

# UNIT-I

**The Sentence** is defined as a word or a group of words that expresses a thorough idea by giving a statement/order, or asking a question, or exclaiming.

## Kinds of Sentences

### Declarative Sentences

A [declarative sentence](#) is the most basic type of sentence. Its purpose is to relay information, and it is punctuated with a period. Simple declarative sentences can make basic statements, such as:

- The boy walked home.
- I love honey.
- My mother is a nurse.

Declarative sentences can also be [compound sentences](#), such as in these examples:

- He wants to eat cookies, but he doesn't know how to make them.
- We plan to visit Florida, and we're spending a day at Disneyworld.
- Jason doesn't know how to ski, so he's taking lessons.

[Complex sentences](#) can also be declarative:

- I ordered a latte when I got to the coffee shop.
- While cats are more independent, dogs love being around people.
- Steven found a new job because he enjoys working from home.

If you really want to change it up, you can even use [compound-complex sentences](#) to make declarative statements:

- Olivia doesn't enjoy dinner parties and she hates dressing up, although she does like being with her friends.
- Although the service at the restaurant was slow, the food was really good and the prices were fair.
- The weather was good at the beach, so we stayed until it started raining.

As you can see, these sentences make statements, whether of fact or opinion. Declarative sentences can be simple, as in the first two examples, or compound, as in the final example. They can also be in any tense, as long as they do their basic job of presenting information. This makes them the most common sentence type.

### Interrogative Sentences

[Interrogative sentences](#) ask questions (or interrogate). These are direct questions, and they are punctuated with a question mark. For example:

- Why does the sun shine?
- Whose dog is that?
- Will Sherri get to keep all her lottery winnings?

Compound sentences can be interrogative:

- Who are you and why are you here?
- How much does it cost and why do you need it?
- I don't know his home phone number, so can you call his cell phone?

Some examples of complex interrogative sentences are:

- When Martin gets in, can you give him this message?
- Can you call me when it's time to go?
- Did you cheat on the test because you were unprepared?

Finally, you can use compound-complex structure for interrogative sentences:

- Have there been any problems since Nancy was hired, or has it gone smoothly?
- Is the case solved and the suspect is in jail, or are you still working on it?
- Molly moved to Montana and Kyle stayed in town, but are they officially divorced?

Many interrogative sentences start with question words like "how" or "why," but others are yes/no questions that begin with the verb instead of the noun. It is important to remember that interrogative sentences still require a noun and a verb to be complete.

## Exclamatory Sentences

[Exclamatory sentences](#) express strong emotions. They are similar to declarative sentences in that they provide information, but they end in an exclamation point instead of a period.

- I said I wanted tacos!
- How well he sings!
- Wow, he just won a gold medal!

You can make exclamatory sentences with compound sentences as well:

- Lauren didn't think she'd get into Stanford, but she was just accepted!
- My new job is a wonderful opportunity and it offers great benefits!
- We knew you wanted to visit Paris, so we bought you a ticket!

Some complex exclamatory sentences include:

- You make me worry when you ride your bike without a helmet!
- We can start the party once Javier arrives!
- Call me whether you have good news or not!

Exclamatory sentences are most effective when they're short, but you can also use them as compound-complex sentences:

- Since you helped me when I was young and inspired me to be a writer, I'm dedicating my book to you!
- Isabelle is always arguing because she's never satisfied with anything, so no one wants to talk to her anymore!
- Now that the results are in and the judges have spoken, I can tell you that you won the contest!

Exclamatory sentences are often used in casual conversation and in written dialogue to show emotion, but they are not typically useful in academic or expository writing. In these more serious works, it's better to make your point with well-written declarative sentences instead.

## Imperative Sentences

[Imperative sentences](#) tell someone to do something. These can be in the form of friendly advice, basic instructions or more forceful commands. Many imperative sentences end in periods, but some of the more forceful demands may end in an exclamation point to highlight the emotion. For example:

- Please shut the door to keep out the bugs.
- Turn left at the bridge.
- Stop bothering me!

You'll find compound imperative sentences like this:

- Put your phone away and listen to me!
- There was an accident, but don't worry.
- Please order me a soda or pick up a can for me.

Some examples of complex imperative sentences include:

- Since Charlotte was up all night, please let her sleep this morning.
- Don't ever interrupt me when I'm talking to a customer!
- Hand the baby his bottle now that he's done playing.

And if you want to get more complicated, try out these compound-complex imperative sentences:

- Please knock and ask to be invited in, unless there's an emergency.
- As much as I'd like to help, I'm unavailable this afternoon, so ask Dylan instead.
- Don't stay out too late or forget to call me, even if you're having fun.

You can identify an imperative sentence because it appears to be missing a subject. However, the command of each imperative is directed at you, making these sentences [second-person](#). The subject of the sentence may be omitted, but it's called "you understood" because the reader is aware that each sentence could be written as "you do this" or "you do that."

## Subjects & Predicate

Every complete sentence contains two parts: a subject and a predicate.

**The subject is what (or whom) the sentence is about.**

**The predicate tells something about the subject. The predicate of the sentence contains the verb.**

# Phrase

The definition of phrase is any grouping of words that does not contain a subject and a verb. A phrase is a very basic word unit in English.

## Types of Phrases

### 1. Noun Phrase

A **noun phrase** is a group of words that consists of a **noun** (or **pronoun** eg. he, she, it) and other words that **modify** the noun. Modifiers can refer to **articles** (a/an/the), quantifiers (some, a lot, a little), demonstratives (this, that, those), possessives (his, her, their), adjectives or adverbs. **Noun** phrases are used to give more information about a noun. They can function as the subject, object or complement of a sentence.

#### Noun phrase examples

Here are some examples of noun phrases.

In the sentence:

“Your black cat is always outside.”

The **noun phrase** is

“**Your black cat.**”

It is used to add detail to the sentence, by indicating the subject (cat) and describing it (a cat that is black and belongs to someone).

In the sentence:

“I saw a scary movie at midnight.”

The noun phrase is:

“**A scary movie.**”

It is used to indicate the object of the sentence (a movie) and provide a description of it (scary).

It has been argued that a noun phrase CAN consist of only one word, which would be either a noun or **pronoun**.

“**Beth** is walking home from school”.

Here, Beth is the only noun in the sentence, so it can be considered a one-word noun phrase.

## 2.Adjective Phrase

An **adjective phrase** (also known as an adjectival phrase) is a group of words that consists of an **adjective** and other words that **modify or complement** it. **Adjective** phrases have the purpose of an adjective and are used to describe or add more detail to a noun/pronoun. They can come before or after a noun.

### **Adjective phrase examples**

Here are some examples of adjective phrases.

In the sentence

“The man with short hair is running in the park.”

The **adjective phrase** is

“**Short hair.**”

It appears after the noun and is used to provide more detail about the noun (the man).

In the sentence:

“I ate some sugar-coated  
doughnuts.”

The adjective phrase is:

“**Sugar-coated.**”

It appears before the noun and is used to provide more information about the noun (doughnut) - it describes what they were like (sugar-coated).

### 3. Adverb phrase

An **adverb phrase** (also known as an adverbial phrase) is a group of words that consists of an adverb and often other modifiers. They have the function of an **adverb** in a sentence and are used to modify verbs, adjectives and other adverbs. They can appear before or after the elements they modify.

#### Adverb phrase examples

Here are some examples of adverb phrases.

In the sentence:

“I go to the gym every weekend.”

The **adverb phrase** is:

“**Every weekend.**”



It gives more information about how often the action takes place.

In the sentence:

“He **very carefully** lifted the trophy.”

The adverb phrase is:

“**Very carefully.**”

It gives more detail about how the action (lifted) is carried out.

## 4. Verb Phrase

A **verb phrase** is a group of words that consists of a **head** (main) verb and other verbs such as **copular verbs** (verbs that join the subject to the subject complement i.e., *seems, appears, tastes*) and **auxiliaries** (helping verbs i.e., *be, do, have*). It can also include other modifiers. A **verb phrase** has the function of a verb in a sentence.

### Verb phrase examples

Here are some examples of verb phrases.

In the sentence:

“Dave was walking his dog.”

The **verb phrase** is:

“**Was walking.**”

It consists of the auxiliary **verb** ‘was’, which indicates the tense of the sentence, and the main verb ‘walking’, which indicates the action.

In the sentence:

“She will go to the party tonight.”

The **verb phrase** is:

“**Will go.**”

It consists of the modal **verb** ‘will’, which indicates a degree of certainty, and the main **verb** ‘go’ which indicates the future action

## 5. Prepositional Phrase

A **prepositional phrase** is a group of words that consists of a **preposition** and an **object**. It can also include other modifiers, but these are not essential. A **prepositional phrase** can either act as an **adjective or adverb** in a sentence. It is used to modify nouns and verbs and gives information about the relationships between subjects and verbs.

### Prepositional phrase examples

Here are some examples of prepositional phrases.

In the sentence:

“The rat runs into the box.”

The prepositional phrase is:

“**Into the box.**”

It gives information about where the subject (the rat) goes.

In the sentence:

“The cut on my leg is painful.”

The prepositional phrase is:

“On my leg.”

## Clause

A clause is a group of words that includes a subject and a verb. We use clauses to form sentences or parts of sentences. There are a number of different types of clauses including main clauses, subordinate clauses, coordinate clauses and adjective (or relative) clauses.

### Adjective Clause

An adjective clause begins with a relative pronoun (such as whom, whose, which, or that) or a relative adverb (when, where, or why). This type of clause includes a relative pronoun or adverb alongside a subject and / or a verb. Similar to a subordinate clause, an adjective clause is a dependent clause because it relies on the rest of the sentence to make sense.

A good tip for remembering how to spot an adjective clause is to watch out for certain words. The only words that can be used to introduce an adjective clause are [relative pronouns](#) (who, whose, whom, which or that) and [subordinating conjunctions](#) (when and where).

Examples of Adjective clauses :

- The girl who has short hair is laughing.
- The book which has the dragon on the cover is my favourite.
- The stray cat that I pet sometimes is friendly.
- Those people whose names are on the list will go to camp.

## Noun Clause

A noun clause is any clause that works in the same way as a noun. In other words, you could replace the clause with a noun, and it would still make sense. Noun clauses act in the same way as a noun or pronoun. It contains a subject and a verb, but not a complete thought, so it can't stand as its own sentence. A noun clause starts with a pronoun or a subordinating conjunction.

Examples of noun clauses:

- Do you know what you're going to wear?
- Do you know what dress to wear?
- Do you know where the café is?
- The café where I work is just over there.

**Adverb Clause** is a dependent clause that doesn't make sense on its own. It relies on an independent clause to make sense. This is why they're sometimes called dependent adverb clauses. An adverb clause offers a description and modifies the sentence, similar to how an adverb does. It contains a subject and a verb, but it doesn't express a complete thought.

Examples of adverb clauses include:

- She walked slowly.
- She walked like an old lady.
- She walked as if she were heading to the gallows.

## Parts of Speech - Key Concepts

The parts of speech refer to the way words are classified according to their function in a sentence. There are eight parts of

speech: **noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.**

## 1.Nouns

**Concrete** - names an object that can be seen, touched, tasted, etc.

**Collective** - names a multiple subject or group

**Common** - general name for a person, place, or thing

**Compound** - a noun formed from two words

## 2.Pronouns

A **pronoun** takes the place of a noun in a sentence.

There are seven different kinds of pronouns.

1. The **personal pronoun** takes the place of a specific or named person or thing. Personal pronouns come in three different cases: **nominative, objective, and possessive.**

- he, she, it, they (nominative)
- her, him, you, them (objective)
- his, hers, yours, ours, its, theirs (possessive)

## 3.Verbs

### Action Verb

An action verb expresses a mental or physical action.

- run, jump, working, sits
- **He tasted the ice cream.** (action)

## 4.Prepositions

Prepositions are words which relate a noun or pronoun (called the object of the preposition) to another word in the sentence.

The preposition and the object of the preposition together with any modifiers of the object is known as a **prepositional phrase**.

The following is a list of **a few** of the prepositions used in English today. Note that many of the words may also function as other parts of speech. Also note that some prepositions are compound, made up of more than one word.

- across, among, on, at, beside, between, for, of, to, with

## 5.Conjunctions

Conjunctions are words that **join** words, phrases, or sentence parts.

In English there are three kinds of conjunctions.

1. **Coordinate conjunctions** join similar words, phrases, or clauses to each other. In English the main coordinate conjunctions are **and, or, for, but, nor, so** and **yet**. (Note the use of *or* and *and* in the last two sentences.)

2. **Correlative conjunctions** also join similar words, phrases, or clauses, but act in pairs. In modern English these are main correlative conjunctions:

- either/or, neither/nor, both/and, whether/or, not/but, not only/but also.

## 6.Interjections

**An interjection is a word or phrase showing emotion or surprise which has no grammatical relationship to any other words or part of a sentence.**

**They are often punctuated by **exclamation points** and are used infrequently. It is best to avoid the use of them in formal writing other than direct quotations.**

- Ouch, Hey, Oh my, Wow.

## **Noun**

A [noun](#) is a word that refers to a person, place, or thing. The category of “things” may sound super vague, but in this case it means inanimate objects, abstract concepts, and activities. Phrases and other parts of speech can also behave like nouns and can be the subject in a sentence, as in Jogging is a fun exercise. Here, the verb jogging acts like a noun and is the subject of the sentence.

## **Types of nouns**

### **1) Common nouns**

[Common nouns](#) are words that refer to undefined or generic people, places, or things. For example, the country is a common noun that refers to a generic place while the word Canada is not a common noun because it refers to a specific place. Common nouns are only capitalized when they begin sentences or are used in the names or titles of something, as in Grand Canyon or Iron Man.

- **common nouns:**  
house, cat, girl, foot, country

### **2) Proper nouns**

[Proper nouns](#) help distinguish a specific person, place, or thing. These words should be capitalized. The names and titles of things are always proper nouns, such as the brand name Starbucks and the personal name Jenny.

- **proper nouns:**  
Spain, Fido, Sony

### 3) Singular nouns

Singular nouns are nouns that refer to only one person, place or thing. For example, a cat is one animal and a banana is one fruit.

- **singular nouns:**

house, cat, girl, foot, country

### 4) Plural nouns

A plural noun refers to more than one of something. Many singular nouns just need an S added at the end to make them plural (e.g., bee becomes bees). For some nouns that already end with an S, you may need to add -es to the end to make their plural forms (e.g., classes and buses). Some singular nouns also change spelling when made plural (e.g. countries and babies).

- **regular plural nouns:**

houses, cats, girls, countries

Not all nouns follow this pattern. Those that become plural in other ways are called irregular plural nouns. Some examples are man and men, wolf and wolves, foot and feet, and sheep and ... sheep.

- **irregular plural nouns:**

person and people  
life and lives  
mouse and mice  
tooth and teeth

### 5) Concrete nouns

A concrete noun is something that can be perceived through the five senses. If you can see, hear, touch, taste, or smell something, it uses a concrete noun.

- **concrete nouns:**

table, apple, rabbit, ear

### 6) Abstract nouns

Abstract nouns are intangible ideas that can't be perceived with the five senses, such as social concepts, political theories, and character traits. For example, the abstract noun anger refers to an emotion and the abstract noun courage refers to a quality a person has.

- **abstract nouns:**

love, creativity, democracy



## 7) Collective nouns

A collective noun is a noun that functions as a singular noun while referring to a group of people or things. A collective noun refers to a group that functions as one unit or performs the same action at the same time. For example: the team plays in the main gym.

- **collective nouns:**  
crowd, flocks, committee, a sum of money

Gender is the state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women.

## Four Genders of Noun

In English, the four genders of noun are masculine, feminine, common, and neuter.

- **Masculine nouns** refer to words for a male figure or male member of a species (i.e. man, boy, actor, horse, etc.)
- **Feminine nouns** refer to female figures or female members of a species (i.e. woman, girl, actress, mare, etc.)
- **Common nouns** refer to members of a species and don't specify the gender (i.e. parent, friend, client, student, etc.)
- **Neuter nouns** refer to things that have no gender (i.e. rock, table, pencil, etc.)

# Adjective

An **Adjective** describes or modifies noun/s and pronoun/s in a sentence. It normally indicates quality, size, shape, duration, feelings, contents, and more about a noun or pronoun.

Adjectives usually provide relevant information about the nouns/pronouns they modify/describe by answering the questions: *What kind? How many? Which one? How*

*much?* Adjectives enrich your writing by adding precision and originality to it.

**Example:**

- The team has a dangerous batsman. (What kind?)
- I have ten candies in my pocket. (How many?)
- I loved that red car. (Which one?)
- I earn more money than he does. (How much?)

**Descriptive Adjectives:**

A **descriptive adjective** is a word which describes nouns and pronouns. Most of the adjectives belong in this type. These adjectives provide information and attribute to the nouns/pronouns they modify or describe. Descriptive adjectives are also called **qualitative adjectives**.

**Participles** are also included in this type of adjective when they modify a noun.

**Examples:**

- I have a fast car. (The word 'fast' is describing an attribute of the car)
- I am hungry. (The word 'hungry' is providing information about the subject)
- The hungry cats are crying.
- I saw a flying Eagle.

**Quantitative Adjectives:**

A **quantitative adjective** provides information about the quantity of the nouns/pronouns. This type belongs to the question category of 'how much' and 'how many'.

**Examples:**

- I have 20 bucks in my wallet. (How much)
- They have three children. (How many)
- You should have completed the whole task. (How much)

## Proper Adjectives:

**Proper adjectives** are the adjective form of proper nouns. When proper nouns modify or describe other nouns/pronouns, they become proper adjectives. 'Proper' means 'specific' rather than 'formal' or 'polite.'

A proper adjective allows us to summarize a concept in just one word. Instead of writing/saying 'a food cooked in Chinese recipe' you can write/say 'Chinese food'.

## Demonstrative Adjectives:

A **demonstrative adjective** directly refers to something or someone. Demonstrative adjectives include the words: *this, that, these, those*.

A demonstrative pronoun works alone and does not precede a noun, but a demonstrative adjective always comes before the word it modifies.

## Examples:

- That building is so gorgeously decorated. ('That' refers to a singular noun far from the speaker)
- This car is mine. ('This' refers to a singular noun close to the speaker)
- These cats are cute. ('These' refers to a plural noun close to the speaker)
- Those flowers are heavenly. ('Those' refers to a plural noun far from the speaker)

## Possessive Adjectives:

- A **possessive adjective** indicates possession or ownership. It suggests the belongingness of something to someone/something.
- Some of the most used possessive adjectives are *my, his, her, our, their, your*.

## **Interrogative Adjectives:**

An **interrogative adjective** asks a question. An interrogative adjective must be followed by a noun or a pronoun. The interrogative adjectives are: *which, what, whose*. These words will not be considered as adjectives if a noun does not follow right after them. '*Whose*' also belongs to the possessive adjective type.

### **Examples:**

- Which phone do you use?
- What game do you want to play?
- Whose car is this?

## **Degree of Comparison (Positive, Comparative, and Superlative) List**

Adjectives change in form when they show comparison. These changed forms are called Degree of Comparison. Adjectives have three degrees of comparison which are as follows:

**Positive Degree:** An adjective is said to be in a positive degree when there is no comparison.

**Comparative Degree:** An adjective is said to be in a comparative degree when there is a comparison between two nouns/pronouns.

**Superlative Degree:** An adjective is said to be in a superlative degree when there is a comparison between more than two nouns/pronouns.

## **Articles**

Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader.

The indefinite article (a, an) is used before a noun that is general or when its identity is not known.

## Article

Basically, **articles** are either *definite* or *indefinite*. They combine to a noun to indicate the type of reference being made by the noun.

- The **definite** article is **the**.
- The **indefinite** article is **a / an**.

The Indefinite article *a* or *an*:

The article **a / an** is used when we don't specify the things or people we are talking about:

- I met **a** friend.
- I work in **a** factory in New York.
- I borrowed **a** pencil from **a** passenger sitting next to me.

The indefinite article **a** is used before a consonant sound:

- **a** dog.
- **a** pilot
- **a** teacher
- **a** university

The Definite article *the*:

It's used when the speaker talks about a specific object that both the person speaking and the listener know.

- **The** car over there is fast.
- **The** president of the United States is giving a speech tonight.

When we speak of something or someone for the first time we use **a** or **an**, the next time we repeat that object we use the definite article **the**.

- I live in **a** house. **The** house is quite old and has four bedrooms.
- I ate in **a** Chinese restaurant. **The** restaurant was very good.

## Personal Pronouns

Personal pronouns are short words used to represent people or things. The personal pronouns are *I, you, he, she, it, we, and they*. They are primarily used to avoid repetition. Look at this example:

- Myra (David's kitten) looks cute, but **he** thinks **she** is evil.  
(The personal pronouns "he" and "she" avoid the need to repeat "David" and "kitten.")

## Types of Personal Pronouns

### Pronouns in Action

Let's start with a couple examples of pronouns and their antecedents:

*I went to **the store** [antecedent]. **It** [pronoun] was busy.*

"It" refers back to "the store."

*Jane saw **a movie** [antecedent]. **It** [pronoun] was exciting.*

"It" refers back to "a movie" that Jane saw.

Using pronouns can add some much needed variety to your writing. Notice how repetitive the last example sounds if we replace “it” with “Jane.”

*Jane saw a movie. The movie was exciting.*

### **Singular vs. Plural**

A singular pronoun is used to refer to a singular noun:

*Jane watched a comedy [singular]. It [singular] was funny.*

A plural pronoun is used to refer to a plural noun:

*Jane watched three comedies [plural]. They [plural] were funny.*

### **1. Subject Pronouns**

The subject pronouns *I, you, she, he, it* (singular) and *we, you, they* (plural) are used as the subjects of sentences:

**Jane** [antecedent] *owns a motorcycle.* **She** [subject pronoun] *rides it on the weekends.*

**Jane and Mark** [antecedent] *watched a movie.* **They** [subject pronoun] *found it boring.*

### **2. Object Pronouns**

Object pronouns function as the objects of verbs or the objects of prepositions. The singular object pronouns are *me, you, him, her, and it*. The plurals are *us, you, and them*.

As the object of the verb:

**Jane** [antecedent] *went to the movie.* I **met** [verb] **her** [object pronoun] *there.*

As the object of the preposition:

*Jane had dinner* **with** [preposition] **me** [object pronoun] *after the movie.*

### 3. Possessive Pronouns

This type of pronoun is used in place of a possessive noun. Unlike possessive adjectives (which we'll get to in a minute), possessive pronouns are not immediately followed by nouns. They stand alone. The singular possessive pronouns are *mine, yours, hers, his, and its*. The plurals are *ours, yours, and theirs*:

*That car is* **his** [possessive pronoun].

**Ours** [possessive pronoun] *is over there.*

### Its vs. It's

Unlike possessive nouns, possessive pronouns do NOT take apostrophes. Native English speakers commonly commit this error with "its" because the possessive pronoun is easily-confused with the contraction for "it is."

Correct:

*I saw a school bus.* **Its** [possessive pronoun] *color was yellow.* (The color belongs to the school bus.)

**It's** [contraction] *time to go home.* ("It's" is functioning as a contraction of "it is.")



Incorrect:

*I saw a school bus. It's [contraction] color was yellow.* (This is the same as writing "It is color was yellow.")

**Its** [possessive] *time to go home.* (The possessive "its" cannot be expanded to "it is.")

#### **4. Possessive Adjectives**

Possessive pronouns can also be used as adjectives. They must immediately be followed by a noun when used in this role.

Singular possessive adjectives use the following construction: *my/your/her/his/its + [name]*. The plurals are essentially the plural possessive pronoun forms minus the final *-s*: *our/your/their + [names]*.

## **UNIT-II**

*A verb can be described as transitive or intransitive based on whether it requires an object to express a complete thought or not. A **transitive verb** is one that only makes sense if it exerts its action on an object.*

*An **intransitive verb** will make sense without one. Some verbs may be used both ways.*

*The word transitive often makes people think of transit, which leads to the mistaken assumption that the terms transitive and intransitive are just fancy ways of describing action and nonaction. But these terms have nothing to do with whether a verb is active or not. A better word to associate with transitive is transfer.*

A **transitive verb** needs to transfer its action to something or someone—an object. In essence, transitive means “to affect something else.”

Once you have this concept committed to memory, spotting the difference between transitive and intransitive verbs is quite easy.

## How to identify a Transitive verb

**Transitive verbs** are not just verbs that can take an object; they demand objects. Without an object to affect, the sentence that a **transitive verb** inhabits will not seem complete.

Please bring coffee.

In this sentence, the verb *bring* is transitive; its object is *coffee*, the thing that is being brought. Without an object of some kind, this verb cannot function.

Please bring.

Bring what, or who? The question begs itself because the meaning of *bring* demands it.

Here are some more examples of **transitive verbs** and their objects.

The girls carry water to their village.

Juan threw the ball.

Could you phone the neighbors?

I caught a cold.

She loves rainbows.

Lila conveyed the message.

Each of the verbs in these sentences have objects that complete the verbs' actions. If the objects were taken out, the results would be illogical and questions would be raised in the mind of the reader; for example, *Lila conveyed*. Conveyed what?

## How to identify an Intransitive Verb

An **intransitive verb** is the opposite of a **transitive verb**: It does not require an object to act upon.

They jumped.

The dog ran.

She sang.

A light was shining.

None of these verbs require an object for the sentence to make sense, and all of them can end a sentence. Some imperative [forms of verbs](#) can even make comprehensible one-word sentences.

Run!

Sing!

A number of English verbs can only be intransitive; that is, they will never make sense paired with an object. Two examples of intransitive-only verbs are *arrive* and *die*. You can't *arrive* something, and you certainly can't *die* something; it is impossible for an object to follow these verbs.

## Active Voice

As we've learned, in the active voice, the sentence's subject performs the action. Here are two examples of sentences in the active voice:

Shira likes birdwatching.

She loves twilight.

No matter what verb you use, structuring your sentence so the subject performs the verb is writing in the active voice.

The active voice has a direct, clear tone. Use it when you want the reader to focus on the subject of your sentence and the action it is doing rather than on the action's target.

## Passive Voice

In the passive voice, the action's target is the focus, and the verb acts upon the subject. Or, to put it in the passive voice, the subject is acted upon by the verb. Every sentence in the passive voice contains two verbs:

- A conjugated form of "to be"
- The main verb's past participle

Take a look at the previous examples, now written in passive voice:

Birdwatching is liked by Shira.

Twilight is loved by her.

## Direct Speech

Direct speech can be used in virtually every tense in English. You can use it to describe something in the present tense – to express something that is happening in the present moment, or make it feel like it is happening right now.

For example:

*“While she’s on the phone, she’s saying to him, “I’m never going to talk to you again.”*

You can also use direct speech in the past and future tenses. You’ll often come across direct speech in the past tense to describe something that has already happened. Most written forms of English will use direct speech in this way.

For example:

*“He said to her, “I’ll catch the last train home.”*

Direct speech can be used in the future tense too, to create a feeling of anticipation, or expectation. It can also be used to express something that you plan to say to someone.

While you might not come across this in formal or professional forms of written English, you will probably see this commonly in creative forms of writing, such as a story or novel.

For example:

Before I go away I’ll tell him, *“I’m never coming back.”*

Direct speech isn’t always a description of what someone may have spoken. You can also quote from other texts in a similar way, by using inverted commas before and after the quote. Here, instead of using the verb “to say”, you might want to use a different verb instead, such as “to write”, “to state” or “to describe”.

## Indirect Speech

Indirect speech is used to report what someone may have said, and so it is always used in the past tense. Instead of using inverted commas, we can show that someone's speech is being described by using the word "that" to introduce the statement first.

For example:

*"She said that she was not hungry."*

You can use different verbs to express what is being reported – while "to say" is quite commonly used, you might also want to use "to tell", to describe something that has been told to you.

For example:

*"He told me that he didn't have enough money."*

## Your turn

You'll want to use both direct and indirect speech a lot when you use English – so make sure that you are familiar with both of them, and can use them correctly!

## UNIT-II

### Past, Present & Future Tense

#### Past Tense

This tense is used to refer to something that happened in the past. Sometimes, past tense is also called as 'simple past tense'. Example: We stayed in a hotel.

- **Past continuous tense:** This type of past tense is used to describe an event or occurrence that is ongoing or continuing in the past. Example: We were playing tennis at the club.

- **Past Perfect Tense:** This type of tense is used to describe an event in the past that has been completed. Example: We had completed our match before she had come.
- **Past Perfect Continuous:** This type of past tense verb is used to indicate an event, action or occurrence that started before another event, action or occurrence in the past. We can say that one action or event interrupted another. Example: I had been playing the drums since [school](#) time.

Learn more about [Uses of Past Tense here in detail](#).

## Present Tense

This tense is used to refer or indicate to something that occurs in the present. The simple present or indefinite present tense is used to describe an action, event, or [condition](#) that is occurring in the present while being spoken about or written. Example: The dogs' bark.

- **Present Continuous Tense:** This tense indicates the continuous nature of an act or event in the present and has not been completed. The activity has begun in the past and will be completed in the future. Example: She is preparing chicken sandwiches for breakfast.
- **Present Perfect Tense:** This tense is used to describe an action that had begun in the past, continues into the present and has just been completed. The time of occurrence of the action is generally not mentioned. This tense is also used to describe an action happened in the past before another action took place. Example: I have just completed my dinner.
- **Present Perfect Continuous Tense:** This tense is used to describe an action, event or occurrence that has begun in the past and continues into the present. It is also used for

an action that began and just finished in the past or in cases where there is no mention of time. Example: They have been trying to contact her.

Learn more about [Sequences of Tenses here in detail](#).

## Future Tense

This tense is used to refer to or indicate something that hasn't happened at the time of speaking or writing. 'Simple Future Tense' commonly formed with the use of [words](#) 'will' and 'shall'. Example: We shall be there by noon.

- **Future Continuous Tense:** This tense is used to describe actions that are ongoing or continuing in the future. It is commonly used in sentences by using the simple future tense of the verb with the present participle i.e '-ing'. Example: His parents will be attending the convocation.
- **Future Perfect Tense:** Is used to refer or describe an event that will be completed sometime in the future before another action takes place. It is written by using the past participle of the verb with the simple future tense of the verb. Example: I will have completed 10 years of work in August this year.
- **Future Perfect Continuous Tense:** This tense is used to describe an action that is continuing into the future and will be completed at a specified time in the future. This tense is written using the future perfect tense of the [verb](#) with the present participle. Example: I shall have been living in Mumbai for five years by May 2019.



# Adverbs

**Adverbs are a part of speech and express the manner, time, place, frequency, degree, and much more about a verb.**

## Different Types of Adverbs with Examples

Let us now take a look at each of these adverb types in detail.

- **Adverbs of Manner:** These adverbs are those that describe the manner in which an action is done. Basically, it can be said that the adverbs of manner answer the question 'how'.

Examples of adverbs of manner:

Quickly, promptly, clearly, slowly, gradually, eventually, rapidly, seriously, instantly, keenly, etc.

- **Adverbs of Time:** As the name suggests, the adverbs of time are used to tell the reader when some action is occurring. Adverbs of time include general time periods and specific times. We can identify an adverb of time by asking the question 'when'.

Examples of adverbs of time:

Now, soon, today, tomorrow, the day after tomorrow, next month, recently, forever, etc.

- **Adverbs of Place:** These adverbs are used to indicate where the action mentioned in the sentence is taking place. Adverbs of place can be identified by asking the question 'where'.

Examples of adverbs of place:

Somewhere, anywhere, nowhere, here, outside, inside, wherever, elsewhere, left, right, north, east, south, west, etc.

- **Adverbs of Frequency:** These adverbs are used to denote how often an action or event is happening. The adverbs of

frequency can be recognised by asking the question 'how often'.

Examples of adverbs of frequency:

Seldom, rarely, never, often, weekly, monthly, yearly, annually, usually, sometimes, occasionally, constantly, frequently, etc.

- **Adverbs of Degree:** These adverbs are used to indicate how intense an action of quality is. It is used to describe adjectives and adverbs. For instance, an adverb of manner expresses how fast or how slow a vehicle is moving, how hot or cold the weather is, how interesting or boring a movie is and so on.

Examples of adverbs of degree:

Very, too, extremely, much, more, most, little, less, incredibly, totally, greatly, hardly, deeply, barely, etc.

- **Conjunctive Adverbs:** Conjunctive adverbs perform a little differently from the other types of adverbs. These adverbs are seen to act like a conjunction to link two sentences or clauses together and hence the name, 'conjunctive adverbs'.

Examples of conjunctive adverbs:

However, nevertheless, meanwhile, therefore, instead, likewise, notably, subsequently, rather, namely, on the other hand, incidentally, in addition to, etc.

## Preposition

### Simple Preposition

These are among the most common type of prepositions. The prepositions used to express the relationship the Nouns and Pronouns of a sentence have with the rest of the words in it are called **Simple Prepositions**. They are often used to join two clauses in terms of Complex Sentence and Compound Sentence.

Examples:

## Most Popular Prepositions

and	but	at	to	on	in
for	of	up	off	from	out
with	during	down	below	beside	over
by	near	behind	inside	among	along

### Double Preposition

Two Simple Prepositions joining together to form one which connects the Noun(s) or Pronoun(s) to the rest the words in a sentence.

#### Examples:

- Are you **out of** your mind?
- I was allowed the **inside of** the temple.
- She's sandwiched **in between** two of her cousins.

### Compound Preposition

Compound Prepositions are composed of prepositions as well as other words. Compound Prepositions are easily confused with Double Prepositions since they both require other prepositions or words to help with acting like a preposition.

#### Examples:

- **According to** my calculations, this color should work just fine.
- I started for home, **with a view to** celebrating Eid with my family.
- **On behalf of** our family, my father attended the family reunion.

### Participle Preposition

Present Participles (-ing) and Past Participles (-ed and -en) that are used as Prepositions instead of Verbs, are called Participle Prepositions. These are participles as well as prepositions.

#### Examples:

Present Participle Prepositions	Past Participles Prepositions
Assuming	Respected
Barring	Given
Considering	Gone
During	Barred
Notwithstanding	Provided
Regarding	Taken

### Participle Prepositions Used in Sentences:

- **Barred** from the entrance, he threw a fit.
- I was happy **given** the fact that I got great marks.
- **Assuming** the possibility of rain, she carried an umbrella.

### Disguised Preposition

These prepositions are usually disguised as some other element in the English language. Often these prepositions are disguised as "a" and "o" in sentences.

#### Examples:

- I wake up at 5 **o**'clock. (Of the clock)
- Keep striding **a**head. (on the head)
- Pope went **a**shore. (onshore)
- Rimi visits the riverbank once **a** day. (in a day)

### Detached Preposition

A preposition that has been detached and sent to the very end of the sentence is called Detached Preposition. These prepositions are detached from the interrogative or relative pronouns and **adverbs** but get detached for the sake of the integrity of sentences.

#### Examples:

- Where are you coming **from**?
- Is that the neighborhood you are headed **to**?

- I won't tolerate being screamed **at**.

### **Prepositions of Time**

**Prepositions of time** show the relationship of time between the nouns to the other parts of a sentence.

*On, at, in, from, to, for, since, ago, before, till/until, by*, etc. are the most common preposition of time.

#### **Example:**

- He started working at 10 AM.
- The company called meeting on 25 October.
- There is a holiday in December.
- He has been ill since Monday.

**Read More:** [Prepositions of Time Usage](#)

### **Prepositions of Place and Direction**

**Prepositions of place** show the relationship of place between the nouns to the other parts of a sentence.

*On, at, in, by, from, to, towards, up, down, across, between, among, through, in front of, behind, above, over, under, below*, etc. are the most common prepositions of place/direction.

#### **Example:**

- He is at home.
- He came from England.
- The police broke into the house.
- I live across the river.

**Read More:** [Prepositions of Places & Direction Usage](#)

### **Prepositions of Agents or Things**

**Prepositions of agents or things** indicate a causal relationship between nouns and other parts of the sentence.

*Of, for, by, with, about*, etc. are the most used and common prepositions of agents or things.

#### **Example:**

- This article is about smartphones.
- Most of the guests have already left.
- I will always be here for you.
- He is playing with his brothers.

## Phrasal Prepositions

A **phrasal preposition** is not a prepositional phrase, but they are a combination of two or more words that function as a preposition.

*Along with, apart from, because of, by means of, according to, in front of, contrary to, in spite of, on account of, in reference to, in addition to, in regard to, instead of, on top of, out of, with regard to*, etc. are the most common phrasal prepositions.

### Example:

- They along with their children went to Atlanta.
- According to the new rules, you are not right.
- In spite of being a good player, he was not selected.
- I'm going out of the city.

A **Conjunction** is a word or phrase that connects words, phrases, clauses, and sentences together. The word *and* is a commonly used example of a conjunction. Here are two examples of how we can use a conjunction like *and* in both a simple and complex way:

- The flower is yellow **and** white. (Connects two adjectives)
- The flower is yellow, **and** it has a particular smell. (Connects two sentences)

## List of common conjunctions

The following list contains some of the most commonly used conjunctions:

- and
- but
- or
- so
- because
- however
- after

- since
- during
- than
- unless

## 1. Coordinating Conjunctions

[Coordinating conjunctions](#) are single words (example: and, but, or, so).

They link equivalent grammatical elements, such as nouns with nouns, and clauses with clauses. The ideas being connected carry the same weight in a sentence.

- *I stayed up all night writing, **so** I was tired the next day*
- *She's editing **and** proofreading my essay.*

### What to watch for when using coordinating conjunctions:

When a coordinating conjunction joins two independent clauses (complete thoughts or sentences), use a comma between the clauses.

- *I can't remember the rules, **so** I need a refresher.*

When you're joining an independent clause and a dependent clause (incomplete thought), you don't need a comma.

- *I prefer to write on my laptop **but** edit on paper.*

## 2. Correlative Conjunctions

[Correlative conjunctions](#) work in pairs (example: either/or, both/and, not only/but also, as/as)

Similar to coordinating conjunctions, they link grammatical elements of similar importance.

- *I **not only** passed the exam, **but also** got 100%.*

- *The box is **as tall as** it is wide.*

### What to watch for when using correlative conjunctions:

Correlative conjunctions need parallel construction. Check the words after each conjunction and make sure they're similarly structured.

- **Correct:** *We should either book the tickets in advance or arrive an hour early.* (In this example, the phrase "book the tickets" is parallel to "arrive an hour early")
- **Incorrect:** *We should either book the tickets in advance or be arriving an hour early.* (In this example, the phrase "book the tickets" is not parallel to "be arriving")

## 3. Subordinating Conjunctions

Subordinating conjunctions are one or more words that unite ideas in a complex sentence (example: as soon as, in case, unless, while).

They link dependent clauses (incomplete thoughts) to independent clauses (complete thoughts).

- ***Unless** we give him a ride, he won't be able to come.*
- *Here's some cash **in case** your credit card doesn't work.*

The subordinating conjunction is placed in front of the dependent clause.

As [Cambridge Dictionary](#) explains, subordinating conjunctions modify the independent clause and provide a cause, reason, result or purpose.

### What to watch for when using subordinating conjunctions:

Use a comma if the subordinating conjunction and dependent clause are at the beginning of a sentence. Otherwise, the comma isn't required.

- ***As soon** as she's finished her phone call, we'll leave for the restaurant.*
- *We'll leave for the restaurant **as soon** as she's finished her phone call.*



## 4. Conjunctive Adverbs

[Conjunctive adverbs](#) are one or more words used to join two independent clauses (example: after all, besides, nevertheless).

These words are technically adverbs, but perform the same linking function as conjunctions.

### **What to watch for when using conjunctive adverbs:**

When a conjunctive adverb unites two independent clauses in one sentence, it's preceded by a semicolon and followed by a comma.

### **Interjection**

Interjection is a word, phrase, or sentence that expresses emotion, meaning, or feeling. These emotion words proceed punctuation marks, which are most often but not always exclamation points.

### **Examples of Interjections to show you how they can be used in sentences effectively.**

- Hurray! We won the match
- Ouch! That really hurt badly.
- Wow! That is a beautiful dress indeed
- Oh my God! That was unexpected.
- Whoa! That guy is unbelievably huge
- Rats!
- My research paper is late!

## Unit-III

Precis Writing is a summary. It is an exercise of compression. A precis writing is a gist of any passage in as few words as possible. A precis should mention all important details of the original paragraph so that anyone who is reading it is able to understand the idea of the original passage.

Taking the above example forward, to describe the essential highlights and events that take place in *The Merchant of Venice*, you will not add your own thoughts and maintain the tone and expressions of the characters. You will also avoid mentioning events that aren't essential. This is how precis writing works. You **express or rewrite** a paragraph or any piece of writing and make it **as concise as possible** without having to change the **crux of the subject matter**.

In precis writing, you must be **carefully objective** and **maintain the theme** of the passage without excluding the important points. Comprehend the passage carefully to conclude about what is important in an article or a story. You might take a while to read it the first time, but as you keep reading it, the later times might just be an easy skim over the pages. Precis writing requires a very strong understanding of the story/ text to convey the same message in a miniature form.

### Use of Precis Writing

People often want to go through the highlights of books, movies, meetings, an article, report, news, etc. This is when precis writing works to deliver the main points to the audience without making any modifications in the proportion, tone, or theme of the content. Precis writing plays an essential role in the following areas:

- Precis writing can be used to **describe a chapter** so that students get the gist of the basics.
- Precis writing is also used in **companies for job descriptions, meeting highlights**, etc.

- The use of precis writing is also seen in **movies** to describe the **main events or plot** of the film.
- Precis writing is also used in **scientific reports and researches** to give the gist of its content.

## **How to write a Precis?**

Owing to the repeatedly mentioned importance of keeping a precis short, writing a precis requires you to carefully understand the points that will provide the necessary highlights of the content. It might sound easy, but comprehending a text and keeping its theme intact requires strong skills and a lot of brainstorming. Here are the steps that can easily help you compose a clear precis.

### **1. Understand the text/narrative.**

Courtesy: Primo GIF

The main and the most crucial point is to read the text multiple times. It is possible that you might have missed on some point or not have understood it. Reading it persistently can take you through some overlooked points and explain certain points in a better manner. After perusing the text a few times, you will easily connect through the points and also form a mental outline of the content.

### **2. Highlight and Divide the Text**

Divide the text into smaller parts and make sure you use a highlighter to highlight the main details for further reference. Create an order of the texts so that you line up each event and do not muddle up the points.

### **3. Create a Mind Map**

Courtesy: Whimsical

Before constructing your precis, have a rough outline or a map with all the points you think are necessary. Read it and compare it to the text. You might want to add/omit certain points to make it more clear. Make sure your outline follows the order of the text.

#### 4. Writing your Precis

Courtesy: Giphy

Start constructing your precis and make sure you compress the text by using shorter sentences and cutting out redundancy. Make sure you keep a word count of your precis. It should be 1/4th of the main text. The four main points to remember while constructing your precis are:

- Add a suitable title for your precis which is in line with the content.
- It should be written in the third person.
- The text should be in indirect form.
- Use appropriate past tense.

#### 5. Review your Precis

Reread your precis multiple times and check for errors or grammatical mistakes. Compare it with the original text and check if both the compositions exhibit the same themes and convey the exact message. In the end, add the number of words used in your precis in a bracket.

#### Qualities of a Good precis

What are the parameters to judge a precis writing? The following are some attributes that describe a good precis.

- Accurate and Precise

- Clear and coherent
- Well connected
- Original
- A suitable title

## **Essential rules for a good Precis Writing**

After understanding how to write a precis, let's look at a few tips that can help you ace your precis.

- Keep the text **terse** and **up to the point**.
- Use **shorter words**. For example, use 'because' instead of 'owing to', use 'although' instead of 'in spite of the fact that, etc.
- Make sure your text is **lucid** to understand. Avoid using jargon and complex sentences.
- Retain the core of the text.
- Your text should be a **miniature reflection** of the original text and should state the correct facts and figures.

## **Points to Avoid for Precis Writing**

Precis writing can be complicated since you need to cut down all points that aren't important. While keeping the tips in mind, avoid making the following mistakes while writing a precis.

- Do not elaborate a lot on a single point.
- Do not use your own interpretation, criticism, or assumption about the text.
- Do not copy sentences from the original text or use abbreviations.
- Do not break the flow of events and keep the text well connected

## Comprehension

The definition of comprehension refers to **your ability to understand something, or your actual understanding of something**. An example of comprehension is how well you understand a difficult math problem.

Examples of comprehension skills that can be taught and applied to all reading situations include:

- Summarizing
- Sequencing
- Inferencing
- Comparing and contrasting
- Drawing conclusions
- Self-questioning
- Problem-solving
- Relating background knowledge
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details

## Paragraph writing

### What is Paragraph Writing?

As we all know, a paragraph is a group of sentences that are connected and makes absolute sense. While writing a long essay or letter, we break them into paragraphs for better understanding, and to make a well-structured writing piece. Paragraph writing on any topic is not only about expressing your

thoughts on the given topic, but it is also about framing ideas about the topic and making it convenient for the readers to follow it. In English paragraph writing, it is essential to focus on the writing style, i.e., the flow and connection between the sentences.

Therefore, a paragraph must be written in simple language in order to avoid any interruption while reading. In order to write a paragraph on any topic, you can refer to the samples given below, and write a paragraph without any hindrance.

### How to Write a Paragraph?

In order to determine how to write a paragraph, you will have to find a good topic and collect enough information regarding the topic. Once you find the supporting details, you can start framing the sentences, connect the sentences following a sequence, and find a perfect concluding sentence. To understand it better, we have provided a few paragraphs writing examples for your reference.

- **Find a Topic Sentence:** It is the first sentence which is an introduction to the given topic. It gives the main idea of what the paragraph would be about.
- **Supporting details:** These are the details that can be collected from various sources. It comprises the information related to the topic that gives strong support to the main topic.
- **Closing sentence:** It is the last sentence that ends the paragraph, and restates the whole idea of the paragraph. It is basically the concluding sentence that gives the basic idea of the whole topic.

### Types of Paragraph Writing

It is essential to know the types of paragraph writing before you write about any given topic. Therefore, check the below information to understand the various types of paragraph writing.

Majorly, there are four types of paragraph writing, i.e., narrative, descriptive, expository, and persuasive.

- **Descriptive:** These kinds of writing basically describes the topic, and are appealing to the five senses.
- **Narrative:** These kinds of writing are basically a narration of a story or a situation that includes a sequence.
- **Expository:** These kinds of writing are a definition of something. These paragraphs require a lot of research.
- **Persuasive:** These kinds of writing aim to make the audience admit a writer's point of view. These are mostly used by the teachers to provide a strong argument.

## **Conversation**

The definition of a conversation is **a sharing of thoughts and ideas**. An example of a conversation is two friends talking while having coffee together. The act or an instance of talking together. Familiar talk; verbal exchange of ideas, opinions, etc.

## **The Four Types of Conversations**

When talking with someone, it is helpful to know what type of conversation you are in. You can do so based on a conversation's direction of communication (a one-way or two-way street) and its tone/purpose (competitive or cooperative).

If you are in a one-way conversation, you are talking at someone, rather than with someone. If you are in a two-way conversation, participants are both listening and talking. In a competitive conversation, people are more concerned about their own perspective, whereas in cooperative conversation participants are interested in the perspective of everyone involved.



Based on direction and tone, I grouped conversations into four types: debate, dialogue, discourse, and diatribe.

- **Debate** is a competitive, two-way conversation. The goal is to win an argument or convince someone, such as the other participant or third-party observers.
- **Dialogue** is a cooperative, two-way conversation. The goal is for participants to exchange information and build relationships with one another.
- **Discourse** is a cooperative, one-way conversation. The goal is to deliver information from the speaker/writer to the listeners/readers.
- **Diatribe** is a competitive, one-way conversation. The goal is to express emotions, browbeat those that disagree with you, and/or inspires those that share the same perspective.

## **Role Play**

Role playing is defined as pretending to be someone else or pretending to be in a specific situation that you are not actually in at the time. An example of role playing is when you pretend that your friend is your boss and you have a practice conversation in which you ask for a raise.

### Elements of Role-Play

#### **To role-play:**

- Identify the situation
- Add details
- Assign roles
- Act out the scenario
- Discuss what you have learned

In the classroom there are four main types of role plays, but bear in mind that there is often overlap and particular situations may combine two or more of these elements.

**1. The conflict role play** puts participants on a collision course and asks them to deal with this as best they can. Situations might include attempting to change an airline booking at a peak time or asking a noisy neighbor to turn down the stereo. They test language skills under pressure and are best for students who have some maturity and confidence in their abilities.

**2. The cooperative role play** takes the opposite tack and requires participants to work together for the common good. Planning a sayonara party for the teacher, deciding the food list for a barbecue, brainstorming ways to attract tourists to local attractions are all cooperative role plays. Often involving 'safe' situations, cooperative role plays are good for gently easing shy students into conversations and for building relationships within a student group.

**3. Information gap role plays** are based around filling in holes in the participants' knowledge. Answering questions from customs officers, asking for timetabling details, making a library card or interrogating a murder suspect are all information gap type situations. If based on the students' real selves these role plays are simple to set up, but fictitious situations may require more elaborate preparations. They are an excellent way to practice question and answer patterns and prepare students for real-life encounters.

**4. Task-based role plays** require participants to complete a set activity such as checking into a hotel, giving directions to a taxi driver, ordering a meal or getting the phone number of a potential love interest. They are useful for helping students to practice realistic survival English skills and are an excellent way to build students' confidence in their ability to function in real situations.

Role plays are an essential tool to have in the teaching box but it pays to be aware of where you want them to go. Here are some questions to ask yourself as you design a role play.

- What kinds of language structures or grammar points do I want my students to use, and will this role play incorporate them naturally?
- Do I know in my own mind I want to see occur in the role play?
- Do the students have the language and social skills to be able to manage the situation?
- Can I issue set up instructions clearly and make sure that all participants understand their own roles?
- Is the situation appropriate for the age, level and status of the students in this group?
- What do I want the students to take away from the exercise and how can I reinforce this through feedback.

### **Public Speaking**

Public speaking is, simply, an oral presentation or speech delivered to a live audience. It is generally a formal or staged event— although impromptu speeches are a common occurrence—and can be a defining career moment. For example, you may think you're attending a client meeting only to find yourself called on to explain a procedural or technical point being discussed. Or you may be sitting in a management meeting thinking you are just there to observe when you are asked to elaborate on an aspect of the supporting research and analysis or defend your recommendations.

## **Public Speaking Definition**

What is public speaking? Basically, it's a presentation that's given live before an audience. Public speeches can cover a wide variety of different topics. The goal of the speech may be to educate, entertain, or influence the listeners. Often, visual aids in the form of an electronic slideshow are used to supplement the speech. This makes it more interesting to the listeners.

A public speaking presentation is different from an online presentation. The online presentation is available any time. A public speech is typically limited to a specific time or place. Online presentations often use slideshows. Or they use pre-recorded videos of a speaker. This includes recordings of a live public speaking presentation).

## **The Importance of Public Speaking**

If you ask most people, they'll probably say they don't like public speech. They may even admit to being afraid of it since fear of public speaking is a very common fear. Or they may just be shy or introverted. For those reasons, many people avoid speaking in public if they can. If you're one of those people who avoid speaking in public, you're missing out.

Over the years, public speaking in communication has played a major role in education, government, and business. Words have the power to inform, persuade,

educate, and even entertain. And the spoken word can be even more powerful than the written word in the hands of the right speaker.

Whether you're a small business owner, or a student, you'll benefit from improving your public speaking skills. Some benefits to speaking in public include:

- Improves confidence
- Better research skills
- Stronger deductive skills
- Ability to advocate for causes

## **How to Become Better at Public Speaking**

Okay, so now you understand the benefits of public speaking. You might be a little more interested in the topic. Still, you might think it's not for you. Maybe you gave a speech once and it didn't go well. Maybe you're afraid of speaking in public. Or maybe you think you don't have a natural ability for giving speeches.

The truth is that speaking in public is a skill. And you can learn any skill. While some people may have more natural speaking ability than others, anyone can learn to be a better public speaker. It just takes some know-how and some effort.

To help you become better at giving public speeches, we'll take a look at these five areas:

1. Writing the speech
2. Overcoming a fear of speaking
3. Practicing the speech
4. Preparing your presentation slide designs
5. Giving the speech