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Under Guidance of

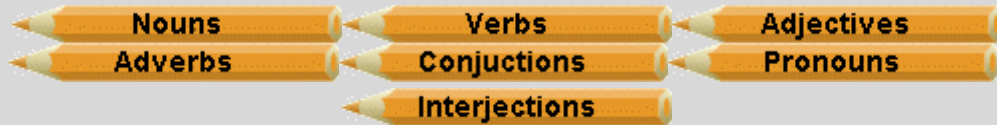
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Parts of Speech



A reference to the parts of speech used in your everyday life.



Noun	<p>A noun is a word that names a person, place, or thing</p> <p>A singular noun is a noun that means one person, place, or thing.</p> <p>A plural noun is a noun that means more than one person, place, or thing</p>	<p>Person- astronaut Place- store thing-dog</p> <p>Singular Person-astronaut Singular Place-store Singular Thing-dog</p> <p>Plural Person- astronauts Plural Place- stores Plural Thing- dogs</p>
Adjective	An adjective describes a noun. It can tell how many, and it can tell what kind.	<p><u>What Kind</u> We have a very tall kid in our class. My dog has tiny black eyes.</p> <p><u>How Many</u> There are twenty-four kids in our class. Six people joined my club.</p>
Verbs	A verb shows action.	Verbs: run, play, sing, laugh,

	<p>An action verb is a verb is a verb that tells what people or things do.</p> <p>When a verb shows action that is happening now, it is called a present tense verb.</p> <p>When a verb shows action that has already happened, it is called a past tense verb.</p>	<p>and cry.</p> <p>Present tense verbs: run, play, sing, laugh, and cry.</p> <p>Past tense verbs: ran, played, sang, laughed, and cried.</p>
Adverbs	A word that described a verb is called an adverb. An adverb can tell how or when something is done.	<p>HOW</p> <p>My sister runs fast.</p> <p>I quickly ran home.</p> <p>WHEN</p> <p>I came home at midday.</p>
Conjunctions	Conjunctions are words that connect sentences, clauses, phrases, or words.	<p>Conjunctions-and, but, or, however, nevertheless</p> <p>“Do you want lettuce or green beans with your dinner tonight?” mom asked me.</p> <p>I liked the movie; however, I thought it was too long.”</p>

		<p>“I would rather go to the party, but I have to do homework," I said.</p> <p>“I wish I could go to the party and the game," I said.</p>
<p>Pronouns</p>	<p>A pronoun is an identifying word used instead of a noun but inflected in the same way.</p>	<p>Pronouns- he, she, us, they, I, you, it, we</p> <p>Jack missed school yesterday because he was sick.</p> <p>Sarah liked ballet a lot so she took it again next year.</p> <p>"All of us can go to the park tomorrow," Sharon announced to her friends.</p> <p>"Why do they always get to do things that I don't get to do?" my younger brother Joe complained.</p> <p>"I wish I lived really near Disney World!" John exclaimed when he was bored.</p> <p>"Aren't you going to play with your friends?" mom</p>

		<p>asked.</p> <p>“Isn’t it cool that we get to go skiing this winter?” Bob said.</p> <p>“We are going to Tom's house for dinner, “mom told us.</p>
<p>Prepositions</p>	<p>Prepositions are words that combine with a noun or pronoun to form a phrase.</p>	<p>Prepositions- at, by, in, to, from</p> <p>It was hard for the boy because he was from another country.</p> <p>We worked on our project at home.</p> <p>"By Thursday you should have your songs memorized," the teacher said to the chorus.</p> <p>In the box I found a wonderful book for myself.</p>

Interjections	Interjections are exclamations.	<p>Interjections- wow, ugh, well, yo, hey</p> <p>"Wow!" Jimmy exclaimed.</p> <p>"Ugh!" Joe muttered as he ate his vegetables.</p> <p>"Hey! Stop insulting my friend." he said.</p>
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Noun

A **noun** is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. The **highlighted** words in the following sentence are all nouns:

Late last **year** our **neighbors** bought a **goat**.

Portia White was an **opera singer**.

The **bus inspector** looked at all the **passengers'** **passes**.

According to **Plutarch**, the **library** at **Alexandria** was destroyed in 48 B.C.

Philosophy is of little **comfort** to the **starving**.

Countable Nouns

A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the **highlighted** words are countable nouns:

We painted the **table** red and the **chairs** blue.

Since he inherited his **aunt's library**, Jerome spends every **weekend** indexing his **books**.

Miriam found six silver **dollars** in the **toe** of a **sock**.

The oak **tree** lost three **branches** in the **hurricane**.

Over the **course** of twenty-seven **years**, Martha Ballard delivered just over eight hundred **babies**.

Non-Countable Nouns

A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The **highlighted** words in the following sentences are non-countable nouns:

Joseph Priestly discovered **oxygen**.

The word "oxygen" cannot normally be made plural.

Oxygen is essential to human life.

Since "oxygen" is a non-countable noun, it takes the singular verb "is" rather than the plural verb "are."

We decided to sell the **furniture** rather than take it with us when we moved.

You cannot make the noun "furniture" plural.

The **furniture** is heaped in the middle of the room.

Since "furniture" is a non-countable noun, it takes a singular verb, "is heaped."

The crew spread the **gravel** over the roadbed.

You cannot make the non-countable noun "gravel" plural.

Gravel is more expensive than I thought.

Since "gravel" is a non-countable noun, it takes the singular verb form "is."

Verbs

A verb is a word that describes an action or occurrence or indicates a state of being.

Types of Verbs

We can divide verbs into transitive and intransitive verbs.

Transitive Verbs: These verbs involve a direct object.

Example 1: The boy throws the ball.

Here 'throws' is the verb and 'ball' is the direct object.

Example 2: The man reads the book.

Here 'reads' is the verb and 'book' is the direct object

Intransitive Verbs: These verbs do not involve a direct object.

Example 1: The boy throws.

Here the verb 'throws' is used intransitively.

Example 2: The man reads quickly.

Here the verb 'reads' is used intransitively.

Linking device: a linking verb is a verb that connects or (link) a verb to noun or an adjective.

As: It was cold.

There are 23 linking (helping) verb:

May, might, must, be, being, been, am,

Are, is, was, were, do, does, did, and should,

Could, would, have, had, has, will, can, shall.

Adverbs

An adverb is a word which modifies the meaning of a verb, adjective or another adverb.

Types of Adverbs

There are seven classes of commonly used adverbs:

1. **Adverbs of Time:** These adverbs are used to answer the question 'when'.
Examples : Now, Yesterday, Today, Once
2. **Adverbs of Frequency:** These adverbs are used to answer the question 'how often'.
Examples : Seldom, Rarely, Often, Frequently

3. **Adverbs of Place:** These adverbs are used to answer the question ‘**where**’.
Examples : Out, In, Forward, Everywhere
4. **Adverbs of Manner:** These adverbs are used to answer the question ‘**how**’.
Examples : Honestly, Bravely, Happily
5. **Adverbs of Degree:** These adverbs are used to answer the question ‘**how much**’ or ‘**to what extent**’.
Examples : Fully, Partly, Altogether, Almost
6. **Adverbs of Affirmation and Negation:** These adverbs are used to **confirm or deny**.
Examples : Certainly, Surely, Absolutely
7. **Adverbs of Reason:** These adverbs are used to give the **reason**.
Examples : Therefore, Hence

List of Adverbs, Adverb Examples

Accidentally	Happily	Really
Always	Highly	Regularly
Angrily	Honestly	Reluctantly
Arrogantly	Hopelessly	Repeatedly
Badly	Immediately	Rudely
Beautifully	Innocently	Sadly
Bitterly	Instantly	Safely
Blindly	Interestingly	Seldom
Boldly	Jealously	Selfishly
Bravely	Joyfully	Seriously
Briefly	Kindly	Silently
Busily	Lazily	Slowly
Carefully	Less	Softly
Certainly	Loudly	Sometimes
Clearly	Lovingly	Soon
Courageously	Loyally	Strictly
Cruelly	Madly	Suddenly
Curiously	More	Surprisingly
Daily	Mysteriously	Sweetly
Delightfully	Naturally	Terribly
Easily	Nearly	Thankfully
Enthusiastically	Nervously	Thoughtfully
Eventually	Never	Tomorrow

Exactly	Obediently	Unexpectedly
Excitedly	Officially	Unfortunately
Extremely	Often	Urgently
Fairly	Openly	Usually
Faithfully	Painfully	Valiantly
Fast	Patiently	Very
Foolishly	Politely	Violently
Fortunately	Poorly	Well
Frankly	Positively	Wisely
Generally	Properly	Yearly
Generously	Quickly	Yesterday
Gently	Quietly	
Gracefully	Rarely	

Adverb phrases

Just as the work of an adjective is done by ‘a group of words’ called Adjective-phrase, so the work of an adverb can be done by ‘a group of words’ which is called ‘**ADVERB-PHRASE**’.

Examples:

- Clinton ran quickly.

In this sentence, the adverb ‘quickly’ gives another detail about the verb ‘ran’.

- Clinton ran **with great speed**.

In this sentence, the same meaning has been conveyed by using ‘a group of words’-‘with great speed’.

In this same manner, the meaning of an adverb can be conveyed by using different a group of words.

That group of words is called ADVERB-PHRASE.

In the following sentences, the first sentence and the second sentence in a pair convey the same meaning but using adverb in the first sentence and adverb-phrase in the second sentence.

- He answered rudely.
- He answered **in a rude manner**.
- He does his work carelessly.
- He does his work **without care**.
- No such diseases were known then.
- No such diseases were **known in those days**.

- The mango fell here.
- The mango fell **on this spot**.

- This product is available everywhere.
- This product is available **in all places**.

- You can find the pencil there.
- You can find the pencil **in that place**.

- He has gone abroad.
- He has gone **to a foreign nation**.

- We constructed this house only recently.
- We constructed this house only **few months back**.

An Adverb phrase is a group of words that does the work of an adverb.

Degrees of Comparison

Degrees of Comparison are used when we compare one person or one thing with another.

There are three **Degrees of Comparison in English**.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

Let us see all of them one by one.

1. Positive degree.

When we speak about only one person or thing, we use the Positive degree.

Examples:

- This house is big.

In this sentence only one noun “The house” is talked about.

- He is a tall student.

- This flower is beautiful.
- He is an intelligent boy.

Each sentence mentioned above talks about only one noun.

The second one in the Degrees of Comparison is...

2. Comparative degree.

When we compare two persons or two things with each other,

We use both the Positive degree and Comparative degree.

Examples:

a. this house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term “bigger” is comparative version of the term “big”.

Both these sentences convey the same meaning.

b. This flower is more beautiful than that. (Comparative)

This flower is not as beautiful as that. (Positive)

The term “more beautiful” is comparative version of the term “beautiful”.

Both these sentences convey the same meaning.

c. He is more intelligent than this boy. (Comparative)

He is not as intelligent as this boy. (Positive)

The term “more intelligent” is comparative version of the term “intelligent”.

Both these sentences convey the same meaning.

d. He is taller than Mr. Hulas. (Comparative)

He is not as tall as Mr. Hulas. (Positive)

The term “taller” is comparative version of the term “tall”.

Both these sentences convey the same meaning.

The third one in the Degrees of Comparison is...

3. Superlative degree:

When we compare more than two persons or things with one another,

We use all the three Positive, Comparative and Superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

The term “biggest” is the superlative version of the term “big”.

All the three sentences mean the same meaning.

b. This flower is the most beautiful one in this garden. (Superlative)

This flower is more beautiful than any other flower in this garden. (Comparative)

No other flower in this garden is as beautiful as this one. (Comparative)

The term “most beautiful” is the superlative version of the term “beautiful”.

All the three sentences mean the same meaning.

c. He is the most intelligent in this class. (Superlative)

He is more intelligent than other boys in the class. (Comparative)

No other boy is as intelligent as this boy. (Positive)

The term “most intelligent” is superlative version of the term “intelligent”.

Both these sentences convey the same meaning.

d. He is the tallest student in this class. (Superlative)

He is taller than other students in this class. (Comparative)

No other student is as tall as this student. (Positive)

The term “tallest” is superlative version of the term “tall”.

Both these sentences convey the same meaning.

Degrees of Comparison are applicable only to Adjectives and Adverbs

Nouns and verbs do not have degrees of comparisons

He is the tallest student in the class.

The term “tallest” is an adjective.

Among the members of the group, Mr. Clinton speaks most effectively.

The term “effectively” is an adverb.

All the terms used in the above-examples are either adjectives or adverbs.

We have seen all the three Degrees of Comparison.

Let us see their models.

Model -1: “The best”:

Examples:

i. This is the best hotel in this area.

No other hotel is as better as this one in this area.

No other hotel is as good as this one in this area.

ii. Unemployment is the most serious problem facing our country.

Unemployment is more serious than any other problem facing our country.

No other problem facing our country is as serious as unemployment.

Model-2: “One of the best”:

Examples:

i. Calcutta is one of the largest cities in India.

Calcutta is large than most other cities in India.

Very few cities in India are as large as Calcutta.

ii. Satin Tendulkar is one of the best batsmen in the world.

Satin Tendulkar is better than most other batsmen in the world.

No other batman in the world is as good as Satin Tendulkar.

Model-3: “Not the best”:

Examples:

i. This is not the best solution to the problem.

ii. This is not better than few other solutions to this problem.

iii. Other solutions to this problem are not as good as this one.

ii. New York is not the largest city in America.

New York is not bigger than many other cities in America.

Few other cities in America are at least as large as New York.

Few adjectives and adverbs get their Comparative forms by simply getting “more” before them.

And their superlative terms, by getting “most” before them.

Examples:

Beautiful.....more beautiful.....most beautiful

Effective.....more effective.....most effective

Effectively.....more effectively.....most effectively

Enjoyable.....more enjoyable.....most enjoyable

Useful.....more useful.....most useful

Different.....more different.....most different

Honest.....more honest.....most honest

Qualified.....more qualified.....most qualified

Few adjectives and adverbs get their Comparative forms by simply getting “er” after them and their superlative terms, by getting “est.” after them.

Examples:

Hard.....harder.....hardest

Big.....bigger.....biggest

Tall.....taller.....tallest

Long.....longer.....longest

Short.....shorter.....shortest

Costly.....costlier.....costliest

Simple.....simpler.....simplest

Degrees of Comparison add beauty and varieties to the sentences.

Pronoun

Personal Pronouns: The personal pronoun takes the place of a specific or named person or thing. Personal pronouns come in three different cases: *Subject Pronouns*, *Object Pronouns*, and *Possessive Pronouns*.

Examples:

Subject Pronouns: I you, she, he, they, we, it, who

Object Pronouns: me, you, him, her, them, us, it, whom

Possessive Pronouns: mine, yours, his, hers, theirs, ours, its, whose

			Singular	Plural	Singular	Plural	Singular	Plural	First Person
Subjective	Objective	Possessive	I	we	me	us	my	mine	our, ours
			you	your	your	yours	your	yours	Second Person
			he, she, it, they	him, her, it, them	his, her, its, their	his, her, its, their	Third Person		he, she, it, they

- **Demonstrative Pronoun:** The demonstrative pronoun points out a specific person, place, or thing. *Examples:* this, that, these, those
- **Reflexive Pronoun:** The reflexive pronoun adds information by pointing back to a noun or another pronoun. *Examples:* myself, yourself.

- **Intensive Pronouns:** The intensive pronoun adds emphasis to a noun or pronoun. *Examples:* myself, yourself, herself, ourselves, themselves
- **Indefinite Pronouns:** Indefinite pronouns refer to persons, places, or things without specifying for certain which one. *Examples:* everybody, anybody, somebody, all, each, every, some, none, one
- **Interrogative Pronoun:** An interrogative pronoun is used to ask a question. The personal interrogative pronouns come in the same three cases as the personal pronouns. *Examples:* who, what, where, which
- **Relative Pronouns:** A relative pronoun begins a subordinate clause and relates the clause to a word in the main clause. *Examples:* who, whom, which and that
- **Reciprocal Pronoun:** A reciprocal pronoun is a pronoun that involves an exchange. *Examples:* each other, one another
- **Negative Pronoun:** A negative pronoun refers to a negative noun phrase. *Examples:* no-one, nobody, neither, none and nothing

Adjectives

Adjectives are words that describe nouns or pronouns. They may come before the word they describe (That is a cute puppy.) or they may follow the word they describe (That puppy is cute.).

Adjectives

An adjective is a word used to describe a noun.

Types of Adjectives

Following are the kinds of adjectives which are commonly used:

1. **Adjectives of Quality:**
 - Adjectives of Quality answer the question ‘**Of what kind**’
 - Examples : Large, Small, Intelligent, Beautiful
2. **Adjectives of Quantity:**
 - Adjectives of Quantity answer the question ‘**How much**’
 - Examples : Some, Little, Any, Enough
3. **Adjectives of Number:**
 - Adjectives of Number answer the question ‘**How many**’
 - Examples : Two, Seven, Second, Third

4. Demonstrative Adjectives:

- Demonstrative Adjectives answer the question 'Which'
- Examples : This, That, These, Those

5. Interrogative Adjectives:

- Interrogative Adjectives are used to ask questions about a noun.
- Examples : What, Which, Whose

List of Adjectives, Adjective Examples

Abundant	Elderly	Nasty
Accurate	Elegant	Naughty
Addicted	Embarrassed	Nervous
Adorable	Empty	New
Adventurous	Encouraging	Noisy
Afraid	Enthusiastic	Nutritious
Aggressive	Excellent	Obedient
Alcoholic	Exciting	Obese
Alert	Expensive	Obnoxious
Aloof	Fabulous	Old
Ambitious	Fair	Overconfident
Ancient	Faithful	Peaceful
Angry	Famous	Pink
Animated	Fancy	Polite
Annoying	Fantastic	Poor
Anxious	Fast	Powerful
Arrogant	Fearful	Precious
Ashamed	Fearless	Pretty
Attractive	Fertile	Proud
Auspicious	Filthy	Quick
Awesome	Foolish	Quiet
Awful	Forgetful	Rapid
Bad	Friendly	Rare
Bashful	Funny	Red
Beautiful	Gentle	Remarkable
Belligerent	Glamorous	Responsible
Beneficial	Glorious	Rich
Best	Gorgeous	Romantic
Big	Graceful	Royal
Bitter	Grateful	Rude
Bizarre	Great	Scintillating
Black	Greedy	Secretive
Blue	Green	Selfish

Boring	Handsome	Serious
Brainy	Happy	Sharp
Bright	Harsh	Shiny
Broad	Healthy	Shocking
Broken	Heavy	Short
Busy	Helpful	Shy
Calm	Hilarious	Silly
Capable	Historical	Sincere
Careful	Horrible	Skinny
Careless	Hot	Slim
Caring	Huge	Slow
Cautious	Humorous	Small
Charming	Hungry	Soft
Cheap	Ignorant	Spicy
Cheerful	Illegal	Spiritual
Chubby	Imaginary	Splendid
Clean	Impolite	Strong
Clever	Important	Successful
Clumsy	Impossible	Sweet
Cold	Innocent	Talented
Colorful	Intelligent	Tall
Comfortable	Interesting	Tasty
Concerned	Jealous	Tense
Confused	Jolly	Terrible
Crowded	Juicy	Terrific
Cruel	Juvenile	Thick
Curious	Kind	Thin
Curly	Large	Tiny
Cute	Legal	Ugly
Damaged	Light	Unique
Dangerous	Literate	Untidy
Dark	Little	Upset
Deep	Lively	Victorious
Defective	Lonely	Violent
Delicate	Loud	Vulgar
Delicious	Lovely	Warm
Depressed	Lucky	Weak
Determined	Macho	Wealthy
Different	Magical	Wide
Dirty	Magnificent	Wise
Disgusting	Massive	Witty
Dry	Mature	Wonderful
Dusty	Mean	Worried

Early	Messy	Young
Educated	Modern	Youthful
Efficient	Narrow	Zealous

Adjective Phrases

Sometimes a group of words can do the work of an adjective. Read the sentences given below:

- a) My grandfather was a wealthy man.
- b) My grandfather was a man of great wealth.

In sentence (a), the word **wealthy** modifies the noun man. It therefore does the work of an adjective. In sentence (b), the group of words **of great wealth** tells us what sort of a man my grandfather was. It qualifies the noun **man** just as an adjective does. A group of words which does the work of an adjective is called an **adjective phrase**.

More examples are given below:

- The chief lived in a wooden house. (Adjective – wooden)
The chief lived in a house built of wood. (Adjective phrase – built of wood)
They belong to a hill tribe. (Adjective – hill)
They belong to a tribe dwelling in the hills. (Adjective phrase – dwelling in the hills)

Exercise

In each of the following sentences replace the adjective in bold letters by an adjective phrase of the same meaning.

1. The King wore a **golden** crown.
2. It is a **white** elephant.
3. He lived in a **stone** house.
4. There was an **earthen** pot on the table.
5. She wore a **diamond** necklace.
6. Much has been said about the **Swiss** scenery.
7. The **Spanish** flag flew at the top of the mast.
8. That was a **brave** act.
9. It was a **horrible** night.
10. **Heroic** deeds are worthy of admiration.
11. They went by **Siberian** railway.
12. I have passed several **sleepless** nights.

Answers

1. The King wore a crown **made of gold**.
2. It was an elephant **with a white skin**.
3. He lived in a house **built of stone**.
4. There was a pot **made of earth** on the table.
5. She wore a necklace **made of diamond**.
6. Much has been said about the **scenery of Switzerland**.
7. **The flag of Spain** flew at the top of the mast.
8. That was an **act of bravery**.
9. It was a night **full of horror**.
10. **Deeds of heroism** are worthy of admiration.
11. They went by the railway **running through Siberia**.
12. I have passed several nights **without sleep**.

Synonym:

Synonyms are words or phrases which have the same or nearly the same meaning as other words or phrases in the same language:

The words 'small' and 'little' are synonyms.

Here is a list of synonyms you can use to describe things, feelings or people:

Adjectives	Synonyms
big	large
blank	empty
broad	wide
center	middle
cunning	clever
dangerous	risky
eatable	edible
false	untrue
fertile	fruitful
gay	cheerful
glad	happy
hard	difficult
high	tall
huge	enormous

intelligent	clever
lazy	indolent
little	small
loving	fond
loyal	faithful
mad	crazy
new	modern
nice	kind
noisy	rowdy
old	ancient
oral	verbal
polite	courteous
poor	destitute
quick	rapid/fast
rare	scarce
ready	alert
real	genuine
rich	wealthy
rude	impolite
sad	unhappy
safe	secure
sleepy	drowsy
slim	slender
thin	lean
usual	normal
vacant	empty
weak	feeble
well-known	famous

Antonyms List

abundant	scarce	joy	grief
accept	refuse	knowledge	ignorance
accidental	intentional	lazy	industrious
accurate	incorrect	literal	figurative
admit	deny	majority	minority
advance	retreat	maximum	minimum
antique	modern	merciful	cruel
attack	defend	miserable	happy
authentic	imitation	mix	sort
beg	offer	moist	dry
cease	begin	naked	clothed
combine	separate	necessary	useless
comedy	tragedy	nourish	starve
condemn	praise	obey	disobey
conquer	fail	perfect	faulty
contract	expand	permit	forbid
dangerous	safe	positive	negative
depart	arrive	private	public
destroy	create	prohibit	allow
discourage	encourage	reluctant	enthusiastic
disgrace	honor	sane	insane
drunk	sober	simple	complicated
dwarf	giant	shrink	expand

evil	good	slavery	freedom
exhibit	conceal	solid	liquid
exterior	interior	spend	save
extinguish	ignite	stationary	movable
fail	succeed	stiff	limp
famous	unknown	strengthen	weaken
fertile	barren	swift	slow
fiction	fact	tardy	early
former	latter	temporary	permanent
frequent	infrequent	thaw	freeze
gather	scatter	tough	tender
genuine	fake	triumph	fail
generous	Stingy	unbreakable	fragile
grin	frown	unique	ordinary
harmony	discord	useful	useless
harsh	mild	usually	rarely
idle	busy	vacant	occupied
imaginary	real	vanish	appear
import	export	victory	defeat
imprison	free	villain	hero
illegal	lawful	violent	gentle
include	exclude	wealth	poverty
interior	superior	worthless	valuable

Homophones list.

air	heir
aisle	isle
ante-	anti-
eye	I
bare	bear
be	bee
brake	break
buy	by
cell	sell
cent	scent
cereal	serial
coarse	course
complement	compliment
dam	damn
dear	deer
die	dye
fair	fare
fir	fur
flour	flower
for	four
hair	hare
heal	heel
hear	here
him	hymn
hole	whole

hour	our
idle	idol
in	inn
knight	night
knot	not
know	no
made	maid
mail	male
meat	meet
morning	mourning
none	nun
oar	or
one	won
pair	pear
peace	piece
plain	plane
poor	pour
pray	prey
principal	principle
profit	prophet
real	reel
right	write
root	route
sail	sale
sea	see
seam	seem

sight	site
sew	so
shore	sure
sole	soul
some	sum
son	sun
stair	stare
stationary	stationery
steal	steel
suite	sweet
tail	tale
their	there
to	too
toe	tow
waist	waste
wait	weight
way	weigh
weak	week
wear	where

• Di·min·u·tive

[Dih-min-yuh-tiv] Show IPA

Adjective

1. Small; little; tiny: a diminutive building for a model-train layout.
2. Grammar. pertaining to or productive of a form denoting smallness, familiarity, affection, or triviality, as the suffice-let, in droplet from drop.

Relevant Questions

3. Noun a small thing or person.

4. Grammar. a diminutive element or formation.

5. Heraldry. a charge, as an ordinary, smaller in length or breadth than the usual.

00:04

Diminutive is always a great word to know.

So is caret. Does it mean?

- a character or symbol (&) for and
- a mark (^) made in written or printed matter to show the place where something is to be inserted.

Origin:

1350–1400; Middle English < Medieval Latin *dīminūtīvus*, equivalent to Latin *dīminūt* (us) lessened (for *dēminūtus*)

Related forms

di·min·u·tive·ly, adverb

di·min·u·tive·ness, noun

Example Sentences

- No **diminutive** alpine plants cling to the slopes of these valleys.
- High performance and reduced form factor mean that there is only so much juice that they can fit into the **diminutive** hardware.

diminutive (dɪmɪnjətɪv)

— *adj*

1. very small; tiny

2. *grammar*

a. denoting an affix added to a word to convey the meaning *small* or *unimportant* or to express affection, as for example the suffix *-ette* in French

b. denoting a word formed by the addition of a diminutive affix

— *n*

3. *grammar* a diminutive word or affix

4. a tiny person or thing

De·riv·a·tive

[dih-riv-uh-tiv] Show IPA

adjective

1. derived
2. not original; secondary

noun

3. something derived

Also called derived form. Grammar. a form that has undergone derivation from another, as atomic from atom.

5. Chemistry. a substance or compound obtained from, or regarded as derived from, another substance or compound

6. Also called differential quotient; especially British, differential coefficient.

Mathematics. the limit of the ratio of the increment of a function to the increment of a variable in it, as the latter tends to 0; the instantaneous change of one quantity with respect to another, as velocity,

7. A financial contract whose value derived from the value of underlying stocks, bonds, currencies, commodities, etc.

00:10

Derivatives are always a great word to know.

So is doohickey. Does it mean:

Origin:

1400–50; late Middle English derivatif < Late Latin dērīvātīvus, equivalent to Latin dērīvāt (us)

Related forms

de·riv·a·tive·ly, adverb

de·riv·a·tive·ness, noun

non·de·riv·a·tive, adjective, noun

non·de·riv·a·tive·ly, adverb

un·de·riv·a·tive, adjective

EXPAND

Example Sentences

- He is a product of marketing and is the equivalent of toxic **derivatives** the art world's answer to credit default swaps.
- Chemists have identified natural **derivatives** of testosterone and have synthesized others that are derived from testosterone.
- Credit **derivatives** are intended to reduce risk by spreading it out to as many parties as possible.

jar·gon/'järgən/

- Noun:
1. Special words or expressions that are used by a particular profession or group and are difficult for others to understand.
 2. A form of language regarded as barbarous, debased, or hybrid.

Examples of Jargon

Examples of jargon from the Internet would be LOL, BFF, and TTYL, for "Laugh Out Loud", "Best Friends Forever", and "Talk To You Later." Jargon is like shorthand between members of a particular group of people.

Jargon

The word "jargon" has up to five definitions depending on which dictionary you use. It can mean jibberish, vague language, or specific dialects of a language or several languages, but the most common definition will be addressed. That would be the language and vocabulary that is peculiar to certain people in a trade, profession, or other group.

The word "jargon" comes from a 14th century word for "twittering of birds" with the root word "garg" which forms other words like "gurgle" or "gargle." If you are not a member of a certain group, and they are talking and using jargon, it could sound like they were twittering since you wouldn't understand what they were saying. Jargonauts, who study jargon, feel that it came about just to make communication easier within a group, and there was no deceit intended.

Jargon versus Slang

Slang is more informal and includes made-up words, words that have been changed and exaggerated words. Sometimes slang is considered to be nonsense or unrefined language. The original meaning of "slang" was "rowdy or insulting language." It possibly came from the French word "langue" for "language."

Take the word "say." It can be slang when used at the beginning of a sentence and would mean "tell me", like "Say, what are you doing?" Jargon is more prevalent with a certain group and can be quite technical. Here is one of the examples of jargon in medicine. A "bilateral probital hematoma" is jargon, and the slang expression of it is "black eye" or "shiner."

Examples of Jargon

Sometimes people use jargon to appear more important or smarter than others or even to confuse people. This is because jargon is usually associated with the medical or legal profession. It can be used within sports or casual groups as well.

Following are some examples of jargon in various groups.

- In the medical field, “agonal” is a term to signify a major, negative change in a patient’s condition. BP means blood pressure, FX means fracture, and JT is a joint. Nothing by mouth is NPO, intramuscular is IM, and potassium is K.
- Examples of business slang include: “Bang for the buck” is getting a lot for your money, “due diligence” is doing research before purchasing or investing in a business, and “sweat equity” is receiving equity or ownership in the business instead of a salary.
- Police jargon would include “suspect” as a person whom the police think may have committed a crime, “10-4” means “OK”, or “got it”, “Code Eight” means an officer needs help immediately, “Code Eleven” means you are on the scene, and “FTP” means failure to pay a fine.
- The military has its own jargon, too. TDY is temporary duty, AWOL is absent without leave, SQDN is a squadron, SAM is surface to air missile, PCS is permanent change of station, and LES is leave and earning statement.
- Even politics has jargon that is used. Examples of jargon are “left wing” which refers to a liberal, progressive viewpoint, “getting on a soapbox” is making a speech in public, and “back benches” are non-executive members of the party.
- Lastly, the internet is full of jargon. BTW is by the way, CYA is see you around, FAQ is frequently asked questions, HTH is hope this helps, and MOTD is message of the day.

Pros and Cons

Whether you like it or not, jargon is here to stay. You can be at a disadvantage when you are not aware of the jargon being used, but if you are in a particular group or field, you will soon learn it. Jargon can make one person feel excluded from a group and many people criticize groups for using jargon for that very reason. It can make people suspicious, like the group is trying to hide something. Many people have a problem with change, but language changes constantly and an effort must be made to adapt.

One advantage to using jargon is that you will feel like you belong to a group. It can make conversing within a group easier, as you don’t have to explain in detail what you are talking about. Also, if you know jargon, it can show your expertise in a particular field, and may even help you get a job.

Register

A register is a book, list or record of dates, events or other important pieces of information. (noun)

An example of a register is a listing of people married in a specific church.

Register means to sign up, sign in or enroll. (verb)

1. An example of to register is to fill out the necessary paperwork to be able to vote.
2. An example of to register is to sign up for a class.

noun

1.
 1. a record or list of names, events, items, etc., often kept by an official appointed to do so
 2. a book in which this is kept
 3. an entry in such a book or record
2. a person who keeps such a record, esp. one legally appointed; registrar
3. registration; registry; enrollment
4. a device, as a meter or counter, for recording fares paid, money deposited, etc.: a cash *register*
5.
 1. A device in a stove or furnace for controlling the draft, etc.
 2. ☆ an opening into a room by which the amount of warm or cold air passing, as through a duct leading from a furnace or ventilator, can be controlled
6. Compute. a storage location in the central processing unit
7. Linguis. that aspect of usage having to do with vocabulary, pronunciation, punctuation, level of formality, etc., chosen by a user in a particular social context
8. Music
 1. a division of the compass of the human voice or of an instrument all the tones of which are of similar quality
 2. a set of organ pipes controlled by a given stop or the tone quality produced by such a set
9. Photog. the exact alignment of images, materials, etc., as two negatives
10. Printing
 1. exact matching in position of pages, lines, etc. on opposite sides of a single sheet
 2. exact imposition of successive colors as they are printed over each other

transitive verb

1. to enter in or as in a record or list; enroll or record officially
2. to transcribe permanently, as if in a register
2. to indicate on or as on a scale: a thermometer *registers* temperature
3. to show, as by facial expression: to *register* surprise
4. to commit (valuable mail) to a special postal service for safeguard by payment of a special fee
5. Printing to cause to be in register

intransitive verb

1. ☆ to enter one's name in a register, as of a hotel
2. to have one's name placed on the list of those eligible to vote in an election, by making application in the prescribed way
3. to enroll in a school, college, etc.
4. to make an impression
5. Music to select and combine organ or harpsichord registers
6. Printing to be in register

Related Forms:

(rĕj'ĭ-stər)

noun

1. **a.** A formal or official recording of items, names, or actions.
 - b.** A book for such entries.
 - c.** An entry in such a record.
2. The act of registering.
3. A device that automatically records a quantity or number.
4. Computer Science A part of the central processing unit used as a storage location.
5. An adjustable, grill-like device through which heated or cooled air is released into a room.
6. A state of proper alignment: [to be in register](#).
7. Printing
 - a.** Exact alignment of the lines and margins on the opposite sides of a leaf.
 - b.** Proper positioning of colors in color printing.
8. Music

- a. The range of an instrument or a voice.
 - b. A part of such a range.
 - c. A group of matched organ pipes; a stop.
9. A variety of language used in a specific social setting: [speaking in an informal register](#); [writing in a scientific register](#).

verb **reg·is·tered**, **reg·is·ter·ing**, **reg·is·ters**

verb, transitive

1. a. To enter in an official register.
 - b. To enroll officially or formally, especially in order to vote or attend classes.
2. To set down in writing; record: “It is for the historian to discover and register what actually happened” (Robert Conquest).
3. To indicate on or as if on an instrument or a scale.
4. To give outward signs of; express: [Her face registered surprise](#).
5. To attain or achieve: [registered a new high in sales](#).
6. To cause (mail) to be officially recorded and specially handled by payment of a fee.
7. To adjust so as to be properly aligned.

verb, intransitive

1. To place or cause placement of one's name in a register.
2. To have one's name officially placed on a list of eligible voters.
3. To enroll as a student.
4. To be indicated on or as if on an instrument or a scale.
5. To be shown or expressed, as on the face.
6. To make an impression; be recorded in the mind: [The warning failed to register](#).
7. To be in proper alignment.

Related Forms:

- **reg'is·ter·er** noun
- **reg'is·tra·ble** (-ĭ-strə-bəl) adjective

Paragraph

Paragraphs are comprised of sentences, but not random sentences. A paragraph is a group of sentences organized around a central topic. In fact, the cardinal rule of paragraph writing is to focus on one idea. A solidly written paragraph takes its readers on a clear path, without detours. Master the paragraph, and you'll be on your way to writing "gold-star" essays, term papers, and stories.

How to Write a Paragraph Using the Four Essential Elements

A basic paragraph structure usually consists of five sentences: the topic sentence, three supporting sentences, and a concluding sentence. But the secrets to paragraph writing lay in four essential elements, which when used correctly, can make a *okay* paragraph into a *great* paragraph.

1. **Element 1: Unity.** Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. In order to write a good topic sentence, think about your theme and all the points you want to make. Decide which point drives the rest, and then write it as your topic sentence.
2. **Element 2: Order.** Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established. Order helps the reader grasp your meaning and avoid confusion.
3. **Element 3: Coherence.** Coherence is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transition words. These words create bridges from one sentence to the next. You can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact). Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.
4. **Element 4: Completeness.** Completeness means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. If there are not enough sentences or enough information to prove your thesis, then the paragraph is incomplete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for a paragraph to be complete. The concluding sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

Writing Paragraph Prompts: Using the Four Essential Elements

Writing paragraphs takes practice, but what should students write about? Good paragraph writing prompts allow students to write about what they know and like, so their focus can be on the writing process and using the four essential elements. Paragraph writing prompts, such as *Explain why _____ is your favorite activity*, encourage students to develop a topic sentence, write supporting sentences in a proper order, use transition words to achieve coherency, and conclude their paragraphs for completeness.

Example Paragraphs

Use these paragraphs or compose your own:

When I first brought my cat home from the humane society she was a mangy, pitiful animal. It cost a lot to adopt her: forty dollars. And then I had to buy litter, a litter box, food, and dishes for her to eat out of. Two days after she came home with me she got taken to the pound by the animal warden. There's a leash law for cats in Fort Collins. If they're not in your yard they have to be on a leash. Anyway, my cat is my best friend. I'm glad I got her. She sleeps under the covers with me when it's cold. Sometimes she meows a lot in the middle of the night and wakes me up, though. (unfocused)

When I first brought my cat home from the Humane Society she was a mangy, pitiful animal. She was so thin that you could count her vertebrae just by looking at her. Apparently she was declawed by her previous owners, then abandoned or lost. Since she couldn't hunt, she nearly starved. Not only that, but she had an abscess on one hip. The vets at the Humane Society had drained it, but it was still scabby and without fur. She had a terrible cold, too. She was sneezing and sniffing and her meow was just a hoarse squeak. And she'd lost half her tail somewhere. Instead of tapering gracefully, it had a bony knob at the end. (focused)

This page contains definitions of simple, compound, and complex sentences with many simple examples. To identify sentence basics including identification of sentences in the short quizzes that follow. After that, it will be possible to analyze more complex sentences varieties.

SIMPLE SENTENCE

A simple sentence, also called an independent clause, contains a subject and a verb, and it

expresses a complete thought. In the following simple sentences, subjects are in yellow, and verbs are in green.

- A. Some students like to study in the mornings.
- B. Juan and Arturo play football every afternoon.
- C. Alicia goes to the library and studies every day.

The three examples above are all simple sentences. Note that sentence B contains a compound subject, and sentence C contains a compound verb. Simple sentences, therefore, contain a subject and verb and express a complete thought, but they can also contain a compound subjects or verbs.

COMPOUND SENTENCE

A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: *for, and, nor, but, or, yet, so*. (Helpful hint: The first letter of each of the coordinators spells *FANBOYS*.) Except for very short sentences, coordinators are always preceded by a comma. In the following compound sentences, subjects are in yellow, verbs are in green, and the coordinators and the commas that precede them are in red.

- A. I tried to speak Spanish, and my friend tried to speak English
- B. Alejandro played football, so Maria went shopping
- C. Alejandro played football, for Maria went shopping.

The above three sentences are compound sentences. Each sentence contains two independent clauses, and they are joined by a coordinator with a comma preceding it. Note how the conscious use of coordinators can change the relationship between the clauses. Sentences B and C, for example, are identical except for the coordinators. In sentence B, which action occurred first? Obviously, "Alejandro played football" first, and as a consequence, "Maria went shopping." In sentence C, "Maria went shopping" first. In sentence C, "Alejandro played football" because, possibly, he didn't have anything else to do, *for* or *because* "Maria went shopping." How can the use of other coordinators change the relationship between the two clauses? What implications would the use of "yet" or "but" have on the meaning of the sentence?

COMPLEX SENTENCE

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as *because*, *since*, *after*, *although*, or *when* or a relative pronoun such as *that*, *who*, or *which*. In the following complex sentences, subjects are in yellow, verbs are in green, and the subordinators and their commas (when required) are in red.

- A. **When** **he** **handed** in his homework, **he** **forgot** to give the teacher the last page.
- B. The **teacher** **returned** the homework **after** **she** **noticed** the error.
- C. The **students** **are studying** **because** **they** **have** a test tomorrow.
- D. **After** **they** **finished** studying, **Juan** and **Maria** **went** to the movies.
- E. **Juan** and **Maria** **went** to the movies **after** **they** **finished** studying.

When a complex sentence begins with a subordinator such as sentences A and D, a comma is required at the end of the dependent clause. When the independent clause begins the sentence with subordinators in the middle as in sentences B, C, and E, no comma is required. If a comma is placed before the subordinators in sentences B, C, and E, it is wrong.

Note that sentences D and E are the same except sentence D begins with the dependent clause which is followed by a comma, and sentence E begins with the independent clause which contains no comma. The comma after the dependent clause in sentence D is required, and experienced *listeners* of English will often *hear* a slight pause there. In sentence E, however, there will be no pause when the independent clause begins the sentence.

COMPLEX SENTENCES / ADJECTIVE CLAUSES

Finally, sentences containing adjective clauses (or dependent clauses) are also complex because they contain an independent clause and a dependent clause. The subjects, verbs, and subordinators are marked the same as in the previous sentences, and in these

sentences, the independent clauses are also underlined.

- A. The woman who called my mom sells cosmetics.
- B. The book that Jonathan read is on the shelf.
- C. The house which Abraham Lincoln was born in is still standing.
- D. The town where I grew up is in the United States.

Adjective Clauses are studied in this site separately, but for now it is important to know that sentences containing adjective clauses are complex

Kinds of Sentences - Assertive, Imperative, Interrogative, Exclamatory

A group of words that makes complete sense is called a **sentence**.

Example:

color blue favorite is My. (makes no sense, therefore it is not a sentence)

My favorite color is blue. (makes complete sense, therefore it is a sentence)

There are four kinds of sentences:

1. Assertive or declarative sentence (a statement)
2. Imperative sentence (a command)
3. Interrogative sentence (a question)
4. Exclamatory sentence (an exclamation)

1. An assertive sentence is a sentence that states a fact. Such sentences are simple statements. They state, assert, or declare something.

Examples:

Jan is a student. She lives in a big city.

2. Imperative sentence is a sentence which gives a command, makes a request, or expresses a wish.

Examples:

Go to your room. (an order)

Please lend me your book. (a request)

Have a good time at the picnic. (a wish)

3. Exclamatory sentence is a sentence that expresses sudden and strong feelings, such as surprise, wonder, pity, sympathy, happiness, or gratitude.

Example:

What a shame!

Boy, am I tired!

4. Interrogative sentence: A sentence that asks a question is called an interrogative sentence.

Examples:

What is your name?

Where do you live?

KINDS OF CLAUSES

Coordinate clauses

The simplest sentences may contain a single clause. Where a sentence contains more than one clause, these may be considered of equal grammatical importance. If this is so, these are coordinate clauses. They are joined by a coordinating conjunction, such as *and* or *but*. (Some grammarians call the first clause of the sentence the main clause, and the others coordinate clauses). Here are some examples. Apart from the conjunctions (*or*, *so* and *and*, everything else is a main/coordinate clause):

- You can travel by tube, you can drive or you can take the train.
- The weather was hot, so I went on my bike.
- Lucy opened her window, and in came Count Dracula.

Subordinate clauses

Sometimes the clauses are placed in a hierarchy: the more important ones are main clauses, while the less important are subordinate clauses. A main or coordinate clause could stand on its own as a sentence, but a subordinate clause works only within a sentence. A subordinate clause can do the job of other clause elements. It can work as

subject, object, complement and adverbial, as in these examples:

- Subordinate subject clause: What you say is stupid.

Clause as subject = what you say; main clause = X is stupid, verb = is

- Subordinate object clause: I did not know that you were here.

Clause as object = that you were here; main clause = I did not know X; verb = did not know

Clause as complement = learning this grammar; main clause = your first job is X; verb = is

- Subordinate adverbial clause: Come round when you're ready.

Clause as adverbial = when you're ready; main clause = Come round (X); verb = Come

Adverbial clauses

These are introduced by a subordinating conjunction, which explains the adverbial meaning of the clause. These include when/before/after/while (time); because/since (reason); if/unless/lest (condition), as in these examples:

- When the bell sounds, you may leave the room.
- We cannot send you the goods, because we are out of stock.
- Unless you are good, Father Christmas will bring you nothing.

Two minor types of adverbial clause are inf. and -ing clauses.

- Inf. clause: I went to the shop to buy some presents. (Clause introduced by to + infinitive.)
- -ing clause: Jane broke her arm while fighting. (Clause introduced by present participle.)

Adjectival clauses

A familiar type is the relative clause, introduced by a relative pronoun (who, whom, whose, that, which), as in these examples:

- Here is the woman (whom) I married.
- This is the book (which) I am reading.
- The drink (that) I most like is orange-juice.

The relative pronouns are in brackets, as they may be omitted if understood.

Two minor types of adjectival clause are -ing and -ed clauses.

- -ing clause: The train now standing at platform four is the 5.30 to Leeds.
- -ed clause: She is the celebrity pursued by the press

ARTICLES AND ITS TYPES

An **article** is a word that is with a noun to indicate the type of reference being made by the noun. In some languages, articles are a special part of speech, which cannot easily be combined with other parts of speech. It is also possible for articles to be part of another part of speech category such as a determiner, an English part of speech category that combines articles and demonstratives (such as 'this' and 'that').

Articles are usually characterized as either *definite* or *indefinite*. A few languages with well-developed systems of articles may distinguish additional subtypes.

Within each type, languages may have various forms of each article, according to grammatical attributes such as gender, number, or case, or according to adjacent sounds.

Definite article

A **definite** article indicates that its noun is a particular one (or ones) identifiable to the listener. It may be something that the speaker has already mentioned, or it may be something uniquely specified. The definite article in English, for both singular and plural nouns, is *the*.

The children know the fastest way home.

The sentence above refers to specific children and a specific way home; it contrasts with the much more general observation that:

Children know the fastest way home.

The latter sentence refers to children in general, perhaps all or most of them.

Likewise,

Give me the book.

Refers to a specific book whose identity is known or obvious to the listener; as such it has a markedly different meaning from

*Give me **a book**.*

Which does not specify what book is to be given?

The definite article can also be used in English to indicate a specific class among other classes:

***The** cabbage white butterfly lays its eggs on members of **the** Brassica genus.*

Indefinite article

An **indefinite** article indicates that its noun is not a particular one (or ones) identifiable to the listener. It may be something that the speaker is mentioning for the first time, or its precise identity may be irrelevant or hypothetical, or the speaker may be making a general statement about any such thing. English uses *a/an*, from the Old English forms of the number 'one', as its primary indefinite article. The form *an* is used before words that begin with a vowel sound (even if spelled with an initial consonant, as in *an hour*), and *a* before words that begin with a consonant sound (even if spelled with a vowel, as in *a European*).

*She had **a** house so large that **an** elephant would get lost without **a** map*

PREPOSITION

A **preposition** links nouns, pronouns and other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition.

Use '**in**' with spaces:

- in a room / in a building
- in a garden / in a park

Use 'in' with bodies of water:

- in the water
- in the sea
- in a river

Use 'in' with lines:

- in a row / in a line
- in a queue

AT

Use 'at' with places:

- at the bus-stop
- at the door
- at the cinema
- at the end of the street

Use **'at'** with places on a page:

- at the top of the page
- at the bottom of the page

Use **'at'** in groups of people:

- at the back of the class
- at the front of the class

ON

Use **'on'** with surfaces:

- on the ceiling / on the wall / on the floor
- on the table
- I stayed on Maui.

Use **'on'** with directions:

- on the left
- on the right
- straight on

IMPORTANT NOTES

In / at / on the corner

We say **'in the corner of a room'**, but **'at the corner (or 'on the corner') of a street'**

In / at / on the front

- We say **'in the front / in the back'** of a car
- We say **'at the front / at the back'** of buildings / groups of people
- We say **'on the front / on the back'** of a piece of p
-

SIMPLE PRESENT TENSE

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

EXAMPLES

- 1- We go to the school
- 2- He plays cricket
- 3- They go to the home
- 4- She reads a book

RULE FOR SIMPLE SENTENCES

S+ v +s/es +o

THE EXCEPTIONS OF PRESENT TENSE

- 1- We use es with the vowels (a,e,i,o,u) and s with consonants but in a special case when there is sh, ch ,ss ,x present in the verbs even then we also use

es in the verb because the pronunciation of it sound as a vowels

Ex- 1- He teaches English

- 2- As we know that we always use do and does with negative and interrogative sentences in present tense but in a special case we use

Do or does even in the simple sentences.

When we create any kind of pressure over the subject in a sentences to make the believe system more strong in that case we use do or does even in the simple sentences.

Ex-1- he does read.

2 - I do agree.

RULE FOR NEGATIVE AND INTERROGATIVE SENTENCES

S+ do/does +not +v (first form) +o

Do/does+ s+ not+ v (first form) +o

WH words +do/does +s +not +v (first form) +o

EX-1 He does not go to school.

They do not play cricket.

Do you not read a book?

Does she cook the food?

Why do you not learn your lesson?

Whom does he want to meet?

PROGRESSIVE PERFECT

Indicates a continuous action that has been finished at some point in the past or that was initiated in the past and continues to happen. The action is usually of limited duration and has some current relevance: "She has been running and her heart is still beating fast." The present perfect progressive frequently is used to describe an event of the recent past; it is often accompanied by *just* in this usage: "It has just been raining."

This tense is formed with the modal "HAVE" or "HAS" (for third-person singular subjects) plus "BEEN," plus the present participle of the verb (with an *-in* ending): "I have been working in the garden all morning. George has been painting that house for as long as I can remember."

Singular	Plural
I have been walking	we have been walking
you have been walking	you have been walking
he/she/it has been walking	they have been walking

REPORTED SPEECH MODALS

Some modal verbs change when they are reported. Below is a list with more details:

"Can" changes to "Could":

He **can** swim.

In reported speech: Mike said he **could** swim.

"May" changes to "might":

He **may** swim

In reported speech: Mike said he **might** swim.

"Must" changes to "had":

He **must** swim.

In reported speech: Mike said he **had** to swim.

"Needn't" changes to "Did not need":

He **needn't** swim.

In reported speech: Mike said he **didn't need** to swim.

The contracted verb "needn't" is a different way of saying "don't need".

You needn't worry! I will take care of this = You don't need to worry ...

The following modals do not change: Would, could, might, ought to, needn't
Have, must have, used to.

ACTIVE AND PASSIVE VOICE

1. **Active voice**
2. **Passive voice**

The **active voice** is the "normal" voice. This is the voice that we use most of the time. You are probably already familiar with the active voice. In the active voice, the **object** receives the action of the verb:

	subject	verb	object
active		>	
	Cats	eat	Fish.

The **passive voice** is less usual. In the passive voice, the **subject** receives the action of the verb:

	subject	verb	object
passive	<		
	Fish	are eaten	By cats.

The **object** of the active verb becomes the **subject** of the passive verb:

	subject	verb	object
active	Everybody	drinks	Water.
passive	Water	is drunk	By everybody.

RULES FOR PASSIVE VOICE IN DIFFIERENT TENSES

1-PRESENT INDEFINITE TENSE

Object +is/am/ are+ not+ v (third form) +by +s

Is/am/are+ object+ not +v (third form) + by + s

Question word +is/am/are +object +not +v (third form) + by +s

2-PRESENT CONTINUOUS TENSE

Object +is/am/are +not +being +v (third form) +by +s

Is/am/are+ object+ not+ being +v (third form) +by +s

Question word +is/am/are +object+ not+ being +v (third form) +by +s

3-PRESENT PERFECT TENSE

Object +has/have+ not +been +v (third form) +by +s

Has/have+ object+ not +been +v (third form) +by+ s

Question word+ has/have+ object+ not+ been+ v (third form) +by +s

EX-1- He writes a letter.

A letter is written by him.

2- She does not eat a mango.

A mango is not eaten by her.

3 -does he buy a car?

Is a car bought by him?

4 - Why do you not write a novel?

Why is a novel not written by you?

5-he is flying a kite

A kite is being flown by him

6-she is not cooking the food

The food is not being cooked by her

7-is he not watching a film?

Is a film not being watched by him?

8-why are you not singing a song?

Why is a song not being sung by you?

9-he has not done his work

His work has not been done by him

10-Has he bought a new car?

Has a car been bought by him?

11- When has she cooked the food?

When has the food been cooked by her?

4-PAST INDEFINITE TENSE

Object +was/were +not+ v (third form) +by +s

Was/were+ object+ not +v (third form) +by +s

Question word+ was/were +object +not +v (third form) +by +s

5-PAST CONTINUOUS TENSE

Object +was/were +not+ being+ v (third form) +by +s

Was/were+ object+ not+ being +v (third form) +by +s

Question word+ was/were+ object +not +being +v (third form) +by +s

6-PAST PERFECT TENSE

Object+ had+ not+ been+ v (third form) +by +s

Had+ object+ not+ been+ v (third form) +by +s

Question word +Had+ object+ not+ been+ v (third form) +by +s

EX-1- He bought a car.

A car was bought by him.

2- You did not complete your home work

Your home work was not completed by you

3- Did he not call you?

Was I not called by him?

4- Why did you not watch the movie?

Why was a movie not watched by you?

5-they were not selling the books

Books were not being sold by them

6-were you not singing the song

- Was the song not being sung by you?
 7-why was he not doing his work?
 Why was his work not being done by him?
 8-he had not washed the dirty clothes
 The dirty clothes had not been washed by him
 9-had you not learnt the book?
 Had the book not been learnt by you?
 10-why had you not eaten the food?
 Why had the food not been eaten by you?

7-FUTURE INDEFINITE TENSE

- Object+ will/shall+ object +not+ be +v (third form) +by +s
 Will/shall+ object+ not+ be+ v (third form) +by +s
 Question word +will/shall +object+ not+ be+ v (third form) + by +s

8- FUTURE PERFECT TENSE

- Object+ will/shall +not+ have+ been+ v (third form) +by +s
 Will/shall+ object+ not+ have+ been+ v (third form) +by +s
 Question word +will/shall +object +not +have+ been +v (third form) +by +s

EX-1- He will not write a letter

- A letter will not be written by you
 2-shall we not learn the book?
 Will the book not be written by us?
 3-why will you not sing a song?
 Why will a song not be sung by you?
 4-I shall not have done my work
 My work will not have been done by me
 5-Will you not have written a book?
 Will a book not have been written by you?
 6-why shall we not have done this task?
 Why will this task not been done by us?

IMPERATIVE SENTENCES

While making the passive of imperative sentences we use different types of conjunction like your are ordered, your are requested, you are advised and so on

- EX- Please give me a glass of water
 You are requested to give me a glass of water
 Take this medicine properly
 You are advised to take this medicine properly
 Do not stand here
 You are ordered not to stand here

SOMETHING ABOUT READING AND WRITING

During the writing workshop, students are invited to live, work and learn as writers. They learn to observe their lives and the world around them while collecting, drafting, revising, editing, and publishing well-crafted narrative and expository texts. Students receive direct instruction in the form of a mini lesson and a mid-workshop teaching point. The teacher

explicitly names a skill that proficient writers use that is within reach for most of the class, then demonstrates the skill and provides students with a brief interval of guided practice using it. Students are also given time to write, applying the skills and strategies they've learned to their own writing projects. As students write, the teacher provides feedback that is designed to move students along trajectories of development. The feedback is given through one-to-one conferences and small group instruction, and includes instructional compliments and teaching. The teacher helps a writer imagine what the next challenge is, and equips that writer with the skills and strategies necessary to begin tackling that new frontier.

It is rare for us to provide staff development in writing and not also in reading, and vice versa. Generally, a staff developer will work with a school to support the entire literacy curriculum. As part of this, a staff developer will lead two or three "lab sites" during each school visit, at least one of which supports writing instruction.

Our work with reading begins with a deep commitment to giving students large chunks of time deeply engaged in reading books—ones of their own choosing, when possible, and *always* ones that they can read with fluency, accuracy and comprehension. Mountains of data confirm that in order for students to progress as readers, they must have abundant time to read.

Our work in reading, like our work in writing, is grounded in research on evidenced-based teaching (see John Hattie's *Visible Learning*, Geoff Petty's *Evidence-Based teaching*, etc). Readers make their thinking about texts visible by talking and writing about texts. Teachers study what readers do, and consider goals that are within reach yet rigorous. Teachers give feedback that helps readers understand the progress they have made, and that which they still need to make, helping readers grasp onto important goals and work, deliberately practicing, so they become more proficient.

COMPREHENSION OF AN UNSEEN PASSAGE

Comprehension of an unseen passage means a complete and thorough understanding of the passage. The main object of comprehension is to test one's ability to grasp the meaning of a given passage properly and also one's ability to answer, in one's own words, the questions based on the passage. A variety of questions like short answer type questions, completion of incomplete sentences, filling the blanks with appropriate words and exercises based on vocabulary are set forth for the purpose.

Before attempting to answer the questions on a passage, it is necessary to read the passage again and again so that a general idea of the subject of the passage becomes clear. Once the passage is clear, it is easy to answer the answers of the questions.

One should also keep the following points in mind before answering the questions set on a given passage:

1. Read the passage quickly to have some general idea of the subject matter.
2. Read the passage again and underline the important points.
3. Read the questions and try to know what has been asked.
4. Read the passage again and underline the portions where the probable answers may be available.

5. Use, as far as possible, your own words to answer the questions in a precise and brief way.
6. Always use complete sentences while answering a question.
7. If you are asked to give the meaning of some words or phrases, try to express your idea, in your own words, as clearly as possible.
8. Don't give your own opinions or comments about anything unless you are asked to do so.

Example 1. Read the following passages carefully and answer the questions set below:

There is a story of a man who thought he had a right to do what he liked. One day, this gentleman was walking along a busy road, spinning his walking-stick round and round in his hand, and was trying to look important. A man walking behind him objected. "You ought not to spin your walking-stick round and round like that!" he said. "I am free to do what I like with my walking-stick," argued the gentleman. "Of course you are," said the other man, "but you ought to know that your freedom ends where my nose begins."

The story tells us that we can enjoy our rights and our freedom only if they do not interfere with other people's rights and freedom.

Questions:

1. Why was the gentleman on the road moving his walking stick round and round?
2. Who objected him?
3. What argument did the gentleman give?
4. Was the other satisfied with argument?
5. What did he say in reply?

GRASP OF GENERAL LANGUAGE & COMMUNICATION SKILL

While communicating with someone language is very important that's why we must have to understand

What should be the essentials of language and communication skill?

- 1- CLEAR UNDERSTANDING
- 2- SIMPLE LANGUAGE
- 3- SHOULD BE CONFIDENT IN LANGUAGE
- 4- KNOWLEDGE OF LANGUAGE AND SUBJECT
- 5- SHOULD FEEL COMFORTABLE
- 6- POSITIVE EMOTIONS

7- FLEXIBILITY

8- CLEARLY INTERMS OF VOICE AND WORDS

10 -KNOWLEDGE OF WORDS

EXPANSION OF A GIVEN IDEA

To expand any idea or thought one should need creativity.

We know that to expand a given idea we must have to understand the connection of that particular idea or things with us.

There is no any rule for this but some things which may be important to expand an idea.

1-INTRODUCTION OF THAT IDEA

2-EMOTION BEHIND THE IDEA

3-POSITIVE IMPECT OF THAT IDEA OVER THE PEOPLE

4-NEGATIVE IMPECT OF THAT IDEA OVER THE PEOPLE

5-OVER ALL IMPECT OF THAT IDEA

6-HOW DOES IT RELATE TO US?

7-CONCLUSION

EX- HONESTY IS THE BEST POLICY

INTRODUCTION- In modern time everyone wants to get success and go on the top for this they are ready to do anything but it should be clear that if u would not have honesty during this you will not be able to grow.

EMOTION BEHIND THE IDEA- when we do anything with honesty it gives us positive feeling towards us means if u get something with honesty that will force you to get more and more because that will be done with positive feeling.

POSITIVE IMPECT OF THAT IDEA OVER THE PEOPLE-once someone does something honestly that motivate the others also , so that means if you do something with honesty and hard work that also inspire the others people for growth and success in the life .

NEGATIVE IMPECT OF THAT IDEA OVER THE PEOPLE-we all know everything has two side in modern time we can see its not possible to survive without dishonesty because of this if you try to get or do something with honesty you will be force to follow the dishonesty which is not good . So first of all we need to change the system so that we can make our self strong to follow honesty.

OVER ALL IMPECT OF THAT IDEA-after considering on both negative and positive aspect of honesty we can say that if u want to be a winner for long time then u will have to follow honesty, but if u want to win the situation just for some time you can do what others are doing so according to me you should go with honesty because we need to be a long time winner.

HOW DOES IT RELATE TO US?-after discussing above now we can clearly say that it has a great importance in our life because it makes us great

and a winner in our life in this way we can say it relate to us.

CONCLUSION-at last we can see that if u want to be a great person and a winner in your life then u will have to follow and should go with honesty in your life otherwise you will not be able to sustain your success.

LISTENING

Listening is the most important part of oral communication if we do not care for proper listening then our communication will be improper.

Listening is an art and to be a good communicator we must have to improve our listening power.

If someone is speaking very nicely but the listeners are not using proper method for listening then there will be no importance of such a great speaker.

There are mainly two types of listening

1-active listening

2-criticle listening

1-Active listening= under this type of listening we focus upon the communicator but won't analyze the facts behind the speech.

2-Criticle listening= under this type of listening we analyze each and every aspect of speech done by the communicator so this type of listening is critical by nature and complex as well.

NOTE TAKING AND NOTE MAKING

(a) **NOTE TAKING**-It is the practice of writing pieces of information, often in an informal or unstructured manner. Information presented in class often contains the central concepts of the course and the material most likely to be included on exams. Yet, students frequently do not realize the importance of note taking and listening. While many students view note taking as an activity conducted simply in lecture, solid note taking skills require preparation and reflection as well. While taking notes:

Select. Omit trivial and redundant details. Omit anything you'll recall anyway!

Condense. Replace lists with a category term.

Organize. Choose headings and topic sentences.

Rephrase. Use your own words.

Elaborate. Make connections to existing knowledge.

Note-taking generally involves writing down most of what you hear or read without processing the information in any way. Notes that are taken are often unselective, trying to cover most or all of the information without highlighting the main points or issues.

Note-taking is, therefore, taking a passive approach to study and learning.

(b) **NOTE MAKING**-It can be useful for study but to make notes is a more active approach to creating a written record. Note-making is a more intellectual task than note-taking as it involves selecting, analyzing and summarizing what you hear or read. It also involves being able to strike a balance between listening/ reading actively and making a record of it. Note-making is an active approach to study as it:

- Forces you to think, because you have to make decisions about what, to write
- Helps you to pay attention to what you are reading, or listening to
- Aids your understanding of new material if the notes are organized in your own way and in your own words
- Helps with concentration
- Helps you to remember more information
- Makes it easier to distinguish between important issues and detail
- Provides a permanent record

IDIOMS AND PHRASES SENTENCES

A red letter day. (An auspicious day) 14th August 1947 is the red letter day in the history of Pakistan.

A bed of roses. (A very comfortable existence) The post of President is not a bed of roses.

All in all. (An all powerful person) The Manager is all in all in the mill.

At the eleventh hour. (At the last moment) The members were informed about the meeting at the eleventh hour.

A bone of contention. (Cause of dispute) Money was the bone of contention between the two brothers.

To beat about the bush (to talk of here and there) He always beat about the bush but never comes to the point.

To break the ice (to end the shyness) the teacher broke the ice in the class.

To make the most of (to avail the opportunity) Youth is the best time to make the most of it.

To make both ends meet (to live within one's income) it is very difficult to Make both ends meet in these days of dearness.

With heart and soul (with all one's energy) she is preparing for her examination with heart and soul.

By fits and starts (irregularly) it is not fair to study by fits and starts.

Day in and day out (every day) He is working hard day in and day out to get first position.

With a high hand (to do something without respecting the feelings of others) The Prime Minister should not decide matters with a high hand.

To cry over spilt milk (to have useless regret) it is no use to cry over spilt milk.

High time (right time) it is high time to start our studies.

To shed crocodile tears (pretend to have been crying) the beggar is shedding crocodile tears to get charity.

To nip in the bud (destroy in the beginning) Nip the evil in the bud.

To put into practice (to start acting upon) we must put into practice the principles of Quaid-e-Azam to make Pakistan a welfare state.

To wind up (to end) my uncle is winding up his business in Dubai.

In black and white (in written) He has resigned from his post in black and white.

Fits and starts. (Irregular) We should work regularly and not by fits and starts.

A narrow escape. (To escape with the slightest margin) He had a narrow escape in the accident. **To turn a deaf ear.** (Disregarded) We should not turn a deaf ear on our elder's advice.

To turn over a new leaf. (Behave better in future) My friend gave up his bad habits and turned over a new leaf.

To take to task. (To punish) The bad boys will be taken to task today.

Up and down. (Rise and fall) I have experienced my ups and downs in life.

To see eye to eye with someone (to agree with) my friends do not see eye to eye with me.

To turn a deaf ear to (not to listen) we must turn a deaf ear to rumors.

A black sheep (worthless member of the group) He is a black sheep in his department.

To take to task (to call to account) The Clerk was taken to task for absenting himself from office without permission.

Far and wide ---- My father has traveled far and wide in the country.

Null and void (non-existent ; ineffective) The Director declared his dismissal orders null and void and ordered his reinstatement.

Once in a blue moon (extremely rare) Only once in a blue moon things happen as one wish

Odds and ends (remnant; unimportant things) after the picnic we gather all odds and ends.

Get rid of (get free from a thing you wish to be freed) I am trying to get rid of my bad habits.

Hue and cry (a great noise) the man who was robbed raised hue and cry but the pickpocket ran away.

Kith and kin (near relatives) my father looks after his poor kith and kin.

A rainy day. (Bad days) Save something for a rainy day.

To take to heel. (To run away) Suddenly the Police patrol appeared and the thief took to heels.

To pick holes in. (to criticize) do not pick holes in other's affairs.

PREFIXES and **SUFFIXES** create new words, usually by modifying or changing the meaning of a *ROOT WORD*. If we take a root word like EMPLOY (verb) or HAPPY (adjective), we can see how their meaning changes.

***UN + employ + ED = UNEMPLOYED** (the verb becomes an adjective with a negative meaning)

* **Happy + NESS = HAPPINESS** (the adjective becomes a noun)

Pay attention to changes in **SPELLING**: – “y” often becomes “i” / final “e” often disappears (...)

1. PREFIXES like **DIS/IN/IM/IR/UN/IL/MIS** are used to give an opposite/negative meaning to a word.

2. SUFFIXES can be used to form a verb, a noun, an adjective and an adverb.

EXAMPLES

dark* (adjective) + **ness = *darkness* (noun)

strength* (noun) + **en = *strengthen* (verb)

probable* (adjective) + **(l)y = *probably* (adverb)

*glory (noun) + **ous** = glorious (adjective)

VERB STRUCTURES (INFINITIVES AND GERUND)

Definition

Gerunds are verbs used as subjects or nouns, and infinitives are the, to + verb form of the verb. Some verbs are followed by the gerund, others are followed by infinitives. There are other verbs that are followed by either gerunds or infinitives, but the meaning changes depending on which type of verb is used. The following sections describe verbs that are followed by either gerunds or infinitives.

Example

I stopped **drinking** beer. (The meaning is: I do not drink beer anymore.)

I stopped **to drink** a beer. (The meaning is: The reason I stopped was so that I could drink beer.)

Explanation

These verbs take either the gerund or the infinitive, but they mean different things when they are followed by a gerund than they do when followed by an infinitive: stop, remember, try, and forget.

LINKING DEVICES

Linking words help you to connect ideas and sentences, so that people can follow your ideas.

And, In addition, as well as, Also, Too, Furthermore, Moreover, Apart from, In addition to, Beside, But

However, although, even though Despite, despite the fact that In spite of, in spite of the fact that, Nevertheless, Nonetheless, While, Whereas

"We discussed training, education and the budget."

Also is used to add an extra idea or emphasis. "We also spoke about marketing."

You can use **also** with **not only** to give emphasis.

"We are concerned not only by the costs, but also by the competition."

We don't usually start a sentence with **also**. If you want to start a sentence with a phrase that means also, you can use **in addition** or **In addition to this...**

As well as, can be used at the beginning or the middle of a sentence.

"As well as the costs, we are concerned by the competition."

"We are interested in costs as well as the competition."

Too goes either at the end of the sentence, or after the subject and means **as well**.

"They were concerned too."

"I, too, was concerned."

Apart from and **besides** are often used to mean **as well as**, or **in addition to**.

"Apart from Rover, we are the largest sports car manufacturer."

"Besides Rover, we are the largest sports car manufacturer."

Moreover and **furthermore** add extra information to the point you are making.

"Marketing plans give us an idea of the potential market. Moreover, they tell us about the competition."

But, is more informal than **however**. It is not normally used at the beginning of a sentence.

"He works hard, but he doesn't earn much."

"He works hard. However, he doesn't earn much."

Although, **despite** and **in spite of** introduce an idea of contrast. With these words, you must have two halves of a sentence.

"Although it was cold, she went out in shorts."

"In spite of the cold, she went out in shorts."

Despite and **in spite of** are used in the same way as **due to** and **owing to**. They must be followed by a noun. If you want to follow them with a noun and a verb, you must use **the fact that**.

"Despite the fact that the company was doing badly, they took on extra employees."

Nevertheless and **nonetheless** mean **in spite of that** or **anyway**.

"The sea was cold, but he went swimming nevertheless." (In spite of the fact that it was cold.)

"The company is doing well. Nonetheless, they aren't going to expand this year."

While, **whereas** and **unlike** are used to show how two things are different from each other.

"While my sister has blue eyes, mine are brown."

"Taxes have gone up, whereas social security contributions have gone down."

"Unlike in the UK, the USA has cheap petrol."

In theory... in practice... show an unexpected result.

"In theory, teachers should prepare for lessons, but in practice, they often don't have enough time."

WHAT IS PRECIS WRITING

It is a short summary of the essential ideas of a longer composition; the basic thought of a passage is reproduced in miniature, retaining the mood and tone of the original. No interpretation or comment should be interjected. It must possess clear, emphatic diction and effective sentence construction. Its unity and coherence should be emphasized through smooth, unobtrusive transitions. Your summary must be intelligible to a reader who has not seen the original and should have solid compositional worth.

100 - 200 words is the desired length of a précis, unless otherwise specified.

How to write a précis?

First, write an outline of the main ideas - those you see as most important. Think of it this way - you are summarizing the lecture for a friend who missed the class and the material will be on an upcoming test. Also, you may want to include a brief statement about the tone, audience, or purpose of the article.

Second, put your outline into sentence/paragraph form.

Third, count the number of words and make necessary changes.

CURRICULUM VITAE/RESUME

Like a resume, your CV should include your name, contact information, education, skills and experience. In addition to the basics, a CV includes research and teaching experience, publications, grants and fellowships, professional associations and licenses, awards and other information relevant to the position you are applying for. Start by making a list of all your background information, and then organize it into categories. Make sure you include dates on all the publications you include.

We use term CV when we do not have any experiences and resumes in the case of having experiences.

EX- a sample of CV

POOJA GUPTA

52 Patel nagar cantt, Varanasi

Telephone: 0542-221848; Mobile: +919794249338; E-mail: pooja9999@hotmail.com

Employment

- 1999-2001 **Natural Group**, sigra, Varanasi
A manufacturer and retailer of natural foods and supplements in Varanasi
- Sales Assistant*
- Advised the main shop's customers about organic and health foods
 - Developed new business in smaller satellite stores, explaining the benefits of supplements and organic food to potential new customers
 - Increased sales at both the main and the satellite shops. The extra profits were used to expand the business by establishing a new shop
- 1997-1999 **Sony Corporation**,
A Japanese conglomerate which develops and manufactures consumer and industrial electronic equipment world-wide
- Administration Assistant, General Affairs Department*
- Examined incoming mail and redirected this to the appropriate division
 - Translated foreign letters (written in English) into Japanese
- Customs Clearance Officer, Import Division, Sony Air Cargo*
- Completed reports (e.g. bills of entry) to facilitate the import of goods from abroad
 - Dealt with customs enquiries and procedures

Education

- Sep 2001 - B.B.A. from distance education (S.M.U.)
- 1993-1997 10+2 pass out from U.P. board

Other Skills

Computer literate: good knowledge of Word and Excel, as well as e-mail and the internet
Fluent in Japanese; practical knowledge of English and Korean

Personal Details

Date of Birth	6 January 1975
Nationality	Indian
Gender	Female
Marital status	Single

Interests

Studying English, visiting museums, playing golf

Date-

Pooja gupta

PREPARATION OF QUESTIONNAIRE FOR INTERVIEW SKILLS

Under this we prepare the interview related question and we can also find out our internal ability to judge our self or to say that wither we are prepare for the interview or not.

To prepare for the internal quality u can make the point like this

CONFIDENT	YES	NO
PATIENCE	YES	NO
KNOWLEDGE	YES	NO
SPECIFIC QUALITY	YES	NO
INTEREST	YES	NO
EXPERIENCE	YES	NO

Apart from that we can also include interview type and interview question for the preparation of interview this is the best way to find out whether the person is ready for the interview or not.

E.P.S (EFFECTIVE PUBLIC SPEAKING)

Delivering an effective presentation to 20 or to 200 people is difficult. Because listeners have better access to information since the internet became commonplace, audiences expects more content from speakers today. In addition, because of the entertainment slant of most media today, audiences want a presentation delivered with animation, humor, and pizzazz.

FEATURES AND ASPECTS OF E.P.S.--- while facing a larger group of people we must have to be careful in terms of

PERCEPTION- it is very important point once you face the public because listeners are typical to understand to be a good speaker you need to judge the perception of people

means what they want to listen from you.

CONFIDENT- everyone knows that while facing a large group of people we must be confident about our self.

KNOWLEDGE OF TOPIC- while speaking something you need to be sure that u have the enough knowledge about the topic which you want to present before the listeners.

NON VERBAL COMMUNICATION- it is very important we you say something your body language should supplement your oral communication otherwise the impact will be negative over the listeners.

INVOLVE THE LISTENERS IN YOUR SPEECH- just tries to ask cross question from the listeners so that you can involve them in your speech at that time.

BE ENERGTIC – while giving the speech before the listeners you must show the energy in terms of your voice and interest that will help you to gain the attention of listeners.

GENRAL MISTAKES AND HOW TO AVOID THEM

PERCEPTION- if you fail to judge the perception of listeners then u will not be able to bring out the interest of them in your speech.

To avoid this type of mistake try to get the information about the listeners in advance so that you can judge the perception positively.

NOT FEELING CONFIDENT- If you are not feeling confident so that will not create a good impression upon the listeners.

To avoid this mistake just get enough information so that you can feel confident while giving the speech before them.

HAVING A LESS KNOWLEDGE OF TOPIC- If you will not have enough knowledge of topic you will not feel confident before the listeners and that's not a good thing about a speech.

To avoid this mistake collect the enough information from internet and news paper and expert about what you are going to explain before them.

LACK OF NON VERBAL COMMUNICATION- If your body language does not support you while giving the speech so that will not be able to catch the attention of listeners.

To avoid this mistakes try to do the practice before your friend and get the feedback from them and after that you can go for the public speaking.

LESS ENERGTIC – If your voice does not contain the enough amount of energy so that will not be catchy for the listeners so you must have to show the energy in terms of your voice.

STRUCTURE OF AN IDEAL SPEECH/TECHNICAL PRESENTATION

There are certain things that you need to have for an ideal structure of speech

1-CLEARTY IN PURPOSE

2-POSSITIVE FRAME OF MIND

3-COFIDENT

4-KNOWLEDGE OF TOPIC

5-BODY LANGUAGE

6-INTEREST

7-ENERGY

TECHNICAL PRESENTATION

In modern time to make the great impact over the listeners we can take the help of technical equipments in this way we can make our speech or presentation better and can gain the positive attention of listeners easily.

We can take the help of projector we can add some animation and can also use PPT with the help of this we can make our presentation more interesting and convincing for the listeners.

By

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And

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