ENGLISH & COMMUNICATION SKILLS – I

UNIT-I

Techniques of reading: Skimming and Scanning

**SKIMMING & SCANNING**

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

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

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

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

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

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

1. Read the *table of contents* or *chapter overview* to learn the main divisions of ideas.
2. Glance through the main headings in each chapter just to see a word or two. Read the *headings of charts and tables*.
3. Read the entire *introductory paragraph* and then the *first and last sentence* only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.
4. Stop and quickly read the sentences containing *keywords* indicated in boldface or italics.
5. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
6. Read *chapter summaries* when provided.

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

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

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

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

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

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

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

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

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

Intensive And Extensive Reading Skills With Examples

The meaning of intensive learning is to read and learn with full concentration and focus. It’s not about reading book after book or 10 articles a day. Even if you are reading a single line, you should try to understand what the words are expressing.

Intensive learning is one of the most critical skills you can develop to gain better understanding of knowledge. When you have to read a work report, for example, you can’t just read it and call it a day. You need to gain deeper understanding of what is written, explore the purpose and evaluate the results in order to be heard. Intensive reading will help you to deal with complex texts. You will be able to strengthen your reading comprehension, vocabulary and language skills.

How to Develop Intensive Reading Habit

Here are some ways to develop the habit of intensive reading.

1. Taking Notes

Try to taking notes for better understanding the reasons behind as you read. Perhaps you have a question related to the text or an idea that you want to convey. Taking notes is easy when reading a text and can be very helpful when reading a long report. Include sticky notes with questions, ideas and opinions so it can be shared. Not only will you be able to keep track but it will also give you something to focus on while reading.

2. Break Down the Reading Process

An effective in-depth reading strategy is to divide into three steps – before reading, studying and after reading. The first step is to prepare: use your existing knowledge to understand the purpose of the text. The second is a real learning process based on note writing. The final step is what comes after you have finished reading. This is where you summarize all the information, ask questions and put your thoughts in order.

3. Apply What You’ve Learnt

It is not enough to just keep your details and forget about it the next day. If you can find ways to use that information, you will be able to keep it for a long time. For example, if you are reading a report on achieving marketing goals, you can create notes to share later with your team. This may include points you should look for, marketing strategies, and other ideas that come up as you read.

Examples of Intensive Reading:

Articles or editorials in magazines like The Economic and Political Weekly

Blog posts on various topics ranging from science and technology to art and culture

Short stories or poetry with layers of meaning

Business reports packed with important information, numbers and data

Analyzing statistical data like diagrams, images and tables

What is Extensive Reading ?

Extensive reading is a type of reading where you engage yourself with different types of reading material. It can be fiction, non-fiction, work-related documents, newspaper articles or even statistical data.

At work, there are complex business reports to read, numbers to make sense of and emails to write. With extensive reading, you can skim large amounts of text and get a general idea of what it’s trying to convey.

The meaning of extensive reading is reading widely but not necessarily focusing on only one text. You can read from different sources to develop your reading skills. It’s not about finding layers of meaning, grammar rules or other critical aspects of a text.

Extensive reading has been used for beginner-level language learners. It helps to familiarize them with reading material and build the cognitive ability to understand new words, frame sentences and make sense of the text as a complete unit. You’ll get a general understanding of the text and improve your language skills.

Whether you’re a beginner or a proficient reader, extensive reading will help you polish your reading ability. You can try to read as much and as widely as possible. It’s better not to restrict yourself to the same type of sources.

Few examples of extensive reading are newspapers, blogs and e-magazines.

Advantages of Extensive Reading

There are many advantages of extensive reading

1. Develop an Interest in Reading

Many of us find reading to be a chore; an activity that can put us to sleep for a second. But it may be impossible to avoid learning completely. If not for fun, we still have to learn work-related things like reports, minutes of meetings and emails. Learning more will help you to develop an interest in reading. You will be able to approach texts with more enthusiasm and attention.

2. Improve Reading Comprehension

You will find your reading comprehension greatly improved with practice. You will be able to make sense of the text right from the start. Sometimes it is difficult to focus on a sentence if it is too complicated. Learning more will help you to become familiar with the various types of text. In this way you can learn to focus on the text itself without compromising on its structure.

3. Read Widely

Start small and choose short articles and online blogs to improve the practice. Read a little every day, but make sure you read in all kinds. You can improve your learning speed, save time at work.

1. Improve Vocabulary

The more you learn from multiple sources, the better your chances of finding new words. In terms of vocabulary, the most important thing is the context – the place where each word is used. As you continue to read, you will be able to understand the meaning of various words and relate them to a common idea presented in the text.

Concept and processes of Communication

Definition of communication:

The definition of communication is “The sending giving or exchanging information and ideas, expressed both verbally and non – verbally.

Means / Forms of communication

 ( on the Basis of way of Expression)



1. Verbal communication-

Verbal communication is the expression of information through language which is composed of grammar.

1. Oral communication –

It is the process in which messages or information is exchanged or communicated within sender and receiver through the word of mouth.

**The types of oral communication**-

1. **Formal 2. Informal**

1**. Formal**- ( 1) presentation at meetings .

 (2) Classroom lecture.

 ( 3) speech given at a graduation ceremony .

2 . **Informal**- (1) Face to face conversations.

 (2) Telephonic conversations.

 (3) Discussion at business meetings.

 New forms of oral communications continue to develop video phones and video conferences continue audio and video so that employees in distant location can both see and speak to each other. Other modern forms oral communication include audio clips that you can access on the internet and voiceover internet protocol ( VOIP) , which allows callers to communicate over the internet and Skype is an example Of VOIP.

**Needs for learning oral communication skills-**

The good communication is able to impress more numbers of audiences. This is needed for getting the success in desired field. Oral communication skills should include the following –

1. **AS an effective negotiator**
2. **Inculcate team spirit**
3. **Helpful in developing conflicts**
4. **Helpful in developing listening skills**
5. **Persuasive to involve others in organizational goals**

**Advantage of oral communication**-

1. **Time saving**: the message can be sent to the receiver in a short period and we can get intermediate feedback.
2. **Economics**: it saves the stationary and other incidental cost in various organization as whole of the written and typing work is avoided in verbal communication.
3. **Easy understanding** : in face to face communications doubts and misunderstanding can be clarified and explained on the spot , so there is no chance of misunderstandings.
4. **Easy to amend** : immediate changes and amendments are possible as we get quick feedback of the receiver.

**Disadvantage of oral communication**

1. No record: Oral messages keeps no record which may , in future turn out to harmful as they are not preserved.
2. Not valid in legal matters: oral messages cannot be used as evidence in legal matters. There is every chance of tampering with the actuality.
3. Costly: for oral internal communication in a business organization, there is a need of mechanical devices. The set of there devices involve a lot of expenditure so it is not economical but a costly system.
4. Distance create problem: if the sender and receiver are at distant places, it will create a problem for them to communicate orally.

**Barriers of Communication Definition**

**Barriers of Communication also know as- In interpersonal communication.**

Barriers of Communication are explained as, Human existence and survival, as well as the survival of an organisation, are dependent on communication. Communication’s definition states that it is a method of generating and disseminating ideas, information, points of view, facts, and feelings among people. Communication is established in order to establish a shared understanding. However, if there exists some kind of Barriers of Communication, it might make the process of relaying critical information less effective, jeopardising your achievement. Also, the [barrier to communication](https://www.adda247.com/school/barriers-of-communication/) might even arise at any point during the process of communication. this is defined as Barriers of Communication.

Barriers of communication :

Barriers of communication: Language Barriers

Barriers of communication: Psychological Barriers

Barriers of communication: Emotional Barriers

Barriers of communication: Cultural Barriers

Barriers of communication: Physical Barriers

Barriers of communication: Attitude Barriers

Barriers of communication: Perception Barriers

Barriers of communication: Physiological Barriers

Barriers of communication: Hierarchical Barriers

**Barriers of communication: Language Barriers**

Because language is the most often used medium of communication, it is one of the most significant hurdles to efficient communication. Each major region has its own language, and dialects between regions can differ by a few kilometres, and even a thick dialect can make communication difficult. Diverse employees will have different linguistic skills even in the same workplace, and as a result, communication channels that transcend the corporation will be affected. Even when communicating in the same language, a message’s terminology can be a barrier if it is not fully understood by the receiver(s), who is unfamiliar with the terminology.

Regional idioms and expressions may be misinterpreted or even offensive to some people.

**Barriers of communication: Psychological Barriers**

There are a variety of mental and psychological issues that can obstruct effective communication, such as stage fright, speech disorders, phobias, depression, and so on. Anger, fear, jealousy, insecurity, shyness, and close-mindedness are all psychological barriers that can obstruct communication. All of these conditions are difficult to manage at times and will obstruct communication.

However, it is possible that some people have a propensity of initiating an argument when someone disagrees with them, which can have a negative impact on both personal and professional relationships.

**Barriers of communication: Emotional Barriers**

The ease and comfort with which a person can speak is determined by their emotional IQ, and a person who is emotionally mature will be able to communicate effectively. However, it is often obvious that those who let their emotions to rule their lives will experience issues.

For efficient communication, a perfect blend of emotions and facts is required, and emotions such as anger, irritation, and humour can cloud a person’s decision-making abilities, limiting the efficiency of their communication.

**Barriers of communication: Cultural Barriers**

As the world becomes more globalised, any major office may contain people from many corners of the globe, and different cultures have varied interpretations of some core societal norms. From one culture to the next, clothing, religions (or lack thereof), food, drinks, pets, and general behaviour will differ dramatically.

As a result, we must take into account these various cultures while communicating and cultivating cross-cultural sensitivity in order to overcome such cultural obstacles. This is referred to as being culturally acceptable, as people and businesses frequently miss out on these chances owing to cultural obstacles.

**Barriers of communication: Physical Barriers**

They are the most evident impediments to successful communication, and they are usually easily removed in concept at least, such as noise, closed doors, malfunctioning communication equipment, closed cabins, and so on. For example, in a large office, physical separation between employees, combined with faulty equipment, can create significant communication barriers.

**Barriers of communication: Attitude Barriers**

Communication is also hampered by prejudice, distrust, emotional aggression, or discrimination based on gender, ethnicity, or religion. They arise as a result of a lack of drive or a refusal to adapt. Effective listening, criticism, problem-solving, and being open to change can all help you break down communication barriers.

Certain people, such as introverts or persons who are not very sociable, prefer to be left alone, whilst others want to be social or occasionally overly clinging. Some people have attitude problems, such as a large ego and disrespectful behaviour, which can be a communication obstacle.

**Barriers of communication: Perception Barriers**

Different people view the same things in different ways, which is something we must keep in mind when communicating. Effective communication requires an understanding of the audience’s perception levels, and all messages or communications must be simple and straightforward. There should be no place for a diverse set of interpretations.

**Barriers of communication: Physiological Barriers**

Certain ailments, diseases, or other limits may also obstruct good communication between an organization’s multiple channels, with the shrillness of voice, dyslexia, and other physiological barriers to successful communication being examples. These aren’t critical, though, because they can be readily adjusted for and deleted.

**Barriers of communication: Hierarchical Barriers**

Organizational hierarchy can be a difficult communication barrier, and it can also exist inside a family, where there may be a power hierarchy, resulting in a lack of transparency or a communication barrier. Establishing a transparent discussion with the appropriate persons is the solution.

Speaking Skill: Significance and essentials of Spoken Communication

Significance:

Good communication can boost teamwork and lead to better project collaboration. It applies to practically every industry. Workplace communication is important for streamlining internal communication. Maintaining effective communication ensures that management and the team below them are on the same page.

**It allows us to form connections, influence decisions, and motivate change**. Without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible. Public speaking is one of the most important and most dreaded forms of communication.

essentials of Spoken Communication

Spoken communication encompasses both speaking and listening. Speaking is very powerful weapon for influencing others. The speaking can inspire or dispirit, build or destroy, incite quarrels or make friends, turn hostile group in to a supportive one and vice versa, stir people to revolt or become docile, persuade people to take long march or stay at home etc.

A good speech should have clarity, be informal, personal and conversational. It should be concrete, vivid, brief, interesting, jovial and humorous. Good speech is required for each speaker. Master speakers and orators have been sought to speak on diverse subjects. Powerful speeches can: inspire listeners or make them dispirited, build tension on issues or relax tension among the audience, turn hostile audience in to supportive one and vice versa etc.

Spoken communications result in immediate interchange of opinions, instant feedback and participation by all present. In order to understand the meaning and importance of oral communication, we must know the three styles of oral communication:

Non-assertive (Submissive) communication style, aggressive communication style, assertive communication style. Assertive style is considered to be the best as it is the most positive. Such persons are open to new ideas and willing to accept changes if needed.

It is said that one is as good as his thought. Everyone must learn to determine his style of communication and make all out efforts to change over to assertive style of communication.

In order to acquire a high level of assertive behaviour, the individuals have to imbibe certain traits as below: high level of listening skills, initiative to make new contacts, quick to respond, perseverance with issues and maintaining flexibility.

To make a good speech, everyone should change mindset of the individual – changing it from negative thinking to a positive one. It signifies changing from „I should‟ to „I want to‟ and finally to „I will‟.

Listening Skill: Significance and essentials of Listening:

To listen, we need to make a conscious effort not to just hear what people are saying but to take it in, digest it and understand.

Not only does listening enhance your ability to understand better and make you a better communicator, it also makes the experience of speaking to you more enjoyable to other people.

**First,Effective listening can help you become a better student**.

Second, effective listening can help you become more effective in your interpersonal relationships.

Third, effective listening can lead others to perceive you as more intelligent.

 Lastly, effective listening can help you become a stronger public speaker.

Active listening **promotes mindful thinking, which can reduce anxiety and depression in students**.

 It can also help students build relationships because as they engage themselves in conversation, their peers are more likely to view them as open and interested.

Essentials of Listening or Good Listener

\*Shush! When someone else is talking, say at a meeting, group discussion or brainstorming secession, never interrupt, never talk over them and wait your turn to speak. ...

\*Eliminate Distractions. ...

\*Actively Listen. ...

\*Demonstrate Empathy. ...

\*Non-Verbal Cues. ...

\*Don't Be Judgemental. ...

\*Clarifying. ...

\*Reflecting.

Most people like to think they are good listeners but that could be pure narcissism talking. If you want to know whether you need to improve your listening skills, here are 8 things that could help you decide.

1. Shush!

When someone else is talking, say at a meeting, group discussion or brainstorming secession, never interrupt, never talk over them and wait your turn to speak.

Some experts believe that the mark of a good leader is to employ the 80-20 rule – speak only 20 per cent of the time.

2. Eliminate Distractions

There is a world of difference between ‘hearing’ and ‘listening’. While hearing implies that you have physically heard what someone is saying, it doesn’t necessarily mean that you have truly listened to them.

To honestly listen to the speaker, shut out all mental distractions and focus entirely on what the speaker is saying.

3. Actively Listen

This means concentrating fully on what the speaker is saying and letting them know that you are. When you are seen to be listening, it is very encouraging for the speaker.

You can use non-verbal cues such as smiling occasionally, nodding and maintaining eye contact to demonstrate interest. You can also use verbal cues such as saying ‘Mm-hm’ or ‘yes’, from time to time.

Once the speaker is at ease and knows you’re listening, the quality of communication will improve.

4. Demonstrate Empathy

Empathy means putting yourself in the shoes of the speaker, which is darn difficult to do. That’s because each of us comes to the table with baggage, biases and prejudices, aimed either at the individual speaking or at what he or she is saying.

Guard against reacting and focus, instead, on the value of what is being discussed. A good listener always looks at things from the other person’s perspective.

5. Non-Verbal Cues

We never listen only with our ears. There are many non-verbal cues that people send out when speaking. So watch for posture; tone of voice, pitch and volume; and whether the speaker is nervously shuffling from one foot to the other.

Non-verbal cues will tell you whether the speaker is lying or exaggerating, whether they are nervous or uncomfortable as well as a host of personality traits that provide context for what the person is saying.

6. Don’t Be Judgemental

When listening to someone speak, be aware of whether you are reacting to cues such as the speaker’s ethnicity, gender, mannerisms or even to the emotional colour what they are saying. So, don’t take sides or form opinions.

When you react emotionally, you are likely to miss out on bits of the content and possible creative ideas that might have otherwise struck you.

In other words, even when you don’t like wha you’re hearing or who’s saying it, listen anyway!

7. Clarifying

Occasionally ask the speaker a question or two. This confirms that you have been listening to the speaker and reassures him or her that you are genuinely interested in what they have to say.

8. Reflecting

While using this technique, you essentially mirror what the speaker is saying, by paraphrasing or repeating key words.

In the complex world of business today, CEOs and other honchos in leadership roles cannot escape the fact that listening comes with the territory.

The world is fast changing, consumer tastes and preferences are rapidly evolving, technology is morphing as we speak, and employee expectations too are changing.

Therefore, listening skills come into play way beyond Monday morning meetings and the occasional brainstorming session.

Leaders have to listen to much larger conversations – where the industry is headed, what the competition is up to, what innovations their peers are pushing and the state of the economy in general.

So, while Microsoft uses Yammer, an internal social network of sorts, to engage employees in discussions or Yam-a-thons, others host seminars to source ideas.

Still others use social media platforms such as Twitter to generate ideas and feedback from consumers as well as the public at large.

Either way, if you’re aiming at a managerial or leadership role, your [communication skills](https://www.careerizma.com/skills/communication-skills/), including your listening skills, need to be no less than top notch.

**Non-verbal communication**

 It is the transfer of information through the use of body language including eye contact, facial expressions, gestures and more. Verbal **communication** is the use of language to transfer information through written text, speaking or sign language.

**Types of** **Non-verbal communication**

**1 visual method**

**2 Auditory method**

**3 Body language method**

1. **Visual method** – when we communicate through visuals like by using a chart, picture, graph, colour then the messages conveyed stays for a long time in the mind of receiver even colours convey different messages while driving the red signal symbolizes to stop the vehicle when you see the red light

 Colours plays an important role In chemical industries. Light colours give us place while dark colours may disturb someone.

1. **Auditory method**- in this method one need not use words for example ringing of full whistle by the conductor of a bus, an ambulance siren
2. **Body language** – It is the words of borthes

I can do any thing with my language but not with my body. What I hide my language my body utters. I can deliberately moved by messages not my voice by any voice whatever it says, the others will recognize that some thing is wrong with me. I am a liar not an actor my body is a stubborn child my language is a very civilized adult.

**Forms/ means/ channels of communication ( on the basis of organizational structure)-**

The ways and path through which information is transmitted through out the organization are called the channels of communication

1. **Formal communication**
2. **Informal communication**
3. **FORMAL COMMUNICATION**- “FORMAL communication is the flow of information that is dictated by the organizations official structure

So formal education is the process of exchanging information between two or more persons by following the prescribed or official rules procedures system and chain of command is the organization of structure

1. **INFORMAL COMMUNICATION**- This is the communication that takes place outside the formal communication structures of the workplace .

The informal communication can occur in the some setting as formal communication such as is a private meetings room during the appraisal interview.

Group is a form of informal communication in the workplace and after fuels shift in culture and office politics. Gossip can be destructive to workplace relationship because it can introduce falsehoods and unproven information into the ecosystem.

As informal communication is refused as the ‘grapevine’.

“grapevine is an informal system that arises spontaneously from the social interaction of the organization”.

**Newstrom and K. Davis**

**7CS OF EFFECTIVE COMMUNICATION** –

Effective communication can be transmitted through certain principles. So the principles or qualities which are essential for a good communication because they begin with letter C-

1. **Credibility 2. Courtesy**

**3 clarity 4 correctness**

**5 consistency 6 concreteness**

**7 conciseness**

UNIT III **NOUN:**

Noun is the name of a person, place ,animal or thing . for example

1 Delhi is the capital of India noun.

2 Brother Ram took me to Mathura .

Nouns are divided into four types :

1 Proper noun

2 common noun

3 collective noun

4 abstract noun

Proper Noun:

Nouns that are the names of particular people, places, animals or things are called Proper nouns

i) The Gita is a holy book .

ii) There are 7 continents in the world .

1. Common noun :

Nouns that stand for common or general people, places animals or things are called common nouns.

i) Kavi sits on a chair.

ii) My sister saw a movie .

In both sentences chair and movie are common nouns.

1. Collective noun:

Nouns that stand for a group of people, animals or things are called collective noun.

i Indian team won the match yesterday .

Ii A crowd of people .

1. Abstract noun :

Nouns that refers to qualities, thoughts or ideas are called abstract noun.

i)Honesty is the best policy honesty.

Ii)We love our country .

The Other classification of noun

1)countable 2)uncountable

1)countable nouns

Nouns that can be counted are called countable noun. We usually write a or an before a singular countable now.

1. My father is a teacher a teacher.
2. Rohan bought 6 books .
3. Uncountable nouns

Nouns that cannot be counted are called uncountable nouns. These nouns are only measured or weighed. e. g.

1. You should Buy three kilograms of sugar.
2. Our milkman gives us two liters of milk daily.

**Pronouns**

A word that is used in place of noun is called pronoun. pronouns are he, she, it, they, me, our, him ,its, their, yours, us, whose, myself, yourself etc.

1. **Personal pronoun**
2. **Reflexive pronoun**
3. **Emphatic pronoun**
4. **Demonstrative pronoun**
5. **Indefinite pronoun**
6. **Distributive pronoun**
7. **Reciprocal pronoun**
8. **Relative pronoun**
9. **Interrogative pronoun**

**1 personal pronoun**- Pronouns like I, we, you, he, she, it, they, me, us, him, and they stand for the names of people and things are called personal pronouns.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Subjective case** | **Objective case** | **Possessive case** |
| **1st person** | **I ( singular)** **We( plural)** | **Me****us** | **My, mine****Our, ours** |
| **2nd person** | **You (singulars)****You ( plural)****He (singulars)** | **You****You****him** | **Your. Yours****Your, yours****His** |
| **3rd person** | **she (singulars)****it ( singulars)****they (plural)** | **Her****It****them** | **Hers, her****Its****their** |
|  |  |  |  |

**For example-**

1. **It is 5’o clock**
2. **Radha is my friend. She likes to play football.**

**2.Reflexive pronoun –**  A reflexive pronoun is formed when the action is done in the subject turns back.

For e.g.

1. She hurt herself.
2. They enjoyed themselves.

3**.Emphatic pronoun**- when the compound personal pronouns are used for the sake of emphasis, they are called emphatic pronouns.

For example:

1. I my self wrote a letter
2. You yourself can better understand it.

**4.Demonstrative pronoun** – the pronouns used to point out the particular nouns are called demonstrative pronouns

**For example:**

1. This is my book
2. Those are my dolls

**5.Indefinite pronouns**- a pronoun that does not refer to any person, amount, or thing in particular, e.g. *anything*, *something*, *anyone*, *everyone*.

1. Anyone can try this house
2. One should do ones duty

**6.Distributive pronouns**- distributive pronoun refer to the persons or the things one at a time so they are always followed by singular verb

1. Neither of you sad.
2. Either of the two brothers is eligible for marriage.

**7.Reciprocal pronouns** – in reciprocal pronoun each other and one other are compound pronouns.

For example:

1. Ramesh and sohan hate each other.
2. you should not cheat one other

**8.Relative pronoun**- The relative pronouns explain the nouns which are placed before them. Which, who, that, whom, whose, etc. are used as relative pronoun.

1. Ram asked him where he was going.
2. That is the girl who broke this window.

**9.Interrogative pronouns**- pronoun that are used to ask question are called interrogative pronouns.

1. Who are you?
2. Where do you live?

**ARTICLES:**

**DEFINITE AND INDEFINITE** **ARTICLES**

In English there are three articles: *a*, *an*, and *the*. Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (*a*, *an*) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article.

As a guide, the following definitions and table summarize the basic use of articles. Continue reading for a more detailed explanation of the rules and for examples of how and when to apply them.

Definite article

**the** (before a singular or plural noun)

Indefinite article

**a** (before a singular noun beginning with a consonant sound)
**an** (before a singular noun beginning with a vowel sound)

Count nouns - refers to items that can be counted and are either singular or plural

Non-count nouns - refers to items that are not counted and are always singular

|  |  |  |
| --- | --- | --- |
|  | COUNT NOUNS | NON-COUNT NOUNS |
| **Rule #1**Specific identity not known | *a, an* | (no article) |
| **Rule #2**Specific identity known | *the* | *the* |
| **Rule #3**All things *or*things in general | (no article) | (no article) |

For the purposes of understanding how articles are used, it is important to know that nouns can be either **count**(can be counted) or **noncount** (indefinite in quantity and cannot be counted). In addition, count nouns are either **singular** (one) or**plural** (more than one). **Noncount**nouns are always in **singular** form.

For example, if we are speaking of water that has been spilled on the table, there can be one drop (**singular**) or two or more drops (**plural**) of water on the table. The word *drop* in this example is a **count**noun because we can count the number of drops. Therefore, according to the rules applying to **count** nouns, the word *drop* would use the articles *a*or *the*.

However, if we are speaking of water in general spilled on the table, it would not be appropriate to count *one water* or *two waters* -- there would simply be *water* on the table. Water is a **noncount** noun. Therefore, according to the rules applying to **noncount** nouns, the word *water* would use *no article* or *the*, but not *a*.

Following are the three specific rules which explain the use of definite and indefinite articles.

**Rule #1 - Specific identity not known: Use the indefinite article a or an only with a singular count noun whose specific identity is not known to the reader. Use a before nouns that begin with a consonant sound, and use an before nouns that begin with a vowel sound.**

* Use the article *a*or *an* to indicate any non-specified member of a group or category.

*I think****an****animal is in the garage
That man is****a****scoundrel.
We are looking for****an****apartment.*

* Use the article *a* or *an* to indicate one in number (as opposed to more than one).

*I own****a****cat and two dogs.*

* Use the article*a* before a consonant sound, and use *an* before a vowel sound.

***a****boy,****an****apple*

◊ Sometimes an adjective comes between the article and noun:

***an****unhappy boy,****a****red apple*

* The plural form of *a* or *an* is *some*. Use *some* to indicate an unspecified, limited amount (but more than one).

***an****apple,****some****apples*

**Rule #2 - Specific identity known: Use the definite article *the* with any noun (whether singular or plural, count or noncount) when the specific identity of the noun is known to the reader, as in the following situations:**

* Use the article *the* when a particular noun has already been mentioned previously.

*I ate****an****apple yesterday.****The****apple was juicy and delicious.*

* Use the article *the* when an adjective, phrase, or clause describing the noun clarifies or restricts its identity.

***The****boy sitting next to me raised his hand.
Thank you for****the****advice you gave me.*

* Use the article *the* when the noun refers to something or someone that is unique.

***the****theory of relativity****the****2003 federal budget*

**Rule #3 - All things or things in general: Use *no article* with plural count nouns or any noncount nouns used to mean *all* or *in general*.**

*Trees are beautiful in the fall.* (All trees are beautiful in the fall.)
*He was asking for advice.* (He was asking for advice in general.)
*I do not like coffee.* (I do not like all coffee in general.)

**Additional Information Regarding the Use of Articles**

* When indicating an unspecified, limited amount of a **count** or **noncount** noun, use *some*.

*My cousin was seeking some advice from a counselor* (not advice in general or advice about everything, but a limited amount of advice).

*I would love some coffee right now*(not coffee in general, but a limited amount of coffee).

*We might get rain tomorrow*. Some rain would be good for the crops (a certain amount of rain, as opposed to rain in general).

*There are some drops of water on the table* (a limited number, but more than one drop).

Verb

Verbs happen to be a very essential part of speech, without which, it would be impossible to indicate what the subject is doing. It refers to all actions, including those related to feelings and emotions. Verbs come in different types and forms so that they can perform differently in order to provide complete meaning.

Type:

Verbs can be generally classified into three main categories with reference to what they

signify, such as verbs referring to actions, verbs referring to experiences or feelings and

verbs referring to a state or condition. Furthermore, it can be classified into auxiliary

verbs (otherwise called helping verbs), modal verbs, phrasal verbs and linking verbs.

When learning English you need to know the meaning of certain words first, and then sort the words appropriately according to [grammatical](https://englishgrammarhere.com/category/grammar/) rules. Verbs in a regular structure can be transformed with a simple rule, whereas in irregular verbs, this situation is slightly different. It may be a good start to make some [memorization](https://englishgrammarhere.com/learning-english-tips/how-can-i-memorize-english-vocabulary-review-and-information/) and learn how to use the verbs in the right places.

In English there are regular verbs as well as irregular verbs. In [Simple Past Tense](https://englishgrammarhere.com/tenses/simple-past-tense-positive-negative-question-examples/) and Past Participle forms, most of the verbs have -d, -ed and -ied suffixes, while some verbs do not follow this rule. These verbs which do not follow this rule and whose past tenses are completely different from the others are called irregular verbs.

|  |  |  |
| --- | --- | --- |
| V1 Base Form | V2 Past Simple | V3 Past Participle |
| **Abide** | abode | abode |
| **Arise** | arose | arisen |
| **awake** | awoke | awoken |
| **Be** | was/were | been |
| **Bear** | bore | born |
| **Beat** | beat | beaten |
| **Beget** | begot | begotten |
| **Begin** | began | begun |
| **Bend** | bent | bent |
| **Breed** | bred | bred |
| **Bring** | brought | brought |
| **broadcast** | broadcast | broadcast |
| **Build** | built | built |
| **Burn** | burnt | burnt |
| **Burst** | burst | burst |
| **Buy** | bought | Bought |
| **Do** | did | done |
| **Draw** | drew | drawn |
| **Dream** | dreamt | dreamt |
| **Drink** | drank | drunk |
| **Drive** | drove | driven |
| **Dwell** | dwelt | dwelt |
| **Eat** | ate | eaten |
| **Fall** | fell | fallen |
| **Feed** | fed | fed |
| **Feel** | felt | felt |
| **Fight** | fought | fought |

|  |  |  |
| --- | --- | --- |
| V1 Base Form | V2 Past Simple | V3 Past Participle |
| **Grind** | ground | ground |
| **Grow** | grew | grown |
| **Hang** | hung | hung |
| **Have** | had | had |
| **Hear** | heard | heard |
| **Hide** | hid | hidden |
| **Hit** | hit | hit |
| **Hold** | held | held |
| **Hurt** | hurt | hurt |
| **Keep** | kept | kept |
| **Kneel** | knelt | knelt |
| **Know** | knew | known |
| **Lay** | laid | laid |
| **Lead** | led | led |
| **Lean** | leant | leant |
| **Steal** | stole | stolen |
| **Stick** | stuck | stuck |
| **Sting** | stung | stung |
| **Stink** | stank | stunk |
| **Strike** | struck | struck |
| **String** | strung | strung |
| **Strive** | strove | striven |
| **Swear** | swore | sworn |
| **Sweep** | swept | swept |
| **Swim** | swam | swum |
| **Swing** | swung | swung |
| **Teach** | taught | taught |
| **Tear** | tore | torn |
| **Tell** | told | told |
| **Think** | thought | thought |

* **TENSE**

**1. Present tense 2. Past tense 3. Future tense**

 **1. PRESENT TENSE**

* **(i )Simple present tense-**

 It tells us about action taking place now or in the present

 E or ES is added to the verb for the third person singular number such as he, she, it.

* The negative is formed with:

 1. plural subject +do not +1st from of the verb

 2. Singular subject +does not +1st from of the verb

 3. The interrogative is formed with

* Do/does +subject +1st from of the verb and ‘?’ mark at the and

 **For example:**

 1. Affirmative : I play.

 2. Negative : I do not play.

 3. Interrogative: Do I play ?

* **(ii) Present continuous tense**
* Words that tell us about actions that are still happening and not yet over are said to be in the present continuous tense like writing ,eating, sleeping .

 1. Affirmative: is /are/am +v**1**st + ing +object .

 2. Negative :adding / using not after is /are/am .

 3. Interrogative : placing is/ are/ am before the subject and ‘?’ Mark at the end .

 **For example:**

Affirmative: I am playing.

 Negative: I am not playing.

 Interrogative: Am I playing ?

*

**(III) Present perfect tense**

* **The present perfect tense denotes an action that has just been completed .**

 **Affirmative : has/have +3rd form of verb**

 **Negative : adding / using not after has /have .**

 **Interrogative : placing has/ have before the subject and ? Mark at the end .**

* **For example :**

 **1. Affirmative : I have played .**

 **2. Negative : I have not played .**

 **3. Interrogative : Have I played** ?

* **(iv) Present perfect continuous tense**
* To denote an action that began at some time in the past and is still continuing .

 1. Affirmative : Sub. + has / have +been +v1 +ing +obj. +since /for

 2.Negative : Sub. + has /have +been +not + v1 + ing +obj. + since/for.

 3. Interrogative : has /have +s + been + v1 + ing + obj. + since/for + ?

* For example :

 Affirmative: He has been watering the plants for three hours .

 Negative : He has not been watering the plants for three hours .

 Interrogative : Has he been watering the plants for three hours ?

* **2.Past tense**
**( i) Simple past tense-** The simple past tense is expressed with the second form of the verb.
 The ‘negative ’ is formed with ‘did not ’ + 1st form of the verb .
 The ‘interrogative’ is formed with ‘did’ + subject + 1st form of the verb + ‘?’ mark at the end.

 **For E.g. -**

 Affirmative Negative Interrogative
 I played. I did not play . Did I play ?
* **(ii) Past continuous tense -**
* The past continuous tense is formed by ‘was/were’+1st form of verb + ing.
* The ‘negative’ is formed by putting ‘not’ after ‘was/were’.
* The interrogative is formed by putting ‘was/were’ before the subject and ‘?’ at the end .

 **For E.g.-**

 Affirmative Negative Interrogative

 I was jumping . I was not jumping . Was I jumping ?

* **(iii) Past Perfect Tense**
* The past perfect tense is used to denote an action that took place before another action.
* This tense is formed with **had+V3 form + object.**
* The ‘negative’ is formed by putting ‘not’ after ‘had’.
* The ‘interrogative’ is formed by putting ‘had’ before the subject and ‘?’ mark at the end.

  **For E.g.-**

Affirmative Negative Interrogative

 She had played. She had not played. Had she played ?

* **(iv) Past Perfect Continuous Tense -**
* To express an action that began before a certain time in the past and continued up to that time or stopped just before it.
* This tense is formed with had been + 1st form of verb +ing +O + since/for.
* The ‘negative’ is formed putting not after had.
* The ‘interrogative’ is formed by putting had before the subject + ‘?’ at the end .

 **For e.g.-**

Affirmative**:** He had been watering the plants for two hours.

 Negative : He had not been watering the plants for two hours.

 Interrogative: Had he been watering the plants for two hours ?

* **Future tense**

 **( I ) SIMPLE FUTURE TENSE**

: *Words that tell us about actions that are going to happen in the future are said to be in the future tense.*

* AFFIRMATIVE – shall/will +1st form of the verb

 Example –I shall play.

* NEGATIVE – not after will/shall.
 Example – I shall not play.
* INTERROGATIVE – will/shall before the subjects

 Example – shall I play ?

* **(ii) FUTURE CONTINUOUS TENSE**

 *It is used to express an action that will be going on at a given point of time in the future.*

* AFFIRMATIVE –shall/will + be +1st form of the verb +ing.

 Example – I shall be waiting .

* NEGATIVE –not after shall/will

 Example – I shall not be waiting.

* INTERROGATIVE – shall/will before the subjects and ? At the end

 Example – Shall I be waiting ?

* **(iii) FUTURE PERFECT TENSE**

*It is used to refer to the completion of an action by a certain time in the future.*

* AFFIRMATIVE – shall/will + have + V3 + O

 Example – I shall have returned by next week.

* NEGATIVE – not after shall/will

 Example – I shall not have returned by next week.

* INTERROGATIVE – shall/will before the subject and ? at the end .

 Example – shall I have returned by next week ?

* **(iv) FUTURE PERFECT CONTINUOUS TENSE**

It *is used to indicate an action has been in progress over a period of time and will end in the future*.

* AFFIRMATIVE – subject +shall/will +have +been +V1 + ing + O +since/for

 Example – They will have been watering the plants for two hours .

* NEGATIVE – subject + shall/will + not + have + been +V1 + ing + O + since /for .

 Example – They will not have been watering the plants for two hours .

* INTERROGATIVE - shall/will + subject + have + been + V1 + ing + O + since/for + ?

 Example – Will they have been watering the plants for two hours ?



Preposition

The words that are used with nouns/pronouns to show their relation with another object/element in the sentence are known as PREPOSITIONS.

Types of preposition

\*Preposition of place/position

\*Preposition of time

\*Preposition of motion

Preposition of place/position:

The preposition under, for ,over ,beside ,above ,below ,beyond ,opposite ,behind ,in front of etc. indicate “place/position”.

E.g.-They stood behind the tree.

Preposition of time:

The prepositions by , in , on , at , after , before , from , since , during , till/until etc. indicate “time”.

E.g -We reached school after the bell rang.

Preposition of motion

The prepositions across , through , into , along , out of , around etc. indicate “motion”

E.g.- Ram jumped into the water

Conjunctions

“Conjunct” means “to join”. Conjunctions are the words that join words, clauses , phrases or sentences.

\*Coordinating Conjunction

 \*Subordinating Conjunctions

 \*Correlative Conjunctions

Coordinating conjunction:

Used to join two independent statement

And , but, for , or , still , yet , so , otherwise , nor , neither , either , as well as, etc.

E.g.-She picked up the kettle and poured the tea.

Subordinating conjunctions

It joins a subordinate clause to a main clause.

Though /although , since , after , till/until , as , because , if , while , when , weather , least , as if , as soon as , as long as , as though , than etc.

E.g.-I waited for him till the speech ended.

Correlative conjunctions

Certain conjunction are often used in pairs “these are called correlative conjunction.

Either…..or , neither…….nor , not only……..but also , both……and , though…….yet , so…….that , no sooner……..than.

E.g.-He is neither happy nor sad.

**Unseen Passage**

**1.**The culture of nuclear families is in fashion. Parents are often heard complaining about the difficulties in bringing up children these days. Too much of freedom in demand, too much independence; over night parties; excessive extravagance, splurging pocket money; no time for studies and family all this is a common cry of such families. Aren’t parents, themselves, responsible for this pitiful state ? The basic need of a growing youth is the family, love, attention and bonding along with moral values. One should not forget that ‘charity begins at home’.

 Independence and individuality both need to be respected, in order to maintain the sanctity of family. Children, today are to be handled with tact in order to bridge the ever widening generation gap. Only the reasonable demands need to be fulfilled, as there are too many expenses to be met and top many social obligations to be taken care of by the parents. Our forefathers lived happily in joint families. Children loved to live with their cousins, learnt to adjust within means. There was perfect harmony between the generations. There never existed the concept of old-age homes. There was deep respect for the family elders and love, care and concern for the youngsters. Even the minor family differences were solved amicably.

Questions:

1. Mention any two major common concerns of a nuclear family.             (1 x 5 = 5 Marks)
2. Who, according to the passage, are responsible for them ?
3. Explain the expression ‘charity begins at home’.
4. Describe the atmosphere in joint families.
5. Which word in the passage means ‘Holiness of life’ ?

Answers:

1. Too much independence and no time for studies and family.
2. Parents themselves.
3. The parent should not forget that it is in giving that one receives.
4. In joint families, children get a friendly atmosphere and they also learn to adjust within means.
5. Sanctity

 **Synonyms**

1. **Baffle**: confuse, deceive
2. **Beautiful**: attractive, pretty, lovely, stunning
3. **Bossy**: controlling, tyrannical
4. **Fair**: just, objective, impartial, unbiased
5. **Funny**: humorous, comical, hilarious, hysterical
6. **Happy**: content, joyful, mirthful, upbeat
7. **Hardworking**: diligent, determined, industrious, enterprising
8. **Honest**: honorable, fair, sincere, trustworthy
9. **Hypocrisy**: duplicity, falseness
10. **Important**: required, vital, essential, primary, significant, critical
11. **Intelligent**: smart, bright, brilliant, sharp
12. **introverted**: shy, bashful, quiet, withdrawn
13. **Kind**: thoughtful, considerate, amiable, gracious
14. **Lazy:** idle, lackadaisical, lethargic, indolent
15. **Lucky**: auspicious, fortunate
16. **Mean**: unfriendly, unpleasant, bad-tempered, difficult
17. **Old**: antiquated, ancient, obsolete, extinct
18. **Outgoing**: friendly, sociable, warm, extroverted
19. **Pacify**: appease, placate
20. **Positive**: optimistic, cheerful, starry-eyed, sanguine
21. **Recalcitrant**: obstinate, stubborn
22. **Rich**: affluent, wealthy, well-off, well-to-do
23. **Strong**: stable, secure, solid, tough
24. **True**: genuine, factual, accurate, correct, real
25. **Turbulent**: disordered, violent
26. **Unhappy**: sad, depressed, melancholy, miserable
27. **Valid**: authorized, legitimate
28. **Weak**: frail, infirm, puny, fragile

**Antonyms**

Word-Antonym Word-Antonym Word-Antonym

|  |  |  |
| --- | --- | --- |
| Achieve – Fail | Giant – Dwarf | Random - Specific |
| Afraid - Confident | Gloomy – Cheerful | Rigid - Flexible |
| Ancient – Modern | Individual – Group | Shame - Honor |
| Arrive – Depart | Innocent – Guilty | Simple - Complicated |
| Arrogant - Humble | Knowledge - Ignorance | Single - Married |
| Attack – Defend | Liquid – Solid | Sunny - Cloudy |
| Blunt – Sharp | Marvelous – Terrible | Timid - Bold |
| Brave – Cowardly | Noisy – Quiet | Toward - Away |
| Cautious - Careless | Partial – Complete | Tragic - Comic |
| Complex - Simple | Passive – Active | Transparent - Opaque |
| Crazy – Sane | Permanent – Unstable | Triumph - Defeat |
| Crooked - Straight | Plentiful - Sparse | Union - Separation |
| Demand – Supply | Positive - Negative | Unique - Common |
| Destroy – Create | Powerful - Weak | Upset - Relaxed |
| Divide – Unite | Praise - Criticism | Urge - Deter |
| Drunk – Sober | Private - Public | Vacant - Occupied |
| Expand - Contract | Problem - Solution | Vague - Definite |
| Freeze – Boil | Professional - Amateur | Villain - Hero |
| Full – Empty | Profit - Loss | Wax - Wane |
| Generous - Stingy | Quality - Inferiority | Wealth - Poverty |
|  |  |  |

 **Prefixes**

| **PREFIX** | **MEANING** | **EXAMPLES** |
| --- | --- | --- |
| ante- | before | antenatal, anteroom, antedate |
| anti- | against, opposing | antibiotic, antidepressant, antidote |
| circum- | around | circumstance, circumvent, circumnavigate |
| co- | with | co-worker, co-pilot, co-operation |
| de- | off, down, away from | devalue, defrost, derail, demotivate |
| dis- | opposite of, not | disagree, disappear, disintegrate, disapprove |
| em-, en- | cause to, put into | embrace, encode, embed, enclose, engulf |
| epi- | upon, close to, after | epicentre, episcope, epidermis |
| ex- | former, out of | ex-president, ex-boyfriend, exterminate |
| extra- | beyond, more than | extracurricular, extraordinary, extra-terrestrial |
| fore- | before | forecast, forehead, foresee, foreword, foremost |
| homo- | same | homosexual, homonuclear, homoplastic |
| hyper- | over, above | hyperactive, hyperventilate |
| il-, im-, in-, ir- | not | impossible, illegal, irresponsible, indefinite |
| im-, in- | into | insert, import, inside |
| infra- | beneath, below | infrastructure, infrared, infrasonic, infraspecific |
| inter-, intra- | between | interact, intermediate, intergalactic, intranet |
| macro- | large | macroeconomics, macromolecule |
| micro- | small | microscope, microbiology, microfilm, microwave |
| mid- | middle | midfielder, midway, midsummer |
| mis- | wrongly | misinterpret, misfire, mistake, misunderstand |
| mono- | one, singular | monotone, monobrow, monolithic |
| non- | not, without | nonsense, nonentity, nondescript |
| omni- | all, every | omnibus, omnivore, omnipotent |
| para- | beside | parachute, paramedic, paradox |
| post- | after | post-mortem, postpone, post-natal |
| pre- | before | prefix, predetermine, pre-intermediate |
| re- | again | return, rediscover, reiterate, reunite |
| semi- | half | semicircle, semi-final, semiconscious |
| sub- | under | submerge, submarine, sub-category, subtitle |
| super- | above, over | superfood, superstar, supernatural, superimpose |
| therm- | heat | thermometer, thermostat, thermodynamic |
| trans- | across, beyond | transport, transnational, transatlantic |
| tri- | three | triangle, tripod, tricycle |
| un- | not | unfinished, unfriendly, undone, unknown |
| uni- | one | unicycle, universal, unilateral, unanimous |

 **Suffixes**

|  |  |  |
| --- | --- | --- |
| Suffix | Meaning | Example |
| -acy | state or quality | privacy, [fallacy](https://www.thoughtco.com/what-is-a-fallacy-1690849), delicacy |
| -al | act or process of | refusal, recital, [rebuttal](https://www.thoughtco.com/rebuttal-argument-1692025) |
| -ance, -ence | state or quality of | maintenance, eminence, assurance |
| -dom | place or state of being | freedom, kingdom, boredom |
| -er, -or | one who | trainer, protector, [narrator](https://www.thoughtco.com/narrator-fiction-and-nonfiction-1691419) |
| -ism | doctrine, belief | communism, narcissism, skepticism |
| -ist | one who | chemist, narcissist, [plagiarist](https://www.thoughtco.com/plagiarism-definition-1691631) |
| -ity, -ty | quality of | inactivity, veracity, parity, serenity |
| -ment | condition of | [argument](https://www.thoughtco.com/argument-rhetoric-and-composition-1689131), endorsement, punishment |
| -ness | state of being | heaviness, sadness, rudeness, testiness |
| -ship | position held | fellowship, ownership, kinship, internship |
| -sion, -tion | state of being | [concession](https://www.thoughtco.com/what-is-concession-rhetoric-1689901), [transition](https://www.thoughtco.com/transition-grammar-and-composition-1692559), [abbreviation](https://www.thoughtco.com/what-is-abbreviation-1689046) |
| Suffix | Meaning | Example |
| -able, -ible | capable of being | edible, presentable, abominable, credible |
| -al | pertaining to | regional, [grammatical](https://www.thoughtco.com/what-is-grammar-1690909), emotional, coastal |
| -esque | reminiscent of | picturesque, statuesque, burlesque |
| -ful | notable for | fanciful, resentful, woeful, doubtful |
| -ic, -ical | pertaining to | musical, mythic, domestic, [chiastic](https://www.thoughtco.com/chiasmus-figure-of-speech-1689838) |
| -ious, -ous | characterized by | nutritious, portentous, studious |
| -ish | having the quality of | fiendish, childish, snobbish |
| -ive | having the nature of | creative, punitive, divisive, decisive |
| -less | without | endless, ageless, lawless, effortless |
| -y | characterized by | sleazy, hasty, greasy, nerdy, smelly |

 **Email Writing**

Email or an electronic mail is the most preferred means of communication in the present time because it is cheaper and faster important points to be kept in mind while writing an email write the important information in the beginning be courteous. Don't use slang glitches or abusive language, use simple words, vocabulary and simple and completed sentences .Correct usage of grammar and spelling to avoid confusion, no short forms of abbreviations.

Avoid passive voice. End with thanks for a line telling the recipient that you look forward for reply .Subject should be brief ,need not be a full sentence .

It must give an idea about content.Salutation (dear sir, dear madam or dear friend) .

Opening statement being with a greeting. When replying an email write thank you for mail I received your mail.

 Complimentary close: regards with love complimentary close regards with love regards with love followed by the name in the next line email should be written in in the next line email should be written in a box.

 **Format of e-mail**

Date:

< sender’s E-mail Id >

From:

TO :

< Reciever’s E-mail Id>

Subject:

Salutation (Dear A B C)

Content should be in 50 words

( main body) -----------------------------------------------------------------------------

----------------------------------------------------------------------------------------------

Regards

X Y Z

ATTACH

DELETE

SAVE

DRAFT

SEND

**Q- You are Anantya of Mumbai. Your friend from Maharashtra has invited you to visit her during your winter vacation. Write an E-mail expressing your inability to visit her.**

|  |
| --- |
| **DATE:**25Feb. 2020**FROM:**<AnantyaRao@gmail.com<AnantyaGupta@gmail.com>**TO:**Inability to visit**SUBJECT:****Dear Anantya,**I am really sorry that, I am not able to visit you during my winter vacation as my mother is suffering from fever and she is very weak now. I have to give company to my mother and take care of her. So, I will to try to come in next vacation.**Regards**Anantya**DELETE****ATTACH****SAVE****DRAFT****SEND** |

 **Paragraph writing**

 Paragraph writing is a set of sentences that conveys the same thought in the whole set get discusses various aspects of a particular things.

For example , if a student has to write paragraph, he needs to think of the importance, role, advantages and disadvantages of that particular objects topic or subject whatever remains in the topic, the pre-requisites size of writing a paragraph are:

1)Floor of thoughts

2)Proper begin

3)Proper middle

4) Proper end

5) Complete coherence

6) Sequentialised thoughts.

Paragraph should not be too wordy. Simple paragraph on general topics should be written in simple language.

 Importance of discipline

 It means acting per certain rules, laws norms and decency. It is strict control over man’s sense of freedom which may bring all round disorder if it is not checked. Nature is the best example of orderly manner life become becomes insecure in a society where there is no discipline. It is the backbone of social and political life. For example, if while boarding the bus, we do not observe discipline, there can be miss happening. It rains the mind to follow that what is right. It gives us power to notice our shortcomings and wrongs. it does not pick or choose it is for everybody. Its absense means disorder and chaos . it is a way of life.

Paragraph writing -The value of newspapers

 Modern is an age of newspapers. They have become an important part and parcel of life. They give news, views and reviews. without newspapers we should be like a frog in a well who knows nothing of the outside world.

They are a link between the people and government. In a democratic country like India, they are an important means of forming public opinion newspaper have a low literacy value also. They contain articles written by eminent learning persons. They serve a social function also. Their weight in in the people against social evils like smoking drinking, dowry system etc. The Businessman learn about the rise and fall in prices list of students get information about admissions and results. They help unemployed persons to find out suitable jobs. Students get important informations about admissions and results. They help parents to find out suitable spouses for their children. But newspapers have some drawbacks also they become a mean of propaganda for political parties. Sometimes they stir up classes hatred among people. They must not be allowed to spread rumors. Some control over the press is necessary to make it useful for the society.

 Picture composition:

A picture composition is an attempt to describe an event, an experience, fact or an incident describing a picture is an activity that enhance the mental and creative powers of student. the students should understand the theme of the picture as there can be more than one interpretation.

These are the points that the students should keep in mind while writing a picture composition. The first thing is look at the picture carefully and try to find the theme of the picture.

A student should give his senses full play while describing a picture. A student should focus on a particular aspect which he want to develop. Scene and unfold the plot or main theme of the story as soon as possible.

In order to attract the attention, he should develop the story in an interesting and captivating way.



This picture of two loving girls in school dress boosts the camping run by our our praiseworthy pm Shri Narendra Modi on 22nd January 2015 Beti Bachao, beti padhao means save the girl child in the Indian society as well as bring some positive changes as bring some positive changes some positive changes in the mindset of the people towards girl child full stop the most of the Indian people think that girls are burden for their parents. But they should know that girl child is as important for them as their boy child. This is the right time when people should educate their girl child to present a new and progressive picture of India. Female what is side should be ended and girls should be given the protection. This will be the best way to ensure a safe and happy life for the girls, is to prevent general by, provide them education and as sure a protective atmosphere.