

# VIJAYAM INSTITUTE OF TECHNOLOGY

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## COMMUNICATIVE ENGLISH NOTES (23A52201T)

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## UNIT -I

### THE GIFT OF THE MAGI

#### Brief Biography of O. Henry

**O. Henry**, pseudonym of William Sydney Porter, original name **William Sidney Porter**, (born September **11, 1862, Greensboro, North Carolina, U.S.**—died **June 5, 1910, New York, New York**), American short-story writer whose tales romanticized the commonplace—in particular the life of ordinary people in New York City. His stories expressed the effect of coincidence on character through **humor, grim or ironic**, and often had surprise endings, a device that became identified with his name and cost him critical favor when its vogue had passed.

Porter attended a school taught by his aunt, then clerked in his uncle's drugstore. In 1882 he went to Texas, where he worked on a ranch, in a general land office, and later as teller in the First National Bank in Austin. He began writing sketches at about the time of his marriage to Athol Estes in **1887**, and in **1894** he started a humorous weekly, **The Rolling Stone**. When that venture failed, Porter joined the *Houston Post* as reporter, columnist, and occasional cartoonist.

#### Summary

The story begins the day before Christmas with a young woman named Della sitting at home counting her savings. The home she lives in with her husband, Jim, is a cheap, furnished rental apartment. When they first moved in Jim was earning more money, but the couple has fallen on hard times and now lives in poverty. Della has been putting money aside after buying groceries for many months. She is sad and anxious because despite her efforts, she has not saved enough money. She had been hoping to buy Jim something special for Christmas with her savings. Della begins to cry on her couch as she realizes she does not have enough money to buy Jim a Christmas present.

After she stops crying, Della cleans up her face and looks out the window lost in thought. She suddenly catches a glimpse of herself in the dingy mirror on the wall and gets an idea. She lets down her long brown hair and looks at it for a little while. Della's hair, notable for its beauty, is her prized possession. She puts on her old coat and hat and visits a shop that buys and sells hair. The shopkeeper, Madame Sofronie, agrees to cut and buy Della's hair. Della spends the rest of the day going around the city looking for the perfect gift for Jim. His prized possession is a gold pocket watch that has been passed down through his family. She wants to buy him a nice chain to go with it, something special and rare. Eventually, she finds the perfect platinum chain. It costs all the money she got from selling her hair, plus most of her savings. Della goes home feeling very excited to give Jim his present.

When Della gets home, she tries to style her new haircut as best she can. She worries that Jim will be angry and will no longer think she is pretty. When Jim sees Della has cut her hair, he gets a strange look on his face. Not knowing what it means, Della goes to him and quickly explains that she sold her hair to buy him a Christmas present. In response, Jim hugs her and tells her he loves her no matter what her hair looks like. He then gives her a Christmas present: a set of jeweled tortoiseshell combs she'd once admired in a shop window. Della

loves the present, but she bursts into tears when she realizes she is unable to use Jim's thoughtful gift. As Jim comforts her, she reassures him her hair will grow back quickly. She then excitedly gives him the platinum watch chain. Jim laughs and reveals he sold his prized watch to pay for the combs. The narrator concludes the story by praising the couple for their selfless gifts of love, calling them even wiser than the three wise magi who brought gifts to the baby Jesus on the first Christmas Eve.

## **Techniques of Reading**

Reading is a great habit that can change human life significantly. The ability to read is as important today as it ever was. It can entertain us, amuse us and enrich us with knowledge and experiences narrated. There exist some reading techniques, which if mastered at a growing stage can help us, be better and far more comprehensive readers.

**The two main types of reading techniques are the following:**

### **1. Skimming – Reading for the gist of a text**

This reading technique is used for getting the gist of the whole text lead. We generally use this technique at the time of reading newspaper or magazine. Under this technique, we read quickly to get the main points, and skip over the detail. It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail.

Gist is the general meaning or purpose of a text, either written or spoken. Reading a text for gist is known as skimming. Before answering detailed comprehension questions on a short story, learners read it quickly for gist, and then match the text to a picture that summaries what happens in the story.

### **2. Scanning – Reading for specific information**

Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text. For highlighting the important points of a book the readers can skim through the summary or the preface or the beginning and ending chapters of that book. For example, this technique is used for looking up a name from the telephone guide book.

## **SENTENCE STRUCTURE AND WORD ORDER**

Sentence structure- Every complete sentence has a subject and a predicate.

SUBJECT – What or whom the sentence is about.

PREDICATE – tells something about the subject and contains the verb.

Some common sentence pattern in English is:

- Subject – verb: I cook
- Subject – verb – object: she likes dolls
- Subject – verb – adjective: she was sick
- Subject – verb – adverb: he ran fast
- Subject – verb – noun: they are teachers
- Subject – verb – indirect object – direct object: I gave her my food.

You will notice from the above examples that the subject is placed first within the sentence structure, and the main verb of the sentence comes next.

## **WH – questions**

There are number of words in the English language that are used primarily to make questions; these words are ‘question words’, sometimes known as ‘WH question words’.

what	What is used when asking for information about something : What did you do last evening?
When	When is used when asking for the time : When did you arrive?
Who	Who is used when asking for identity of person: Who called earlier?
Whose	Whose is used when asking about possession: Whose place are you staying at?
Where	Where is used when asking for the place: Where do you live?
Which	Which is used to ask about choice: Which one do you like?
Why	Why is used when asking for reason: Why did you break the glass?
How	How is used when asking procedure or method: How was your exam?
what	What is used when asking for information about something : What did you do last evening?
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Why	Why is used when asking for reason: Why did you break the glass?
How	How is used when asking procedure or method: How was your exam?

## **Affixation**

The most common type of derivation is the addition of one or more affixes to a root, as in the word derivation itself. This process is called affixation, a term which covers both prefix and suffix.

- Prefixes are that are added to the beginning of the word; e.g., un- in unnoticed, a- in amoral, sub- in subway, etc.
- Suffixes are bound morphemes which are attached to the end of the word; e.g., -able in noticeable, -less in careless, -s in seeks.

Prefix	Meaning	Examples
re-	again or back	restructure, revisit, reappear, rebuild, refinance
dis-	reverses the meaning of the verb	disappear, disallow, disarm, disconnect, discontinue
over-	too much	overbook, oversleep, overwork
un-	reverses the meaning of the verb	unbend, uncouple, unfasten
mis-	badly or wrongly	mislead, misinform, misidentify
out-	more or better than others	outperform, outbid
be-	make or cause	befriend, belittle
co-	together	co-exist, co-operate, co-own
de-	do the opposite of	devalue, deselect
fore-	earlier, before	foreclose, foresee
inter-	between	interact, intermix, interface
pre-	before	pre-expose, prejudge, pretest
sub-	under/below	subcontract, subdivide
trans-	across, over	transform, transcribe, transplant
under-	not enough	underfund, undersell, undervalue, underdevelop

Suffix	Example
-ise	stabilise, characterise, symbolise, visualise, specialise
-ate	differentiate, liquidate, pollinate, duplicate, fabricate
-fy	classify, exemplify, simplify, justify
-en	awaken, fasten, shorten, moisten

Suffix	Example
-al	central, political, national, optional, professional
-ent	different, dependent, excellent
-ive	attractive, effective, imaginative, repetitive
-ous	continuous, dangerous, famous
-ful	beautiful, peaceful, careful
-less	endless, homeless, careless, thoughtless
-able	drinkable, countable, avoidable,

# Parts of Speech

## Noun

A noun is a word used for a place, person, or thing. Everything which has a name and we talk about it is a noun. Everything is denoted by a name and that naming word is called a "noun". Often a noun will be the name for something we can touch (e.g., **lamb, pen, table**), but sometimes a noun will be the name for something we cannot touch (e.g., **happiness, determinism, truth**).

Some examples of noun:

Everything is represented by a word that is called a noun. Some of the examples of noun are written below:

- **People:** Ali, boy, singer.
- **Animals:** Cat, cow, elephant.
- **Places:** Karachi, city, street.
- **Objects:** Cup, pencil, book.
- **Qualities:** Boldness, sorrow.
- **Actions:** Writing, listening, running.

## Types of Noun

There are many types of noun depending upon some aspects. One noun may fall in multiple categories. A common noun may be a countable noun and at a same time that noun may be a concrete e.g., pencil is a common noun it is countable, concrete and as well it is singular noun. Some main types of noun are tabulated below.

### 1. Proper Noun

A proper noun is the given name of a person, or a specific place or thing, i.e. its own name (e.g., **Imran, Karachi, and Rover**). A proper noun always starts with a capital letter. All days and months are proper noun and start with capital letters (e.g. **Sunday, March, and December**). Name of all Person, name of countries, name of oceans are counted in category of proper nouns (e.g., **Mashal, Pakistan, Atlantic**).

### 2. Common Noun

A common noun is the word used for a class of person, place, or thing (e.g., **person, city, and dog**). Common nouns are not capitalized unless used in start of a sentence. There are some exceptions like in poetry where every word of new line is capitalized. Something that is personified in poetry is also capitalized e.g., "So Nature incites them in their hearts" (Prologue- Geoffrey Chaucer)

### 3. Concrete Noun

Concrete nouns are the things which we can see or touch physically. This noun contrast with abstract category of noun. For example: **tree, hammer, and pen**. We can see them feel them or touch them. Some time we name it material noun.

### 4. Abstract Noun

Abstract nouns are things you cannot see or touch. Abstract nouns do not have physical existence. These nouns are difficult to guess. Sometime learners get confused with abstract noun and adjectives. Abilities and emotions are abstract noun e.g. **bravery, joy, determination etc.**

## 5. Collective Noun

Collective nouns are words that denote groups' collection or multitude of something. These noun are used as singular **e.g. team, army, concert.**

## 6. Compound Noun

Compound nouns are nouns made up of more than one word. For example: court-martial, pickpocket, water bottle. Some compound nouns are two words (**e.g., peace pipe**), some are hyphenated (**e.g., play-off**), and some have become single words (**e.g., eye-opener**). And, many of them are currently transitioning through those stages. Therefore, spelling compound nouns can be a nightmare. Some compound nouns form their plural by adding an s to the principal word, not necessarily to the end (**e.g., brothers-in-law**).

## 7. Countable Noun

A countable noun is a noun that can be counted in numbers like one pen, two cars with both a singular and a plural form. (**E.g. dog/dogs, pie/pies**).

## 8. Uncountable Noun

An uncountable noun is a noun without a plural form For example: oxygen, patience. Such nouns do not include counting. All abstract noun falls under the uncountable category of nouns.

## Pronoun

Pronoun is defined as a word that replaces a noun in a sentence. It takes place of a noun.

## Types of Pronoun

Pronouns are categorized into many types. Main types include personal pronoun, possessive pronoun, indefinite pronoun, reflective pronoun, intensive pronoun, demonstrative pronoun, interrogative pronoun, and reflexive pronoun.

### i. Personal Pronouns

Personal pronouns refer to a person's name. We use personal pronouns as a substitute for a person's name. There are two kinds of personal pronoun: Subjective and objective pronouns.

(a) Subjective pronoun: Subjective pronouns replace the subject in a sentence.

Common subjective pronouns are I, we, you, he, she, it, and they

**Example:** I love watching TV.

(b) Objective pronouns: Objective pronouns replace the object in a sentence.

Common objective pronouns are me, us, you, him, her, it, and them

**Examples:** She gave him a present on his birthday.

### ii. Possessive Pronouns

Possessive pronouns are the pronouns that show ownership and possession in a sentence. We categorize possessive pronoun into two types:

- Strong possessive pronoun
- Weak possessive pronoun

The strong possessive pronouns include yours mine, his, hers, its, theirs, yours, and ours. They refer back to a noun or noun phrase already used, replacing it to avoid repetition: "I said that pen was mine." Strong possessive pronouns are sometime called absolute possessive pronoun.

The weak possessive pronouns include your, my, her, his, its, their, our, and, your. Their function is as a determiner in front of a noun to express whom something belongs to: "I said that's my pen." Sometime we call them possessive adjectives.

### iii. **Relative Pronouns**

A relative pronoun is a pronoun that relates the relative clause to another clause within a sentence. In addition, introduces the relative clause or an adjective clause. In mostly cases it acts as a subject of the relative clause. The most commonly used relative pronouns are mentioned below.

**Examples:** Whom, whoever, whomever, who, that, which and whose

**Example in a sentence:**

- She does not know which pack of pencil you want.
- "Which pack of pencil you want" is a relative clause, and the relative pronoun "which" has linked it to the main clause.

### iv. **Demonstrative Pronouns**

Demonstrative pronouns are the nouns that take place of a noun that's already been mentioned in a sentence. Demonstrative pronouns can be singular or plural. Five main demonstrative pronouns are: **these, those, such, this, that,**

**Example in a sentence:**

- These are beautiful. Do not eat that.

### v. **Interrogative Pronouns**

An interrogative pronoun often stands for something that we are not aware of yet, because we are asking about it. We use these pronouns specifically to ask questions. These pronouns are special because they all start with "Wh", which is quite easy to remember.

Most commonly used interrogative pronouns are: **whose, what, whom, which, and who.**



### **Example in a sentence:**

- What is your nickname?
- Whose pen is this?
- Whatsoever do you suggest by that? Whom were you talking with last night? Which of these three do you like?

### **Verb**

A verb shows the happening or state of something. It is an action word. It can show:

- If somebody does something; like: This cat sleeps all day.
- If something has done onto someone; like: A stranger patted the stray cat.
- The state of someone or something; like: The cat is alive fortunately.

Verb is the most important part of any sentence. A sentence does not make sense without a verb in it. There are some instances where a one-word answer can make up for a whole sentence; like, yes or indeed, etc, without the use of verb, but these responses are not used in formal writing.

Verbs can also consist of more than one word, such as:

- The children were playing in the backyard.

### **Types of Verbs**

**1. Transitive Verbs:** The verb in a sentence that has a direct object is known as Transitive verb. The verb should have something on which it is performed. The sentences containing Transitive Verbs can also be converted from Active Voice to Passive Voice.

Look at the examples below:

- The batsman hit the ball hard. She walked the streets alone.

In the first example, we can see that the verb hit has a direct object ball. The sentence can also be converted into passive voice: the batsman hit the ball.

The same case is with the second sentence. The verb walked has direct object streets and the sentence can be converted into passive voice: The streets were walked by her, alone.

**2. Intransitive Verbs:** The verb in a sentence that does not have a direct object is known as Intransitive verb. The sentences containing Intransitive Verbs cannot be converted from Active Voice to Passive Voice. Let us see the examples below:

- The lion cub sleeps. The house is flawed.

In both of the above examples, there is no direct object. Both cannot be converted into passive voice too. So, the verbs; sleeps and flawed are intransitive.

➤ Most verbs can be used both transitively and intransitively. For example:

- The child rings the bell.  
Here the verb 'rings' has a direct object and is used transitively.
- The bell rings loudly.  
Here the verb 'rings' does not have a direct object and is used intransitively.

### **More Examples:**

I stopped the car. (Transitively)

The car stopped suddenly. (Intransitively)

There are some verbs such as: go, sleep, die, fall, etc, which show an action that cannot be done to anything or anyone. Hence, these verbs can never be used transitively.

### **Adverb**

An adverb is a word that modifies a verb, an adjective or another adverb. It provides us with further information about a verb, adjective or another adverb. It tells us in which manner, at what place or time, something happened, or is/was done.

**Look at the examples below.**

- Ali walks swiftly.
- She took the grocery out of the shopping bags very
- That is a really sweet child.

In the first example, the adverb swiftly is modifying the verb walks and is telling us the manner in which Ali walks.

In the second example, the adverb very is modifying another adverb, carefully.

In the third one, the adverb really is modifying the word sweet, which is an adjective.

### **Adjective**

An adjective is defined a word which gives information about a noun, pronoun, or a noun phrase. It gives additional information about a noun or pronoun. It shows the quality, kind, or degree of a noun. Look at the examples below.

- Sana gave me eight apples
- The mouse is little.

In the first example, the word eight is telling about the quantity of apples. It is giving additional information about the apples, hence is an adjective.

In the second example, the word little is telling us about the quality of the mouse, that it is little, so it is an adjective too.

### **Kinds of Adjective**

Adjectives are categorized into many kinds, such as:

- Adjectives of quality
- Adjectives of Quantity

#### **1. Adjectives of Quality**

Adjectives of quality describe the kind, quality, or degree, of a noun or pronoun. They are also called Descriptive Adjectives.

##### **Examples:**

- He ate a big mango. Hassan is an honest man.
- The child is foolish.
- Arabic language is not hard to learn.

In the last example, the word Arabic is a Proper Noun. Such Adjectives which are formed from Proper Nouns are called sometimes as Proper Adjectives. They generally come under the category of Adjectives of Quality.

#### **2. Adjectives of Quantity**

These adjectives tell us about the quantity of a noun. They answer the question: How much? Common Adjectives of Quantity are:

- ✓ Some, much, no, any, little, enough, great, half, sufficient

##### **Examples:**

- Take great care of your grandma's health.
- The pay is enough for my expenses.
- Half of the papers were checked

### **Preposition**

Prepositions are the words that we put before nouns or pronouns. These denote in what relation the person or thing indicated by it exists, in relation to something else. Look at the examples below.

- The child jumped off the bed.
- There is a bee in the jar.
- Hani is fond of cheesecakes.

In the first example, the word 'off' is showing the relation between the action denoted by the verb jumped, and the noun chair.

In the second example, the word 'in' is showing the relation between bee and the jar.

In the third example, the word 'of' is showing the relation between the quality denoted by the adjective fond and the noun cheesecake.

- Hence the words off, in and of are Prepositions.

## **Conjunction**

Conjunctions are simply words that join sentences, clauses and sometimes words. These join together sentences are to make them more compact. Unlike Relative Adverbs and Relative Pronouns, Conjunctions just simply join and perform no other job. Look at the examples below to get a clear understanding.

- The teacher is young, but
- Sara and Zara are sisters.

In the first example, the conjunction 'but' is joining two sentences and is also making them smaller. So instead of saying 'but she is talented' we have shortened the sentence and made it compact.

In the second example, the conjunction and is only joining two words.

## **Kinds of Conjunctions**

Conjunctions are divided into two classes:

- Coordinating Conjunctions
- Subordinating Conjunctions.
- ❖ **Coordinating Conjunctions**

The word Co-coordinating means 'of equal rank'. The conjunctions which join together two sentences or clauses of equal rank or significance are known as Co-coordinating Conjunctions. They connect two independent clauses together. The main coordinating conjunctions are as follows:

- ✓ And, but, for, nor, or, also, neither -nor, either -or

**Examples in sentences:**

- Dogs bark and cats mew.
- I went to work but my sister stayed at home.

- ❖ **Subordinating Conjunctions**

The conjunctions which join together an independent clause to a dependent clause are called Subordinating Conjunctions. The main Subordinating Conjunctions are:

- ✓ After, before, because, if, till, as, that, though, although, unless, etc

**Examples in sentences:**

- After the rain was over the sun came out again.
- I will wait here till you come back.

## **Interjections**

Interjections are the words or group of words that are used to express and exclaim extreme emotions. These words are always used with an exclamation mark. Interjections do not have any grammatical function in a sentence. The words that are commonly used as Interjections are as follows:

- ✓ Hurrah! , Alas! , Oh no! , Oh my God! , What! , etc

## **Sentences: Simple, Compound, and Complex**

### 1. Simple Sentences

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of **simple sentences** include the following:

1. Joe waited for the train.

"Joe" = subject, "waited" = verb

2. The train was late.

"The train" = subject, "was" = verb

3. Mary and Samantha took the bus.

"Mary and Samantha" = compound subject, "took" = verb

4. I looked for Mary and Samantha at the bus station.

"I" = subject, "looked" = verb

5. Mary and Samantha arrived at the bus station early but waited until noon for the bus.

"Mary and Samantha" = compound subject, "arrived" and "waited" = compound verb

A simple sentence can also be referred to as an **independent clause**. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

### 2. Compound Sentences

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- ☐ **F**or
- ☐ **A**nd
- ☐ **N**or
- ☐ **B**ut
- ☐ **O**r
- ☐ **Y**et
- ☐ **S**o

Examples of **compound sentences** include the following:

1. Joe waited for the train, **but** the train was late.

2. I looked for Mary and Samantha at the bus station, **but** they arrived at the station before noon and left on the bus before I arrived.

3. Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.

4. Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.

### 3. Complex Sentences

A **complex sentence** is made up of an independent clause and one or more **dependent clauses** connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of **dependent clauses** include the following:

- ☐ because Mary and Samantha arrived at the bus station before noon
- ☐ while he waited at the train station
- ☐ after they left on the bus

Dependent clauses such as those above **cannot** stand alone as a sentence, but they can be added to an independent clause to form a complex sentence. Dependent clauses begin with **subordinating conjunctions**. Below are some of the most common

**Subordinating conjunctions:**

- ☐ after
- ☐ although
- ☐ as
- ☐ because
- ☐ before
- ☐ even though
- ☐ if
- ☐ since
- ☐ though
- ☐ unless
- ☐ until
- ☐ when
- ☐ whenever
- ☐ whereas
- ☐ wherever
- ☐ while

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

**Tip:** When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause.

# Capital Letters

In general, you should capitalize the first word, all nouns, all verbs (even short ones like *is*), all adjectives, and all proper nouns. That means you should lowercase articles, conjunctions, and prepositions—however, some style guides say to capitalize conjunctions and prepositions that are longer than five letters.

(OR)

When editing any piece of writing, you should check if you have used capital (or upper-case) letters correctly. Besides using it for the first letter of the opening word of a sentence, there are other conventions for the use of capital letters.

## When do we Use Capital Letters?

1. Use a capital letter for the personal pronoun 'I':
  - What can I say?
  - I will stay here.
2. Use a capital letter to begin a sentence or to begin speech:
  - The man arrived. He sat down.
  - Suddenly Mary asked, "Do you love me?"
3. Use capital letters for many abbreviations and acronyms:
  - G.M.T. or GMT (Greenwich Mean Time)
  - N.A.T.O. or NATO (North Atlantic Treaty Organization)
4. Use a capital letter for days of the week, months of the year, holidays:
  - Monday, Tuesday
  - January, February
  - Christmas
  - Armistice Day
5. Use a capital letter for countries, languages & nationalities, religions:
  - China, France
  - Japanese, English
  - Christianity, Buddhism
6. Use a capital letter for people's surnames, initials and actual names, titles:
  - Anthony, Ram, William Shakespeare
  - Professor Jones, Dr Smith
  - Captain Kirk, King Henry VIII
7. Use a capital letter for trade-marks and names of companies and other organizations:

- Pepsi Cola, Walkman
- Microsoft Corporation, Toyota
- the United Nations, the Red Cross

8. Use a capital letter for places and monuments:

- London, Paris, the Latin Quarter
- the Eiffel Tower, St Paul's Cathedral
- Buckingham Palace, the White House
- Oxford Street, Fifth Avenue
- Jupiter, Mars, Sirius
- Asia, the Middle East, the North Pole

9. Use a capital letter for names of vehicles like ships, trains and spacecraft:

- the Titanic
- the Orient Express, the Flying Scotsman
- Challenger 2, the Enterprise

10. Use a capital letter for titles of books, poems, songs, plays, films etc:

- War And Peace
- If, Futility
- Like a Virgin

## **Punctuation**

Punctuation is the system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read. Sentences are the building blocks used to construct written accounts. They are complete statements. Punctuation shows how the sentence should be read and makes the meaning clear.

### **Need For Punctuation**

Punctuation is used to bring clarity and meaning to writing.

### **Types of Punctuation**

There are fifteen basic punctuation marks in English grammar. These include the period, comma, exclamation point, question mark, colon, semicolon, bullet point, dash, hyphen, parenthesis, bracket, brace, ellipsis, quotation mark, and apostrophe.

#### **Some common punctuation marks are:**

- (full stop) ( . )
- Coma ( , )
- Question mark ( ? )
- Exclamation mark ( ! )
- colon ( : )
- semicolon ( ; )

### **The Period ( . )**

- The period is the best-known punctuation mark in writing. This particular mark is used at the ending of a sentence.



- It is designed to keep sentences from running on into long passages. Periods were not used that often in the past.

**Here are some examples of how to use a period:**

The couple went to the movies to see the latest superhero film. The young lady had a graduation party.

**The Question Mark (?)**

- When people write questions they need a way to make them different from a standard sentence.
- Remember, a standard sentence just relays information or facts, just explains something or tells people what is happening.

**Here are some examples of how to use a question mark:**

- How many times did I tell you to clean your room?
- Did you go to work today?
- Who is the president on a one-hundred-dollar bill?

**The Exclamation Point (!)**

- The exclamation point simply alerts a reader that someone is angry, shouting, really upset, giving someone or something a command, threatening, startled or they are trying to emphasize [External Link] something.

**Here some examples**

- America is a materialistic country!
- I told you to get off my lawn before I call the police!
- Bro, you talking to me! You about to get dealt with

**The Comma (,)**

- The comma separates elements and ideas within a sentence. They are used to keep separate words or pieces of information from running together. There are multiple ways to use commas. The three basic ways will be presented here.

**Here are some examples of how to use commas:**

- Mindy played outside, ate ice cream with her dog and played on her computer until midnight.
- Jeremiah, can you come here, please? I want to tell you that I'm sorry.
- My team scored 12 goals, and I made 10 of them.

**The Semicolon (;)**

The semicolon is designed to join to separate clauses.

**Here is are some examples**

1. I will go to the coffee shop; French espresso is my favorite drink.
2. The kids like to eat eggs and toast in the morning; make sure to use cheese with the eggs.

## **The Colon ( : )**

It is often used for emphasis, when joining two sentences where the second emphasizes the first and after a word that introduces an explanation, quotation, series or example.

### **Here are some examples of how to use semicolons:**

- I will go to the store: when I get out of bed.
  - She loved only one thing more than her husband: her blueberry popsicles.
  - He had to gather supplies for his garden: spade, flower pots, seeds, and a rake.
-

## Affixation

The most common type of derivation is the addition of one or more affixes to a root, as in the word derivation itself. This process is called affixation, a term which covers both prefix and suffix.

- Prefixes are that are added to the beginning of the word; e.g., un- in unnoticed, a- in amoral, sub- in subway, etc.
- Suffixes are bound morphemes which are attached to the end of the word; e.g., -able in noticeable, -less in careless, -s in seeks, -en in shorten, etc.

Prefix	Meaning	Examples
re-	again or back	restructure, revisit, reappear, rebuild, refinance
dis-	reverses the meaning of the verb	disappear, disallow, disarm, disconnect, discontinue
over-	too much	overbook, oversleep, overwork
un-	reverses the meaning of the verb	unbend, uncouple, unfasten
mis-	badly or wrongly	mislead, misinform, misidentify
out-	more or better than others	outperform, outbid
be-	make or cause	befriend, belittle
co-	together	co-exist, co-operate, co-own
de-	do the opposite of	devalue, deselect
fore-	earlier, before	foreclose, foresee
inter-	between	interact, intermix, interface
pre-	before	pre-expose, prejudge, pretest
sub-	under/below	subcontract, subdivide
trans-	across, over	transform, transcribe, transplant
under-	not enough	underfund, undersell, undervalue, underdevelop

Suffix	Example
-ise	stabilise, characterise, symbolise, visualise, specialise
-ate	differentiate, liquidate, pollinate, duplicate, fabricate
-fy	classify, exemplify, simplify, justify
-en	awaken, fasten, shorten, moisten

Suffix	Example
-al	central, political, national, optional, professional
-ent	different, dependent, excellent
-ive	attractive, effective, imaginative, repetitive
-ous	continuous, dangerous, famous
-ful	beautiful, peaceful, careful
-less	endless, homeless, careless, thoughtless
-able	drinkable, countable, avoidable,

# Parts of Speech

## Noun

A noun is a word used for a place, person, or thing. Everything which has a name and we talk about it is a noun. Everything is donated by a name and that naming word is called a "noun". Often a noun will be the name for something we can touch (**e.g., lamb, pen, table**), but sometimes a noun will be the name for something we cannot touch (**e.g., happiness, determinism, truth**).

Some examples of noun:

Everything is represented by a word that is called a noun. Some of the examples of noun are written below:

- **People:** Ali, boy, singer.
- **Animals:** Cat, cow, elephant.
- **Places:** Karachi, city, street.
- **Objects:** Cup, pencil, book.
- **Qualities:** Boldness, sorrow.
- **Actions:** Writing, listening, running.

## Types of Noun

There are many types of noun depending upon some aspects. One noun may fall in multiple categories. A common noun may be a countable noun and at a same time that noun may be a concrete e.g., pencil is a common noun it is countable, concrete and as well it is singular noun. Some main types of noun are tabulated below.

### 9. Proper Noun

A proper noun is the given name of a person, or a specific place or thing, i.e. its own name (**e.g., Imran, Karachi, and Rover**). A proper noun always starts with a capital letter. All days and months are proper noun and start with capital letters (**e.g. Sunday, March, and December**). Name of all Person, name of countries, name of oceans are counted in category of proper nouns (**e.g., Mashal, Pakistan, Atlantic**).

### 10. Common Noun

A common noun is the word used for a class of person, place, or thing (**e.g., person, city, and dog**). Common nouns are not capitalized unless used in start of a sentence. There are some exceptions like in poetry where every word of new line is capitalized. Something that is personified in poetry is also capitalized e.g., "So Nature incites them in their hearts" (Prologue- Geoffrey Chaucer)

### 11. Concrete Noun

Concrete nouns are the things which we can see or touch physically. This noun contrast with abstract category of noun. For example: **tree, hammer, and pen**. We can see them feel them or touch them. Some time we name it material noun.

### 12. Abstract Noun

Abstract nouns are things you cannot see or touch. Abstract nouns do not have physical existence. These nouns are difficult to guess. Sometime learners get confused with abstract noun and adjectives. Abilities and emotions are abstract noun **e.g. bravery, joy, determination etc.**

### 13. Collective Noun

Collective nouns are words that denote groups' collection or multitude of something. These noun are used as singular **e.g. team, army, concert**.

### 14. Compound Noun

Compound nouns are nouns made up of more than one word. For example: court-martial, pickpocket, water bottle. Some compound nouns are two words (**e.g., peace pipe**), some are hyphenated (**e.g., play-off**), and some have become single words (**e.g., eye-opener**). And, many of them are currently transitioning through those stages. Therefore, spelling compound nouns can be a nightmare. Some compound nouns form their plural by adding an s to the principal word, not necessarily to the end (**e.g., brothers-in-law**).

### 15. Countable Noun

A countable noun is a noun that can be counted in numbers like one pen, two cars with both a singular and a plural form. (**E.g. dog/dogs, pie/pies**).

### 16. Uncountable Noun

An uncountable noun is a noun without a plural form. For example: oxygen, patience. Such nouns do not include counting. All abstract noun falls under the uncountable category of nouns.

## Pronoun

Pronoun is defined as a word that replaces a noun in a sentence. It takes place of a noun.

### Types of Pronoun

Pronouns are categorized into many types. Main types include personal pronoun, possessive pronoun, indefinite pronoun, reflective pronoun, intensive pronoun, demonstrative pronoun, interrogative pronoun, and reflexive pronoun.

#### vi. Personal Pronouns

Personal pronouns refer to a person's name. We use personal pronouns as a substitute for a person's name. There are two kinds of personal pronoun: Subjective and objective pronouns.

(a) Subjective pronoun: Subjective pronouns replace the subject in a sentence.

Common subjective pronouns are I, we, you, he, she, it, and they

**Example:** I love watching TV.

(b) Objective pronouns: Objective pronouns replace the object in a sentence.

Common objective pronouns are me, us, you, him, her, it, and them

**Examples:** She gave him a present on his birthday.

#### vii. Possessive Pronouns

Possessive pronouns are the pronouns that show ownership and possession in a sentence. We categorize possessive pronoun into two types:

- Strong possessive pronoun
- Weak possessive pronoun

The strong possessive pronouns include yours mine, his, hers, its, theirs, yours, and ours. They refer back to a noun or noun phrase already used, replacing it to avoid repetition: "I said that pen was mine." Strong possessive pronouns are sometime called absolute possessive pronoun.

The weak possessive pronouns include your, my, her, his, its, their, our, and, your. Their function is as a determiner in front of a noun to express whom something belongs to: "I said that's my pen." Sometime we call them possessive adjectives.

#### **viii. Relative Pronouns**

A relative pronoun is a pronoun that relates the relative clause to another clause within a sentence. In addition, introduces the relative clause or an adjective clause. In mostly cases it acts as a subject of the relative clause. The most commonly used relative pronouns are mentioned below.

**Examples:** Whom, whoever, whomever, who, that, which and whose

**Example in a sentence:**

- She does not know which pack of pencil you want.
- "Which pack of pencil you want" is a relative clause, and the relative pronoun "which" has linked it to the main clause.

#### **ix. Demonstrative Pronouns**

Demonstrative pronouns are the nouns that take place of a noun that's already been mentioned in a sentence. Demonstrative pronouns can be singular or plural. Five main demonstrative pronouns are: **these, those, such, this, that,**

**Example in a sentence:**

- These are beautiful. Do not eat that.

#### **x. Interrogative Pronouns**

An interrogative pronoun often stands for something that we are not aware of yet, because we are asking about it. We use these pronouns specifically to ask questions. These pronouns are special because they all start with "Wh", which is quite easy to remember.

Most commonly used interrogative pronouns are: **whose, what, whom, which, and who.**

**Example in a sentence:**

- What is your nickname?
- Whose pen is this?
- Whatsoever do you suggest by that? Whom were you talking with last night? Which of these three do you like?

### **Verb**

A verb shows the happening or state of something. It is an action word. It can show:

- If somebody does something; like: This cat sleeps all day.
- If something has done onto someone; like: A stranger patted the stray cat.

- The state of someone or something; like: The cat is alive fortunately.

Verb is the most important part of any sentence. A sentence does not make sense without a verb in it. There are some instances where a one-word answer can make up for a whole sentence; like, yes or indeed, etc, without the use of verb, but these responses are not used in formal writing.

Verbs can also consist of more than one word, such as:

- The children were playing in the backyard.

### **Types of Verbs**

**1. Transitive Verbs:** The verb in a sentence that has a direct object is known as Transitive verb. The verb should have something on which it is performed. The sentences containing Transitive Verbs can also be converted from Active Voice to Passive Voice.

Look at the examples below:

- The batsman hit the ball hard. She walked the streets alone.

In the first example, we can see that the verb hit has a direct object ball. The sentence can also be converted into passive voice: the batsman hit the ball.

The same case is with the second sentence. The verb walked has direct object streets and the sentence can be converted into passive voice: The streets were walked by her, alone.

**2. Intransitive Verbs:** The verb in a sentence that does not have a direct object is known as Intransitive verb. The sentences containing Intransitive Verbs cannot be converted from Active Voice to Passive Voice. Let us see the examples below:

- The lion cub sleeps. The house is flawed.

In both of the above examples, there is no direct object. Both cannot be converted into passive voice too. So, the verbs; sleeps and flawed are intransitive.

➤ Most verbs can be used both transitively and intransitively. For example:

- The child rings the bell.  
Here the verb 'rings' has a direct object and is used transitively.
- The bell rings loudly.  
Here the verb 'rings' does not have a direct object and is used intransitively.

### **More Examples:**

I stopped the car. (Transitively)

The car stopped suddenly. (Intransitively)

There are some verbs such as: go, sleep, die, fall, etc, which show an action that cannot be done to anything or anyone. Hence, these verbs can never be used transitively.

## **Adverb**

An adverb is a word that modifies a verb, an adjective or another adverb. It provides us with further information about a verb, adjective or another adverb. It tells us in which manner, at what place or time, something happened, or is/was done.

**Look at the examples below.**

- Ali walks swiftly.
- She took the grocery out of the shopping bags very
- That is a really sweet child.

In the first example, the adverb swiftly is modifying the verb walks and is telling us the manner in which Ali walks.

In the second example, the adverb very is modifying another adverb, carefully.

In the third one, the adverb really is modifying the word sweet, which is an adjective.

## **Adjective**

An adjective is defined a word which gives information about a noun, pronoun, or a noun phrase. It gives additional information about a noun or pronoun. It shows the quality, kind, or degree of a noun. Look at the examples below.

- Sana gave me eight apples
- The mouse is little.

In the first example, the word eight is telling about the quantity of apples. It is giving additional information about the apples, hence is an adjective.

In the second example, the word little is telling us about the quality of the mouse, that it is little, so it is an adjective too.

## **Kinds of Adjective**

Adjectives are categorized into many kinds, such as:

- Adjectives of quality
- Adjectives of Quantity

### **3. Adjectives of Quality**

Adjectives of quality describe the kind, quality, or degree, of a noun or pronoun. They are also called Descriptive Adjectives.

**Examples:**

- He ate a big mango. Hassan is an honest man.
- The child is foolish.
- Arabic language is not hard to learn.

In the last example, the word Arabic is a Proper Noun. Such Adjectives which are formed from Proper Nouns are called sometimes as Proper Adjectives. They generally come under the category of Adjectives of Quality.

### **4. Adjectives of Quantity**



These adjectives tell us about the quantity of a noun. They answer the question: How much? Common Adjectives of Quantity are:

- ✓ Some, much, no, any, little, enough, great, half, sufficient

**Examples:**

- Take great care of your grandma's health.
- The pay is enough for my expenses.
- Half of the papers were checked

**Preposition**

Prepositions are the words that we put before nouns or pronouns. These denote in what relation the person or thing indicated by it exists, in relation to something else. Look at the examples below.

- The child jumped off the bed.
- There is a bee in the jar.
- Hani is fond of cheesecakes.

In the first example, the word 'off' is showing the relation between the action denoted by the verb jumped, and the noun chair.

In the second example, the word 'in' is showing the relation between bee and the jar.

In the third example, the word 'of' is showing the relation between the quality denoted by the adjective fond and the noun cheesecake.

- Hence the words off, in and of are Prepositions.

**Conjunction**

Conjunctions are simply words that join sentences, clauses and sometimes words. These join together sentences are to make them more compact. Unlike Relative Adverbs and Relative Pronouns, Conjunctions just simply join and perform no other job. Look at the examples below to get a clear understanding.

- The teacher is young, but
- Sara and Zara are sisters.

In the first example, the conjunction 'but' is joining two sentences and is also making them smaller. So instead of saying 'but she is talented' we have shortened the sentence and made it compact.

In the second example, the conjunction and is only joining two words.

**Kinds of Conjunctions**

Conjunctions are divided into two classes:

- Coordinating Conjunctions
- Subordinating Conjunctions.

❖ **Coordinating Conjunctions**

The word Co-coordinating means 'of equal rank'. The conjunctions which join together two sentences or clauses of equal rank or significance are known as Co-coordinating Conjunctions. They connect two independent clauses together. The main coordinating conjunctions are as follows:

- ✓ And, but, for, nor, or, also, neither -nor, either -or

**Examples in sentences:**

- Dogs bark and cats mew.
- I went to work but my sister stayed at home.

❖ **Subordinating Conjunctions**

The conjunctions which join together an independent clause to a dependent clause are called Subordinating Conjunctions. The main Subordinating Conjunctions are:

- ✓ After, before, because, if, till, as, that, though, although, unless, etc

**Examples in sentences:**

- After the rain was over the sun came out again.
- I will wait here till you come back.

**Interjections**

Interjections are the words or group of words that are used to express and exclaim extreme emotions. These words are always used with an exclamation mark. Interjections do not have any grammatical function in a sentence. The words that are commonly used as Interjections are as follows:

- ✓ Hurrah! , Alas! , Oh no! , Oh my God! , What! , etc

Sentences: Simple, Compound, and Complex

**Sentences: Simple, Compound, and Complex**

1. Simple Sentences

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of **simple sentences** include the following:

1. Joe waited for the train.

"Joe" = subject, "waited" = verb

2. The train was late.

"The train" = subject, "was" = verb

3. Mary and Samantha took the bus.

"Mary and Samantha" = compound subject, "took" = verb

4. I looked for Mary and Samantha at the bus station.

"I" = subject, "looked" = verb

5. Mary and Samantha arrived at the bus station early but waited until noon for the bus.

"Mary and Samantha" = compound subject, "arrived" and "waited" = compound verb

A simple sentence can also be referred to as an **independent clause**. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

2. Compound Sentences

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- ☐ **F**or
- ☐ **A**nd
- ☐ **N**or
- ☐ **B**ut

- ☐ **Or**
- ☐ **Yet**
- ☐ **So**

Examples of **compound sentences** include the following:

1. Joe waited for the train, **but** the train was late.
2. I looked for Mary and Samantha at the bus station, **but** they arrived at the station before noon and left on the bus before I arrived.
3. Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.

### 3. Complex Sentences

A **complex sentence** is made up of an independent clause and one or more **dependent clauses** connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of **dependent clauses** include the following:

- ☐ because Mary and Samantha arrived at the bus station before noon
- ☐ while he waited at the train station
- ☐ after they left on the bus

Dependent clauses such as those above **cannot** stand alone as a sentence, but they can be added to an independent clause to form a complex sentence. Dependent clauses begin with **subordinating conjunctions**. Below are some of the most common

#### **Subordinating conjunctions:**

- ☐ after
- ☐ although
- ☐ as
- ☐ because
- ☐ before
- ☐ even though
- ☐ if
- ☐ since
- ☐ though
- ☐ unless
- ☐ until
- ☐ when
- ☐ whenever
- ☐ whereas
- ☐ wherever
- ☐ while

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

**Tip:** When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.

2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause.

## Capital Letters

In general, you should capitalize the first word, all nouns, all verbs (even short ones like is), all adjectives, and all proper nouns. That means you should lowercase articles, conjunctions, and prepositions—however, some style guides say to capitalize conjunctions and prepositions that are longer than five letters.

(OR)

When editing any piece of writing, you should check if you have used capital (or upper-case) letters correctly. Besides using it for the first letter of the opening word of a sentence, there are other conventions for the use of capital letters.

### When do we Use Capital Letters?

1. Use a capital letter for the personal pronoun 'I':
  - What can I say?
  - I will stay here.
2. Use a capital letter to begin a sentence or to begin speech:
  - The man arrived. He sat down.
  - Suddenly Mary asked, "Do you love me?"
3. Use capital letters for many abbreviations and acronyms:
  - G.M.T. or GMT (Greenwich Mean Time)
  - N.A.T.O. or NATO (North Atlantic Treaty Organization)
4. Use a capital letter for days of the week, months of the year, holidays:
  - Monday, Tuesday
  - January, February
  - Christmas
  - Armistice Day
5. Use a capital letter for countries, languages & nationalities, religions:
  - China, France
  - Japanese, English
  - Christianity, Buddhism
6. Use a capital letter for people's surnames, initials and actual names, titles:
  - Anthony, Ram, William Shakespeare
  - Professor Jones, Dr Smith
  - Captain Kirk, King Henry VIII

7. Use a capital letter for trade-marks and names of companies and other organizations:

- Pepsi Cola, Walkman
- Microsoft Corporation, Toyota
- the United Nations, the Red Cross

8. Use a capital letter for places and monuments:

- London, Paris, the Latin Quarter
- the Eiffel Tower, St Paul's Cathedral
- Buckingham Palace, the White House
- Oxford Street, Fifth Avenue
- Jupiter, Mars, Sirius
- Asia, the Middle East, the North Pole

9. Use a capital letter for names of vehicles like ships, trains and spacecraft:

- the Titanic
- the Orient Express, the Flying Scotsman
- Challenger 2, the Enterprise

10. Use a capital letter for titles of books, poems, songs, plays, films etc:

- War And Peace
- If, Futility
- Like a Virgin

## **Punctuation**

Punctuation is the system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read. Sentences are the building blocks used to construct written accounts. They are complete statements. Punctuation shows how the sentence should be read and makes the meaning clear.

### **Need For Punctuation**

Punctuation is used to bring clarity and meaning to writing.

### **Types of Punctuation**

There are fifteen basic punctuation marks in English grammar. These include the period, comma, exclamation point, question mark, colon, semicolon, bullet point, dash, hyphen, parenthesis, bracket, brace, ellipsis, quotation mark, and apostrophe.

#### **Some common punctuation marks are:**

- (full stop) ( . )
- Coma ( , )
- Question mark ( ? )
- Exclamation mark ( ! )
- colon ( : )
- semicolon ( ; )

### **The Period ( . )**

- The period is the best-known punctuation mark in writing. This particular mark is used at the ending of a sentence.
- It is designed to keep sentences from running on into long passages. Periods were not used that often in the past.

**Here are some examples of how to use a period:**

The couple went to the movies to see the latest superhero film. The young lady had a graduation party.

### **The Question Mark (?)**

- When people write questions they need a way to make them different from a standard sentence.
- Remember, a standard sentence just relays information or facts, just explains something or tells people what is happening.

**Here are some examples of how to use a question mark:**

- How many times did I tell you to clean your room?
- Did you go to work today?
- Who is the president on a one-hundred-dollar bill?

### **The Exclamation Point (!)**

- The exclamation point simply alerts a reader that someone is angry, shouting, really upset, giving someone or something a command, threatening, startled or they are trying to emphasize [External Link] something.

**Here some examples**

- America is a materialistic country!
- I told you to get off my lawn before I call the police!
- Bro, you talking to me! You about to get dealt with

### **The Comma (,)**

- The comma separates elements and ideas within a sentence. They are used to keep separate words or pieces of information from running together. There are multiple ways to use commas. The three basic ways will be presented here.

**Here are some examples of how to use commas:**

- Mindy played outside, ate ice cream with her dog and played on her computer until midnight.
- Jeremiah, can you come here, please? I want to tell you that I'm sorry.
- My team scored 12 goals, and I made 10 of them.

### **The Semicolon (;)**

The semicolon is designed to join to separate clauses.

**Here is are some examples**

1. I will go to the coffee shop; French espresso is my favorite drink.
2. The kids like to eat eggs and toast in the morning; make sure to use cheese with the eggs.

### **The Colon (:)**

It is often used for emphasis, when joining two sentences where the second emphasis the first and after a word that introduces an explanation, quotation, series or example.

**Here are some examples of how to use semicolons:**

- I will go to the store; when I get out of bed.
  - She loved only one thing more than her husband: her blueberry popsicles.
  - He had to gather supplies for his garden: spade, flower pots, seeds, and a rake.
-











# **THE BROOK BY ALFRED LORD TENNYSON**

## **Introduction:**

The Brook is the poem which is written by **Alfred Lord Tennyson**.

Alfred Tennyson, 1st Baron Tennyson FRS was a British poet. He was the Poet Laureate during much of Queen Victoria's reign and remains one of the most popular British poets. In 1829, Tennyson was awarded the Chancellor's Gold Medal at Cambridge.

## **Summary of the poem**

‘The Brook’ describes the journey of a stream from its place of origin to the river that it joins. The poem has been written in the form of an autobiography where the brook relates its experiences, like a human being as it flows towards the river. In Literature such a device by which an inanimate object is made to appear as a living creature is called Personification.

The poem is full of symbolism. ‘The Brook’ represents the life of a man. From birth till adulthood man’s life is full of activities; similarly the brook is quite active and noisy from birth till it joins a river and becomes one with it. After joining the river, it becomes quite peaceful and flows quietly. Similarly, after becoming mature and adult man also becomes calmer and more composed.

The Brook also teaches us many important lessons of life. It teaches us the lesson of determinedly moving on, overcoming all obstacles; and finding a detour round rock-ridden course. Similarly, a man must move towards his goal like a river or a brook if he is to achieve his goals. His path may be full of obstacles, but he must keep moving like a brook.

As the brook starts its journey from high mountains, on its way to the river it flows down many valleys, hills; slips between many ridges, flows by many villages, towns and cities, passing under many bridges, ultimately it joins the brimming river. Similarly, man must pass by and overcome many obstacles before reaching his goal or destination. So brook teaches us the lesson of perseverance, flowing energetically despite all obstacles, and never giving up.

## **Cohesive Devices**

Cohesive devices, sometimes called linking words, linkers, connectors, discourse markers or transitional words.

Cohesive devices are words like ‘For example’, ‘In conclusion’, ‘however’, ‘and’, ‘moreover’. Together with coherence, cohesion provides 25% of your marks in both parts of the Writing test.

## **What are cohesive devices?**

Cohesive devices tell the reader what we are doing in a sentence and help to guide them through our writing. They signal to the reader what the relationships are between the different clauses, sentences and paragraphs.

### **Cohesive Devices are generally used to convey the ideas of:–**

1. Addition – And, also, besides, moreover, in addition, in addition to.
2. Contrast – Despite, But, However, Yet, Still, Though.
3. Choice – Or, Either ..... or, Neither ..... nor.
4. Purpose – So that.
5. Result/effect – Consequently, So, Therefore, Thus.
6. Cause/Reason/Consequence – Because, as, since, for.
7. Time – After, Then, When, before, at last, finally, till, at first.
8. Similarity – Similarly, Likewise
9. Exemplification – For example, for instance, such as, particularly.
10. Clarification – In other words.

## **Articles**

### **What is an article?**

Articles ("a," "an," and "the") are determiners or noun markers that function to specify if the noun is general or specific in its reference. Often the article chosen depends on if the writer and the reader understand the reference of the noun.

The articles "a" and "an" are indefinite articles. They are used with a singular countable noun when the noun referred to is nonspecific or generic.

The article "the" is a definite article. It is used to show specific reference and can be used with both singular and plural nouns and with both countable and uncountable nouns.

## **A few important definitions to keep in mind:**

**Countable noun:** The noun has both a singular and plural form. The plural is usually formed by adding an "-s" or an "-es" to the end of it.

One horse, two horses

Countable nouns may also have irregular plural forms. Many of these forms come from earlier forms of English.

One child, two children

One mouse, two mice

**Uncountable noun:** The noun refers to something that cannot be counted. It does not have a plural form.

Information

**Proper noun:** The name of a person, place, or organization and is spelled with capital letters.

Tim Smith

McDonald's

"An"

When to Use "A" or "An"

"A" and "an" are used with singular countable nouns when the noun is nonspecific or generic.

I do not own a car.

In this sentence, "car" is a singular countable noun that is not specific. It could be any car.

She would like to go to a university that specializes in teaching. "University" is a singular countable noun. Although it begins with a vowel, the first sound of the word is /j/ or "y." Thus, "a" instead of "an" is used.

In this sentence, it is also generic

(It could be any university with this specialization, not a specific one). I would like to eat an apple.

In this sentence, "apple" is a singular countable noun that is not specific. It could be any apple.

"A" is used when the noun that follows begins with a consonant sound.

A book , A pen

A uniform (Note that "uniform" starts with a vowel

"An" is used when the noun that follows begins with a vowel sound.

An elephant, An American

## **"The"**

### **When to Use "The"**

"The" is used with both singular and plural nouns and with both countable and uncountable nouns when the noun is specific.

The book that I read last night was great.

In this sentence, "book" is a singular, countable noun. It is also specific because of the phrase "that I read last night." The writer and reader (or speaker and listener) know which book is being referred to.

The books assigned for this class are very useful.

In this sentence, "books" is a plural, countable noun. It is also specific because of the phrase "for this class." The writer and reader (or speaker and listener) know which books are being referred to.

The advice you gave me was very helpful.

In this sentence, "advice" is an uncountable noun. However, it is specific because of the phrase "you gave me." It is clear which piece of advice was helpful.

**Here are some more specific rules:**

**"The" is used in the following categories of proper nouns:**

**Museums and art galleries:** the Walker Art Center

**Buildings:** the Empire State Building, the Willis Tower

**Seas and oceans:** the Mediterranean Sea, the Atlantic Ocean

**Rivers:** the Mississippi, the Nile

**Deserts:** the Sahara Desert, the Sonora Desert

Periods and events in history: the Dark Ages, the Civil War

**Bridges:** the London Bridge, the Mackinac Bridge

**Parts of a country:** the South, the Upper Midwest In general,

use "the" with plural proper nouns.

The Great Lakes

The French

The Rockies (as in the Rocky Mountains)

"The" is often used with proper nouns that include an "of" phrase.

The United States of America

The University of Minnesota

The International Swimming Hall of Fame

Use "the" when the noun being referred to is unique because of our understanding of the world.

The Earth moves around the sun.



## **Prepositions**

**Simple Prepositions:** These are most commonly used prepositions. Ex: - At, in, into, for, from, of, off, on, out, till, to, up, with, through, down, by, etc.

**Compound prepositions:** These are usually formed by prefixing a preposition ('a' or 'be') to a noun, an adjective or an adverb:

Ex: -About, beside, besides, inside, Along, below, outside, across, beneath, within, between, among, without, against, beyond, underneath, for, since.

**Phrasal prepositions:** These are formed by joining two or more words and function as a preposition,

Ex: - Along with, in addition to, in place of, because of, in case of, inspite of, by means of, in course of, in favor of, with regard to, instead of, in accordance with.

### **Uses of prepositions**

#### **1. At/on/in**

'At' is used for a precise time

'In' is used for months, years, and centuries. 'On' is used for days and dates.

Ex: I have a meeting at 10 am

Do you think we will go to Saturn in the future? Do you work on Sundays?

#### **2. At/in/to/into**

'At' shows stationery position or existing state. While 'in' shows movement.

Ex: She is at home.

The train is in motion

'At' for small place, town etc. While 'in' for big place, town, city, country etc.

Ex: He lives at Alwar in Rajasthan.

A temple is situated at Madurai in Tamilnadu.

### **3. In/into**

‘In’ shows existing state of thing while ‘into’ shows movement.

He jumped into the river.

There are three students in the class.

### **4. To/from**

‘To’ direction, destination, comparison ‘from’ ‘starting time /point of time

Ex: Turn to the right I am  
going to Jaipur

They prefer coffee to tea.

Ex: He lived in London from 1980 to 1990  
The procession started from Chennai.

### **5. With/by**

‘With’ is used for instruments and ‘by’ is used for agents

Ex: The snake was killed by him with a stick  
The letter was written by Suresh with a pencil

### **6. Since/for:**

‘Since’ point of time and ‘For’ period of time. They are used with only perfect tense.

Ex. It has been raining since two o’clock.  
He has been training for two hours.

### **7. In/within**

‘In’ maximum time limit. ‘Within’ the period up to which the work will be completed.

Ex: I will complete the work in a month.  
I can repair the car within two hours.

### **8. Beside, Besides:**

Beside: by the side of. Besides: in addition to

Ex: He was sitting beside Sarala. He has a car besides a motor cycle.

### **9. Between, Among:**

Between: two persons. Among: more than two persons  
Ex: He distributed his property between his two sons.  
He distributed his property among the poor.

**10. By, on:**

By: is generally used to refer to a mode of travel or transport. ON: is used with foot.  
Ex: We travelled by train. He came here on foot.

**11. Of/Off:**

Of is used to denote a relationship. 'Off': Is used to denote distance or movement away from something  
Ex: - She is a friend of Vinita.  
She fell off the cycle.

**12. Above/across/along/against:** indicate position and direction in various contexts.

The coconut was high above our heads. We walked across the street.  
He threw the glass against the wall. The path led along the river.

**13. Before/after:**

Ex: Let's go out for dinner after the show. Before work, I go to the fitness centre.

**14. Under, beneath:**

Under is used for vertically below.  
E.g. we sit under the tree when we have no class.

## **Homonyms| Homophones| Homograph – Meanings**

Before heading towards the list of Homophones, it is important to understand the meaning and difference between Homophones, Homonyms and Homographs.

### **What are Homonyms?**

The word “homonym” comes from the prefix “homo”, meaning “the same”, and the suffix “-nym,” means “the name”. Hence, Homonyms are words that sound alike and have different meanings. They either sound the same or are spelt the same, but their meanings are different. Two or more words with the same spellings but different pronunciation and meaning are called heteronyms.

### **Homonym Examples:**

1. Address – location/ to speak to
2. Bark – the sound of dogs/ tree’s outer layer
3. Band – a ring/ a musical group

### **What are Homophones?**

Homophones sound the same but have different meanings and have different spellings too.

### **Homophones Examples:**

1. Altar/ Alter
2. Berth/ Birth
3. Cast/ Caste
4. Days/ Daze
5. Earn/ Urn

### **What are Homographs?**

Homographs are words that are spelt the same but have different meanings. Understand it with examples.

### **Homographs Examples:**

1. Entrance – the way in/ to delight
2. Bow – to incline/ type of knot
3. Bat – an animal/sports equipment













## **UNIT- III**

### **ELON MUSK BIOGRAPHY**

#### **INTRODUCTION:**

Elon Reeve Musk was born on 28 June 1971 in Pretoria, South Africa. His mother was Errol and father was Maya, she was a fashion model in Canada. He completed his matriculation at Queen's university. His Spouse is Justine Wilson and Tallulah Riley. At the age of nine, he got his hands on his first computer, the commodore VLC- 20. From a young age, Musk displayed an insatiable curiosity and a penchant for technology. He was particularly interested in computer programming. After his parents divorced, Musk lived with his father, an electromechanical engineer, who greatly influenced his early interests.

After completing high school in South Africa, Musk immigrated to Canada. He later joined the University of Pennsylvania, Where he earned a dual bachelor's degree in Physics and Economics. While in University, he showed early signs of his entrepreneurial spirit by starting Zip2, an Internet city guide, in 1995. Zip2 provided online business directories and maps for newspapers. It eventually prospered and was acquired by Compaq Computer Corporation for over \$300 million in 1999.

#### **SUMMARY:**

Musk did not rest on his laurels. In 1999, he founded X.com, an online financial services company. X.com later became PayPal, which facilitated online transactions, revolutionizing e-commerce. In 2002, e Bay acquired PayPal for \$105 billion, earning Musk over \$175 million. This financial windfall allowed Musk to invest in his true passion- space exploration and sustainable energy.

SpaceX, is an American spacecraft manufacturer, launch service provider, defense contractor and satellite communication company head quartered in Hawthorne, California. The company was founded in 2002 by Elon Musk with goal of reducing space transportation costs and to colonize Mars. In 2008, it launched Falcon 1, the first privately developed rocket to reach orbit. In 2010 it launched Falcon 9. In 2022, I launched the first privately funded manned mission in orbit.

In 2004, Musk joined Tesla Motors as Chairman and later became CEO and product architect. Musk's vision extended beyond electric cars; he aimed to create a sustainable energy ecosystem. Tesla's Roadster, introduced in 2008, was the world's first high- performance electric car. Tesla produced the Model's. Disrupting the luxury car market and earning critical acclaim.

Tesla's journey was not without challenges. The company faced production bottlenecks, financial woes, and mounting skepticism. Musk's ability to secure funding and encourage innovation sustained the company's growth.

Musk founded The Boring Company (TBC) in 2016 to address urban congestion by developing underground transportation tunnels thus circumventing above-ground traffic. TBC is an American infrastructure, tunnel construction services and Equipment Company. TBC has completed one tunneling project that is open to the public, as well as a test tunnel. Musk proposed Hyper-loop, a high speed transportation concept.

Musk co-founded neural link, a nanotechnology start-up in 2016. It aims to integrate the human brain with artificial intelligence by manufacturing devices that can be embedded in the brain to facilitate its interfacing with machines.

## **CONCLUSION:**

Elon Musk's journey from a young entrepreneur in South Africa to a multi-billionaire tech mogul is a testament to his innovation, vision, and determination. His reputation rests on setting ambitious goals and pursuing them relentlessly. Musk's influence goes beyond his companies. He has used his platform to advocate for clean energy. Musk's unwavering commitment to innovation continues to shape the future.

## **Summarizing**

Summarization is a process of automatically condensing and rewriting a large chunk of text to create a small, crisp summary. A summarization system should give the reader most of the information present in the original document while also ensuring that no information has been lost during condensation.

### **What is Summarizing?**

Summarizing or summarization means to develop a summary of a text or other resources. It is a text, a video or an article in an abridged form that:

- communicates what is most important for the author of that content,
- is written "in your own words" and
- states the information "someone needs to focus on" when studying that content.

The result of summarization must be a description of the most important features contained in the original source, in particular: the central theme, the main points and the key ideas.

### **Why do we use Summarizing?**

- It acts as a great help for students to learn how to determine essential ideas and find out different details that can support those ideas and make them more useful.
- It helps the students to improve their focusing skills so that they can focus on phrases and keywords from the assigned long text. They focus on parts that are worth noting or remembering.
- A student learns how to convert a large text into a small text. The short text has to comprise all the main points that are in the long text for a proper and concise understanding.

### **How to Use Summarizing?**

As we all know, summarizing is the process of converting a larger text into its shorter version by retaining the main ideas from the larger text in the shorter version. This chapter of summarizing is an important one. Students learn how to summarize a big text into a smaller one by understanding the following steps.

- Keep in mind the purpose of the text by reviewing specific questions such as:

1. What was the author's purpose for writing this text?
2. What is the student's purpose for summarizing it?
3. Is the student summarizing to support his/her points?
4. Is the student trying to criticize the text through summarizing before collecting the main ideas?

- Collect the relevant information that matches your purpose in order to be effective in summarizing.
- Try to extract the main ideas from the long text, which seems relevant.

1. Main ideas can be found in topic sentences.
2. Try to distinguish between the main points and the subsidiary points.
3. Try to delete all the unimportant sentences that are not necessary.
4. Try to find synonyms of some words but don't change the meaning of the sentence.

- The structure of the text must get changed after collecting the main ideas from the larger text.

1. Try to identify the relationships that exist between words and sentences. You have to express these relationships in a different way while summarizing.
2. Try to change the grammar of the text by changing nouns, verbs, adjectives, etc. You can also break long sentences into shorter ones or combine short sentences into one long sentence.
3. Try to make the text simple by reducing complex sentences into simple sentences, simple sentences to phrases, and phrases to words.

Now rewrite the main ideas and information incomplete meaningful sentences. Combine the notes that you made earlier to create complete sentences. Use conjunctions like therefore, however, although, since, etc.

After summarizing, the last step is to evaluate your work.

1. Ensure the purpose of the text is clear.
2. Ensure that the meaning of the long text and small summarized text is similar.
3. Ensure that style of writing is unique.

### **Importance of Summarizing**

Summarizing is of great importance for students to prosper in their careers as it improves their vocabulary and grammatical skills. Students who can adequately summarize a long text are good at focusing and extracting the main ideas. This is why summarizing is important for students.

## **GRAMMAR AND VOCABULARY**

### **TENSES**

Tenses play a crucial role in the English language. It denotes the time an action takes place, whether sometime in the past, in the present or will take some time in the future.

### **Types of Tenses**

#### **PAST TENSE**

##### **1) Simple Past Tense**

Indicates an action took place before the present moment and that has no real connection with the present time. For example, "He danced in the function." (The action took place in the past, is finished and is completely unrelated to the present) "He flew to London yesterday." Note: a. The verb 'flew' is an irregular verb which does not take 'ed' in the past tense like regular verbs. b. The form of Simple Past Tense is - verb + ed

##### **2) Past Perfect Tense**

Indicates an action in the past that had been completed before another time or event in the past. For example, "He had exercised before it started to rain." "He had slept before I came back from the market."

Note: a. The form of Past Perfect Tense is- had + verb (past participle form or the 3rd form of the verb)

### 3) Past Continuous Tense-

Indicates an action going on at some time in the past or an action in the past that is longer in duration than another action in the past. For example, "It was getting darker." "The light went out while they were reading." Note: a. The form of Past Continuous Tense is- was/were + verb + ing

### 4) Past Perfect Continuous Tense-

Indicates an action in the past that took place before another time or event in the past and continued during the second event/time point in the past. For example, "At that time, he had been writing a novel for two months." "He had been exercising when I called."

Note: a. The form of Past Perfect Continuous Tense is- had + been + verb + ing

## **PRESENT TENSE**

### 1) Simple Present Tense

Indicates an action that is generally true or habitual. That is, it took place in the past , continue to take place in the present, and will take place in the future. This tense is used to denote -a habitual action- for instance, "He walk to school." -general truths- for instance, "The sun rises in the east", "Honesty is the best policy." -a future event that is part of a fixed timetable- for instance, "The match starts at 9 o' clock."

Note: a. The form of Simple Present Tense is- verb (infinitive without 'to' and agreeable with the subject)

### 2) Present Perfect Tense-

Indicates an action that has been completed sometime before the present moment, with a result that affects the present situation. For example, "He has finished the work." "He has slept."

Note: a. The form of Present Perfect Tense is- has/have + verb (past participle form or 3rd form of the verb)

### 3) Present Continuous Tense

Indicates an action that is taking place at the moment of speaking. For example, "She is walking." "I am studying." Note: a. the form of Present Continuous Tense is- is/am/are + verb + ing

### 4) Present Perfect Continuous Tense-

Indicates an action that started in the past and is continuing at the present time. For example, "He has been sleeping for an hour." Note: a. The form of Present Perfect Continuous Tense is- has/have + been + verb + ing

## **FUTURE TENSE**

### 1) Simple Future Tense

Indicates an action that will take place after the present time and that has no real connection with the present time. For example, "She will visit her ailing grandmother soon." "He will walk home." Note a. the form of Simple Future Tense is- will/shall + verb

## 2) Future Perfect Tense-

Indicates an action in the future that will have been completed before another time or event in the future. For example, "By the time we arrive, he will have studied."

Note a. The form of Future Perfect Tense is- will/shall have + verb(past participle form or 3rd form of the verb)

## 3) Future Continuous Tense-

Indicates an action in the future that is longer in duration than another action in the future.

For example, "He will be walking when it starts to rain."

Note a. The form of Future Continuous Tense is-will/shall be + verb + ing

## 4) Future Perfect Continuous Tense-

Indicates an action in the future that will have been continuing until another time or event in the future. For example, "He will have been exercising an hour at 2:00."

Note a. The form of Future Perfect Continuous Tense is- will/shall have been + verb + ing

## TYPES OF TENSES: Chart

From a general view of tenses, this module will go on to discuss each tense in detail with examples and also **New way to learn Tense with Examples and Exercises**. The table below gives a glimpse of the way tenses are used using the verb 'play'

Types	Past	Present	Future
<b>Simple</b>	Played (verb + ed)	Plays (verb + s)	will/shall play ( will/shall+ verb)
<b>Perfect</b>	had played (had + past participle)	has/have played (has/have+ past participle)	will/shall have played(will/shall + past participle)
<b>Continuous</b>	was/were playing (was/were+verb+ing)	is/am/are playing (is/am/are + verb +ing)	will/shall be playing (will/shall be+verb+ing)
<b>Perfect Continuous</b>	had been playing (had been +verb+ ing)	has/have been playing (has/have been + verb + ing)	will/shall have been playing (will/shall have been +verb + ing)

## **SUBJECT-VERB AGREEMENT**

Subjects and verbs must agree in number. In addition to the explanations on this page, also see the post on Subject—Verb Agreement.

1. If the subject is singular, the verb must be singular too.

Example: She writes every day. Exception: When using the singular "they," use plural verb forms. Example: The participant expressed satisfaction with their job. They are currently in a managerial role at the organization.

2. If the subject is plural, the verb must also be plural.

Example: They write every day.

Sometimes, however, it seems a bit more complicated than this.

3. When the subject of the sentence is composed of two or more nouns or pronouns connected by and, use a plural verb.

Example: The doctoral student and the committee members write every day.

Example: The percentage of employees who called in sick and the number of employees who left their jobs within 2 years are reflective of the level of job satisfaction.

4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

Example: Interviews are one way to collect data and allow researchers to gain an in-depth understanding of participants.

Example: An assumption is something that is generally accepted as true and is an important consideration when conducting a doctoral study.

5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.

Example: The student, as well as the committee members, is excited.

Example: The student with all the master's degrees is very motivated.

Example: Strategies that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.

Example: The focus of the interviews was nine purposively selected participants.

6. When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.

Example: The chairperson or the CEO approves the proposal before proceeding.

7. When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.

Example: The student or the committee members write every day.

Example: The committee members or the student writes every day.

8. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.

Example: Each of the participants was willing to be recorded.

Example: Neither alternative hypothesis was accepted.

Example: I will offer a \$5 gift card to everybody who participates in the study.

Example: No one was available to meet with me at the preferred times.

9. Non countable nouns take a singular verb.

Example: Education is the key to success.

Example: Diabetes affects many people around the world.

Example: The information obtained from the business owners was relevant to include in the study.

Example: The research I found on the topic was limited.

10. Some countable nouns in English such as earnings, goods, odds, surroundings, proceeds, contents, and valuables only have a plural form and take a plural verb.

Example: The earnings for this quarter exceed expectations.

Example: The proceeds from the sale go to support the homeless population in the city.

Example: Locally produced goods have the advantage of shorter supply chains.

11. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.

Example: There is little administrative support.

Example: There are many factors affecting teacher retention.

12. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

Example: The group meets every week.

Example: The committee agrees on the quality of the writing.

However, the plural verb is used if the focus is on the individuals in the group. This is much less common.

Example: The committee participates in various volunteer activities in their private lives.



## **IV UNIT**

### **THE TOYS OF PEACE**

#### **ABOUT THE AUTHOR:**

The Author Hector Hugh Munro (Dec 18, 1870 – Nov14, 1916) was a witty British author who published under the pen name SAKI .Munro was born in Akyab, Burma in 1870. He was educated at Exmouth and at Bedford grammar school. At 23, Munro became a police officer in India and was posted to Burma Where he contracted malaria before returning to England in 1895.Turning to journalism, he wrote political satires for the Westminster Gazette and in 1900 published The Rise of the Russian Empire, a serious historical work.

#### **BRAINSTORMING:**

What toys did you like to play with as a child? Have you ever stopped to wonder what influenced your choice in toys? There is a distinct difference in the toys marketed for girls and those for boys. Discuss. Did your parents ban anything that they thought would have a bad influence on you? Like toys or TV shows?

#### **NATIONAL PEACE COUNCIL:**

The Newspaper article also mentions that at the Children's Welfare Exhibition, Which open at Olympia in three week, the peace council will make an alternative suggestion to parents in the shape of an exhibition of 'Peace toys'. The extract from the Newspaper mentions the grave objection of National Peace Council, to presenting boys with regiments of fighting men, batteries of guns, and squadrons of 'Dreadnoughts'.

#### **SUMMARY:**

Eleanor Bope - a mother of two kids – asks her brother to read a cutting from a London morning paper of the 19<sup>th</sup> of March, which is about children's toys, it exactly carries out some of her ideas about influence and upbringing. The exhibition does not exhibit miniature soldiers but miniature civilians, not guns but ploughs and the tools of industry. It is hoped that manufactures may take a hint from the exhibit, which will bear fruit in the toy shops.

Inspired by the article in the Newspaper Eleanor suggests that her brother should bring toys and models bearing civilian life. She asks her brother to explain the toys to the children and interest them in the new idea. She expects his Easter gifts to her two boys should give quite a new impulse and direction to the children's minds; Eric is not eleven yet, and Bertie is only nine- and – a- half, as they are really at a most impressionable age. According to Harvey there is primitive instinct to be taken into consideration and hereditary tendencies as well. Because one of their great-uncles fought

in the most intolerant fashion at Inkerman and their great grandfather smashed all his Whig neighbors' hot houses when the great Reform Bill was passed.

On Easter Saturday, Eric and Bertie watch in eager anticipation as their uncle unpacks a large box. The first item out is a featureless square building. Bertie thinks it is a fort while Eric believes it is a encouraged Albanian palace. Harvey tells them it is a municipal dust bin for garbage collection. He then takes out a lead figure of John Stuart Mill, the political economist. Other buildings and civilian figures follow, including a model of the Young Women's Christian Association Manchester branch building and a figure of the Sunday school founder Robert Raikes.

An inquisitive Eric asked whether there were lions in the building hopefully. He had been reading Roman history and thought that where you found Christians you might reasonably expect to find a few lions. He was disappointed to find no lions. There are also various tools and equipment such as a wheelbarrow, a sewer ventilator, and a ballot box. Eric asks how they are supposed to play with the civilian figures. Harvey then brought out another civilian, Robert Raikes, the founder of Sunday Schools, and then a model of a municipal wash-house. Then little round things, which looked like loaves baked in a sanitary bakehouse.

### **NEW GAMES TO PLAY:**

Then other civilian toys are sanitary inspector, a district councilor, and an official of the Local Government Board. Eric wearily asked his uncle what these civilians did. Harvey told Eric how these officers took responsibility of their departments. Harvey introduced then to a box with a slit in it called a ballot- box, in which votes are put into it at election times. Bertie is curious to know what is put into it at other times.

### **HISTORY INTERESTS:**

Harvey suggests staging a contest for a seat in parliament. The boys are excited to imagine bloody drunken fights, and Harvey quickly explains the election process. The boys lose interest and decide to work on their history homework instead. They are studying Louis XLV of France, and Eric already knows all the major battles fought during his reign. Harvey wonders whether history can be taught in elementary schools without mentoring battles, murderous intrigues, and other forms of violence.

### **CONCLUSION:**

The ending of the story might appear to answer the question of whether boys are naturally violent. After all, the boys end up stretching their imaginations and using the "Peace toys" to playact war games – seems like a pretty clear statement saying Saki believes boys are just naturally violent.

### **Jargons:**

Jargons are a literary term that is defined as the use of specific phrases and words in a particular situation, profession or trade. Jargon is vocabulary or terminology used by a particular professional, technical, or cultural group that's hard to understand for people outside of the group. Jargon often leads to overly complicated writing. It can also be a sign that the writer is trying to flaunt their knowledge. These specialized terms are used to convey hidden meanings accepted and understood in that field. They can be found in both literary and non literary pieces of writing.

Examples of Medical Jargon:

- acute - a condition that comes on suddenly
- agonal - term to signify a major, negative change in a patient's condition
- atypical - something that isn't completely normal

Examples of Police Jargon

Law enforcement officers and professionals have their own set of police jargon as well.

- beat - an officer's patrol area
- berries and cherries - the lights on top of a police car
- code eight - term that means officer needs help immediately

## **Collocations**

A collocation is two or more words that often go together. These combinations just sound "Right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong".

### **Types of collocation**

There are several different types of collocation made from combinations of verb, noun, adjective etc.

Some of the most common types are:

- Adverb + adjective: completely satisfied (NOT downright satisfied)
- Adjective + noun: excruciating pain (NOT excruciating joy)
- Noun + noun: a surge of anger (NOT a rush of anger)
- Noun + verb: lions roar (NOT lions shout)
- Verb + noun: commit suicide (NOT undertake suicide)
- Verb + expression with preposition: burst into tears (NOT blow up in tears)
- Verb + adverb: wave frantically (NOT wave feverishly)

### **Sample Collocations**

There are several different types of collocation. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Below you can see seven main types of collocation in sample sentences.

#### **1. Adverb + adjective**

- Invading that country was an utterly stupid thing to do.
- We entered a richly decorated room.

#### **2. Adjective + noun**

- The doctor ordered him to take regular exercise.
- The Titanic sank on its maiden voyage.

#### **3. Noun + noun**

- Let's give Mr. Jones a round of applause.
- The ceasefire agreement came into effect at 11am. I'd like to buy two bars of soap please.

#### 4. Noun + verb

- The lion started to roar when it heard the dog barking.
- Snow was falling as our plane took off.

#### 5. Verb + noun

- The prisoner was hanged for committing murder.
- I always try to do my homework in the morning, after making my bed. He has been asked to give a presentation about his work.

#### 6. Verb + expression with preposition

- We had to return home because we had run out of money.
- At first her eyes filled with horror, and then she burst into tears. Their behavior was enough to drive anybody to crime.

#### 7. Verb + adverb

- She placed her keys gently on the table and sat down.
- Mary whispered softly in John's ear.

### V- UNIT

#### THE POWER OF INTRAPERSONAL COMMUNICATION

Communication can be defined as the exchange of ideas, information, and opinions between people. However, it also significantly exists within a person's own mind. This form of communication is known as intrapersonal communication. This internal dialogue, thoughts, and self-reflection are essential to the development of human cognition and personal growth. It occurs silently as we contemplate, rationalize and deliberate. The ability to think about or reflect on one's thinking.

#### **Intrapersonal communication and self- conceptualization:**

One of the most significant aspects of intrapersonal communication is the role it plays in shaping the way we perceive ourselves, and is also known as self-conceptualization. It consists of

Self-esteem

Self-image

Self-efficacy

#### **Self - esteem:**

- Self-esteem is the evaluation of one's worth.
- Positive self – talk and affirmations can boost our self – esteem, where as negative self – talk can diminish it.
- Ex: a person who always tells themselves that they are capable is likely to have higher self – esteem than someone who consistently engages in self – criticism.

**Self - image:**

- Self – image is the way we mentally visualize ourselves. Our internal dialogue can shape this image, leading us to perceive ourselves as competent and deserving or as inadequate and insecure.
- Ex: Someone who repeatedly imagines themselves as achieving their goals is more likely to have a positive self – image.

**Self - efficacy:**

- Self – efficacy is the belief in one's capability to accomplish tasks. Intrapersonal communication informs self – efficacy by reinforcing or negating our confidence in our abilities.

**Intrapersonal communication and Emotional regulation:**

Emotions are a crucial part of our everyday lives as human beings. Intrapersonal communications play an integral role in how we manage our emotions. The way we talk to ourselves can either exacerbate or alleviate emotional responses.

**Emotional awareness:**

- It helps us become more aware of our emotions and the emotions of others around us through self – reflection and introspection.
- It helps us gain an insight into our own emotional condition.

**Emotional regulation:**

- Through self – talk, we can regulate our own emotions.
- By reflecting internally, we are able to soothe them, relax and reframe our emotional state.

**Emotional expression:**

- We are able to control our more intense emotions and impulsive responses.

**Intrapersonal communication and decision – making:**

It significantly impacts the way we make decisions. It involves

**Critical thinking:**

- The process involves engaging in internal debates, considering pros and cons, before arriving at a decision.

**Value alignment:**

- Through self – talk we can align our decisions with our values.

**Goal - setting:**

- It helps us to set and pursue goals.
- We often have inner dialogues about our aspirations, breaking them down into manageable steps and motivating ourselves to achieve them.

**Intrapersonal communication and Personal growth:**

Resilience is the ability to recover from adversity and adapt positively to difficult situations.

**Positive self – talk:**

- Resilient individuals often engage in positive self – talk during challenging times.
- The inner dialogue helps to remind us of our strengths and abilities, helping us to navigate arduous times with optimism.

**Coping strategies:**

- Individuals are able to develop effective means to cope with adversity or stress, seeking solutions and alternatives through internal conversations.

**Adaptive thinking:**

- By reframing negative situations or negative thoughts and viewing challenges as opportunities for growth, we are able to overcome challenging situations.

**Intrapersonal communication and well being:**

Our well-being is deeply influenced by the way we talk about or think about ourselves

**Reducing negative self-talk:**

- Negative self-talk is directly associated with anxiety, depression and low self- esteem.
- By challenging and replacing negative thoughts with more positive ideas, we can improve our mental health.

**Enhancing self- compassion:**

- It can help foster empathy for us.
- This helps alleviate self-doubt and self-hate.

**Boosting confidence:**

- Positive self-talk can help empower us by boosting our confidence and self-efficacy when we remind ourselves of their abilities and past achievements.

**Cultivating effective intrapersonal communication:**

To harness the power of intrapersonal communication for personal growth, emotional regulation and well being, we can use the following strategies to cultivate effective intrapersonal communication:

- Mindfulness
- Meditation
- Negative affirmation
- Feedback

**Conclusion:**

Intrapersonal communication is a powerful and often overlooked aspect of human cognition. It shapes the way we conceptualise or visualize ourselves, influences how we regulate and express our emotions and decision making process.