 25

Today the game reserves of East Africa are facing a number of threats. Although such reserves generate considerable revenue by attracting tourists, these take up land which is increasingly sought by the local people. While these reserves feed and protect animals, they are also in danger of turning into barren areas or deserts. Shrubs and grass are gradually being eaten by the grazing herds.

Another problem found is the changing attitudes of the animals themselves. Many of them are losing their hereditary fear of man. In this way they may become a danger to visitors and thus to themselves. Attacks on vehicles are beginning to increase and it is possible that the problem will become serious in a few years time.

The problem of shortage of land is not a simple one. As the population increases, more and more people look hungrily at the land set aside for game reserves. They claim that the Government's first duty is to its inhabitants and not to tourists or to wild animals. Despite the income obtained from tourism, this is an argument which is difficult to answer satisfactorily.

1. Why do many local people look hungrily at the game reserves?
- a) They may seek land for their own cultivation.
 - b) The animals may be a danger to them and their villages.
 - c) They may dislike living in a deserted place.
 - d) They may be hungry and want to eat the animals.
2. What is causing soil erosion in the game reserves?
- a) The tropical heat.
 - b) The disappearance of vegetation which is eaten by the animals.
 - c) The violent storms which are caused by grazing herds.
 - d) The animals are losing their hereditary fear of man.

Processed by FREE version of
Jet Scanner Lite

3. Why does the Government bother to maintain game reserves, according to the passage?
- a) To stop people from using the land.
 - b) To keep the vegetation under control.
 - c) To obtain income from tourism.
 - d) To make the country beautiful.
4. What may be the attitude of the animals (in these reserves) in general in a few years' time?
- a) They may become a nuisance in various ways.
 - b) They may become too shy to be seen.
 - c) They may chase away every visitor who enters a game reserve.
 - d) They may start to leave the reserves and attack the local people.
5. What does 'this' refer to in the last sentence of the passage?
- a) The income obtained from tourists who park their cars in the reserves.
 - b) The revenue from tourists who visit the game reserves.
 - c) The claim concerning the duty of the Government to the inhabitants.
 - d) The problems concerning game reserves in East Africa.

Passage 34

In most western countries, it is required that every young man, when his education is complete, shall give three, four or five years to military service.

He goes into barracks, is regimented and drilled, makes a unit in the standing army and passes out usually when his term ends, an efficient soldier, to remain for the rest of his life ready at any moment to join in the armed defence of his country.

1. In the passage, the author opines that _____.
- a) Military training must be included in the curricula of schools and colleges.
 - b) Military is as important as general training.
 - c) Military training should precede college education since it builds up one's mental and physical abilities.
 - d) Military training is more important than general education.
2. The author, writing in the early part of the twentieth century, does not seem to talk about the need of military training for women because _____.
- a) She thinks women are not physically strong enough to undergo military training.
 - b) According to her, women should remain indoors.

Processed by FREE version of
Jet Scanner Lite

3. Why does the Government bother to maintain game reserves, according to the passage?
- a) To stop people from using the land.
 - b) To keep the vegetation under control.
 - c) To obtain income from tourism.
 - d) To make the country beautiful.
4. What may be the attitude of the animals (in these reserves) in general in a few years' time?
- a) They may become a nuisance in various ways.
 - b) They may become too shy to be seen.
 - c) They may chase away every visitor who enters a game reserve.
 - d) They may start to leave the reserves and attack the local people.
5. What does 'this' refer to in the last sentence of the passage?
- a) The income obtained from tourists who park their cars in the reserves.
 - b) The revenue from tourists who visit the game reserves.
 - c) The claim concerning the duty of the Government to the inhabitants.
 - d) The problems concerning game reserves in East Africa.

Passage 34

In most western countries, it is required that every young man, when his education is complete, shall give three, four or five years to military service.

He goes into barracks, is regimented and drilled, makes a unit in the standing army and passes out usually when his term ends, an efficient soldier, to remain for the rest of his life ready at any moment to join in the armed defence of his country.

1. In the passage, the author opines that _____.
- a) Military training must be included in the curricula of schools and colleges.
 - b) Military is as important as general training.
 - c) Military training should precede college education since it builds up one's mental and physical abilities.
 - d) Military training is more important than general education.
2. The author, writing in the early part of the twentieth century, does not seem to talk about the need of military training for women because _____.
- a) She thinks women are not physically strong enough to undergo military training.
 - b) According to her, women should remain indoors.

Processed by FREE version of
Jet Scanner Lite

- c) Women's education was a new thing then.
d) Women taking part in military service is only a recent phenomenon.
3. Every young man has to undergo military training because he can _____.
a) Join the army whenever his country needs to be defended in war
b) Get a job after such training
c) Learn and practise discipline
d) Supplement his general education according to his wish
4. Military training is as important as mental training because _____.
a) One gets a chance to live in barracks
b) Otherwise young men are useless
c) War has become a daily affair
d) It is good that every scholar should also be an efficient soldier and be available for the country's defence
5. In eastern countries like India, military training of students should be made compulsory _____.
a) As it can solve the unemployment problems by providing more jobs
b) To fight the antisocial elements in every village or town
c) To repress communal riots
d) To make the youth serve the nation during times of war and peace

Jumbled Up sentences (Set-1)

Type 1 (Arrange the words and form meaningful sentences)

1. So/ to/ itchy /is/ that/ I/ wait/ my/ off/ uniform/ cant/ take/ it.
2. Is/ good/ both/ for/ and/ early/ rising/ old/ adults
3. The/ weekend/ i/ can/ love/ down/ be/ i/ myself/ because/ and/ dress
4. Finish/ work/ early/ one/ can/ go/ and/ a/ for/ walk/ one's
5. Place/ our lives/ music/ important/ has/ in/ an

Type 2 (Arrange the words as well as the sentences in its proper order)

1. A) from god/a precious/life/is/to/gift/us
b) thankful/should/be/we/god/to/it/for
c) god/some/remember/only/people/distress/in
d) some/believe/in/donot/unfortunately/god

Type 3

Processed by FREE version of
Jet Scanner Lite

(Arrange the following jumbled sentences in a way so as to make a meaningful paragraph. Mention the alphabets marked against each sentence in order as answer.)

Q. No 1.

- A. With the passage of time, vices become more apparent and virtues become objects of jealousy and envy, thereby causing contempt and hatred in the hearts of each other.
- B. They become familiar with not only strengths but also weaknesses of each other's characters.
- C. Generally people think that familiarity should breed love, mutual understanding and tolerance.
- D. They expect that coming together of two persons should bring them closer and forge the bond of kinship between them.
- E. But when two persons come closer, they come to know not only strengths but also weaknesses of each other's character.

Q. No 2.

- A. He used to go to his school and enjoyed studying and mid day meals there.
- B. Besides, they needed his help in odd jobs in the house as well as their fields.
- C. Karma lived with his parents in a thatched small house in a silent corner of the village.
- D. This all stopped as his parents could not afford to send him to school to impart further education to him.

Q. No 3.

- A. He cannot achieve wealth and fortune unless he works hard and unless he has a powerful will.
- B. It follows from it that he is the builder of his own fortune.
- C. A person must be persevering and must exert himself if he wants to shape out his destiny.
- D. He can also bring misery and sufferings upon himself if he has not the wish to labour.
- E. He can make his fortune if he wishes to do so by being industrious and persevering.

Q. No. 4

- A. The belief in evil spirits, though still common, is probably less wide spread than it was.
- B. They live in terror of germs and practise elaborate antiseptic rites in order to counteract their influence.
- C. Evil spirits being out of fashion, it must therefore find expression in other beliefs.
- D. With many people especially women, bacilli have taken the place of spirits and microbes for them are personification of evil.
- E. But the human tendency to oversize its sense of value is still as strong as ever.

Processed by FREE version of
Jet Scanner Lite

F. The forms change but the substance remains.

Q. No. 5

- A. Special justice has always exercised an appeal to sensitive persons.
- B. We talk of things material and spiritual.
- C. Every great wave of human thought which has affected millions of human beings has something spiritual in it.
- D. Even the great revolution would not have succeeded without a spiritual element.
- E. Yet it is a little difficult to draw a line between the two.

Q. No. 6

- A. Then we come to classical Sanskrit which is also very good.
- B. Instead of being inspired by good idea, we have even lost what we had.
- C. However it gradually deteriorates and there is no vitality left in it.
- D. We start with magnificent literature.
- E. The process of decay through centuries can be traced in our literature.

Q. No. 7

- A. Two of the taller kids stood on the table to accomplish the adventurous job.
- B. Then I showed them how to fasten the wire into a hook.
- C. I promptly told the children to fetch a broken table and a long and strong piece of wire.
- D. The small thieves admired my ingenuity and enjoyed themselves running around everywhere in excitement.
- E. One pulling down the branches with hook and the second picking the fruit while others passed them down.

Processed by FREE version of
Jet Scanner Lite

One Word Substitution with Meaning

1. Audience – a number of people listening to a lecture
2. Altruist – one, who considers the happiness and well-being of others first
3. Atheist – a person who does not believe in God
4. Anthropologist – one, who studies the evolution of mankind
5. Autocracy – government by one person
6. Autobiography – the life history of a person written by himself
7. Amputate – to cut off a part of a person's body which is infected
8. Arsenal – a place for ammunition and weapons
9. Archives – a place where government or public records are kept
10. Amateur – a man who does a thing for pleasure and not as a profession
11. Aristocracy – government by the nobles
12. Aquatic – animals/plants etc which live in water
13. Amphibian – animals which live both on land and sea
14. Ambidexter – one, who can use either hand with ease
15. Alimony – allowance paid to wife on legal separation
16. Anthology – a collection of poems
17. Abdication – voluntary giving up of throne in favour of someone
18. Arbitrator – a person, appointed by two parties to solve a dispute
19. Astronomer – a person, who studies stars, planets and other heavenly bodies
20. Astrologer – a person who studies the influence of heavenly bodies on human beings
21. Anthology – a collection of poems
22. Axiom – a statement which is accepted as true without proof
23. Agenda – a list of headings of the business to be transacted at a meeting
24. Anarchist – one, who is out to destroy all governance, law and order
25. Almanac – an annual calendar with positions of stars
26. Bigamy – the practice of having two wives or husbands at a time
27. Bibliophile – a lover and collector of books
28. Bouquet – a collection of flowers
29. Bureaucracy – government by the officials
30. Belligerent – a person, nation that is involved in war
31. Biennial – an event which happens once in two years
32. Blasphemy – the act of speaking disrespectfully about sacred things
33. Creche – a nursery where children are cared for while their parents are at work
34. Cosmopolitan – a person who regards whole world as his country
35. Chauffeur – one, who is employed to drive a motor car
36. Curator – a person incharge of a museum
37. Carnivorous – one, who lives on flesh
38. Cannibal – one, who feeds on human flesh
39. Contemporaries – belonging to or living at the same time
40. Cloak room – a place for luggage at railway station
41. Cynosure – centre of attraction
42. Connoisseur – a critical judge of any art and craft
43. Crusade – a religious war
44. Choreographer – one, who teaches dancing
45. Cacographist – a person, who is bad in spellings

46. Calligraphist – a person, who writes beautiful handwriting
47. Cynic – one, who sneers at the aims and beliefs of his fellow men
48. Convalescent – one, who is recovering health
49. Cavalry – soldiers, who fight on horse back
50. Cardiologist – a person, who is specialist in heart diseases
51. Cartographer – one, who draws maps
52. Dormitory – the sleeping rooms with several beds especially in a college or institution
53. Drawn – a game that results neither in victory nor in defeat
54. Elegy – a poem of lamentation
55. Epitaph – words which are inscribed on the grave or the tomb in the memory of the buried
56. Ephemeral – lasting one day
57. Effeminate – a person who is womanish
58. Emigrant – a person who leaves his own country and goes to live in another
59. Edible – fit to be eaten
60. Egotism – practice of talking too much about oneself
61. Encyclopaedia – a book that contains information on various subjects
62. Epicure – one, who is devoted to the pleasure of eating and drinking
63. Florist – one, who deals-in flowers
64. Fastidious – one, who is very -selective in one's taste
65. Fanatic or Bigot – one, who is filled with excessive and mistaken enthusiasm in religious matters
66. Fatal – causing death
67. Fatalist – one, who believes in fate
68. Facsimile – an exact copy of handwriting, printing etc
69. Fauna – the animals of a certain region
70. Flora – the plants of a particular region
71. Fratricide – murder of brother
72. Fugitive – one, who runs away from justice or the law
73. Fragile – easily broken
74. Feminist – one, who works for the welfare of the women
75. Granary – a place for grains
76. Genocide – murder of race
77. Gregarious – animals which live in flocks
78. Hangar – a place for housing aeroplanes
79. Hive – a place for bees
80. Horticulture – the art of cultivating and managing gardens
81. Homicide – murder of man
82. Hearse – a vehicle which is used to carry a dead body
83. Hedonist – one, who believes that pleasure is the chief good (sensual)
84. Horizon – a line at which the earth and the sky seem to meet
85. Honorary – holding office without any remuneration
86. Heretic – one, who acts against religion
87. Herbivorous – one, who lives on herbs
88. Insolvent/Bankrupt – a person who is unable to pay his debts
89. Inaudible – a sound that cannot be heard
90. Inaccessible – that cannot be easily approached
91. Incurable – incapable of being corrected
92. Irreparable – incapable of being repaired
93. Illegible – incapable of being read

94. Inevitable – incapable of being avoided
95. Impracticable – incapable of being practised
96. Immigrant – a person who comes to one country from another in order to settle there
97. Invincible – one, too strong to be overcome
98. Indelible – that cannot be erased
99. Incognito – travelling under another name than one's own
100. Indefatigable – one, who does not tire easily
101. Infallible – one, who is free from all mistakes and failures
102. Invigilator – one, who supervises in the examination hall
103. Itinerant – one, who journeys from place to place
104. Infirmary – a home or room used for ill or injured people
105. Infanticide – murder of an infant
106. Infantry – soldiers, who fight on foot
107. Inflammable – liable to catch fire easily
108. Interregnum – a period of interval between two reigns or governments
109. Kennel – a place for dogs
110. Lunatic asylum – a home for lunatics
111. Lexicographer – one, who compiles a dictionary
112. Loquacious – one, who talks continuously
113. Linguist – one, who is skilled in foreign languages
114. Lapidist – one, who cuts precious stones
115. Misanthrope – a hater of mankind
116. Misogamist – one, who hates marriage
117. Mortuary – a place, where dead bodies are kept for post mortem
118. Mercenary – working only for the sake of money
119. Matricide – murder of mother
120. Martyr – one, who dies for a noble cause
121. Maiden speech – the first speech delivered by a person
122. Mint – a place where coins are made
123. Misogynist – a hater of womankind
124. Morgue – a place, where dead bodies are kept for identification
125. Mammals – animals which give milk
126. Monogamy – the practice of marrying one at a time
127. Missionary – a person, who is sent to propagate religion
128. Numismatics – the study of coins
129. Namesake – a person having same name as another
130. Nostalgia – a strong desire to return home, home sickness
131. Novice or Tyro – one, new to anything, inexperienced
132. Narcotic – a medicine for producing sleep
133. Optimist – a person who looks at the brighter side of things
134. Orphan – one, who has lost parents
135. Omnipresent – one, who is present everywhere
136. Omnipotent – one, who is all powerful
137. Omniscient – one, who knows everything
138. Opaque – that which cannot be seen through
139. Obituary – an account in the newspaper of the funeral of the one deceased
140. Orphanage – a home for orphans
141. Obstetrician – one, who is skilled in midwifery

142. Ostler – one, who looks after horses at an inn
143. Omnivorous – one, who eats everything
144. Pessimist – a person who looks at the darker side of things
145. Potable – fit to drink
146. Post mortem – an examination of dead body
147. Philanthropist – a lover of mankind
148. Patricide – murder of father
149. Philatelist – one, who collects stamps
150. Plagiarism – literary theft or passing off an author's original work as one's own
151. Polygamy – the practice of marrying more than one wife at a time
152. Polyandry – the practice of marrying more than one husband at a time
153. Philogynist – a lover of womankind
154. Plebiscite – (a decision made by) votes of all qualified citizens
155. Philanderer – one, who amuses himself by love making
156. Philistine – one who does not care for art and literature
157. Plutocracy – government by the rich
158. Pseudonym – an imaginary name assumed by an author for disguise
159. Posthumous – a child born after the death of his father or the book published after the death of the writer
160. Panacea – a remedy for all diseases
161. Paediatrician – a person, who is specialist in child diseases
162. Platitude – ordinary remarks often repeated
163. Pedant – one, who makes a vain display of his knowledge
164. Polyglot – one, who speaks many languages
165. Paleography – the study of ancient writing
166. Posse – a number of policemen called to quell a riot
167. Parole – pledge given by a prisoner for temporary release, not to escape
168. Pedestrian – one, who goes on foot
169. Portable – that can be carried easily
170. Quarantine – an act of separation from other persons to avoid infection
171. Rhetoric – the art of elegant speech or writing
172. Regicide – murder of King or Queen
173. Sacrilege – violating or profaning religious things/places
174. Sculptor – one, who cuts in stones
175. Suicide – murder of oneself
176. Stable – a place for horses
177. Somnambulist – a person, who walks in sleep
178. Somniloquist – a person, who talks in sleep
179. Souvenir – a thing kept as a reminder of a person, place or event
180. Swan song – the last work (literary) of a writer
181. Sot, Toper – one, who is a habitual drunkard
182. Sinicure – a job with high salary but little responsibility
183. Stoic – a person, who is indifferent to pleasure and pain and has control over his passions
184. Sanatorium – a place for the sick to recover health
185. Soricide – murder of sister
186. Triennial – an event which happens once in three years
187. Truant – a person/student who absents himself from class or duty without permission
188. Teetotaller – one, who does not take any intoxicating drink

- 189. Transparent – that which can be seen through
- 190. Theocracy – government by religious principles
- 191. Uxorious – one extremely fond of one's wife
- 192. Utopia – an imaginary perfect social and political system
- 193. Uxoricide – murder of wife
- 194. Verbatim – repetition of speech or writing word for word
- 195. Volunteer – one, who offers one's services
- 196. Virgin – a woman who has no sexual experience
- 197. Versatile – interested in and clever at many different things
- 198. Veteran – one, who has a long experience of any occupation
- 199. Venial – a fault that may be forgiven
- 200. Wardrobe – a place for clothes

Adverb

What is an Adverb?

An adverb is a word that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase with the exception of determiners and adjectives that directly modify nouns.

Traditionally considered to be a single part of speech, adverbs perform a wide variety of functions, which makes it difficult to treat them as a single, unified category. Adverbs normally carry out these functions by answering questions such as:

When? She always arrives early.

How? He drives carefully.

Where? They go everywhere together.

In what way? She eats slowly.

To what extent? It is terribly hot.

This is called adverbial function and may be accomplished by adverbial clauses and adverbial phrases as well as by adverbs that stand alone.

There are many rules for using adverbs, and these rules often depend upon which type of adverb you are using. Remember these basics, and using adverbs to make sentences more meaningful will be easier for you.

Adverbs can always be used to modify verbs. Notice that the second of these two sentences is much more interesting simply because it contains an adverb:

The dog ran. (You can picture a dog running, but you don't really know much more about the scene.)

The dog ran excitedly. (You can picture a dog running, wagging its tail, panting happily, and looking glad to see its owner. You can paint a much more interesting picture in your head when you know how or why the dog is running.)

Adverbs are often formed by adding the letters “-ly” to adjectives. This makes it very easy to identify adverbs in sentences. There are many exceptions to this rule; everywhere, nowhere, and upstairs are a few examples.

An adverb can be used to modify an adjective and intensify the meaning it conveys. For example:

He plays tennis well. (He knows how to play tennis and sometimes he wins.)

He plays tennis extremely well. (He knows how to play tennis so well that he wins often.)

As you read the following adverb examples, you'll notice how these useful words modify other words and phrases by providing information about the place, time, manner, certainty, frequency, or other circumstances of activity denoted by the verbs or verb phrases in the sentences.

Examples of Adverbs

As you read each of the following adverb examples, note that the adverbs have been italicized for easy identification. Consider how replacing the existing adverbs with different ones would change the meaning of each sentence.

She was walking rapidly.

The kids love playing together in the sandbox.

Please come inside now.

His jokes are always very funny.

You don't really care, do you?

Adverbs Exercises

The following exercises will help you gain greater understanding about how adverbs work. Choose the best answer to complete each sentence.

The driver stopped the bus _____.

Financially

Exactly

Abruptly

Now

Answer: C. The driver stopped the bus abruptly.

During autumn, colorful leaves can be seen falling _____ from trees.

Everywhere

Very

Gently

Loudly

Answer: C. During autumn, colorful leaves can be seen falling gently from trees.

My grandmother always smiled _____.

Cheerfully

Sadly

Never

Yesterday

Answer: A. My grandmother always smiled cheerfully.

After the party, confetti was strewn _____.

Blandly

Everywhere

Later

Carefully

Answer: B. After the party, confetti was strewn everywhere.

It's time to go _____.

Before

Now

Yesterday

Lightly

Answer: B. It's time to go now.

Adverbs List

There are many different words that function as adverbs. The following list is broken down into segments which list adverbs by function. After reading, you will be able to think of additional adverbs to add to your own list – after all, there are thousands.

Many adverbs end in “-ly”. This makes it very easy to spot the adverbs in most sentences.

Abruptly

Boldly

Carefully

Deliberately

Excitedly

Financially

Horribly

Mildly

Naughtily

Openly

Poorly

Quickly

Sadly

Terribly

Willingly

Yearly

Some adverbs tell us where the action happened. These are known as adverbs of place.

Everywhere

Here

Inside

There

Underground

Upstairs

Certain adverbs let us know when or how often the action happened. These are known as adverbs of time and adverbs of frequency.

After

Always

Before

Later

Now

Today

Yesterday

Many adverbs tell us the extent of the action.

Almost

Enough

So

Too

Quite

Rather

Very

Some adverbs are used as intensifiers.

Absolutely

Certain

Completely

Heartily

Really

Certain adverbs called adverbs of manner tell us about the way in which something was done.

Briskly

Cheerfully

Expectantly

Randomly

Willingly

Some groups of words serve the same functions as adverbs. These are known as adverb clauses. Be sure to read the adverb clause section to learn new ways to make your sentences even more interesting.

Verbs-Tenses.

The tense of a verb shows the time of an action and the degree of its completeness. The tenses in English are given below.

PRESENT

- 1) Simple Present - He works.
- 2) Present continuous - He is working
- 3) Present perfect - He has worked
- 4) Present perfect continuous - He has been working.

PAST

- 1) Simple Past - He worked
- 2) Past Continuous - He was working
- 3) Past perfect - He had worked
- 4) Past perfect continuous - He had been working.

Future

- 1) Simple Future - He will work
- 2) Future Continuous - He will be working
- 3) Future Perfect - He will have worked.
- 4) Future perfect Continuous - He will have been working.

Processed by FREE version of
Jet Scanner Lite

Uses of the Various Tense forms

Simple Present Tense

⇒ To show habitual or regular actions.

Ex:- Nina gets up at 5 a.m every day.

⇒ To express some Universal Truth.

Ex:- The Earth goes round the sun.

⇒ To express something that is sure to happen in the near future

Ex:- The college closes for vacation on Saturday.

⇒ To express a future action or state after if, until, unless, when, before, as soon as, etc.

Ex:- If it rains, the programme will be held in the

auditorium.
When the simple present tense indicates habitual actions, adverbs of frequency can be used with it. The followings are adverbs of frequency; always, often, frequently, occasionally, generally, sometimes, seldom, never, rarely, every day / week / month / years, etc.

Processed by FREE version of
Jet Scanner Lite

Simple Past Tense.

⇒ To show an action that took place in the past.

Ex:- Hari went home last week.

⇒ To show an action that happened over a long period of time in the past.

Ex:- The tiger grew from strength to strength.

⇒ To show a habitual action in the past.

Ex:- He went to Kovalam every weekend.

The Past Continuous Tense.

⇒ To show an action that was continuing at a given time in the past.

Ex:- Last evening I was reading a book.

⇒ To show an action that was continuing when another action, expressed in simple past tense, happened.

Ex:- I was listening to the news when the lights went out.

Processed by FREE version of
Jet Scanner Lite

The Present Continuous Tense.

⇒ To show an action that is taking place at the time of speaking.

Ex:- She is reading a book.

⇒ To show an action that is continuing though not necessarily happening at the time of speaking.

Ex:- He is writing a book on grammar.

⇒ To express an action planned for the immediate future.

Ex:- I am leaving for the USA on Monday.

⇒ Going to + verb is used to show intention for a future action.

Ex:- When are you going to meet him?

The Present Perfect Tense.

Processed by FREE version of
Jet Scanner Lite

Phrasal Verb

To look up a phrasal verb, click a letter in the menu. The formats below are used in phrasal verb definitions.

separable verbs: (talk * into)

inseparable verbs: (run into +)

object can be in both positions: (look * up +)

What are phrasal verbs?

1. A phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb.

Example:

I ran into my teacher at the movies last night. **run + into = meet**

He ran away when he was 15. **run + away = leave home**

2. Some phrasal verbs are intransitive. An intransitive verb cannot be followed by an object.

Example:

He suddenly showed up. "**show up**" cannot take an object

3. Some phrasal verbs are transitive. A transitive verb can be followed by an object.

Example:

I made up the story. "story" is the object of "**make up**"

4. Some transitive phrasal verbs are separable. The object is placed between the verb and the preposition. In this Phrasal Verb Dictionary, separable phrasal verbs are marked by placing a * between the verb and the preposition / adverb.

Example:

I talked my mother into letting me borrow the car.

She looked the phone number up.

5. Some transitive phrasal verbs are inseparable. The object is placed after the preposition. In this Phrasal Verb Dictionary, inseparable phrasal verbs are marked by placing a + after the preposition / adverb.

Example:

I ran into an old friend yesterday.

They are looking into the problem.

6. Some transitive phrasal verbs can take an object in both places. In this Phrasal Verb Dictionary, such phrasal verbs are marked with both * and + .

Example:

I looked the number up in the phone book.

I looked up the number in the phone book.

7. WARNING! Although many phrasal verbs can take an object in both places, you must put the object between the verb and the preposition if the object is a pronoun.

Example:

I looked the number up in the phone book.

I looked up the number in the phone book.

I looked it up in the phone book. correct

I looked up it in the phone book. incorrect

DEGREE OF COMPARISON

Comparison can be made using the three forms of the adjective.

COMPARISON OF ADJECTIVES

Adjective is a word and it qualifies a noun. It gives more information about the noun.

eg. The lion is a **strong** animal. Rita is a **beautiful** girl.

Adjectives are of three degrees. (1) Positive (2) Comparative (3) Superlative

The Positive degree denotes the mere existence of quality.

eg. David is a **rich** man.

The Comparative degree is used to compare two persons or things having the same quality.

eg. Cholera is **more dreadful** than typhoid.

The Superlative degree is used when more than two persons or things are compared. It singles one from all the rest.

eg. Mount Everest is **the highest** peak in the world.

Study the following models.

Positive	Comparative	Superlative
Very few boys in the class are as tall as John.	John is taller than any other boys in the class. John is taller than most other boys in the class.	John is the tallest boy in the class. John is one of the tallest boy in the class.

Adjective and Adverbs have three degrees, Positive, Comparative and Superlative.

Positive Degree

:The Positive Degree is used to denote the mere existence of quality.

The Positive Degree of an adjective in comparison is the adjective in its simple form. It is used to denote the mere existence of some quality of what we speak about. It is used when **no comparison is made**.

It is a **tall** building.

Apple is **sweet** to taste.

Comparative Degree

The Comparative Degree is used to compare the qualities of two persons or things.

The Comparative Degree denotes the existence of a higher degree of the quality than the positive. It is used **when two things** (or two sets of things) are compared.

This building is **taller** than any other building.

Apple is *sweeter* than pear.

Superlative Degree

The Superlative Degree denotes the existence of the highest degree of the quality. It is used when more than two things are compared.

This is the *tallest* building.

Apple is the *sweetest* fruit.

The Superlative Degree is used when more than two nouns or things are compared.

Johnsy is kind (*Positive Degree*)

Johnsy is kinder than Rosy (*Comparative Degree*)

Johnsy is the kindest of all (*Superlative Degree*)

List of Degrees of Comparison

MODEL-1:

By adding 'er' and 'est'

POSITIVE	COMPARATIVE	SUPERLATIVE
bright	brighter	brightest
black	blacker	blackest
bold	bolder	boldest
clever	cleverer	cleverest
cold	colder	coldest
fast	faster	fastest
great	greater	greatest
high	higher	highest
kind	kinder	kindest
long	longer	longest
small	smaller	smallest
strong	stronger	strongest
sweet	sweeter	sweetest
tall	taller	tallest
young	younger	youngest

MODEL-2:

By adding ‘r’ and ‘st’

POSITIVE COMPARATIVE SUPERLATIVE

brave	braver	bravest
fine	finer	finest
large	larger	largest
nice	nicer	nicest
noble	nobler	noblest
pale	paler	palest
simple	simpler	simplest
wise	wiser	wisest
white	whiter	whitest

MODEL-3:

By deleting the final ‘y’ and adding ‘ier’ and ‘iest’

POSITIVE COMPARATIVE SUPERLATIVE

costly	costlier	costliest
dry	drier	driest
easy	easier	easiest
happy	happier	happiest
heavy	heavier	heaviest
lazy	lazier	laziest
mercy	mercier	merciest
wealthy	wealthier	wealthiest

MODEL-4:

By doubling the final consonants

POSITIVE COMPARATIVE SUPERLATIVE

big	bigger	biggest
dim	dimmer	dimmest
fat	fatter	fattest

hot	hotter	hottest
thin	thinner	thinnest

MODEL-5:

By using more and most

POSITIVE COMPARATIVE SUPERLATIVE

active	more active	most active
attractive	more attractive	most attractive
beautiful	more beautiful	most beautiful
brilliant	more brilliant	most brilliant
careful	more careful	most careful
courageous	more courageous	most courageous
cunning	more cunning	most cunning
difficult	more difficult	most difficult
famous	more famous	most famous
faithful	more faithful	most faithful
proper	more proper	most proper
popular	more popular	most popular
splendid	more splendid	most splendid

MODEL-6:

Irregular Comparisons

POSITIVE COMPARATIVE SUPERLATIVE

bad	worse	worst
evil	worse	worst
good	better	best
ill	worse	worst
far	farther	farthest
well	better	best
late	later	latest
little	less	least

much	more	most
many	more	most
near	nearer	nearest
old	older	oldest
old	elder	eldest

Changes of Degrees of Comparison

Comparison between two things.

Model-1

Positive

Comparative

Johnsy is as clever as Rosy Rosy is not clever than Johnsy

Benjamin is atleast as tall as Jane Jane is not taller than Benjamin

Model-2

Comparative

Positive

Lazar is brighter than Stalin Stalin is not so bright as Lazar

Model-3 : (*the + Superlative*)

Superlative

Comparative

Positive

Akthar is the richest man in Kanpur	Akthar is richer than any other man in Kanpur	No other man in Kanpur is so rich as Akthar
--	--	--

Model-4 : (*one of the + Superlative*)

Superlative

Comparative

Positive

London is one of the biggest city in England	London is bigger than most other city in England	Very few cities in England are so big as London
---	---	--

Model-5 : (*Superlative + of all*)

Superlative

Comparative

Positive

Sheakespear is the greatest of all dramatists	Shakespeare is greater than all other dramatists	No other dramatist is so great as Shakespeare
--	---	--

Model-6 : (*By using "Less ... than"*)

Positive

Comparative

Lazar is as strong as Lenin Lenin is not less strong than Lazar

Model-7 : (By using “least”)

Positive

Some boys in our class are at least as intelligent as Benjamin

Comparative

Some boys in our class are not intelligent than Benjamin

Superlative

Benjamin is not the most intelligent boy in our class

Comparisons and Contrasts

1. When we compare two objects, persons, qualities, degrees etc. that are some respects equal, we may use the comparison of equality. This is formed by the use of as... adjective / adverb... as

eg. **Your house is as large as mine.**

2. When we compare unequals, we may use the comparative degree of the adjective or adverb with *than*

eg. **His new book is more interesting than his earlier books**

3. When the comparison is negative, we use so... adjective / adverb... as

eg. **Your house is not quite so large as mine.**

4. In some adverbial clauses of comparison both subject and verb are dropped.

eg. **He is more shy than (he is) unsocial.**

Some people think more about their rights than (they do) about their duties.

5. In clauses of comparison introduced by *than that* ‘should’ is used.

eg. **I am already to do the work myself rather than that you should have to do it.**

6. Comparison and contrast are also expressed by the use of the...the...with comparatives.

eg. **The sooner you start, the sooner you’ll finish.**

Complete the Sentences:

1. **Very few books are read Harry Potter by children.**

(a) as much as (b) more than (c) the most

2. **Life in the desert is than life in the mountains.**

(a) as dreary as (b) the dreariest (c) drearier

3. **Honey is medicine.**

(a) as good as (b) better than (c) the best

4. School days are than college days.
(a) as enjoyable as (b) more enjoyable (c) the most enjoyable
5. The coconut tree has any other tree.
(a) as much uses as (b) more uses than (c) the most uses of
6. Dogs are as dolphins.
(a) as friendly (b) more friendly (c) the most friendly
7. No other country sells number of cellphones as India after America.
(a) as many (b) more (c) the most
8. Nursing is many other professions.
(a) as noble as (b) nobler than (c) the most noble
9. Very few channels are watched by children the Cartoon Channel.
(a) as much as (b) more than (c) the most
10. Black is the colour.
(a) as dark as (b) darker than (c) darkest
11. Milk is diet.
(a) so good as (b) better than (c) the best
12. Noodles is dish for children and youngsters.
(a) so enjoyable as (b) more enjoyable than (c) the most enjoyable
13. We have not played any match as this.
(a) so bad (b) worse (c) the worst
14. This road is the one in town.
(a) as long as (b) longer than (c) longest

Informal letter

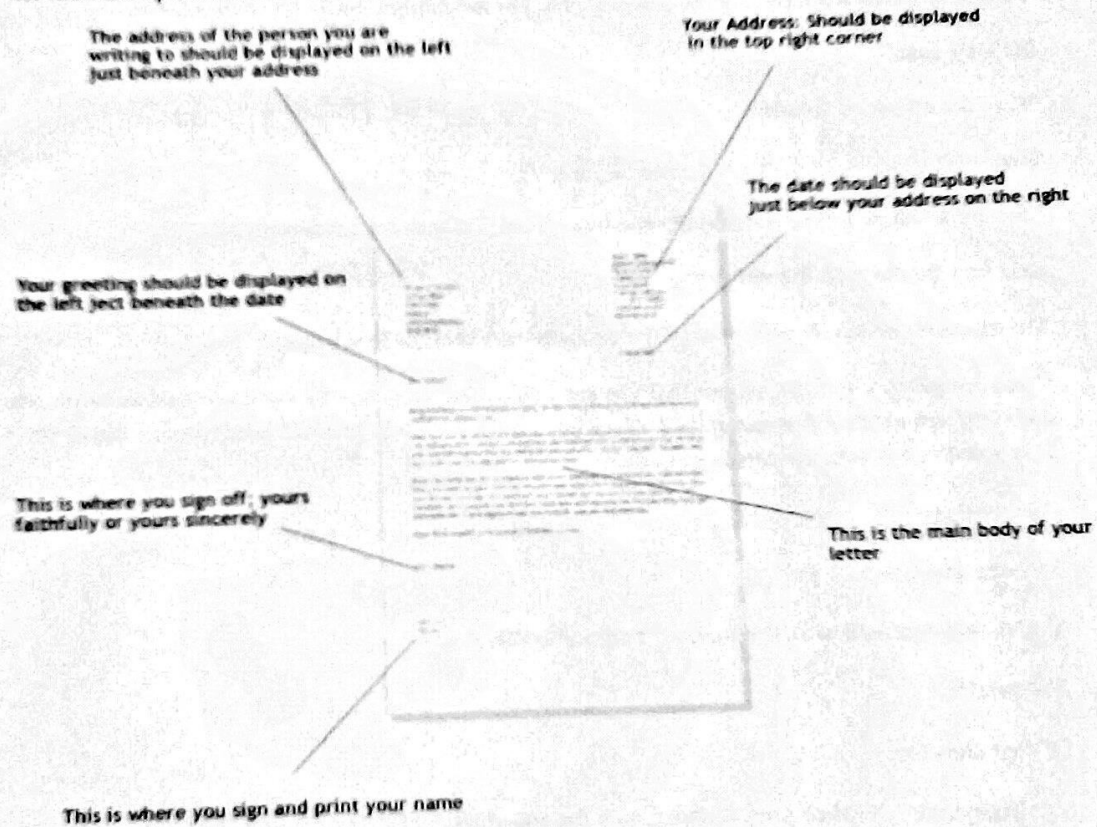
Introduction

A Personal letter is sent from one individual to another individual or organisation in order to address matters of an informal nature.

Examples of these can include;

- Apologies
- Thank you's
- Personal reference
- Congratulations
- Invitations
- Condolences

They differ from formal types in that they can be used to express personal feelings and depending on the relationship between the sender and receiver do not require formal concise language.



Conventions

Conventions are not as critical as they are in a formal correspondence but the following general layout should be adhered to:

Addresses:

- 1) Your Address

Processed by FREE version of
Jet Scanner Lite

You may wish to conclude with something more friendly e.g. "All the best" "Best regards"

Letters of Congratulation

1. How to write “Letters of Congratulation”
2. Write a letter to your friend congratulating him on his success in the examination.
3. Congratulations on Marriage
4. Congratulations on an Engagement
5. Congratulations on a Wedding Anniversary
6. On Birthday Congratulation
7. Congratulations on Obtaining a Degree
8. Congratulations on a Business Promotion
9. Congratulation Upon an Honour
10. Award of a Foreign Scholarship to a Friend
11. Congratulations on Winning an Award or Prize
12. Congratulation on Passing an Examination
13. On Getting a Job Dear
14. On Recovering from Serious illness
15. On Winning a Victory

Invitation Letters

1. How to write Letter of Invitations- Letter to formal invitation to dinner
2. Letter to Acceptance, Letter to regret- Letter of Invitation
3. Formal Invitation to a Wedding- Letter of Invitation
4. Informal Letter to Acceptance, Informal Letter to regret- Letter of Invitation
5. Invitation to Lunch at a Restaurant, Reply of letter- Letter of Invitation
6. Letter of Invitation to Children’s Party, – Letter of Invitation

7. Formal Letter “Invitation to Luncheon” and formal acceptance
8. Invitation letter to a Double Wedding and Reply of the letter
9. Invitation Letter ” To Meet VIP” and Reply of the Letter
10. Cancellation Letter Example and Postponement of Formal Invitation
Letters of Condolence

1. How to write “Letters of Condolence” with Example
2. Letter of Condolence “To a Friend on Death of his Wife”
3. Letter of Condolence “To a Friend on Death of his Brother”
4. Letter of Condolence “To a Friend on Death of his Sister”
5. Letter of Condolence “To a Friend, Death of his Father”
6. Letter of Condolence “Reply to Personal Letter of Sympathy”
7. Letter of Condolence “To a Friend On Death of his Grand Father”

Letters of Thanks

1. How to Write “Letters of Thanks” with example
2. English Letter “Thanks Letter For a Birthday Gift”
3. English Letter “Thanks Letter for a Christmas Present”
4. English Letter “Thanks Letter for a Gift to a Newborn Baby”
5. Thanks Letter “The Bread and Butter Letter”
6. English Letter “Thanks for Gifts to a Patient or Invalid”
7. English Letter “Thanks Letter for Doctor’s Due”
8. English Letter “Thanks Letter for Acknowledgement of Gift”
9. English Letter of “Thanks Letter for Marriage Gifts”

10. English Letter of “Thanks Letter of Appreciation of Hospitality”
 11. English Letter of “Thanks Letter for Lunch”
 12. English Letter of “Thanks Letter for Financial Help”
 13. English Letters of “Thanks for a Gift, for an Invitation and for an Interview”
 14. English Letter ” Seven Thanks Letters in different Topics”
 15. English Letter of “Thanks Letter for Introduction”
 16. English Letter ” Thanks Letter for Gift Gratitude with Reply”
 17. English Letter for ”Thanks Letter for Help Heartiness with Reply”
 18. English Letter of “Thanks Letter for Golden Guidance”
Friendly Letter
1. How to Write Friendly Letter with Example
 2. Write a Letter to your Pen-Friend inviting him to visit India, Friendly Letter Writing
 3. Write a Letter to your Friend telling him what profession you would like to adopt in life, Friendly Letter Writing
 4. Write a Letter to your Friend inviting him for your Sister’s Marriage, Friendly Letter Writing
 5. Write a Letter to a Friend asking him to Lend you his Camera for a few Days, Friendly Letter Writing
 6. Friendly Letter of “Requesting a Friend to be Best Man”
 7. Write a Letter to your Friend Requesting to Accept Trusteeship, Friendly Letter Writing
 8. Write a letter to your Friend asking him to a part of Summer Vacation with you, Friendly Letter Writing
 9. Write a Letter to your friend, giving a Brief Description of the Election of your College, Friendly Letter Writing
 10. Letter to a Friend, giving your impression of the General English paper of High School Examination, Friendly Letter Writing

11. Write a letter to your Friend Advice to Take Part in Games, Friendly Letter Writing
Family Letters

1. How to Write Family Letters-General Rules of Family Letters

2. Write a Family Letter “Father to a Reckless Son” and Reply of the letter by son

3. Letter to your Younger Brother urging him to read Newspapers Regularly, Family Letter

4. Letter to To a Son Living and Working in Another City, Family Letter

5. Write a Letter to your Mother telling her how you Saved the life of a Child, Family Letter

6. Write a Letter to your Brother from Abroad, Family Letter

7. Write a Letter to your Cousin “Job After Long Unemployment”, Family Letter

8. Write a Letter to your Niece for her “After Recovery From Long Illness”, with reply,
Family Letter

9. Write a Letter to your Nephew telling him Inability to Attend his Marriage, with reply
Family Letter

10 Write a Letter To a Husband away on Business, Family Letter

11 Write a Letter From Father to son who is irregular in Writing Letters, Family Letter

12 Write a Letter From a Bride to her parents on her Honeymoon, Family Letter

13 Write a Letter From a Mother to her Daughter, Family Letter

14 Write a Letter to your Father Requesting him not to Marry your Sister early, Family Letter

15 Write a Letter From Son to his Father With Reply, Family Letter

16 Write a Letter Mother to Daughter with Reply, Family Letter

17 Write a Letter From Brother to Sister with Reply, Family Letter

18 Write a Letter “From an Uncle to his Nephew” with reply, Family Letter

19 Write a Letter From a Husband to Wife, Family Letter

MODAL VERBS

All the auxiliary verbs except be, do and have are called modals. Unlike other auxiliary verbs modals only exist in their helping form; they cannot act alone as the main verb in a sentence.

Be, do, and have also differ from the other auxiliaries in that they can also serve as ordinary verbs in a given sentence.

The modal verbs are:-

CAN / COULD / MAY / MIGHT / MUST / OUGHT TO / SHALL / SHOULD / WILL / WOULD

Contextual classes

Modal Verb	Example	Uses
Can	They can control their own budgets.	Ability / Possibility
	We can't fix it.	Inability / Impossibility
	Can I smoke here?	Asking for permission
	Can you help me?	Request
Could	Could I borrow your dictionary?	Asking for permission
	Could you say that again more slowly?	Request
	We could try to fix it ourselves.	Suggestion
	I think we could go to war again.	Future possibility
	He gave up his old job so he could work for us.	Ability in the past
May	May I have another cup of coffee?	Asking for permission
	China may become a major economic power.	Future possibility
Might	We'd better phone tomorrow, they might be eating their dinner now.	Present possibility
	You never know, they might give us a 10% discount.	Future possibility

Must

We must say good-bye now.	Necessity / Obligation
They mustn't disrupt the work more than necessary.	Prohibition

Ought to

We ought to employ a professional writer.
Saying what's right or correct.

Shall

Shall I help you with your luggage?	Offer
Shall we say 2.30 then?	Suggestion
Shall I do that or will you?	Asking what to do

Should

We should sort out this problem at once.	Saying what's right or correct
I think we should check everything again.	Recommending action
You should check your posture when using the computer.	Giving advice

Will

Profits should increase next year.	Uncertain prediction
I can't see any taxis so I'll walk.	Instant decisions
I'll do that for you if you like.	Instant decisions
I'll get back to you first thing on Monday.	Promise
Profits will increase next year.	Certain prediction

Would

Would you mind if I brought a colleague with me?	Making a Request
Would you pass the salt please?	Making a Request
Would you mind waiting a moment?	Making arrangements
"Would three o'clock suit you?" - "That'd be fine."	Asking for permission
Would you like to play golf this Friday?	Invitation
"Would you prefer tea or coffee?" - "I'd like tea please."	Stating Preferences

TENSES

The tense of a verb shows the time of an action or event.

Kinds of Tenses

1. Present Simple

take / takes; read / reads

The simple present tense is used in the following contexts.

- To express a general truth

Birds fly

Animals run.

Trains go very slowly uphill.

- To express some habitual actions

My father goes for a walk in the evening.

I get up at six o'clock every day.

- To denote a universal truth

Honesty tastes sweet.

The sun rises in the east.

Note: When the subject is third person singular we add 's' or 'es' to the main verb for simple present tense.

I (we/you/they) walk quickly.

He (she/it) walks quickly.

Keywords: generally, usually, often, hardly, rarely, every day.

2. Past Simple

took / ate

We use the past simple to refer to actions, thoughts or feelings finished before the time of speaking.

I saw a thrilling football match yesterday.

My uncle came here last Monday.

3. Future Simple

will take / shall take / will see / shall see

- It is used to express a simple future action.

I shall see you tonight.

The flight will take two hours.

Keywords : tomorrow, next week, next month.

4. Present Continuous

is / am / are verb+ing

I am eating. She (he/it) is eating. You (we/they) are eating.

1. The present continuous tense is used to denote an action which is going on at the time of speaking.

She is writing a letter now.

Please don't shout. The baby is sleeping.

2. It is also used to denote a future action.

The Governor is leaving for the States on Sunday.

Are you playing for the Free Birds this year?

Keywords : now, at present

5.Past Continuous

was / were verb+ing

I (she / he / it) was running fast.

They (you / we) were running fast.

The past continuous is used to indicate an action going on at some past time.

They were working in the field when the lightning struck.

Rosy fell down while she was climbing the stairs.

6. Future Continuous

will be verb+ing / shall be verb+ing

The future continuous is used to denote an action which will be going on at some future period.

She will be lecturing at the college auditorium tomorrow.

By this time tomorrow we shall be writing the English test.

7.Present Perfect

have + past participle / has + past participle

I (we / you / they) have finished the work.

He (she / it) has finished the work.

The present perfect tense is used to indicate an action just completed and the consequence of which are still present.

I have already seen this film. I have been to Ceylon.

Keywords : just, yet, already, so far.

8. Past Perfect

had + past participle

1. It is used to describe a time before the past time being discussed.

I had spoken to the Secretary before the meeting began.

2. When two past actions happened, the action that took place first is denoted by past perfect.

The thief had escaped before the police came.

When we reached the airport the plane had already left.

9. Future Perfect

will have + past participle / shall have + past participle

The future perfect denotes that a certain action will have been completed at some future period.

They will have finished the work before sunset.

I shall have completed all the assignments by the end of this month.

10.Present Perfect Continuous

have been verb +ing / has been verb+ing

The present perfect continuous tense expresses an action that began sometime ago and is still going on without break and is not yet completed.

She has been writing means ‘She was writing before and she is writing still’.

I have been working here since 1988.

Keywords : since, for.

11.Past Perfect Continuous

The past perfect continuous tense is used to express an action that had been going on for sometime previous to the point of time mentioned.

Mr Joe had been working in a school before he came to this college.

WRITING SHORT ESSAY

Sometimes, you need to be able to write a good essay in a short amount of time for a timed exam, such as the Advanced Placement exams in high school. At other times, you might find yourself in the uncomfortable situation of having to write an essay fast because you procrastinated or let it sneak up on you. Although an essay written at the last minute will almost never be as good as an essay you spent more time on, putting together a decent essay quickly is still feasible. With a little planning and a lot of hard work, you can write an essay that's good (or good enough!) in just a short time.

Doing the Prep Work for Your Essay

1. Develop a plan. Consider how much time you have to write the essay and develop a writing plan based on that. This will help you figure out how long to spend on each part of the essay writing process, and will also keep you on task.

Be honest about your strengths and weaknesses when devising your plan. For example, if you are a good researcher but not great at editing, spend less time on the research section in favor of spending more time on the revising section.

Make sure to schedule breaks for yourself to refresh your brain and recharge yourself.

An example of a plan for a one-day essay writing project might look like this:

8:00 – 9:30 – Consider an essay question and argument for the topic.

9:30 – 9:45 – Take a short break.

10:00 – 12:00 – Conduct research.

12:00 – 13:00 – Outline the essay.

13:00 – 14:00 – Take a lunch break.

14:00 – 19:00 – Write your essay.

19:00 – 20:00 – Take a dinner break.

20:00 – 22:30 – Revise and copy edit your essay.

22:30 – 23:00 – Print and prepare your essay submission.

2. Consider the essay question. You may know the topic of an essay when your teacher assigns it to you, but even if you don't, first consider the question and different ways you could make arguments about the topic. Doing this preliminary brainstorming will not only direct you towards the appropriate research, it will help the writing process go more quickly.

Make sure you understand what the question is asking for! If you provide a summary when the essay prompt asked you to "analyze," you're unlikely to do very well.

If you don't have an essay topic, choose a subject that interests you and consider the essay question afterward. You are more likely to write a good essay on a topic that you're interested in.

3. Develop your argument or thesis statement. Your argument or thesis statement is the point you're making in the essay through evidence and analysis. Develop your argument to help direct your research and make the writing process go more quickly.

If you don't have much experience with your topic, it might be difficult to develop an argument. You can still consider your argument and then use your research to support or refute the claims you want to make.

A good exercise to help you quickly figure out your essay question and argument is to write "I am studying (choose a topic) because I want to know (what do you want to know) in order to show (this is where your argument goes)."

Processed by FREE version of
Jet Scanner Lite

For example, "I am studying the medieval witch trials because I want to know how lawyers employed evidence in their cases in order to show that the trial process influenced modern medical techniques and legal practices."

Consider counter-arguments in order to strengthen your essay.

4. Research your essay topic. You'll need to strategically research your topic to find the evidence that will help you construct your argument and form the body of your essay. There are many different types of sources you can use for research, from online journals and newspaper archives to primary sources at the library.

Since you don't have a lot of time to write, focus on one or two places where you can do research. For example, the library and internet offer many different options for sources.

Just make sure that you use reliable sources, such as peer-reviewed journals, government and university websites, and newspapers and magazines written by professionals. Don't use personal blogs, obviously biased sources, or sources that don't have professional credentials.

You can draw upon information you know to speed up the research process. Simply find a (reliable!) source to support it and include it in your sources.

Doing preliminary research online can point you to sources in a library such as books and journal articles. It can also point you in the direction of web sources including newspaper article archives or other research on your topic.

If you're reading books, "gut" the book to get through it quickly and move on to other sources. To "gut" a book, skim the introduction and conclusion to find the main arguments, and then pick a few details from the body of the book to use as evidence.

Take notes on your research sources. These will show that you've legitimately researched the topic while giving credit to the person who forwarded the idea. This is especially important if you plan to use direct quotes and will also help you add footnotes and bibliographic information to your essay without having to look them up in the sources.

5. Write an outline of your essay. Construct an outline of your essay to guide you through the writing process. By structuring it in the same form as your essay and adding evidence, you will simplify and expedite the writing process. You'll also be able to identify any areas that need better development.

Structure your outline as you will your essay, with an introduction, a body, and a conclusion.

The more detail you put into your outline, the easier and more quickly you can write the essay. For example, instead of just writing a basic paragraph about the body, flesh it out into bullet points or sentences that presents argument and supporting evidence.

Part 2

Writing an Untimed Essay

1. Set a fixed amount of time to write. Allotting a specific amount of time can help you write more quickly because it puts pressure on you to perform. Set up your working environment so that you don't have any distractions during this time and allow yourself to write freely.

Processed by FREE version of
Jet Scanner Lite

Nothing will keep you from finishing an essay on time like goofing off online or ending up watching eight straight hours of Cartoon Network. Turn the TV off, switch your phone to silent, and exit out of Face book and other social media/chat sites.

Make sure you have all your material nearby when you start to write. Getting up to fetch a book or a piece of paper or a snack will eat into your precious time.

2. Write a catchy introduction. The introduction does exactly what the word says: it explains to the reader what you're going to say in the essay. The introduction should grab, or hook, your reader's attention and entice them to read the rest of the essay.

The most important part of your introduction is your argument or thesis statement. This tells the reader the point your trying to make in the essay.

Write a "hook" that will grab the reader's attention to start, then introduce the argument with a few relevant facts woven into the narrative. End by stating how you will demonstrate your points.

An example of a hook could be, "People say Napoleon had a complex because of his size, but he was actually an average height for the time in which he lived."

It is sometimes helpful to write the introduction after have written the body so you know how to introduce the topic and your arguments best.

A good rule of thumb is to not have the introduction be more the 10% of your essay. Thus, for a five page essay, you shouldn't write more than one paragraph.

3. Write the body of the essay. The body of your essay will contain the substantive points that support your thesis statement or argument. Analyzing two to three main points will strengthen your argument and add more words to your overall total.

Pick two to three main points to help make your argument or thesis statement. Any fewer and you won't have enough evidence for your argument and any more may make you not explore each point thoroughly enough.

Keep your evidence to support the main points concise. Going off on explanatory tangents will cost you precious time.

Support your main points with the evidence compiled during your research. Make sure to explain how the evidence supports your claims!

If haven't reached your word limit, pick a main point and conduct more research on it to expand on your point.

4. Write as clearly as possible. If you're writing quickly, it will simplify the process to write easy sentences without difficult grammatical structures. This also makes it less likely that you'll improperly use convoluted jargon.

Avoid "fat" language when you write. Text that includes long prepositional phrases, passive verbs, and paragraphs that don't further your argument waste time that you could spend writing or revising your essay.

5. Allow yourself to "free-write" to optimize your time. It's easier to draft text and subsequently edit than it is to work with nothing. By just allowing yourself to write freely, you're assured to have some text that you have something to shape during the revision process.

3. Cut the fluff. All too often, students will write their way into their ideas after spending a whole paragraph on meaningless generalizations. Particularly in timed essays, it is very important to get directly to your main argument and providing evidence for it. Spending too much time on the introduction can leave you with less time to write later.

If you notice that your introductory paragraph starts with something broad or hugely general, such as "Throughout the history of time, humans have been fascinated by science," cut it.

Don't put anything in a timed essay that doesn't support your point. If you are talking about the importance of religious belief in modern society, don't dilute your point by also referencing socialism, Hollywood, and banana farming.

4. Explain connections between evidence and claims. A common issue with essays, especially those produced under pressure, is that student writers often present evidence without explaining how it links back to their claims. Make sure that you follow the "C-E-E" (Claim-Evidence-Explanation) formula for each paragraph.

Claim. This is the main argument of the paragraph. It is probably located in your topic sentence.

Evidence. This is the supporting detail that proves your claim.

Explanation. This connects the evidence back to your claim and explains why the evidence proves what you say it does.

If anything in your paragraph doesn't fit one of these three elements, it's a good sign you don't need it in the paragraph.

5. Leave time to revise. Even in timed situations, you will want to leave some time to revise. This means more than cleaning up spelling and other minor errors. Read back through your whole essay.

Does the essay actually demonstrate and support what your thesis says is the main argument? It's not uncommon for ideas to evolve as you write. If this has happened, tweak your thesis accordingly.

Do the paragraphs flow smoothly from one to the next? Timed essays don't have the same standards that regular essays do, but your reader should still be able to follow your argument in a logical progression without feeling yanked around or lost.

Do you offer a conclusion that sums up your argument? Don't leave the essay hanging without a conclusion. Even if it's very brief, a conclusion will help your essay feel complete.

Processed by FREE version of
Jet Scanner Lite

Developing Outline for Essay Writing

A strong outline makes a meaningful original essay. Developing outline for essay writing makes a student write his essay faster and efficiently. It is the major part of the prewriting process of an essay. The time you spend to develop an outline for essay writing can be saved when you actually write the essay. An essay outline is a list of all required information that you plan to include in your essay and it doesn't necessarily rule out any points that you feel unnecessary at the time of preparing your outline for an essay. Preparing an outline helps you order your information to support the thesis statement most effectively.

Since writing an outline can sometimes be tedious job because this is where you actually start thinking about your essay seriously. Following some basic guideline can be of help here. Your essay combines three major parts, the introduction, the body and the conclusion. Let's look how you can prepare an outline for your introduction, you need to state the thesis statement and two to three major points. When preparing outline for introduction get the most important points to be included here so that you can generate the curiosity in the reader and get his attention. When you develop outline for the body of your essay, it should have points specified depending on the length and requirements of your essay. You should identify points that support the thesis statement of your essay.

paper draft

Organizing Points for your Essay

Each point should then be noted to explain when you actually write your essay. You should also find suitable examples that clearly explain your point. You can find more than one example for each point as you can choose the most suitable ones when you are finally writing it. Other than examples you should also collect facts and quotations that prove your major supporting points. You should also plan and outline how to show the point is relevant to your thesis statement. Depending on the requirement of your essay there should be points ranging from three to unlimited and each point should be given all the above mentioned supporting factors like examples and relevance proving statements. The conclusion should also be included in the prewriting process. Your conclusion should tie points together to prove your thesis statement and it important not to include any new ideas in the conclusion. Another major pre-writing requirement is the formation of transition statements from one point to another. When you outline your essay, you should spend time to develop transition phrases and it helps to keep your essay in order and well organized.

essay

There are some students who don't bother to spend time on developing an outline for essays and start writing right away. Here are few benefits of writing an outline for your essays. The most important benefit is that an outline helps you organize your thoughts and develop the essay from it, rather than start writing out of the blue. Once you develop an outline for your essay, you will be able to identify gaps in your research and supporting points and you get enough time to fix them. By developing a strong outline you are actually taking the stress away because you know what you are doing when sit to write the essay. It would always be beneficial to present your outline to professors so that they can make sure you are in the right track and can suggest you changes which would make your essays outstanding.

Often students find it difficult to start the outline writing process. You can start by gathering all the information you have collected on the essay through your research and sort the information you find beneficial. Next step could be a working thesis statement and selecting points that support it. Make sure you have covered all the major parts of the essay in your outline as introduction, body and conclusion before you actually start writing the essay.

Essay Topics

Following are different types of essay topics for students which are categorized in many sections so that you can easily chose the topic as per your need and requirement.

General Essay

Essay on Generation Gap	Globalization Essay
Essay on Music	Essay on My Hobby
Essay on Money	Essay on Newspaper
Essay City Life Vs Village Life	Essay on Leadership
Essay on Agriculture	Essay on Black Money
Essay on My Dream	Essay on Doctor
Essay on Who Am I	Essay on Youth
Education Essay	
Essay on Education	
My School Essay	
Importance of Education Essay	Essay on Girl Education
Women Education in India Essay	Essay on Adult Education
Essay on Ideal Student	

Essay on India	Essay on Indian Culture
Essay on Indian Flag	Unity in Diversity Essay
Essay on Make in India	Essay on Digital India
Essay on Cashless India	Essay on Nationalism
Essay on Democracy in India	India of My Dreams Essay
Essay on Fundamental Rights	Essay on Freedom of Speech
Essay on Science & Technology	
Essay on Science and Technology	Essay on Internet
Essay on Computer	Essay on Technology
Essay on Science	Essay on Wonders of Scienc

Essay on Social Issues & Social Awareness

Essay on Child Labour	Essay on Cleanliness
Essay on Terrorism	Corruption Essay
National Integration Essay	Essay on Swachh Bharat Abhiyan
Essay on Bal Swachhta Abhiyan	Essay on Jan Dhan Yojana
Essay on Safety of Women in India	Save Water Essay
Road Safety Essay	Rain Water Harvesting Essay
Essay on Poverty	Essay on Intolerance
Essay on Sugamya Bharat Abhiyan	Essay on Save Girl Child
Women Empowerment Essay	Role of Women in Society Essay
Status of Women in India Essay	
Issues and Problems faced by Women in India Essay	Violence against Women in India Essay
Essay on Caste System	
Essay on Drug Abuse	Essay on Peace and Harmony

Essay on Human Rights	Essay on Communal Harmony
Essay on Farmer Suicides in India	Essay on Unemployment
Essay on Organ Donation	Essay on Dowry System
Essay on Brain Drain	Essay on Population
Essay on Personalities/People	
Essay on Mahatma Gandhi	Essay on Mother Teresa
Essay on Subhas Chandra Bose	Essay on Jawaharlal Nehru
Essay on Sarvepalli Radhakrishnan	Essay on APJ Abdul Kalam
Essay on Rabindranath Tagore	Essay on Sri Aurobindo
Essay on Swami Vivekananda	Essay on Bhagat Singh
Essay on Sports	Essay on Importance of Sports
Essay on Cricket	Essay on Football
Essay on Hockey	Essay on Adventure
Essay on Summer Vacation	
Essay on Environmental Issues	
Essay on Environment	Global Warming Solutions Essay
Pollution Essay Essay on Deforestation	
Water Pollution Essay	Air Pollution Essay
Soil Pollution Essay	Noise Pollution Essay
Save Trees Essay	Essay on Save Earth
Global Warming Essay	Causes of Global Warming Essay
Effects of Global Warming Essay	Prevention of Global Warming Essay
Causes and Effects of Global Warming Essay	Consequences of Global Warming Essay
Global Warming and Climate Change Essay	Essays on Disaster Management
Climate Change Essay	Essay on Biodiversity
Essay on Acid Rain	Essay on Drought
Essay on Flood	Essay on Recycling
United We Stand Divided We Fall	Essay on Money can't buy Happiness
Essay on Moral Values	
Essay on Punctuality	Essay on Discipline
Essay on Value of Time	Essay on Honesty
Essay on my Duty towards my Country	Essay on Rights and Responsibilities of Citizens
Essay on Good Manners	Essay on Time Management

Collocations

What is collocation?

Collocations are a group or pair of words that are often used together. It produces natural-sounding speech and writing. Which are the precise words that combine with each other.

Why is collocation important?

1. It gives natural way of saying something. For instance, delicious food
2. It gives alternative way of saying something. E.g. substantial meal
3. It gives writing style

Types of collocation

There are many different types of collocations. Here are some examples.

Adjective and noun

Note that adjectives that are typically used with particular nouns.

1. Rat's traditional enemy, Cat.
2. Laziness is a true enemy of success.
3. I am a qualified, chief, civil engineer.
4. My best friend at school was called Cathy.
He is a wonderful father to him.
5. Your alcoholic father likes your puppy dog nights.

Nouns and verbs

1. Sithirai Festival of the emergence of Alagar in Vaikai attracts thousands of visitors from East Asian and European countries in every year.

Noun + noun

There are a lot of collocations with the pattern *a ... of...*

1. As Sam read the lies about him, he felt a surge of anger, [literary: a sudden angry feeling]
2. Every parent feels a sense of pride when their child does well or wins something.
3. I felt a pang of nostalgia when I saw the old photos of the village where I grew up.

Verbs and expressions with prepositions

Some verbs collocate with particular prepositional expressions.

1. As Jack went on stage to receive his gold medal for the judo competition you could see his parents swelling with pride, [looking extremely proud]
1. I was filled with horror when I read the newspaper report of the explosion.
3. When she spilt juice on her new skirt the little girl burst into tears, [suddenly started crying]

Verbs and adverbs

Some verbs have particular adverbs which regularly collocate with them.

1. She pulled steadily on the rope and helped him to safety, [pulled firmly and evenly]
2. He placed the beautiful vase gently on the window ledge.
- '3. I love you and want to marry you,' Derek whispered softly to Marsha.

4. She smiled proudly as she looked at the photos of her new grandson.

Adverbs and adjectives

Adjectives often have particular adverbs which regularly collocate with them.

1. They are happily married.
2. I am fully aware that there are serious problems. [I know well]
3. Harry was blissfully unaware that he was in danger. [Harry had no idea at all, often used about something unpleasant]