

**Master of Arts
(M.A.)**

**Modern English Grammar and Usages
Phonetics**

(OMAECO105T24)

**Self-Learning Material
(SEM 1)**



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COURSE INTRODUCTION

This course on Modern English Grammar and Language is a 4-credit course that is divided into 09 comprehensive units. It offers a comprehensive introduction to the foundational elements of contemporary English usage and grammatical theory. Aimed at building a strong linguistic base, the course explores the essential principles and structures that govern modern English. Students will engage with both traditional grammatical frameworks and current developments in the field, fostering a well-rounded understanding of how English is used and analyzed today.

The curriculum integrates theoretical perspectives with practical applications, allowing students to grasp the core components of English grammar, including syntax, morphology, and semantics. Emphasis is placed on understanding the evolution of grammatical rules and their application in various contexts, from formal academic writing to everyday communication. Through detailed examination of scholarly texts and practical exercises, students will develop critical skills necessary for analyzing and constructing grammatically sound sentences and texts. In addition to theoretical knowledge, the course offers practical opportunities for students to apply their learning. They will engage in activities designed to enhance their proficiency in both written and spoken English, such as crafting well-structured essays and participating in discussions that reflect contemporary usage patterns. By analyzing diverse language examples and engaging in practical exercises, students will gain insights into how grammatical rules are applied in real-world scenarios.

The course also addresses the interplay between language and context, exploring how different registers and situational factors influence grammatical choices. Students will be encouraged to consider how social, cultural, and technological changes are reshaping language norms and usage. This holistic approach ensures that students not only master grammatical rules but also understand their relevance in various linguistic environments. Overall, this course aims to provide first-semester MA students with a robust foundation in modern English grammar and language. By bridging theoretical knowledge with practical skills, students will be well-prepared to tackle more advanced linguistic studies and apply their understanding of grammar in diverse academic and professional contexts.

Course Outcomes: After successful completion of the course, the students will be able to:

- Identify and recall fundamental concepts and terminology related to contemporary English grammar, including key grammatical structures and rules.
- Demonstrate an ability to explain the principles of modern English grammar and language, summarizing how these principles apply to various contexts and forms of communication.
- Apply their understanding of grammatical rules to construct well-formed sentences and texts. They will use their knowledge to edit and revise written work, ensuring grammatical accuracy and clarity.
- Analyze different examples of English usage, distinguishing between correct and incorrect

grammar. They will evaluate the effectiveness of grammatical structures in various written and spoken contexts.

- Integrate their knowledge of grammar to create coherent and grammatically sound texts. They will design exercises or assignments that reflect an understanding of modern grammatical principles and their applications.
- Assess and critique the application of grammatical rules in real-world scenarios, formulating well-reasoned arguments about the appropriateness of different grammatical choices. They will justify their evaluations based on established grammatical standards and usage norms.

Acknowledgements:

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Unit 1- Grammar and usage (Part-1)

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Objectives

- Identify Sentence Patterns;
- Differentiate the structures of the basic sentence pattern;
- Write sentences using the basic sentence pattern

Sentence Patterns

Introduction

Phrases and clauses make up sentence pattern.

A phrase is made up of several related words, but it lacks a subject or a verb, making it an incomplete sentence. An actor is the subject of a phrase, while the verb is the action.

Two categories of clauses exists:

1. An independent clause is a complete clause. All by itself, it makes a comprehensive message.

2. A dependent clause, sometimes referred to as a subordinate clause, lacks the ability to function as a complete sentence even though it has a subject and a verb. At the outset, a subordinating conjunction is employed, such as because, when, while, after, and many more. What is sentence pattern?

An arrangement of words is called a sentence pattern. There must be a proper grammar structure to this arrangement. It implies that for a phrase to have sense, the verbs and nouns must be arranged correctly. In addition, punctuation has a significant impact on how legible and comprehensible a sentence is.

In spoken language, expressing thoughts accurately relies on the correct arrangement of words, while in written communication, effective expression hinges on proper punctuation usage. It's important to recognize that language structure and punctuation norms vary among different languages.

An overview of English sentence structures is provided in this handout. You will be able to assess your writing style and make improvements by employing a range of sentence patterns with its assistance in identifying subjects, verbs, and clause connectors.

- In English, constructing a sentence necessitates the use of two vital components: subjects and verbs. When combined, they convey thoughts in a comprehensible manner. The subject, typically a noun or pronoun, identifies who or what is performing an action. Meanwhile, the verb denotes the action itself or describes a state, as in "drink" for action and "depend" for a state.
- A clear example of a simple sentence with a subject and a verb is "Smith walked." Here, "Smith" is the subject performing the action "walked."
- In practice, we rarely speak or write such short sentences because we usually want to convey our ideas more clearly or emphasize a specific subject or action. For example, when we encounter a sentence like "Smith walked," we might ask questions such as "To where?", "How far?", "With what intensity?", or "With whom?"
- To answer these questions, we typically use additional words such as modifiers, comparative words, and phrases. For instance, adding an adverb to the sentence would give us, "Smith walked swiftly."

What This Handout Is About

An overview of English sentence structures is given in this handout. By using a range of sentence patterns, it will enable you to assess and improve your writing style by assisting you in recognizing subjects, verbs, and clause connectors.

Subjects, Verbs, and Clauses

- An English phrase is made up of two parts at its most basic: a subject and a verb that together convey a whole idea.
- The subject, which is usually a noun or pronoun, identifies who or what is acting. The activity or state of being is represented by the verb. It can be a verb of state (like "seem") or an action verb (like "run").
- Simple two-word sentences examples include:
 - Lion roars.
 - Wind blows.
- In actual life, sentences are rarely this brief. Our usual objective is to give as much information as possible, therefore we add additional words and phrases to the main subject and verb, as demonstrated in the following sentences: Darwin, regrettably, consumed rotten food.
- Lion roar louder after midnight.
- Wind is blowing heavily.

Despite the additional information, each of these sentences contains only one subject and one verb, making them single clauses. So, what is a clause?

A subject and a verb make up a sentence. A clause is created when there is a verb and a subject. It's really very simple, isn't it? We will be concentrating on clauses in this handout, especially these two elements.

Independent clause:

The reason they are called "independent" is that they are able to stand on their own and make their point clearly.

Dependent clause:

A dependent clause is made up of a verb and a subject that together do not constitute a complete sentence. Because they lack the strength to stand alone, dependent clauses must always be related to an independent clause.

Later on, we shall discuss dependent clauses in more detail. Furthermore, for a more thorough explanation of various kinds of clauses, consult our handout on fragments.

Something tricky

It's vital to remember a useful tip about subjects and verbs before we move on to sentence types: they can combine within the same clause. Because there are two or more of these subjects or verbs in the clause, they are known as "compound" subjects or verbs.

Compound subject (two items that were connected by the same verb):

- Ram worked with his pals to complete the study paper.
- Compound verb (pairs pertaining to the same subject):
- Ram carried out the investigation and recorded the findings.

Compound subject with compound verb:

- Ram wrote and edited the article multiple times with the help of his pals and their advisor.
- They ought not to cross over. The fact that every subject in a sentence comes before every verb in the same clause indicates that there is only one clause.

Four Basic Patterns

The sentence patterns that follow each illustrate a different way to combine clauses. Try to count how many times you use these patterns when you are writing your own papers or editing them to add more variation to your sentences. Your writing may become boring if you depend too much on one pattern. If you see a pattern, think about rewriting a few sentences with a new structure to increase interest and variety.

Pattern 1: Simple Sentence

- One independent clause (SV): Monkeys are eaten by Mr. Potato Head.
- I decline.

Try this:

- Look for sentences in your writing that contain just one clause. To make them stand out, mark them with a specific color.

Pattern 2

Complex Phrase

The following formats are possible for two or more independent clauses: (SV, and SV.) or (SV; nonetheless, SV.).

Comma-separated connectors, often known as FANBOYS, are as follows: for, and, nor, but, or, still, so. (For further details, see our comma handout.)

Connectors including a comma and semicolon: Nevertheless, also, nonetheless, nevertheless, consequently

Example compound sentences:

The sun was shining brightly, and the birds were singing cheerfully.

Try this:

- Look for the compound connectors mentioned above by scanning your own text. Put them in a circle.
- Look for the verb and the clause's subject on either side of the connectors.
- Use a different color to indicate your complicated sentences than you did your simple sentences.

Pattern 3: Complex Sentence

- The following formats for one independent clause PLUS one or more dependent clauses are possible: (SV because SV.) or (Because SV, SV.) or (S, because SV, V.).
- Connectors consistently appear at the beginning of the dependent clause, indicating its relationship to the independent clause. The following list delineates various types of relationships along with the corresponding connectors:
 - Cause/Effect: because, thus that, since
 - Comparison/Contrast: even though, although, whereas, whilst, and although
 - Location/Style: how, but, where, and wherever Possibility/Requirements: unless, if, or if
 - Relation: that, which, whom, and who Time: as, before, after, while, until, since, whenever
- Although she studied hard, she still failed the exam.
- Because it was raining, we decided to stay indoors.
- While he was cooking dinner, she was setting the table.
- Since they had no money, they couldn't afford to go on vacation.
- As soon as he arrived home, he realized he had left his keys at work.

Try this:

- Look for the intricate connectors mentioned above in your own content. Make a note of them.
- Find the verb and the subject of the phrases connected to each connector, keeping in mind that, as shown in the above arrangement alternatives, the dependent clause may appear between the independent clause's subject and verb.
- Choose a different color for the underlining of your complex sentences compared to the one you used for your basic sentences.

Pattern 4

"I saw the cat in the garden." (In this context, "the cat" refers to a particular cat that the speaker and the audience are both familiar with or have previously discussed.)

Mr. Potato Head promised to disclose the secret recipe, but if he does, Mrs. Potato Head will feed him

to the piranhas. It is in everyone's best interests to avoid eating monkeys or stealing recipes.

Try this:

- Mark the compound-complex sentences (those with at least two independent and one dependent clause) in your text with a fourth color.
- Examine how the four colors are distributed throughout your writing. Which color seems to be more prominent? Do you see that one color is completely missing? If so, consider these questions as you closely examine your content.
- Could you break up some of the trickier sentences?
- Could you put a few of the shorter sentences together?
- Can you utilize different phrase patterns for different arrangements?
- If you rearrange the clauses, is it still possible to utilize different connectors?

Verbs :

Verbs are the action words of a phrase that describe the acts of the subject. Verbs and nouns together make up a sentence's or phrase's primary body, which tells the narrative of what is happening.

Complete ideas can't be sufficiently articulated without a verb, which is why even the simplest sentences—like "Maria sings"—contain one. In reality, a verb like "Sing!" and "Drive!" can stand alone as a sentence with the subject (often implied to be "you").

Students are frequently taught in grammar classes that verbs are "doing" words, signifying the portion of the phrase that describes the activity that is occurring. For example, "He ran away," "she eats chocolate cake on Sundays," "the horses gallop across the fields." In these instances, the verbs "ran," "eats," and "gallop" represent the 'action' parts. Some verbs do not always indicate action, though: "I know your name," "Jack thought about it," "we considered several applications." For this reason, this idea might be confusing. These verbs, which describe possession, feelings, states of being, senses, or views, are non-action verbs. Non-action verbs can also be defined as "love," "agree," "feel," "am," and "have.

How to Recognize a Verb

The aforementioned examples show how a verb can be recognized by its relationship to the subject. In general, verbs follow nouns or pronouns. These terms and

We refer to pronouns as the topic. Since the word Jack occurs before the verb thought, Jack (the subject) was acting by thinking (the verb).

1. Mark's meal is being consumed.
2. We saw a movie
3. She's penning a letter.

Verbs come in a variety of forms and categories; some of the most significant ones are mentioned below:

Action Verbs

Action verbs, also known as dynamic verbs, convey an action, whether physical or mental. They describe what the subject of the sentence is doing or has done. Examining examples of action verbs clarifies their function in sentences and the purpose they serve.

Commonly used Action Verbs

The English language boasts an extensive array of action verbs. An action verb can denote something that a person, animal, or even an object can perform. To ascertain if a word is an action verb, examine the sentence and consider whether the word signifies something someone can do or something someone can be or feel. If it denotes an action, then it is an action verb. Conversely, if it denotes

Commonly used action verbs:

Act	Give	Read
Agree	Go	Ride
Arrive	Grab	Run
Ask	Help	Send
Bake	Hit	Shout
Bring	Hop	Sing
Build	Insult	Sit
Buy	Joke	Smile
Call	Jump	Spend
Climb	Kick	Stand
Close	Laugh	Talk
Come	Leave	Think
Cry	Lift	Throw
Dance	Listen	Touch
Dream	Make	Turn
Drink	March	Visit
Eat	Move	Vote
Enter	Nod	Wait
Exit	Open	Walk
Fall	Play	Write
Fix	Push	Yell

The two types of Action Verbs that describe both the subject doing the action and the object upon which the action is done are:

Transitive Verbs -

are.

The sandwich was consumed by her.

In this case, sandwich is the subject and ate is the verb. To put it another way, what did she eat?

A sandwich is the response.

As a result, it is evident that there was a specific thing that was being eaten.

The ball was thrown by him.

Here, we can observe that the subject He is carrying out the action "threw." So what did he toss, is the question. And the ball is the response.

Intransitive Verbs -

Of course! While intransitive verbs do convey action, they do not have a clear target for the activity. We can use the inquiry "what is the/did the subject verb?" to find these verbs. The verb in the phrase is probably an intransitive verb if no response is given.

Kamal is currently eating.

In this case, what would we ask Kamal to eat? Since there isn't a response, eating is an intransitive verb in this statement.

Even though the subject's action is mentioned, the action lacks a clear object. Sita let out many yawns.

The verb "yawned" is used here. What, exactly, caused Sita to yawn? Yawned is an intransitive verb because there is no response for it.

Dynamic and Stative Verbs

This class of verbs concentrates on the verbs themselves and whether or not they convey the subject's state or an action. It doesn't speak to the thing directly.

Dynamic Verbs

The adjective "dynamic" describes movement or change that is defined by duration, happens throughout time, and may or may not have a clear endpoint. Dynamic verbs are those that express action as opposed to a state, as "to run," "to hit," "to savor," "to go," "to intervene," etc. They are sometimes called action verbs for this reason. As an illustration: I'm playing while running the marathon.

Encompass physical activities (such as "to run"), mental processes (like "to ponder"), and perceptual experiences (such as "to see"). Conversely, stative verbs serve the opposite function, expressing the state of the subject without obvious action, including verbs like "to know," "to believe," "to suppose," etc.

Dynamic verbs can be used in continuous or progressive forms (e.g., is reading, was reading, has been reading, and had been reading) as well as in simple and perfect forms (e.g., plays, has played, played, and had played).

Stative Verbs

Stative verbs describe the subject's condition or the circumstances surrounding it. They tell us about the relationship between the subject and the object or the subject's mental state. She enjoyed jam made with raspberries.

Here, the Stative Verb is "likes," indicating how the subject, "She," is thinking about the object, "jam."

The walls require a fresh layer of paint.

In this instance, the stative verb "need" and the subject "walls" describe the relationship between the subject "wall" and the object "paint."

Linking Verbs

Verbs that establish a relationship between a subject and further details about it are known as linking verbs. Instead of acting, they merely "link" the subject to the remainder of the phrase. The most frequently used connecting verb is the verb to be, but there are other more, such as each and every sense verb.

There are always a few verbs that are linking verbs—a fairly common handful of verbs:

Every possible meaning of the word "to be" (am, is, are, was, were, has been, are being, might be, etc.)

to appear to become

Using Verbs in Sentences -

To use verbs accurately in sentences, it's essential to gain a deeper understanding of their construction and usage across various tenses. This includes understanding how verbs change form based on tense and their function within a sentence. For precise utilization of verbs in written text, it's imperative to have knowledge about these aspects.

Regular and Irregular Verbs - Verbs can assume two major forms to generate different tenses: either adding '-ed' to the end of the verb or changing its structure.

Finite and Non-Finite Verbs - These are verbs that can function as either the main verb of a sentence or as an adjective or noun.

Modal Verbs - These verbs convey probability or describe the abilities of a noun, among other functions. There are a total of 10 modal verbs, each playing a significant role in forming sentences.

List of Verbs, Verb Examples

Accept	Catch	Expand	Lie	Select
Achieve	Challenge	Explain	Like	Sell
Add	Change	Fear	Listen	Send

Admire	Cheat	Feel	Lose	Sing
Admit	Chew	Fight	Love	Snore
Adopt	Choose	Find	Make	Stand
Advise	Clap	Fly	Marry	Stare
Agree	Clean	Forget	Measure	Start

Allow	Collect	Forgive	Meet	Stink
Announce	Compare	Fry	Move	Study
Appreciate	Complain	Gather	Murder	Sweep
Approve	Confess	Get	Obey	Swim
Argue	Confuse	Give	Offend	Take
Arrive	Construct	Glow	Offer	Talk
Ask	Control	Greet	Open	Teach
Assist	Copy	Grow	Paint	Tear
Attack	Count	Guess	Pay	Tell
Bake	Create	Harass	Pick	Thank
Bathe	Cry	Hate	Play	Travel
Be	Damage	Hear	Pray	Type
Beat	Dance	Help	Print	Understand
Become	Deliver	Hit	Pull	Use
Beg	Destroy	Hope	Punch	Visit
Behave	Disagree	Identify	Punish	Wait
Bet	Drag	Interrupt	Purchase	Walk
Boast	Drive	Introduce	Push	Want
Boil	Drop	Irritate	Quit	Warn
Borrow	Earn	Jump	Race	Wed
Breathe	Eat	Keep	Read	Weep
Bring	Employ	Kick	Relax	Wink
Build	Encourage	Kiss	Remember	Worry
Burn	Enjoy	Laugh	Reply	Write
Bury	Establish	Learn	Retire	Yell
Buy	Estimate	Leave	Rub	
Call	Exercise	Lend	See	

Regular and Irregular Verbs

There is a very basic distinction between regular and irregular verbs:

Regular Verbs

Regular verbs add "-d" or "-ed" to make their past participle. When shifting between tenses, these verbs don't really alter that much. The only suffix added to the past participle in case the verb ends in a vowel is '-d'. For example:

PRESENT TENSE	PAST TENSE
Share	Shared
Scare	Scared
Dare	Dared

If the verb ends with a consonant, 'ed' is added. For example:

PRESENT TENSE	PAST TENSE
Want	Wanted
Shout	Shouted
Kill	Killed

Regular and Irregular Verbs Exercise 1

Irregular Verbs

Irregular verbs undergo significant changes when transitioning between different tenses. The changed forms of these verbs can be markedly different from the original form. For example:

PRESENT TENSE	PAST TENSE
Go	Went
Run	Ran
Think	Thought

Indeed, irregular verbs do not follow a predictable pattern when changing forms between tenses. English speakers must memorize the changes for each irregular verb. With practice, this process becomes habitual and easier to manage over time.

Finite and Non-Finite Verbs

1.5.1 Finite Verbs

Verbs with a direct relationship to the subject or noun are known as finite verbs. They can be changed to match the noun and are usually used as the main verb in a phrase or sentence. They are only used in

the past and present tenses. They can also specify the number of subjects (single or multiple) and whether the statement is in the passive or active voice. She takes a stroll home. - In this instance, "she" is the pronoun and "walks" is the finite verb. She strolled towards her house. - Here, we can observe how the verb was altered to change the sentence's tense.

1.5.2 Non-Finite Verbs

These verbs do not explain the activity being performed by the subject or noun, hence they cannot be the main verb of a clause or sentence. They don't express any particular gender, tense, or mood. Rather, they function as adjectives, adverbs, and nouns. Additionally, they play a crucial role in the formation of dependent clauses that use non-finite verbs, or non-finite clauses. He enjoys going camping in the forest. In this instance, camping is the non-finite verb and it is employed as a noun. We refer to these non-finite verbs as gerunds.

I had to go to bed. In this instance, the non-finite verb phrase "to sleep" functions as a noun.

Infinitives are non-finite verbs with the prefix "to" before them.

The delay was due to the dozing dog. - Participles are nonfinite verbs that become adjectives when they have the suffixes "-ing" or "-ed."

Participles, Gerunds & Infinitives

Verbals include infinitives, gerunds, and participles. Verbals are words that have their roots in verbs but serve as distinct parts of speech when used in sentences.

Participle

A participle is generally formed by adding –ing or –ed to a verb. It acts as an adjective.

Examples:

The star of the show at the gathering was the singing bird.

The wounded man was holding out for the physician.

Gerund

When you combine a verb with -ing, you get a gerund. It functions as a noun.

Examples:

Swimming has numerous health benefits.

It is not permitted to smoke in hospitals.

Infinitive

An infinitive is formed if you add 'to' before the verb in its stem word. It acts as a noun, adjective or adverb.

Examples:

He was made to act right.

Shalini loves to sing.

Auxiliary Verbs

Because they support the primary verb in expressing the subject's actions, these verbs are known as assisting verbs. They help build negative statements, questions, and passive voice formulations. They also help generate compound tenses of the main verb. The auxiliary verbs are limited to four: be, have, will, and do.

The verb "be" can function both as an auxiliary and as a full verb. We can differentiate between the two uses by noting that the auxiliary "be" will always be followed by another main verb in a sentence. "Be" is an irregular verb with numerous forms depending on the tense. It's advisable to refer to the Irregular Verbs list to avoid confusion.

Progressive Tense Use of Be:

Tense	Meaning	Use of 'Be'
Present Progressive	The action which is ongoing	She is baking a cake today
Past Progressive	An action that was ongoing in the past.	She was baking a cake yesterday
Present Perfect Progressive	Action that began in the past and is still going on	She has been baking a cake today
Past Perfect Progressive	Action that started in past and finished at another time in the past	She had been baking a cake last night.

Progressive tense sentences make sentences with 'be', and '-ing' suffixed version of the main verb is always used.

Passive Voice Use of Be:

We employ the passive voice when we wish to draw attention to the thing that is being done. The subject is either hardly mentioned or not mentioned at all, for example, "The dishes are cleaned." - The dishes in this instance represent the object that was cleaned, but no subject is stated to indicate "who" was washing the dishes.

Passive	Use of 'Be'
Simple Present	The cake is made.
Simple Past	The cake was made.
Simple Perfect	The cake has been made.
Past Perfect	The cake had been made.
Future	The cake will be made.

HAVE

The verb "have" can be used as a supporting verb or as a complete verb. The primary verb will come after an auxiliary word such as "have," which is how to tell them apart. The verb "have" is used to form negative statements and inquiries, as well as compound tenses in both the active and passive voices. It takes on a different form depending on the tense, making it an irregular verb.

Using 'Have' in Compound Tenses:

The main verb should be used in its "-ed" suffixed form when utilizing the simple tense in the active voice, unless it is an irregular verb. However, we should use the primary verb's "-ing" suffixed form for progressive tenses. There are just two compound tenses in the passive voice where we use "have."

Tense	Meaning	Use of 'Have'
Present Perfect	Action that happened at unspecified time before now	She has baked a cake
Past Perfect	Action that happened before another action in the past	She had baked a cake
Present Perfect Progressive	Action that began in the past and is still going on.	She has been baked a cake
Past Perfect Continuous	Action that started in the past and finished at another time in the past	She had been baking a cake
Present Perfect (Passive voice)	Action that happened at unspecified time before now	The cake has been made
Past Perfect (Passive voice)	Action that happened before another action in the past	The cake had been made.

Negative Sentences and Questions:

When forming negative sentences and questions using 'have' as an auxiliary verb, it's important to place 'have' before the main verb to avoid it becoming the main verb of the sentence. For instance, instead of saying "She does not have a cake," we should say "She does not have a cake" to ensure clarity and correct usage.

- Here the main verb is 'have' and 'does not' becomes the auxiliary verb. She has not got a cake.
- 'Have' is the helping verb here for the main verb which is 'got'.
- Has she got dessert?
- Main verb is 'got' in this sentence and the helping verb is 'have' as it comes before the main verb. Does she have dessert?
- In this sentence the main verb is 'have' as it comes after the helping verb 'does'.

WILL

'Will' exclusively functions as an auxiliary verb, never as a main verb. It's employed to construct future tenses and negative sentences. Remarkably, 'will' maintains consistency across all tenses and persons, making it unique among auxiliary verbs.

Tense	Meaning	Use of 'will'
Future I	An action promised/ assumed in the future	She will not bake a cake
Future II	An action that will be finished in the future	She will have baked a cake

Negative Sentences:

In negative sentences, 'will' remains unchanged in its base form, but it can contract to 'won't' for a smoother flow in the sentence. Both "She will not have cake" and "She won't have cake" are grammatically correct, with 'will' serving solely as an auxiliary verb.

DO'

Do' is an auxiliary verb that can also be employed as a complete verb in positive sentences. However, it only functions as an auxiliary verb in negative sentences. With the exception of modal verbs and some auxiliary verbs, most verbs can be formed into questions with the suffix "do." 'Do' is also an irregular verb, changing form depending on the tense

Questions:

When we use 'do' to form a sentence, question can only be asked in the simple tense. Other verbs are used for other sentences whether main or auxiliary.

Questions:

- When we use 'do' to form a sentence, question can only be asked in the simple tense. Other
- verbs are used for other sentences whether main or auxiliary

Tense	Meaning	Use of 'Do'
Simple present	Action taking place now – once or several time or never.	Does she bake cakes?
Simple Past	Action that happened in the past – once/ many times/ never	Did she bake a cake?

Places Where 'Do' is Not Used:

In some cases, negative statements or inquiries do not employ the auxiliary verb "do." The chart explains the various situations and justifications for not using the word "do."

Reason	Negative Sentence	Question
The main verb is 'Be'	There was no cake	Is there any cake?
There is another helping verb	There won't be any cake.	Will you have some cake?
There is a modal verb	She can't make a cake	Can she make a cake?

Stative Verbs

Stative verbs are those that describe a condition as opposed to an action. They never take on the continuous ('-ing') form when describing states. Here are several stative verb examples, along with instances of both proper and improper usage.

Modal Verbs

10 modal verbs are there in the English language:

Can

Could

May

Might

Will

Would

Must

Shall

Should

Ought to

Uses of Modal Verbs:

- To indicate the possibility or probability of something.

For example:

- One could say, for instance: 1 It's gloomy today; it must be raining outside. = It's gloomy today; it's probably raining outside. Her phone is unreachable; it is feasible that she is traveling by air. Alternatively, it could be that he is traveling by air.

This cannot be our outcome. This cannot possibly be our outcome.

- ‘Can’ and ‘could’ expresses skills and abilities. For example: He can run a two hundred meters in under twenty seconds. My mother could walk perfectly before the age of seventy. I can’t take a bus.
- ‘Must’ indicates necessity or an extremely important thing, and ‘should’ suggests that something is advisable. For example: You must go to work. You mustn’t skip school.
- You should talk loudly. You shouldn’t smoke.
- ‘Can’, ‘could’ and ‘may’ are used to ask for, give and withhold permission. For example: Can I try my hand at it? Could we disperse early today? You may not enter the premises.
- ‘Will’ and ‘would’ are used to refer to habits and inclinations. When I was a child, I would often climb trees.
- I will never refuse you anything. He would never do such a thing.

These verbs differ from ordinary verbs in 3 respects.

- They don't need an extra "s" when used with the third person singular (he, she).
- They can be utilized to create inquiries by flipping the sentence's organization.
- The verb can come right after them without needing to employ the preposition "to."

Verb patterns

There is a pattern to English sentences. In English, there are various sentence structures. Though you don't have to know every one, you should be aware of the most significant ones. Sentence patterns are great since they allow you to construct thousands of sentences with just a few patterns.

Subject + transitive verb + direct object

A verb that accepts an object is said to be transitive. In an English sentence, the usual word order is subject + verb + object.

Subject	Transitive verb	Direct object
He	likes	children.
The teacher	punished	the boy.
The protestors	invaded	the platform.
The scoundrels	were given	a good thrashing.
The monk	burnt	himself.
The government	should ban	all militant organizations.

A noun or a noun equivalent is the object. It is the response to the queries "what" and "whom."

- Who does he like? Children: Who was disciplined by the teacher? — the young man
- What did the protestors invade? What was provided to the scoundrels on the platform? - a solid beating
- Some verbs don't typically have objects attached to them. We refer to these as intransitive verbs. Sit and sleep are two examples.
- Adverbs can alter intransitive verbs even though they are not able to accept objects. Kindly take a seat.
- He was sitting beneath the tree, and the baby was dozing on the bed.

Subject + verb + object + adverb particle

Some verbs are followed by adverb participles. Examples are: **put on, take off, give away, bring up, call in** etc. Sometimes the adverb particle is separated from the verb and put after the object.

Subject	Verb	Object	Adverb particle
He	put	his coat	on.
They	called	the doctor	in.
The boy	threw	the ball	away.
His grandmother	brought	him	up.
You	must send	them	back.

When the object is relatively short or a personal pronoun, the adverb particle comes after it.

Review Questions

1. Explain Sentence Patterns.
2. Describe Four Basic Patterns.
3. Define Verbs.
4. Discuss Regular and Irregular Verbs.
5. Write the short note on Finite and Non-Finite Verbs.
6. Participles, Gerunds & Infinitives.
7. Analyze the Auxiliary Verbs.
8. Describe Stative Verbs.
9. Define Modal Verbs.
10. Define Verb patterns.

Unit – 2 Grammar and usage (Part-2)

Contents

- Objectives
- Determiners
- Aspect
- Active Voice and Passive Voice
- Coordination, subordination finite and non-finite clauses
- Review Questions

Objectives

After studying this chapter, you will be able to:

- Discuss the Determiners
- Define Aspect

Determiners

Words that come before a noun to make its meaning clear are called determiners. Below is a summary of the various categories of determiners in the English language, along with illustrations of each kind.

Determiners In English

- Definite article : The: Specifies a particular noun
- Indefinite articles : A, An: Refer to any nonspecific noun
- Demonstratives: This, that, these, those: Point to specific nouns
- Pronouns and possessive determiners : My, your, his, her, its, our, their: Indicate ownership

Quantifiers :

- Few, a little, a lot, a lot of, most, some, any, and sufficient Declare the amount.
- Numbers : One, ten, thirty: Specify exact quantities
- Distributives : All, both, half, neither, each, every: Refer to the distribution of things
- Difference words : Other, another: Indicate difference or addition
- Pre-determiners : Such, what, rather, quite: Modify the meaning of the noun in an emphatic way

Articles

Types of articles are three: a, an, and the.

Indefinite Articles

Although they have different usage patterns, the indefinite articles "A" and "an" have the same function. When words start with a vowel, "an" appears before them, and when they start with a consonant, "A" comes first. Note: Use "an" before words that begin with a silent "h," such as "hour," "honour," and use "a" before words that sound like "you," like "European," "university," and so on.

Indefinite articles are used as follows:

The indefinite article "a" (or "an" before a vowel sound) is used before singular countable nouns when you are referring to something non-specific or for the first time. It indicates that the noun it precedes is not a particular one but rather any one of a type.

For example:

"I saw a cat in the garden." (Here, "a cat" refers to any cat, not a specific one.)

- "She bought an apple from the store." (Again, "an apple" could be any apple, not a specific one.)
- The indefinite article is also used to introduce a singular noun after certain verbs such as "be," "have," "become," etc. when you are making a generalization about a type of thing rather than referring to a specific instance.

For example:

- "She is a doctor." (Here, "a doctor" is used to describe her profession in a general sense.)
- "He wants to be an engineer." (Here, "an engineer" refers to the type of profession he wants to pursue, not a specific individual.)
- The indefinite article is not used with non-countable nouns or plural countable nouns. For example, you wouldn't say "a water" or "a dogs." Instead, you might say "some water" or "some dogs" or "a bottle of water" to specify a quantity or type.

Note:

- Generally, we say a hundred, a thousand, a million, etc. 'A' is not aimlessly used to refer to singular objects; 'one' is used when emphasis is needed. For example there is only one way out of this mess.

Definite Article

- The indefinite articles "A" and "an" have distinct usage standards, but they accomplish the same thing. "A" is used before words that start with a consonant, whereas "an" is placed

before words that start with a vowel. Note: Place "an" before words that begin with a silent "h," like "hour," "honour," and place "a" before words that sound like "you," like "European," "university." Here are some common uses of the definite article:

- Specific nouns: "The" is used when you are referring to a specific item or items that both the speaker/writer and the listener/reader know about. For example:
 - The pen which I bought is very costly.
 - The boy who is standing there is my friend.
- Superlative adjectives: "The" is used before superlative adjectives. As an illustration:
 - "He is the tallest person in the room."
 - "It was the best movie I've ever seen."
- Ordinal numbers: "The" is used before ordinal numbers (first, second, third, etc.) to refer to specific items in a sequence. For example:
 - "She is the third person in line."
 - "I live on the fifth floor."
- With proper nouns: "The" is used before certain proper nouns to indicate a specific entity or group. For example:
 - "I visited the Louvre Museum in Paris."
 - "They live in the United States."
- With certain geographical features: "The" is often used with geographical features such as rivers, mountain ranges, oceans, etc. For example:
 - "The Nile River flows through Egypt."
 - "The Himalayas are a majestic mountain range."
- With certain nouns that represent unique entities: "The" is used with certain nouns that represent unique entities or concepts. For example:
 - "The sun rises in the east."
 - "The President of the United States gave a speech."
 - "I saw the cat in the garden." (Here, "the cat" refers to a specific cat that both the speaker and the listener know about or have discussed before.)

Quantifiers

Determiners are a subclass of quantifiers. These are terms or adjectives that respond to two potential queries:

- In what number?
- And by how much?

Quantifiers include, for instance, a few, a little, much, most, some, any, etc.

Quantifiers that describe quantity

- Quantity-explanatory words and phrases include a little, none, a few, etc. Some of them are limited to use with:
- Countable nouns – Noun phrases that respond to the query In what number? For instance: a few, several, a number of, etc.
- Uncountable nouns - Nouns that provide a response to the query To what extent? As an illustration: a little, a little of
- Some of the quantifiers can be used with both because they answer both questions. For example: such as no/none, some, a lot of, etc.

Quantifiers that express attitude

Phrases like a few, a little, etc. are used to describe the speaker's actions in proportion to the quantity being mentioned. The first two provide unfavorable suggestions, but the last two provide excellent ones.

For example:

It is clear from the statement "I have little time" that the speaker hardly has any time at all. Conversely, saying "I have a little time" implies that the speaker has enough time for the current need but not much more.

'Enough'

"Enough" is used to denote the required amount or quantity and is placed before nouns. For example: "There is enough time," "You have enough money," "Is there enough food?" etc.

Comparative quantifiers

The terms many, many, more, most, few, fewer, fewest, little, less, and least are the 10 comparative or grade quantifiers.

In ascending order, many, many, more, and most depict increase; much is only needed when referring to uncountable nouns, many only when referring to plural countable nouns, and more and most when referring to both.

- I have the most time.
- I have the most time.
- I have a lot of time.

- I have an abundance of apples.
- I possess the greatest quantity of apples.

The chart falls for few, fewer, fewest, small, less, and least. The first three can only be used with countable plural nouns and are used in descending order. The latter three, which are solely applicable to uncountable nouns, are arranged in descending order. There is no friendship for him. He is the one without friends. He's running out of time. The least amount of time is with him. See the article on quantifiers. -

Demonstratives

The demonstratives this, that, these, and those are known to express an object's position as viewed from the speaker's point of view. The terms "this" and "these," which denote singular and plural nouns, respectively, refer to nearby objects. Whose car is this, for instance? Which cars belong to whom? The terms that and those (used to singular and plural nouns, respectively) designate farther-off objects. Both physical and psychological closeness are possible. As an illustration That house is inhabited by who?

Numbers can be classified as ordinal (first, second, third, etc.) or cardinal (one, two, three, etc.). Adjectives indicating amount, such as "five apples on the table," are called cardinal numbers, whereas adjectives indicating rank or order, such as "this is my first time on a plane," are called ordinal numbers.

2.1.6. Distributives

Distributives include the terms all, both, half, each, every, either, and neither. Every, Both, and Half The following are some possible uses for these three words:

- Uncountable + all noun
- The all-time finest batsman is Don Bradman.
- In plural form, "the" with an uncountable or countable word We have infinite time at our disposal. Everyone in the hallway fell silent.
- "My," "Your," and so forth plus an uncountable or countable word in plural I have been waiting for this moment my entire life. You and your pals are all invited to the celebration.
- "this," "that," and an uncountable noun or "these," "those," and a countable noun in plural Observe the abundance of dust!
- All these formalities take up time that I do not have.

Both +

- "the" + countable noun in plural form (note: used only when two items are being referred to) /"my," "your," etc. /"these," "those"

- The two pets are no longer with us.
- I damaged both of my ankles when I leaped off the balcony. You have one week to return these two books.

Possessives

- Possessive pronouns and adjectives indicate who an object belongs to.
The pronouns are
- mine (first person: This car is mine = I own this car) yours (second person: This car is yours = You own this car) his, hers, and its (third person: This cars is his/hers = He/she owns this car).
The corresponding adjectives are
- my your
- his, her, and it Difference words

Other and another are ‘difference words‘; they refer to something different, or remaining, or more. Other is used with singular and plural nouns, while another is used strictly with singular nouns.

What other colours can I get this in?

Is there another colour that this is available in?

Defining words

- "Defining words" like which and whose let you know what or who is being discussed. When I was younger, I used to reside in this house.
- You broke this man's window, that's who.

2.1.8. Question words

The English language contains a number of words that are frequently used to create questions. These words are known as "question words" or "WH question words" since, all except one, they start with the letter "w." The following are the terms of the questions and their objectives:

What

- ‘When requesting information, one uses the word "what," as in "What did you do last evening?" What are your dinner preferences?
- When you were discovered, what did you say?

When

- When requesting a time, the word "when" is used, as in:
- When do you arrive?

- What time is the show?
- When did that occur?

Where

- ‘When requesting a location, you use the word "where," as in
- "Where do we go now?"
- The book is where you've stored it.
- Where do you go to pay your school fees?

Who

- ‘When requesting the identify of a person or people, the phrase "who" is employed, as in
- "Who is that?"
- Moby Dick was written by who?
- Who made the earlier call?

Note: See the article [Who and Whom](#) for the distinctions between "who" and "whom," which are variations of the former.

Whose

When inquiring about possession, the word "whose" is employed, as in: Whose car is this?

- Who is your host for the night?
- These shoes belong to whom?

Which

- "Which" refers to a question concerning selection, such as "Which flavor of ice cream would you like?"
- Which route do you think we should take? Which of the two is better?

Why

- When requesting an explanation, one uses the word "why," as in, "Why would you say something like that?" Why is the meal smelling so awful?
- For what reason did you skip work today?

How

- ‘"How" is used to inquire about a manner, quality, or state of affairs, as in "How did you do that?" What was the movie like?

- How are things in life?

Aspect

The aspect of a verb reveals if an action is ongoing or completed. Even though past tense verbs describe actions that have already taken place, the aspect specifies whether the action was still happening or had been finished at that time. The four aspects are: simple (also called indefinite), perfect (or complete), progressive (or continuing), and perfect progressive.

Examples:

- He took the photos.
- (simple aspect - no emphasis of completed or on-going action) He had taken the photos by the time the owner arrived.
- (perfect aspect - action completed)
- He was taking the photos when the owner arrived. (progressive aspect - action on-going)
- He had been taking the photos before the owner arrived. (perfect progressive aspect - action on-going but then finished)
- These are all in the past tense, but aspect applies equally to the present and future tenses:

The Simple Aspect (Indefinite Aspect) Example

Simple past tense	I went
Simple present tense	I go
Simple future tense	I will go

The Perfect Aspect (Completed Aspect) Example

Past perfect tense	I had gone
Present perfect tense	I have gone
Future perfect tense	I will have gone

The Perfect Aspect (Completed Aspect) Example

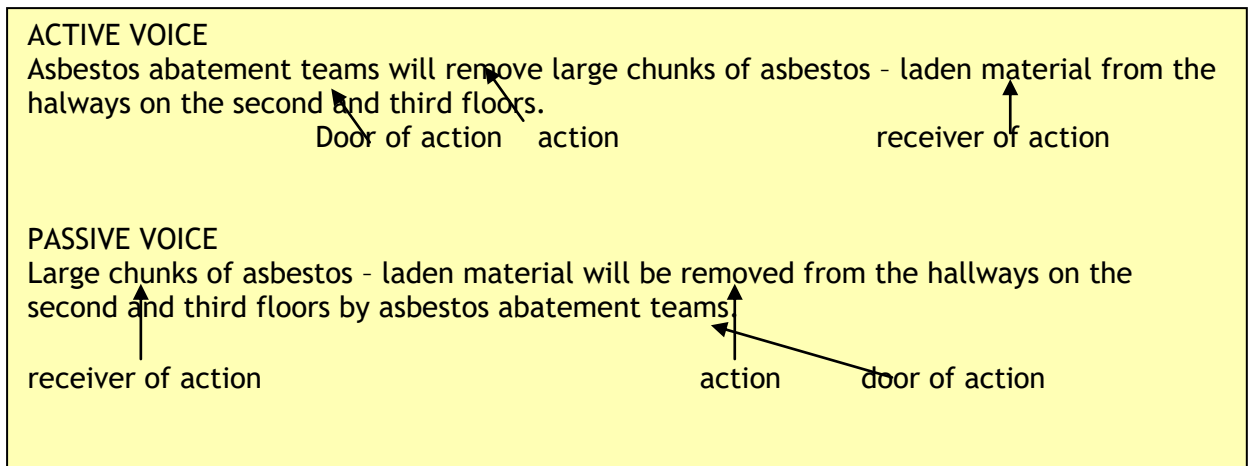
Past progressive tense	I was going
Present progressive tense	I am going
Future progressive tense	I will be going

The Perfect Progressive Aspect Example

Past perfect progressive tense	I had been going
Present perfect progressive tense	I have been going
Future perfect progressive tense	I will have been going

Active Voice and Passive Voice

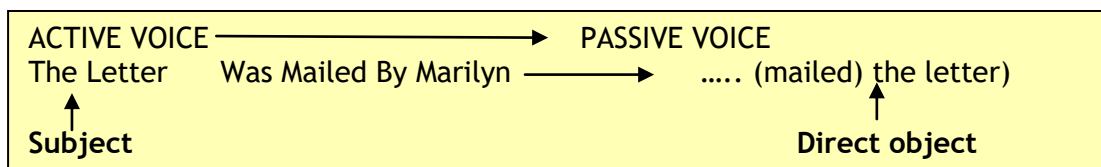
The action indicated by an action verb in English sentences is usually carried out by the



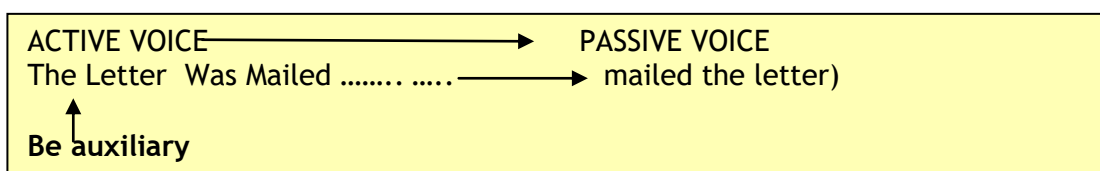
It is generally preferable to use the ACTIVE voice.

- To change a passive voice sentence into an active voice sentence, simply reverse the steps shown above.

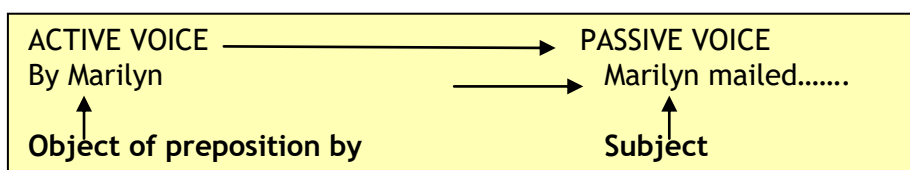
1. Move the passive sentence's subject into the active sentence's direct object slot



2. Remove the auxiliary verb *be* from the main verb and change main verb's form if needed



3. Place the passive sentence's object of the preposition by into the subject slot.



Because it is more direct, most writers prefer to use the active voice whenever possible.

The passive voice may be a better choice, however, when

- the doer of the action is unknown, unwanted, or unneeded in the sentence Examples

The ballots have been counted
Sometimes our efforts are not fully appreciated.

- the writer wishes to emphasize the action of the sentence rather than the doer of the action
- Examples

The high-jump record was finally broken last Saturday.
A subject was questioned for sixteen hours by the police.

- the writer wishes to use passive voice for sentence variety.

Coordination, subordination finite and non-finite clauses What is a Sentence?

- A sentence is a unit of writing, and consists of a sequence of words terminated by a punctuation mark (‘.’, ‘?’, ‘!’).
- A simple sentence consists of a single clause, e.g., I love apples.

A clause complex is a combination of several clauses:

- Two or more independent clauses (linked through coordination), (called compound sentence in Downing and Locke 1992), e.g. John bought the tickets and Mary parked the car.
- One independent and one or more dependent clause (linked through subordination), (called complex sentence in Downing and Locke 1992).
- While John bought the tickets, Mary parked the car.

Coordination

Coordination links clauses of equal status. There are three cases:

- juxtaposition Two or more clauses given in sequence, separated by comma, semicolon or colon: I came, I saw, I conquered. coordination (and, or, but): I like Mary and she likes me. conjuncts (thus, however, yet, nevertheless):
- These are conjuncts commonly found at the beginning of a sentence, indicating a relationship with the preceding sentence. For example, 'I like John. However, he doesn't like me.
- We can however put two clauses together in one sentence linked by these conjuncts, e.g., I understand, yet I don't approve
- Coordination of dependent clauses: Coordinated clauses do not have to be independent clauses:

we

- sometimes find a coordination complex being dependent on another clause, e.g., I told John to iron the clothes and to make the beds.
- Going shopping and buying clothes are my favorite activities.

- Whether the coordination is of independent clauses or dependent clauses, they will be of the same clause type as each other (e.g. two simple finite-clauses, two infinitive clauses, etc.).
- Distinguishing coordination and subordination: One of the tests for coordination is that the clause with the conjunction cannot be moved to the front of the sentence:
 - I like John but he doesn't like me. But he doesn't like me, I like John.
 - If the second clause can be moved to the front, it is a subordinate clause: like John because he likes me. Because he likes me, I like John.
- Ellipsis in coordinated clauses: when two clauses are coordinated by 'and', 'or' or 'but', and the Subject is the same, we do not need to repeat the Subject:
 - I like John but hate Mary.
 - If there are also auxiliary verbs in common between the two clauses, they also can be elided:
 - I will have bought 10 ice-creams and will have eaten them.

Subordination

A subordinate clause is one which fills a slot in another clause. We have already seen some of these cases:

- Clause acting as Adjunct: I like John because he likes me.
- Clause acting as Subject: That he likes me is good.
- Clause acting as Direct Object: I know that he likes me.
- Clause acting as Complement: You are what I like most in the world.
- Clause post-modifying a noun: The man that I like was here.

2.4.1 Clauses in the Adjunct slot

Clauses acting as Adjunct are sometimes called —adverbial clauses.

Syntactic class of Adjunct clauses: the adjunct slot can be filled by various types of clauses:

- Finite clause with connector: I left after you did.
- Wh-nominal clause: You can cook it however you like.
- Infinitive clause: Press the red button to start the motor.
- Present participle clause: Apply the iron onto the patch, pressing firmly for 2 minutes.
- Past participle clause: Driven by hunger, people ate everything and anything.

Semantic functions of Adjunct clauses: we can differentiate the clauses in the adjunct slot by the semantic functions they serve:

- Time: I left after she did.
- Place: I left the box where she said to leave it.

- Manner: Start the engine by pressing the red button.
- Reason: I left because I was tired.
- Condition: I will leave if you will.
- Concession: I like ice-cream, although I don't always eat it.
- Purpose: I exercise to keep fit.
- Comparison: I like Ice-cream while Mary does not.

Review Questions

- Define Determiners
- Explain Aspect
- Define Voice
- Short note on Active Voice and Passive Voice.
- Explain Coordination.
- Subordination finite clauses.
- Non-finite clauses.
- What is a Sentence?
- Choose the sentences written incorrectly in the passive voice.
 - I consumed some ice cream.
 - A singer performed the tune.
 - The TV program tricked me.
 - The concert concluded around 1:00 p.m.
 - A novel was written by him.
 - Television broadcasted the tennis match.
 - He received compassionate treatment.
 - Since 2004, I have been a corporate manager.

Identify the subordinate clauses below:

- My heart is pouring rain, even though the sun is beaming outside.
- During the mating season, these bony growths, which may grow up to 1.5 meters in length, are employed as weapons against other stags.
- If it had been up to me, I would have completely forgotten about it.
- Almost vertical walls are created by the formation of thick columns of thunder cloud.

Unit 3 Grammar and usage (Part-3)

Contents

Objectives

3.2 Tenses

Tenses

Simple Present Tense

Present Continuous Tense

Present Perfect Tense

Present Perfect Continuous Tense

Simple Past Tense

Past Continuous Tense

Past Perfect Tense

Past Perfect Continuous Tense

Simple Future Tense

Future Continuous Tense

Future Perfect Tense

Future Perfect Continuous Tense

3.3 Review Questions

Objectives

After reviewing this chapter, you will learn:

- Discuss the Tenses
- Use of Tenses

Tenses

Tenses are grammatical forms that indicate the time of an action, event, or state in relation to the moment of speaking or writing. They allow us to express when something happened, is happening, or will happen. There are three primary tenses in English: past, present, and future.

Table below illustrates the proper use of verb tenses:

Tense	Rule	Example
Simple Present	V1	I watch movies.
Present Continuous	is/am/are + V1 + ing	I am watching a movie.
Present Perfect	has/have + V3	I have watched a movie.
Present Perfect Continuous	has/have been + V1 + ing	I have been watching a movie.
Simple Past	V2	I watched a movie.
Past Continuous	was/were + V1 + ing	I was watching a movie.
Past Perfect	had + V3	I had watched a movie.
Past Perfect Continuous	had been + V1 + ing	I had been watching a movie.
Simple Future	will/shall + V1	I will watch a movie.
Future Continuous	will/shall be + V1 + ing	I will be watching a movie.
Future Perfect	will/shall have + V3	I will have watched a movie.
Future Perfect Continuous	will/shall have been + V1 + ing	I will have been watching a movie.

Present Tense

The present tense is a grammatical tense that indicates actions, events, or states that are currently happening, habitual, or timeless.

Positive Statements

Subject	Verb	Rest of the sentence
I	go	to DPS
You	go	to DPS
He	goes	to DPS
Mohan	goes	to DPS
The boy	goes	to DPS
She	goes	to DPS
Pooja	goes	to DPS
The girl	goes	to DPS
We	go	to DPS
You	go	to DPS
They	go	to DPS

The children	go	to DPS
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Negative Statements

SUBJECT	DON'T (DO NOT) / DOESN'T (DOES NOT)	VERB	REST OF THE SENTENCE
I	do not	watch	Hindi movie
You	do not	watch	Hindi movie
He	does not	watch	Hindi movie
Mohan	does not	watch	Hindi movie
The boy	does not	watch	Hindi movie
She	does not	watch	Hindi movie
Pooja	does not	watch	Hindi movie
The girl	does not	watch	Hindi movie
We	do not	watch	Hindi movie
You	do not	watch	Hindi movie
They	do not	watch	Hindi movie
The men	do not	watch	Hindi movie

Interrogative Statements / Questions

Do / does	Subject	Verb	Rest of the sentence
Do	I	study	in the morning?
Do	you	study	in the morning?
Does	he	study	in the morning?

Does	Mohan	study	in the morning?
Does	the boy	study	in the morning?
Does	she	study	in the morning?
Does	Pooja	study	in the morning?
Does	the girl	study	in the morning?
Do	we	study	in the morning?
Do	you	study	in the morning?
Do	they	study	in the morning?
Do	the men	study	in the morning?

Present continuous tense:

In the Present Continuous tense, the action is on-going/ still going on and hence continuous. The present continuous tense is used to talk about actions that are happening at this current moment.

Positive Statements

SUBJECT	AM / ARE / IS	VERB + ing	REST OF THE SENTENCE
I	am	watching	television.
You	are	playing	cricket
He	is	playing	cricket
Mohan	is	playing	cricket
The boy	is	playing	cricket
She	is	playing	cricket
Pooja	is	playing	cricket

The girl	is	playing	cricket
We	are	playing	cricket
You	are	playing	cricket
They	are	playing	cricket
The children	are	playing	cricket

Negative Statements

SUBJECT	AM NOT / ARE NOT / IS NOT	VERB + ing	REST OF THE SENTENCE
I	am not	reading	a book
You	are not	reading	a book
He	is not	reading	a book
Mohan	is not	reading	a book
The boy	is not	reading	a book
She	is not	reading	a book
Pooja	is not	reading	a book
The girl	is not	reading	a book
We	are not	reading	a book
You	are not	reading	a book
They	are not	reading	a book
The men	are not	reading	a book

Interrogative Statements / Questions

AM / ARE / IS	SUBJECT	VERB	REST OF THE SENTENCE
Am	I	writing	a story?
Are	you	writing	a story?
Is	he	writing	a story?
Is	Mohan	writing	a story?
Is	the boy	writing	a story?
Is	she	writing	a story?
Is	Pooja	writing	a story?
Is	the girl	writing	a story?
Are	we	writing	a story?
Are	you	writing	a story?
Are	they	writing	a story?
Are	the men	writing	a story?

Present Perfect Tense:

The action is finished or concluded when it is in the Present Perfect tense, which is why it is called perfect. Since the precise moment the activity occurred is unimportant, it is not stated in this tense.

Positive Statements

SUBJECT	HAVE / HAS	VERB (past participle)	REST OF THE SENTENCE
I	have	read	the textbook.
You	have	read	the textbook.
He	has	read	the textbook.
Mohan	has	read	the textbook.

The boy	has	read	the textbook.
She	has	read	the textbook.
Pooja	has	read	the textbook.
The girl	has	read	the textbook.
We	have	read	the textbook.
You	have	read	the textbook.
They	have	read	the textbook.
The children	have	read	the textbook.

Negative Statements

SUBJECT	HAVE NOT / HAS NOT	VERB (past participle)	REST OF THE SENTENCE
I	have not	drunk	water.
You	have not	drunk	water.
He	has not	drunk	water.
Mohan	has not	drunk	water.
The boy	has not	drunk	water.
She	has not	drunk	water.
Pooja	has not	drunk	water.
The girl	has not	drunk	water.
We	have not	drunk	water.
You	have not	drunk	water.
They	have not	drunk	water.

The children	have not	drunk	water.
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Interrogative Statements / Questions

HAVE / HAS	SUBJECT	VERB (past participle)	REST OF THE SENTENCE
Have	I	started	my lesson?
Have	you	started	my lesson?
Has	he	started	my lesson?
Has	Mohan	started	my lesson?
Has	the boy	started	my lesson?
Has	she	started	my lesson?
Has	Pooja	started	my lesson?
Has	the girl	started	my lesson?
Have	we	started	my lesson?
Have	you	started	my lesson?
Have	they	started	my lesson?
Have	the men	started	my lesson?

Present Perfect Continuous Tense

In the Present Perfect Continuous tense, the action has been taking place for some time and is still ongoing. The duration for which the action has been going on is usually mentioned in the present perfect continuous tense.

Positive Statements

SUBJECT	HAVE BEEN/ HAS BEEN	VERB + ing	REST OF THE SENTENCE
I	have been	watching	television for an hour.
You	have been	watching	television for an hour.

He	has been	watching	television for an hour.
Mohan	has been	watching	television for an hour.
The boy	has been	watching	television for an hour.
She	has been	watching	television for an hour.
Pooja	has been	watching	television for an hour.
The girl	has been	watching	television for an hour.
We	have been	watching	television for an hour.
You	have been	watching	television for an hour.
They	have been	watching	television for an hour.
The children	have been	watching	television for an hour.

Negative Statements

SUBJECT	HAVE NOT BEEN / HAS NOT BEEN	VERB + ing	REST OF THE SENTENCE
I	have not been	cooking	in the kitchen since morning.
You	have not been	cooking	in the kitchen since morning.
He	has not been	cooking	in the kitchen since morning.
Mohan	has not been	cooking	in the kitchen since morning.
The boy	has not been	cooking	in the kitchen since morning.
She	has not been	cooking	in the kitchen since morning.
Pooja	has not been	cooking	in the kitchen since morning.
The girl	has not been	cooking	in the kitchen since morning.
We	have not been	cooking	in the kitchen since morning.
You	have not been	cooking	in the kitchen since morning.
They	have not been	cooking	in the kitchen since morning.
The children	have not been	cooking	in the kitchen since morning.

Interrogative Statements / Questions

HAVE / HAS	SUBJECT	BEEN	VERB + ing	REST OF THE SENTENCE
Have	I	been	reading	the novel for the two days?
Have	you	been	reading	the novel for the two days?
Has	he	been	reading	the novel for the two days?
Has	Mohan	been	reading	the novel for the two days?
Has	the boy	been	reading	the novel for the two days?
Has	she	been	reading	the novel for the two days?
Has	Pooja	been	reading	the novel for the two days?
Has	the girl	been	reading	the novel for the two days?
Have	we	been	reading	the novel for the two days?
Have	you	been	reading	the novel for the two days?
Have	they	been	reading	the novel for the two days?
Have	the men	been	reading	the novel for the two days?

Simple Past Tense

The simple past tense is a grammatical tense used to describe actions or events that occurred and were completed at a specific point in the past.

Positive Statements

SUBJECT	VERB (in past form)	REST OF THE SENTENCE
I	sang	a song.
You	sang	a song.
He	sang	a song.
Mohan	sang	a song.
The boy	sang	a song.
She	sang	a song.
Pooja	sang	a song.
The girl	sang	a song.

We	sang	a song.
You	sang	a song.
They	sang	a song.
The children	sang	a song.

Negative Statements

SUBJECT	DIDN'T (DID NOT)	VERB (in base form)	REST OF THE SENTENCE
I	did not	meet	to Rohan last week.
You	did not	meet	to Rohan last week.
He	did not	meet	to Rohan last week.
Mohan	did not	meet	to Rohan last week.
The boy	did not	meet	to Rohan last week.
She	did not	meet	to Rohan last week.
Pooja	did not	meet	to Rohan last week.
The girl	did not	meet	to Rohan last week.
We	did not	meet	to Rohan last week.
You	did not	meet	to Rohan last week.
They	did not	meet	to Rohan last week.
The men	did not	meet	to Rohan last week.

Interrogative statements/Questions

DID	SUBJECT	VERB (in base form)	REST OF THE SENTENCE
Did	I	write	this book?
Did	you	write	this book?
Did	he	write	this book?
Did	Mohan	write	this book?

Did	the boy	write	this book?
Did	she	write	this book?
Did	Pooja	write	this book?
Did	the girl	write	this book?
Did	we	write	this book?
Did	you	write	this book?
Did	they	write	this book?
Did	the men	write	this book?

For making questions in the simple past tense, we use ‘did’ and the verb in the base form for all subjects.

Past Continuous Tense

The action continued up until a specific point in the past when using the past continuous tense. When discussing an action at a specific point in the past, this tense is employed.

Positive Statements

SUBJECT	WAS / WERE	VERB + ing	REST OF THE SENTENCE
I	was	cooking	at 08 a.m. last morning.
You	were	cooking	at 08 a.m. last morning.
He	was	cooking	at 08 a.m. last morning.
Mohan	was	cooking	at 08 a.m. last morning.
The boy	was	cooking	at 08 a.m. last morning.
She	was	cooking	at 08 a.m. last morning.
Pooja	was	cooking	at 08 a.m. last morning.
The girl	was	cooking	at 08 a.m. last morning.
We	were	cooking	at 08 a.m. last morning.
You	were	cooking	at 08 a.m. last morning.
They	were	cooking	at 08 a.m. last morning.
The children	were	cooking	at 08 a.m. last morning.

Negative Statements

SUBJECT	WAS NOT/ WERE NOT	VERB + ing	REST OF THE SENTENCE
I	was not	sitting	in the garden.
You	were not	sitting	in the garden.
He	was not	sitting	in the garden.
Mohan	was not	sitting	in the garden.
The boy	was not	sitting	in the garden.
She	was not	sitting	in the garden.
Pooja	was not	sitting	in the garden.
The girl	was not	sitting	in the garden.
We	were not	sitting	in the garden.
You	were not	sitting	in the garden.
They	were not	sitting	in the garden.
The men	were not	sitting	in the garden.

For making negative statements in the past continuous tense, notice how we use 'was not' for the subjects

'I', 'He' and 'She' and 'were not' for the subjects 'You', 'We' and 'They' And the verb +ing all subjects.

Interrogative statements/Questions

WAS / WERE	SUBJECT	VERB (in base form)	REST OF THE SENTENCE
Was	I	playing	football at 7 a.m. yesterday?
Were	you	playing	football at 7 a.m. yesterday?
Was	he	playing	football at 7 a.m. yesterday?
Was	Mohan	playing	football at 7 a.m. yesterday?
Was	the boy	playing	football at 7 a.m. yesterday?
Was	she	playing	football at 7 a.m. yesterday?
Was	Pooja	playing	football at 7 a.m. yesterday?
Was	the girl	playing	football at 7 a.m. yesterday?

Were	we	playing	football at 7 a.m. yesterday?
Were	you	playing	football at 7 a.m. yesterday?
Were	they	playing	football at 7 a.m. yesterday?
Were	the men	playing	football at 7 a.m. yesterday?

Past Perfect Tense

The Past Perfect tense is employed to denote an action that occurred prior to another action in the past.

Positive Statements

SUBJECT	HAD	VERB (past participle)	REST OF THE SENTENCE
I	had	completed	the task.
You	had	completed	the task.
He	had	completed	the task.
Mohan	had	completed	the task.
The boy	had	completed	the task.
She	had	completed	the task.
Pooja	had	completed	the task.
The girl	had	completed	the task.
We	had	completed	the task.
You	had	completed	the task.
They	had	completed	the task.
The children	had	completed	the task.

Negative Statements

SUBJECT	HAD NOT	VERB (past participle)	REST OF THE SENTENCE
I	had not	cut	the tree.
You	had not	cut	the tree.
He	had not	cut	the tree.

Mohan	had not	cut	the tree.
The boy	had not	cut	the tree.
She	had not	cut	the tree.
Pooja	had not	cut	the tree.
The girl	had not	cut	the tree.
We	had not	cut	the tree.
You	had not	cut	the tree.
They	had not	cut	the tree.
The children	had not	cut	the tree.

Interrogative Sentences

HAD	SUBJECT	VERB (past participle)	REST OF THE SENTENCE
Had	I	found	a pen?
Had	you	found	a pen?
Had	he	found	a pen?
Had	Mohan	found	a pen?
Had	the boy	found	a pen?
Had	she	found	a pen?
Had	Pooja	found	a pen?
Had	the girl	found	a pen?
Had	we	found	a pen?
Had	you	found	a pen?
Had	they	found	a pen?
Had	the men	found	a pen?

Past Perfect Continuous Tense

When expressing something that began in the past and continued until another point in the past, the past perfect continuous tense is used.

Positive Statements

SUBJECT	HAD BEEN	VERB + ing	REST OF THE SENTENCE
I	had been	reading	in the reading room for one hour.
You	had been	reading	in the reading room for one hour.
He	had been	reading	in the reading room for one hour.
Mohan	had been	reading	in the reading room for one hour.
The boy	had been	reading	in the reading room for one hour.
She	had been	reading	in the reading room for one hour.
Pooja	had been	reading	in the reading room for one hour.
The girl	had been	reading	in the reading room for one hour.
We	had been	reading	in the reading room for one hour.
You	had been	reading	in the reading room for one hour.
They	had been	reading	in the reading room for one hour.
The children	had been	reading	in the reading room for one hour.

Negative Statements

SUBJECT	HAD NOT BEEN	VERB + ing	REST OF THE SENTENCE
I	had not been	going	to the Gym.
You	had not been	going	to the Gym.
He	had not been	going	to the Gym.
Mohan	had not been	going	to the Gym.
The boy	had not been	going	to the Gym.
She	had not been	going	to the Gym.
Pooja	had not been	going	to the Gym.
The girl	had not been	going	to the Gym.
We	had not been	going	to the Gym.
You	had not been	going	to the Gym.
They	had not been	going	to the Gym.
The children	had not been	going	to the Gym.

Interrogative Statements / Questions

HAD	SUBJECT	BEEN	VERB + ing	REST OF THE SENTENCE
Had	I	been	reading	for one hour?
Had	you	been	reading	for one hour?
Had	he	been	reading	for one hour?
Had	Mohan	been	reading	for one hour?
Had	the boy	been	reading	for one hour?
Had	she	been	reading	for one hour?
Had	Pooja	been	reading	for one hour?
Had	the girl	been	reading	for one hour?
Had	we	been	reading	for one hour?
Had	you	been	reading	for one hour?
Had	they	been	reading	for one hour?
Had	the men	been	reading	for one hour?

Simple Future Tense

When we decide to do something or make plans to do something, we utilize the Simple Future tense. Regarding the future time, nothing is mentioned.

Positive Statements

SUBJECT	WILL	VERB	REST OF THE SENTENCE
I	will	see	the Taj Mahal next week.
You	will	see	the Taj Mahal next week.
He	will	see	the Taj Mahal next week.
Mohan	will	see	the Taj Mahal next week.
The boy	will	see	the Taj Mahal next week.
She	will	see	the Taj Mahal next week.
Pooja	will	see	the Taj Mahal next week.

The girl	will	see	the Taj Mahal next week.
We	will	see	the Taj Mahal next week.
You	will	see	the Taj Mahal next week.
They	will	see	the Taj Mahal next week.
The children	will	see	the Taj Mahal next week.

SUBJECT	AM / IS / ARE GOING TO	VERB	REST OF THE SENTENCE
I	am going to	drive	the car.
You	are going to	drive	the car.
He	is going to	drive	the car.
Mohan	is going to	drive	the car.
The boy	is going to	drive	the car.
She	is going to	drive	the car.
Pooja	is going to	drive	the car.
The girl	is going to	drive	the car.
We	are going to	drive	the car.
You	are going to	drive	the car.
They	are going to	drive	the car.
The children	are going to	drive	the car.

Notice how we use 'will' or 'going to' and the verb in the base form for all subjects.

Negative statements

SUBJECT	WILL NOT	VERB	REST OF THE SENTENCE
I	will not	pay	the bill.
You	will not	pay	the bill.
He	will not	pay	the bill.
Mohan	will not	pay	the bill.
The boy	will not	pay	the bill.

She	will not	pay	the bill.
Pooja	will not	pay	the bill.
The girl	will not	pay	the bill.
We	will not	pay	the bill.
You	will not	pay	the bill.
They	will not	pay	the bill.
The children	will not	pay	the bill.

SUBJECT	AM / IS / ARE NOT GOING TO	VERB	REST OF THE SENTENCE
I	am not going to	play	football next week.
You	are not going to	play	football next week.
He	is not going to	play	football next week.
Mohan	is not going to	play	football next week.
The boy	is not going to	play	football next week.
She	is not going to	play	football next week.
Pooja	is not going to	play	football next week.
The girl	is not going to	play	football next week.
We	are not going to	play	football next week.
You	are not going to	play	football next week.
They	are not going to	play	football next week.
The children	are not going to	play	football next week.

Notice how we use 'will not' or 'not going to' and the verb in the base form for all subjects.

Interrogative statements/Questions

WILL	SUBJECT	VERB	REST OF THE SENTENCE
Will	I	go	to Mumbai next month?
Will	you	go	to Mumbai next month?
Will	he	go	to Mumbai next month?
Will	Mohan	go	to Mumbai next month?

Will	the boy	go	to Mumbai next month?
Will	she	go	to Mumbai next month?
Will	Pooja	go	to Mumbai next month?
Will	the girl	go	to Mumbai next month?
Will	we	go	to Mumbai next month?
Will	you	go	to Mumbai next month?
Will	they	go	to Mumbai next month?
Will	the children	go	to Mumbai next month?

AM / IS / ARE	SUBJECT	GOING TO	VERB	REST OF THE SENTENCE
Am	I	going to	go	to Mumbai next month?
Are	you	going to	go	to Mumbai next month?
Is	he	going to	go	to Mumbai next month?
Is	Mohan	going to	go	to Mumbai next month?
Is	the boy	going to	go	to Mumbai next month?
Is	she	going to	go	to Mumbai next month?
Is	Pooja	going to	go	to Mumbai next month?
Is	the girl	going to	go	to Mumbai next month?
Are	we	going to	go	to Mumbai next month?
Are	you	going to	go	to Mumbai next month?
Are	they	going to	go	to Mumbai next month?
Are	the children	going to	go	to Mumbai next month?

Future Continuous Tense

The future continuous tense is used to express an action at a particular moment in the future. However, the action will not have finished at the moment.

Positive Statements

SUBJECT	WILL BE	VERB + ing	REST OF THE SENTENCE
I	will be	studying	at 4 p.m. tomorrow.

You	will be	studying	at 4 p.m. tomorrow.
He	will be	studying	at 4 p.m. tomorrow.
Mohan	will be	studying	at 4 p.m. tomorrow.
The boy	will be	studying	at 4 p.m. tomorrow.
She	will be	studying	at 4 p.m. tomorrow.
Pooja	will be	studying	at 4 p.m. tomorrow.
The girl	will be	studying	at 4 p.m. tomorrow.
We	will be	studying	at 4 p.m. tomorrow.
You	will be	studying	at 4 p.m. tomorrow.
They	will be	studying	at 4 p.m. tomorrow.
The children	will be	studying	at 4 p.m. tomorrow.

Negative statements

SUBJECT	WILL NOT BE	VERB + ing	REST OF THE SENTENCE
I	will not be	playing	at 6 p.m. tomorrow.
You	will not be	playing	at 6 p.m. tomorrow.
He	will not be	playing	at 6 p.m. tomorrow.
Mohan	will not be	playing	at 6 p.m. tomorrow.
The boy	will not be	playing	at 6 p.m. tomorrow.
She	will not be	playing	at 6 p.m. tomorrow.
Pooja	will not be	playing	at 6 p.m. tomorrow.
The girl	will not be	playing	at 6 p.m. tomorrow.
We	will not be	playing	at 6 p.m. tomorrow.
You	will not be	playing	at 6 p.m. tomorrow.
They	will not be	playing	at 6 p.m. tomorrow.
The children	will not be	playing	at 6 p.m. tomorrow.

Interrogative statements/Questions

WILL	SUBJECT	BE	VERB + ing	REST OF THE SENTENCE
Will	I	be	sleeping	at 7 a.m tomorrow?
Will	you	be	sleeping	at 7 a.m tomorrow?
Will	he	be	sleeping	at 7 a.m tomorrow?
Will	Mohan	be	sleeping	at 7 a.m tomorrow?
Will	the boy	be	sleeping	at 7 a.m tomorrow?
Will	she	be	sleeping	at 7 a.m tomorrow?
Will	Pooja	be	sleeping	at 7 a.m tomorrow?
Will	the girl	be	sleeping	at 7 a.m tomorrow?
Will	we	be	sleeping	at 7 a.m tomorrow?
Will	you	be	sleeping	at 7 a.m tomorrow?
Will	they	be	sleeping	at 7 a.m tomorrow?
Will	the children	be	sleeping	at 7 a.m tomorrow?

Future Perfect Tense

The Future Perfect tense expresses an action that will occur in the future before another action or time in the future.

Positive Statements

SUBJECT	WILL HAVE	VERB (past participle)	REST OF THE SENTENCE
I	will have	eaten	by half past nine.
You	will have	eaten	by half past nine.
He	will have	eaten	by half past nine.
Mohan	will have	eaten	by half past nine.
The boy	will have	eaten	by half past nine.
She	will have	eaten	by half past nine.
Pooja	will have	eaten	by half past nine.
The girl	will have	eaten	by half past nine.
We	will have	eaten	by half past nine.
You	will have	eaten	by half past nine.

They	will have	eaten	by half past nine.
The children	will have	eaten	by half past nine.

Negative statements

SUBJECT	WILL NOT HAVE	VERB (past participle)	REST OF THE SENTENCE
I	will not have	finished	my assignment by Monday.
You	will not have	finished	my assignment by Monday.
He	will not have	finished	my assignment by Monday.
Mohan	will not have	finished	my assignment by Monday.
The boy	will not have	finished	my assignment by Monday.
She	will not have	finished	my assignment by Monday.
Pooja	will not have	finished	my assignment by Monday.
The girl	will not have	finished	my assignment by Monday.
We	will not have	finished	my assignment by Monday.
You	will not have	finished	my assignment by Monday.
They	will not have	finished	my assignment by Monday.
The children	will not have	finished	my assignment by Monday.

Interrogative Statements/ Questions

WILL	SUBJECT	HAVE	VERB	REST OF THE SENTENCE
Will	I	have	joined	the course by Thursday?
Will	you	have	joined	the course by Thursday?
Will	he	have	joined	the course by Thursday?
Will	Mohan	have	joined	the course by Thursday?
Will	the boy	have	joined	the course by Thursday?
Will	she	have	joined	the course by Thursday?
Will	Pooja	have	joined	the course by Thursday?
Will	the girl	have	joined	the course by Thursday?

Will	we	have	joined	the course by Thursday?
Will	you	have	joined	the course by Thursday?
Will	they	have	joined	the course by Thursday?
Will	the children	have	joined	the course by Thursday?

Future Perfect Continuous Tense

Future Perfect Continuous is used to talk about a non-going action before some point in the future.

Positive Statements

SUBJECT	WILL HAVE BEEN	VERB + ing	REST OF THE SENTENCE
I	will have been	watching	television for four hours when you come home.
You	will have been	watching	television for four hours when you come home.
He	will have been	watching	television for four hours when you come home.
Mohan	will have been	watching	television for four hours when you come home.
The boy	will have been	watching	television for four hours when you come home.
She	will have been	watching	television for four hours when you come home.
Pooja	will have been	watching	television for four hours when you come home.
The girl	will have been	watching	television for four hours when you come home.
We	will have been	watching	television for four hours when you come home.
You	will have been	watching	television for four hours when you come home.
They	will have been	watching	television for four hours when you come home.
The children	will have been	watching	television for four hours when you come home.

Negative statements

SUBJECT	WILL NOT HAVE BEEN	VERB + ing	REST OF THE SENTENCE
I	will not have been	waiting	for too long when Arun arrives.
You	will not have been	waiting	for too long when Arun arrives.
He	will not have been	waiting	for too long when Arun arrives.

Mohan	will not have been	waiting	for too long when Arun arrives.
The boy	will not have been	waiting	for too long when Arun arrives.
She	will not have been	waiting	for too long when Arun arrives.
Pooja	will not have been	waiting	for too long when Arun arrives.
The girl	will not have been	waiting	for too long when Arun arrives.
We	will not have been	waiting	for too long when Arun arrives.
You	will not have been	waiting	for too long when Arun arrives.
They	will not have been	waiting	for too long when Arun arrives.
The children	will not have been	waiting	for too long when Arun arrives.

Interrogative Statements / Questions

WILL	SUBJECT	HAVE BEEN	VERB + ing	REST OF THE SENTENCE
Will	I	have been	playing	cricket for more than two hours when it gets dark?
Will	you	have been	playing	cricket for more than two hours when it gets dark?
Will	he	have been	playing	cricket for more than two hours when it gets dark?
Will	Mohan	have been	playing	cricket for more than two hours when it gets dark?
Will	the boy	have been	playing	cricket for more than two hours when it gets dark?
Will	she	have been	playing	cricket for more than two hours when it gets dark?
Will	Pooja	have been	playing	cricket for more than two hours when it gets dark?
Will	the girl	have been	playing	cricket for more than two hours when it gets dark?
Will	we	have been	playing	cricket for more than two hours when it gets dark?
Will	you	have been	playing	cricket for more than two hours when it gets dark?

Will	they	have been	playing	cricket for more than two hours when it gets dark?
Will	the children	have been	playing	cricket for more than two hours when it gets dark?

Review Questions

1. Tenses.
2. Simple Present Tense.
3. Present Continuous Tense.
4. Present Perfect Tense.
5. Present Perfect Continuous Tense.
6. Simple Past Tense.
7. Past Continuous Tense..
8. Past Perfect Tense.
9. Past Perfect Continuous Tense.
10. Simple Future Tense

Unit 4

Word substitution, Idioms and Phrases, Synonyms and Antonyms

Contents

- Objectives
- One Word Substitution for Sentences
- What are idioms?
- Phrase Examples
- Synonyms
- Antonyms
- Review Questions

Objectives

- After this chapter, you will be able to:
- Perform the One Word Substitution for Sentences
- Define Idioms

One Word Substitution for Sentences

One-word substitution is a linguistic tool where a single word is used to replace a phrase or a group of words in a sentence, enhancing brevity and clarity. It simplifies communication by condensing complex ideas into concise terms. These substitutions are commonly used in literature, formal writing, to convey ideas efficiently.

1.	A person who studies the stars and planets.	Astronomer
2.	A person who has excessive zeal for an extreme political or religious cause.	Fanatic
3.	A person who loves and collects books.	Bibliophile
4.	A place where birds are kept.	Aviary
5.	A person who travels to unknown places to discover new things.	Explorer
6.	A person who writes in a newspaper.	Journalist
7.	A person who prepares and sells medicines.	Pharmacist
8.	A person who leaves their own country to settle permanently in another.	Emigrant
9.	A person who is skilled in horse riding.	Equestrian

10	A speech delivered without any preparation.	Impromptu
11.	An instrument for viewing objects at a distance.	Telescope
12.	A person who does not believe in the existence of God.	Atheist
13.	A remedy for all diseases.	Panacea
14.	A speech given by one person.	Monologue
15.	A person who looks on the bright side of things.	Optimist
16.	A person who looks on the dark side of things.	Pessimist
17.	A person who leads a life of self-denial.	Ascetic
18.	One who compiles a dictionary.	Lexicographer
19.	A person who speaks many languages.	Polyglot
20.	A place where wild animals are kept.	Zoo
21.	A person who has a lot of knowledge in a particular subject.	Expert
22.	A person who designs buildings.	Architect
23.	A place where coins are made.	Mint
24.	A person who can endure pain or hardship without showing their feelings.	Stoic
25.	A person who introduces performers or participants in a program.	Compeer
26.	A place where fruit trees are grown.	Orchard
27.	An individual who investigates human history and prehistory by excavating sites and analyzing artifacts is known as an archaeologist.	Archaeologist
28.	A person who is trained to travel and work in space.	Astronaut
29.	A person who believes that war and violence are unjustifiable.	Pacifist
30.	A person who withdraws from the world to live in seclusion and often in solitude.	Recluse
31.	A speech or writing in praise of a person, often someone who has recently died.	Eulogy
32.	A lover of mankind who devotes himself to welfare of people.	Philanthropist
33.	A place where clothes are kept.	Wardrobe
34.	A speech given by a single person, especially in a play.	Soliloquy
35.	A person who draws maps.	Cartographer
36.	A person who takes care of a museum or art collection.	Curator
37.	A person who makes or repairs shoes.	Cobbler

38.	A place where weapons and military equipment are stored.	Arsenal
39.	A person who commits the act of killing a king.	Regicide
40.	An individual who investigates ancient societies by scrutinizing the remnants of their structures, graves, tools, and various artifacts.	Steward
41.	A person who loves his country and is ready to defend it against enemies.	Patriot
42.	A place where dead bodies are kept.	Morgue
43.	A place where bees are kept.	Apiary
44.	A person who is excessively concerned with minor details and rules.	Pedant
45.	A person who composes music.	Composer
46.	A person who has withdrawn from society and lives a solitary life.	Hermit
47.	A remedy that alleviates pain without curing.	Palliative
48.	A person who attends to the needs of passengers on a plane.	Flight attendant
49.	A person who seizes power illegally.	Usurper
50.	A place where grain is stored.	Granary
51.	A person who is trained to give emergency medical care.	Paramedic
52.	A person who opposes or resists authority or control.	Rebel
53.	A person who takes care of a building and its grounds.	Caretaker
54.	A person who writes plays.	Playwright
55.	A place where public records or historical documents are kept.	Archive
56.	A person who is excessively fond of and submissive to his wife.	Henpecked
57.	A person who cuts, polishes, or engraves gems.	Lapidary
58.	A person who composes poetry.	Poet
59.	A person who operates the flying controls of an aircraft.	Pilot
60.	A person who does not drink alcohol.	Teetotaler
61.	A person who studies ancient societies by examining what remains of their buildings, graves, tools, and other objects.	Archaeologist
62.	A person who is skilled at sports.	Athlete
63.	A person who acts on behalf of another person or group.	Representative
64.	A person who speaks for someone else.	Spokesperson

65.	A person who makes and repairs wooden objects and structures.	Carpenter
66.	A person who is employed to drive a private or hired car.	Chauffeur
67.	A person who tends to see the worst aspect of things.	Pessimist
68.	A place where wine is made.	Winery
69.	A person who withdraws from the world for religious reasons.	Ascetic
70.	A place where money is coined.	Mint
71.	A person who donates a large amount of money to charity.	Benefactor
72.	A person who works in the library.	Librarian
73.	A person who is responsible for a crime.	Culprit
74.	A person who examines accounts and records.	Auditor
75.	A person who looks after passengers on a ship, aircraft, or train.	Steward
76.	A person who is highly skilled in music or another artistic pursuit.	Virtuoso
77.	A person who loves to collect stamps.	Philatelist
78.	A person who makes maps.	Cartographer
79.	A person who repairs vehicles.	Mechanic
80.	A person who loves and defends their country.	Patriot
81.	A person who takes photographs as a profession.	Photographer
82.	A person who writes novels.	Novelist
83.	A person who works to protect the environment.	Environmentalist
84.	A person who treats mental disorders.	Psychiatrist
85.	A person who is an expert in the science of language.	Linguist
86.	A person who takes care of sick people in the hospital.	Nurse
87.	A person who attends school.	Student
88.	A person who manages the financial affairs of a company or individual.	Accountant
89.	A person who builds with stone.	Mason
90.	A person who is in charge of a prison.	Warden
91.	A person who engages in irregular fighting against a larger force.	Guerrilla
92.	A person who travels to unknown places for adventure.	Adventurer
93.	A person who is a member of a jury.	Juror

94.	A person who writes the biography of another person.	Biographer
95.	A person who loves good food and drink.	Epicure
96.	A person who is the legal guardian of a minor.	Custodian
97.	A person who makes or sells sweets and pastries.	Confectioner
98.	A person who tends to cattle.	Herdsman
99.	A person who sails or navigates a boat.	Sailor
100.	A person who delivers messages, packages, and mail.	Courier
101.	A person who advocates for women's rights.	Feminist
102.	A person who buys and sells goods.	Merchant

Idioms

Idioms are phrases or sayings that carry a figurative meaning distinct from the literal interpretation of the words used. These expressions are culturally bound and are frequently employed to communicate concepts in a more colorful or imaginative manner.

Examples:

- It Cost an arm and a leg - This idiom means something is very expensive.
- Kick the bucket - This idiom means to die.

Compilation of Idioms:

1. **Bite the bullet:** To endure a painful or difficult situation bravely.
Example: John had to bite the bullet and apologize to his friend for his mistake.
2. **Cost an arm and a leg:** To be very expensive.
Example: The designer dress may look stunning, but it costs an arm and a leg.
3. **Break the ice:** To initiate a conversation or friendship in a social setting.
Example: A few jokes helped break the ice at the awkward family reunion.
4. **Under the weather:** To feel unwell or sick.
Example: Sarah is feeling under the weather, so she decided to stay home and rest.
5. **Kick the bucket:** To die.
Example: Unfortunately, my old car finally kicked the bucket and stopped working.
6. **Piece of cake:** Something that is very easy to do.
Example: Passing the exam was a piece of cake for Mary, as she had studied diligently.
7. **Burn the midnight oil:** To work late into the night.
8. **A chip on your shoulder:** To harbor resentment or a grudge.
Example: Jack always has a chip on his shoulder, ready to argue about anything.
9. **Hit the sack:** To go to bed.
Example: After a long day at work, I can't wait to hit the sack and get some sleep.

10. **Let the cat out of the bag:** To reveal a secret.
Example: Tom accidentally let the cat out of the bag about the surprise party.
11. **Jump on the bandwagon:** To join a popular trend or activity.
Example: Many people jumped on the bandwagon and started investing in crypto currencies.
12. **A penny for your thoughts:** A request for someone to share their thoughts or feelings.
Example: You seem lost in thought; a penny for your thoughts?
13. **Bite off more than you can chew:** means to undertake a greater amount of responsibility or work than one can handle.
Example, embarking on three new projects simultaneously might be attempting more than you can manage.
14. **Keep your chin up:** To remain cheerful in a difficult situation.
Example: Despite the setback, Sarah kept her chin up and continued to work hard.
15. **Once in a blue moon:** Something that happens very rarely.
Example: Mary only visits her hometown once in a blue moon.
16. **Raining cats and dogs:** Raining heavily.
Example: It's raining cats and dogs outside; we should wait before going out.
17. **The ball is in your court:** Implies that it's your responsibility to make a decision or take action. For instance, after completing my task, it's now up to you to make the final decision.
18. **Throw in the towel:** To give up or admit defeat.
Example: After struggling for hours, John decided to throw in the towel and admit defeat.
19. **Spill the beans:** To reveal a secret.
Example: Sarah couldn't keep the secret any longer and spilled the beans about the surprise party.
20. **To add insult to injury:** To make a situation worse.
Example: Not only did he lose his job, but to add insult to injury, his car broke down on the way home.
21. **Burning the candle at both ends:** To work excessively hard.
Example: Sarah is always burning the candle at both ends, working late into the night and waking up early in the morning.
22. **Caught red-handed:** To be caught in the act of doing something wrong.
Example: The thief was caught red-handed trying to steal from the store.
23. **Kick the bucket:** To die.
Example: My old phone finally kicked the bucket after years of use.

Phrases

A phrase comprises a collection of words that operate as a unified unit within a sentence but lacks both a subject and a verb. Phrases fulfill diverse grammatical roles, functioning as nouns, verbs, adjectives, or adverbs, and they play a crucial role in conveying the overall message of a sentence.

Exemplars:

Noun Phrases

A group of words that functions as a subject, object, or complement within a sentence and is centered on a noun. It typically includes modifiers (adjectives, determiners, and other nouns) that provide additional information about the noun. Here are some examples:

1. The big brown dog
2. A shiny new car
3. Several students from the class
4. My favorite book
5. The house across the street

Verb Phrases

A phrase consists of a primary verb along with its auxiliary (helping) verbs, as well as any modifiers, complements, or objects that are linked to the verb.

Examples:

1. She is studying for her exam.
2. He has been working hard lately.
3. They will have finished their project by tomorrow.
4. I should have gone to bed earlier last night.

Gerund Phrases

A group of words consisting of a gerund and any modifiers or complements that together function as a single noun within a sentence.

Examples:

1. Swimming in the ocean
2. Reading mystery novels.
3. Cooking delicious meals
4. Hiking through the mountains.

Infinitive Phrases

A group of words consisting of an infinitive verb (to + base form of the verb) and any modifiers or complements that together function as a single unit within a sentence. Examples:

1. to dance
2. to become
3. to finish
4. to go

Appositive Phrases

A group of words, typically consisting of a noun or pronoun and its modifiers, that renames or provides additional information about another noun or pronoun in a sentence. Examples:

1. My brother, a talented musician, played the guitar at the concert.
2. The city of Paris, known as the City of Light, is famous for its beauty.
3. Jane Austen, the author of *Pride and Prejudice*, lived in the 18th century.
4. My friend Sarah, an accomplished painter, is exhibiting her artwork next week.

Participial Phrases

A group of words consisting of a participle (an -ing or -ed verb form) and any accompanying modifiers or complements. It functions as an adjective, modifying a noun or pronoun in a sentence.

Examples:

1. The howling wind kept us awake all night.
2. The frightened child clung to her mother's arm.
3. The broken window was a result of the storm.
4. The running water sounded soothing in the background.

Prepositional Phrases

A prepositional phrase starts with a preposition and encompasses a noun or pronoun (known as the object of the preposition), along with any modifiers. These phrases serve as adjectives or adverbs, offering supplementary details about nouns, pronouns, verbs, or other components within a sentence.

Examples:

1. on the table
2. through the forest
3. under the bed
4. at the airport

Absolute Phrases

A group of words that includes a noun or pronoun followed by a participial phrase. It provides additional information about the rest of the sentence but is not grammatically connected to the main clause. Absolute phrases often modify the entire sentence or provide contextual information.

Examples:

1. The game over, the players celebrated their victory.
2. The sun setting, we continued our hike along the trail.
3. Her work completed, Sarah felt a sense of accomplishment.
4. The storm approaching, we decided to postpone the picnic.

5. The guests departed, the host began cleaning up the party leftovers.
6. His exams finished, John finally took a break and went for a walk.

Synonyms

Synonyms are words or phrases that have similar meanings to each other. They are used to avoid repetition in speech or writing, to add variety and richness to language, and to provide alternative ways of expressing the same idea. Synonyms can vary in intensity, formality, and context, allowing speakers and writers to choose the most appropriate word based on the specific situation.

Choosing a Synonym

Choosing the right synonym is essential for effective communication as it can significantly impact the clarity, tone, and precision of your messages.

Below is a compilation of adjectives commonly employed to depict individuals, along with their synonymous equivalents:

1. Happy: Joyful Content Delighted Cheerful Ecstatic
2. Sad: Unhappy Sorrowful Melancholic Depressed Gloomy
3. Smart: Intelligent Clever Brilliant Knowledgeable Astute
4. Kind: Benevolent Compassionate Considerate Generous Sympathetic
5. Brave: Courageous Fearless Valiant Bold Heroic
6. Funny: Humorous Witty Amusing Entertaining Hilarious
7. Beautiful: Attractive Stunning Lovely Gorgeous Exquisite
8. Ugly: Unattractive Hideous Repulsive Unsightly
9. Confident: Self-assured Assertive Poised Secure Bold
10. Friendly: Amicable Sociable Affable Cordial

Antonyms

Antonyms are words with opposite meanings, serving as counterparts to each other in language. They provide contrast and nuance in expression, allowing for richer and more precise communication.

1. Above - Below
2. Absent - Present
3. Accept - Reject
4. Achieve - Fail
5. Add - Subtract
6. Advance - Retreat
7. Afraid - Brave
8. After - Before
9. Against - For
10. Agree - Disagree

11. Alive - Dead
12. Always - Never
13. Arrival - Departure
14. Artificial - Natural
15. Awake - Asleep
16. Beautiful - Ugly
17. Begin - End
18. Believe - Doubt
19. Best - Worst
20. Big - Small
21. Birth - Death
22. Black - White
23. Blunt - Sharp
24. Borrow - Lend
25. Boy - Girl
26. Bright - Dark
27. Build - Destroy
28. Buy - Sell
29. Capture - Release
30. Careful - Careless
31. Clean - Dirty
32. Close - Open
33. Cold - Hot
34. Come - Go
35. Comfort - Discomfort
36. Connect - Disconnect
37. Constructive - Destructive
38. Correct - Incorrect
39. Create - Destroy
40. Crooked - Straight
41. Cry - Laugh
42. Dangerous - Safe
43. Day - Night
44. Deep - Shallow
45. Defend - Attack
46. Depart - Arrive

47. Despair - Hope
48. Difficult - Easy
49. Disappear - Appear
50. Dry - Wet
51. Earn - Spend
52. Early - Late
53. East - West
54. Easy - Hard
55. Employ - Fire
56. Empty - Full
57. End - Begin
58. Enemy - Friend
59. Enough - Insufficient
60. Enter - Exit
61. Expensive - Cheap
62. Export - Import
63. Expose - Conceal
64. Fail - Succeed
65. False - True
66. Fast - Slow
67. Fat - Thin
68. Few - Many
69. Find - Lose
70. First - Last
71. Float - Sink
72. Follow - Lead
73. Forget - Remember
74. Forward - Backward
75. Free - Bound
76. Fresh - Stale
77. Friend - Enemy
78. Full - Empty
79. Future - Past
80. Gain - Loss
81. Generous - Stingy
82. Gentle - Rough

83. Give - Take
84. Good - Bad
85. Graceful - Awkward
86. Grow - Shrink
87. Happy - Sad
88. Hard - Soft
89. Harm - Protect
90. Healthy - Sick
91. Heaven - Hell
92. Heavy - Light
93. High - Low
94. Hot - Cold
95. Huge - Tiny
96. Humble - Proud
97. Husband - Wife
98. Include - Exclude
99. Inhale – Exhale
100. Inside- Outside

Review Questions

1. One Word Substitution for Sentences.
2. Explain idioms?
3. Define Phrase.
4. Why do we need synonyms?
5. How antonyms are different in use from synonyms?
6. Write one synonym for the following
7. Lazy, mean, baffle, pacify, valid

Unit 5

Letter writing (Formal and Informal)

Contents

- Objectives
- format of Letter writing
- Formal letter writing
- Informal letter writing
- Review Questions

Objectives

After studying this chapter, you will be able to:

- Discuss the Letter writing
- Define Formal letter writing

Letter writing

A letter is a written communication that can be printed on paper or written by hand. It is typically sent in an envelope via mail or post to the addressee, however this is not strictly necessary. Any communication of this kind sent by mail is a letter—a written exchange of ideas between two people.

Now that E-mails (Advantages and disadvantages) and texts and other such forms have become the norm for communication, the art of letter writing has taken a backseat. But even now, letters are still used for a lot of our correspondence, particularly formal correspondence. Letters remain a vital means of communication, whether they are from a bank reminding you of an account balance or a college acceptance letter. For this reason, it's critical that we understand the nuances of letter writing.

Types of Letters

Let's first clarify that letters can be broadly classified as either formal or informal. Nonetheless, there are also various types of letters based on their protocol, intent, contents, etc. Let's look at a few distinct letter types.

- **Formal Letter:** There is a set format and level of formality for these letters. They directly address the issues at hand and maintain a totally professional demeanor. This category includes all business letters including letters to authorities.
- **Informal Letter:** We keep our correspondences confidential. They are not expected to adhere to

any rules or prescribed guidelines. They are correspondences in writing or contain private information. Informal letters are usually sent to friends, acquaintances, and relatives.

- **Business Letter:** Composed between associates, this letter usually contains information pertaining to business, such as quotes, orders, complaints, claims, letters for collections, etc. These are very official letters that always follow a set format and level of formality.
 - **Official Letter:** This type of letter is used to provide official information to offices, branches, and subordinates. It usually distributes official information on rules, regulations, customs, events, and other pertinent information. Formal letters are formal in nature and follow a predetermined format and protocol.
 - **Social Letter:** A social letter is a private letter sent in honor of a noteworthy occasion. Social letters include thank-you notes, letters of sympathy, invitations, and so forth.
 - **Circular Letter:** A circular letter is one that disseminates information to a vast audience. To communicate any vital information, such as a change of address, a change in management, a partner's retirement, etc., the same letter is distributed to a big number of people.
- Employment Letters: Any correspondence pertaining to the hiring procedure, such as an application, promotion, or joining letter, etc.

Writing Advice for Letters

After learning the fundamentals of letter writing and the various kinds of letters, let's concentrate on some advice for actually composing letters.

Ascertain the type of letter.

- This is obviously where the letter-writing process starts. You must be able to identify the type of letter that you are expected to write. This will depend on what is being sent in the letter and who the recipient is.

Suppose you were writing to the principal of your college to ask for leave, this would be a formal letter (Types of formal letters with samples). Suppose, however, that you were corresponding after a long time with your former college lecturer. This letter would thereafter be considered informal and personal.

Verify that you correctly open and close the letter.

It is vitally important to open letters correctly. Formal letters begin with a certain salutation that is formal in character. Any informal greeting or the recipient's name may be used in informal correspondence, depending on the writer's preferences.

Remembering what kind of letter you are writing is important, even when you are ending it. While informal letters may conclude with a more intimate touch, professional letters should always end politely and impersonally.

2. State the letter's primary goal.

As soon as you sit down to write, make sure you go right to the point. It's crucial to state the letter's aim right away, especially in formal correspondence.

Pay attention to the language

A letter should always be kind and thoughtful. The argument needs to be presented carefully and politely, even if it's a complaint letter. Thus, it is imperative that all forms of correspondence employ courteous language and phrasing.

The letter's length

The length of the letter you are writing is another crucial consideration. Remember that official letters are often brief, precise, and to the point. Long formal letters usually fail to make the desired impression on the recipient. An informal letter's length depends on its purpose and the relationship it has with the recipient.

Formal letter writing

When writing a letter to another company organization or to their clients, customers, or other external parties, formal language is utilized. This type of letter is known as a business letter.

Formatting an Official Letter

John Smith
123 Broadway City,
State 12345

John Smith, 123 Broadway, City, State 12345

Director
Corporation
123 Pleasant Lane City,
State 12345

December 8, 2012

Dear Sir or Madam,

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nullam aliquet tellus vel justo porta et semper libero rutrum. Duis vestibulum sagittis aliquam. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus ac velit eu dolor lobortis fringilla. Quisque imperdiet porta ante in pretium. Maecenas

facilisis varius metus et blandit. Proin rhoncus arcu non ante elementum non vehicula sem varius. Morbi feugiat, elit eget tristique posuere, urna eros vestibulum nibh, at tempus neque justo nec enim. Curabitur id est enim. Suspendisse potenti. Fusce eleifend sodales tortor, a interdum tortor sollicitudin vel. Morbi vel tellus enim, eget hendrerit ligula. Proin molestie sus- cipit erat, eget consectetur orci convallis at. Ut vestibulum, odio vitae blandit dignissim, dui magna auctor leo, at molestie augue magna sed nisi. Phasellus ipsum magna, fringilla id tempor id, tristique vitae mauris. Maecenas sed orci vel eros consectetur ultrices.

Mauris enim velit, feugiat at venenatis eu, scelerisque vitae mauris. Nullam accumsan facilisis mauris sagittis iaculis. Mauris condimentum dictum libero. Vestibulum ante Ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Nullam consequat malesuada feugiat. Vestibulum tempor commodo turpis id gravida.

Sincerely,

John Smith

Attached: Copyright permission form

You can see a sample formal letter below that follows the standard format. To view additional details, move your mouse over its various sections (your browser must have JavaScript enabled to do this).

- Format for Formal Letters: 8Formal letters have a format that needs to be followed. For a formal letter, the following format is typical:
 1. The address of the sender
 2. Time
 3. Title / Designation of the Addressee
 4. The Address of the Recipient
 5. Salutations
- Subject
- Body: Overview, Main Ideas, and Conclusion
- Congratulatory End
- The sender's name and signature
- The Sender's Designation

A. Inquiry Letter

This kind of letter is used to gather information, as its name implies. An inquiry letter is typically utilized as one of the official or business letters that is used the most. A letter of inquiry can be used

to obtain information on terms and orders, working agreements, prices for goods and services, jobs or courses, and other things. Always remembering

Provide a brief introduction of yourself

- Mention the organization's name (if applicable)
- Clearly state the subject of the inquiry
- Express your doubts and questions in an intelligible manner
- Mention the dates by which you must have the information

Business Word Processing

A business letter is a specific kind of letter used for correspondence and various business needs. These goals may include commercial transactions, grievances, cautions, announcements, invitations, declarations, information, and a range of other business-related issues. The most common and extensively written kinds of letters are business letters. Business letters are possibly the originators of the mailing system and the most traditional type of formal correspondence.

Business Letter Types

Essentially, there are two types of business letters:

1. **Formal Business Letter:** Typically, formal business letters are intended for official or legal correspondence. They are the standard form of business letter. These cover letters pertaining to agreements, orders, claims, disputes, information requests, sales reports, and other formal correspondence.
2. **Informal Business Letter:** This style adopts a more laid-back attitude. Although the phrase need not be informal, it is intended for informal correspondence. These letters include memoranda, appraisals, thank-you notes for interviews, reference letters, cover letters, letters from customers complaining, emails, and other less important or frequent correspondence.

A Business Letter's Components

A business letter features a layout with multiple split sections, just like most other letters.

These components are:

Letterhead: The top heading on a letter of paper is called a letterhead. The heading includes the organization's name, address, and logo in most cases. Professional firms typically possess pre-made letterheads of their own. Pre-printed letterheads reflect a company's reputation by showing that it can afford them and doesn't mind spending extra ink. Smaller businesses might not have it, though. In place of the letterhead, they utilize their name and address.

Date: The date must appear precisely beneath the letterhead. A letter's date is a crucial component that is utilized for references. The day, month, and year of the date should all be put out in full.

For instance, May 31, 2012, or May 31, 2012.

The following section of a business letter is the recipient's name and address, sometimes known as the receiver. This section contained the recipient's name, designation, and complete address, which included phone number and email.

The salutation is a greeting that is used at the start of a letter. It is a polite gesture that honors the recipient. The term "Opening Salutation" refers exclusively to Dear Sir/Madam etc.

Body: The body of the letter is its major body. The first line of the letter should make clear what the letter is trying to say. The pertinent content in the body should be broken up into several paragraphs, usually three or four, depending on the topic. If there are any directions, they should be written in distinct lines and either bulleted or numbered. The final paragraph should include a summary of the entire letter, provide any support, and take any necessary or directed action.

Closing (subscription): The term "closing" describes the letter's conclusion. It is polite and demonstrates consideration for the recipient. Closing salutations, such as Yours Sincerely or Sincerely, etc., are called precisely that.

Signature: After a few spaces, sign your name. Sign above the line that has your typed name if you have your printed name. Write your signature with either blue or black ink. You can also use an electronic signature if you have one. If it complies with your organization's policies, you may also use a scanned copy of your signature.

Name, title, and contact details of the sender - If not on the letterhead, one can put his name, title, address, phone number, email, etc. on different lines.

Enclosure: Type Enclosures a few lines after the Senders Information Signature if you have any documents attached. Indicate the type and quantity of papers that are attached, such as "Enclosures (2): resume, brochure."

Informal letter writing

What is an Informal letter?

An **informal letter**, also referred to as a **friendly letter**, is a **personal letter written to friends or relatives**. It is written in personal fashion. You can write it to anyone with whom you have a non-professional relationship, although this doesn't exclude business partners or workers whom you're cordial with both of them.

Compared to commercial or formal letters, informal letters are subject to fewer formatting guidelines. The letter can be used to ask questions, request information, congratulate the recipient, communicate a message, provide news, offer advise, and more. This is a private letter that you have written to

There are acquainted with, such as parents, siblings, friends, or any other close relative. One can afford to be pleasant and employ a personal or emotive tone when writing an informal letter.

Formatting Guidelines for a Personal Letter in Formal Letters

Date: The letter was written on this particular day.

Greetings and Recipient's Name - A standard greeting begins with the phrase "Dear," is followed by the recipient's given name or relationship name, and is concluded with a comma. There are two instances displayed: "Dear Uncle," "Dear Ronald,"

Introduction: A letter begins with this. It could involve salutations such as "How are you?" You might occasionally make reference to a prior letter.

Body - This is the letter's primary body. It conveys the writer's intended message to the reader. It is frequently broken up into paragraphs.

Closure: This section marks the conclusion of the letter. Here is where the writer might ask the reader to respond.

Complimentary Close: This brief statement consists of a few words on a single line. It has a comma at the end. Below are a few instances.

"Yours truly, " "Warm regards," "Love,"

Signature: the author's signature

Advice on Composing Informal Letters

Be sure to proofread for spelling and grammar errors. They are marked.

Make sure there are enough lines to separate each paragraph so that it looks organized.

It's critical to grasp the primary ideas. However, it is recommended that you do it once your exam is over. For underlining, use a pencil and a scale.

Making a good impression is crucial.

To gain a sense, read a ton of letters.

Review Questions

- What is Letter writing
- Explain the Formal letter writing
- Write an letter to your friend asking for help
- Define the Rules for Writing Formal Letters in English
- Explain the Content of a business Letter
- Write tips for writing informal letter writing

Unit6

Writing a notice and a circular

Contents

- Objectives
- Introduction
- How to Write a Notice?
- Format of Notice Writing
- Important Points to Remember while writing a notice
- Circular Letters
- Review Questions

Goals

Upon finishing this chapter, you will be able to:

- Acknowledge writing
- Describe circular letters

Overview

Notices are a formal way of communicating with a specific person or group of people. It's similar to a news article alerting that person or others to a significant occurrence. This could be an announcement of an upcoming event, a meeting invitation, a request for specific directives, an appeal, etc.

It is typically written and then played in public spaces that are open to everyone. You can paste them on notice boards. If it's relevant for a larger audience, a newspaper may even publish it. When the government publishes a notification, it has to appear in both local and national publications.

Technique for Writing Notices

Effective notice writing is a skill that can be developed with practice and by remembering a few fundamentals as you write. Your notification must contain the necessary information and be written in a comprehensible language in a clear and concise manner.

A good and effective notification should have the following information: the name of the organization, institution, or office issuing it.

- The date on which a certain notice was issued.
- The heading Take note to ensure clarity.
- An appropriate summary, attention-grabbing headline, or caption to capture the reader's attention right away.

- The purpose for which it has been written, such as encouraging gaming, attracting attention, putting out a call, educating the public about a problem, etc.
- Schedule details, such as date, time, location, schedule, duration, and so on, in the event that you receive notice of an upcoming event.

Notice Format Writing : Notice distributed for a formal or informal Meetings should unquestionably include the following:

- Date
- Time
- Venue
- Agenda/Purpose
- Attendees
- Specific directions

Specific instructions, eligibility, and conditions, contact person, address, and/or appropriate background pictures, logos, or other graphics representing the event can be used, depending on the occasion.

Format of Notice Writing (Event Notification)

<p>Event Name _____ (Flower show, Dog show, Bachelor party, Fancy dress)</p> <p>Date _____</p> <p>Time / Duration _____</p> <p>Venue / Place _____ (stadium, university centre, college campus, hotel, restaurant, discotheque)</p> <p>Occasion / Event Details _____ (Silver jubilee, Launch of a product, Festival, Convention, Opening ceremony etc.)</p> <p>Instructions _____ (Dress code, No Eatables allowed, Adults only, Ladies only, Age limit, Officials only, Couples only etc.)</p> <p>Contact _____</p>

Notice Writing Format (Event Notification) with Sample

Format of Notice Writing (Official / Non-Official)

NOTICE TITLE or just NOTICE Date ____ Time ____ Venue / Place ____ Agenda / Purpose _____ (Review of policy, Stationary required, Discussion on new timings, Shortage of fund, Recovering deficits etc.) Speakers / Chief Guest _____ (Name of the Speaker, Chief Guests Name, or Name of Dignitary or Dignitaries attending, Special Guests etc.) Specific Instructions or Instructions _____ (Switch off Mobiles, No Eatables allowed, Formal Clothing not allowed, Bring your own Pen and Paper, Late arrivals not allowed, Adults only, Ladies only, Those aged between 20-30, Officials only) For more Information Contact Person / Organisation Address _____

Notice published to provide information regarding certain events

- Name
- Objective / Purpose / Occasion
- Date
- Time / Duration
- Location / Venue
- Important qualifications

It's not necessary to adhere to the structure exactly; for example, one can position the Date, Time, and position under the Event Name, but always in the Notice's Top Section. Similarly, one can rearrange the Essentials' placement according to their Layout Design or Criteria.

Notification of Lost and Found Items or Other Valuables

- Lost/found article
- Date
- Time (estimated)
- Place
- Identification markings (color, size, contents, substance)
- Contents
- Who to call, when, and where

Notice Writing Format (Lost or Found) with Example

Format of Notice Writing (Lost or Found)

Title of Lost or Found Notice (Lost:- Missing black labrador, Lost silver coloured laptop, White & blue Philips MP3 player, etc.) (Found:- Black wallet, Driving license, Keys, USB flash drive, Ring engraved with initials 'J' etc.) Description / Content _____ (Full details like black labrador dog, aged 4 years wearing a black collar with 'S' initial, Mention color, size, contents, material and other required information) Place ____ (Name of street, Hotel, Cab, Parking lot etc. where item was lost or found) Date ____ Time ____ Contact _____ (Call me, Give me a call, Ring me up, Get in touch at this number etc.)

- It is not required to adhere to the format exactly; Date, Time, and Place can be entered into the Description / Content (para), and these can also be highlighted using bold, underlined, or differently colored alphabets.
- Similarly, it is possible to alter the strong positioning of other essential oils. These can also be emphasized using different-colored alphabets, bold letters, or underlined letters.
- Photos of the missing person, dog, or item may also be included, depending on the budget and other factors; they are not necessary for academic or grammatical purposes.

Notice of Name Change sent to the public/assesses community regarding the Name and Nature of the Event, the Venue, the Objective (information, awareness, appeal, invitation, etc.), the Dates and Time, the Expenditure, the Entry Fee, etc.

- Start/End
- Location (for Tours)
- Length: From to
- Email address
- Detailed directions (e.g. dos and don'ts, visiting hours, etc.)
- **Advice to Keep in Mind While Writing Notices**
Superb and direct to the point. Since a notice should be no more than fifty words, specific wording is valued.
- Since it's a formal mode of communication, the language utilized should also be formal. Nothing pretentious about the text.
- Use short, straightforward language. It's wise to keep things basic because notices are usually quick.

When feasible, speak in a passive voice.

- Present your notices in a box with the appropriate format. Because of its neatness, the presentation should be visually pleasing. Letters

Circular

Written letters addressed to a select set of individuals are known as circular letters, and they are mostly utilized in business correspondence. These letters are typically written with a big readership in mind, with the goal of promoting items and increasing sales.

- Sometimes, a Businesses need to communicate with a lot of their suppliers and consumers. For this reason,
- he uses Letters that circulate the same message are known as circular letters.
- Thus it is a kind of an announcement. They help to save money and time. The coverage is also large because the message is carried to a large number of persons. They are unsolicited and mass produced. So they should be persuasive in approach and style.

Usually a Circular letter is written on the following occasions:

- Opening a new store, branch, or business expansion; Changing the address on the property; Introducing a new product; Lowering prices and holding a clearance sale;
- Increase in prices;
- Getting an agency; Admitting a partner; Retirement or passing of a partner; Modifications to the firm's constitution;
- Dissolution or discontinuance of a business;

Characteristics of Circular Letters:

- **Informative:** A circular letter serves as a means of providing information. It needs to be well thought out. It must communicate the information as clearly as possible in order to be effective.

Persuasive: As this is unsolicited in nature, receiver may Disregard it. Thus, the author has

- to be persuasive in his approach. For the purpose of sales promotion or announcing increase in prices, the style of presentation has to be tactful. The arguments given in favour of price increase or a new product should be convincing. Then only the reader will like to act.

Attractive Presentation: An eye-catching, captivating, or captivating opening is a crucial component of a circular letter. It is comparable to a sales letter in this regard. For this reason, it's critical to grab the reader's attention right away.

"You-attitude": It is the main point of a successful circular letter. Right from the start

- beginning the second person 'you' should be used in preference to impersonal expressions like 'our customers', 'our users', 'everyone' etc. On the other hand the sender of the letter should convey an impression of genuine interest in the customer and gratitude for continued cooperation.

Disadvantage:

- As Circular letters are created in large quantities. The reader assumes he is not the only one who received it because of the very nature of duplication. Therefore, any clumsiness in copying or writing could cause widespread annoyance. Negative publicity is hence a negative circle.

Examples

1. Circular letter for opening of a new branch/Department

THEGUPTAGARMENTS
1,Beautiful Road Attractive
Nagar

October 3, 2005 Dear Customer

We have come your city. Gupta garments are a very popular name in readymade garments. We have the appreciation of our customers in Delhi and U.P.

We are glad to announce the opening of a new branch in Ghaziabad for the convenience of our customers. Our new branch is large and spacious and keeps all varieties of ready-mades. Mr Dinesh Gupta, who was with our Daryaganj branch for twenty years and is himself are sident of Ghaziabad, will be in charge of the new branch.

You are invited to visit the branch shop on the opening day, October 17 at any time between 10 A.M. and 7 P.M.

We take this opportunity to thank you for your patronage and as sure you the best possible services.

Hints: (For Academic interest)

- State the name and address of the new branch in the letterhead.
- Give in brief the development of the business and its popularity at other places.
- State the day and hour of the new branch's opening.
- List the products and services that are available.
 Invite your clients to the inauguration or simply pay them a visit at the branch.
- Mention any special displays that are being arranged for the opening week.

Change of Business Premises

GOODWILL TRADERS

October 20, 2005

Dear customer

We HAVE SHIFTED from our old address at 1/5, Gupta Road, Delhi to 1, Agarwal Mansion, Prem Nagar New Delhi

Owing to steady growth of our business it became necessary for us to move to large premises. Our old premises were too small to accommodate our expanding business our customers were facing great inconvenience.

Our new premises are spacious and easily accessible by road and railway. Parking facilities are adequate and our interior display is attractive. You will find shopping a great pleasure in our new premises. We have also added new varieties to provide a complete range of goods.

Remember our telephone number 1234567 remains unchanged. We request you to overlook the inconvenience caused during the period of shifting. We take this opportunity to thank you for patronage and hope to render even better service in the future.

Yours sincerely

Hints: (For Academic Interest)

- Give the new address in the beginning of the circular.
- Describe how the business has grown and needs more space, which isn't available in the old location.
- Highlight the benefits of the new location.
- Shifting to new premises is to cause some delays and in convenience to customers. Express
- Regrets for the same
- Mention the date from which change will be effective.
- Indicate any changes made to the phone number.
- Make note of any additions or modifications made to the stock.
- Express the gratitude for patronage and request for similar cooperation in future.

2. *Introducing New Products*

PURE FOODS LTD.
11, Nehru Place New
Delhi

August 1, 2005

LICKUP YOUR SLIPS

Greetings, client

As you are aware, we occasionally introduce new product lines and variants for our valued clientele. We are pleased to now announce the launch of TASTY JAMS.

We offer two different sorts of packaging and five distinct flavors of our jams. These are the outcomes of four years of agonizing work. Delicious jams are made in a completely automated Swiss plant that produces pleasant, nutritional, and hygienic products. The costs are really affordable.

We're confident you'll adore our jams as much as you've loved our sauces, pickles, and other goods for a very long time. We might advise you to try some tasty jams.

You will forget all other jams

Yours sincerely

Hints: (For Academic Interest):

- Draw readers' attention with some catchy phrase.
- Outline your progress and the regular improvements made for the benefit of customers.
- Give news of the new product.
- State the features and utility of the new product.
- Express gratitude for patronage and request for its continuance.
- Request a trial order from customers

Obtaining of an Agency:

GOOD WILLTRADERS
Dealers in all types of Kitchenware
5, Station Road
Agra

August 20, 2005 Dear Sir(s)

Hitherto you had to place your orders for WONDER MELMOW ARE directly to the manufacturers in Mumbai. We are happy to announce that we have been appointed the sole distributing agent for WONDER MELMOW ARE for your city. We stock all varieties and you can now promptly get your requirements from us. We are enclosing a catalogue and the latest price list for your convenience. Your orders will receive our prompt attention. According to our agreement with the manufacturers, all orders are to be executed by them only through us. A discount of 10% will be offered for every order above Rs. 5,000.

We look forward to the first of your regular orders and so solicit your cooperation and patronage.

Yours faithfully

Hints: (For Academic Interest)

- Explain the need for taking the agency-increasing demand for the product, etc.
- Mention the area covered by the agency.

- State the features, prices, etc., of the goods.
- Inform that you can now execute the orders more promptly and can stock a wide variety of goods.
- Notify the customers that all orders are to be booked with you and not directly to the manufacturer.
- Offer special discounts, if any.
- Request trial orders and cooperation.

Change in partnership

GOOD WILL TRADERS

Dealers in all types of Kitchenware

5, Station Road

Agra

August 31, 2005

Dear customer

Your continued patronage has enabled us to expand our business throughout the State. In order to hand let he expanded business more efficiently we have admitted Mr. Ashok Gupta as partner. Mr Gupta has been associated as a sales executive in a large company manufacturing kitchenware for the last fifteen years. He has wide knowledge of kitchenware. Since our new partner brings a large capital the firm's finances will be strengthened. There will how ever be no change in the name or policy of the firm.

We thank you for your cooperation in the past and hope that you will continue your valuable patronage to the firm.

Yours faithfully

Hints (for academic interest)

- Main changes in a partnership consist of partner's admittance, retirement, or passing away, etc. These changes influence the capital and reputation of the firm and the confidence of the customers.
- Therefore, efforts should be made to win confidence by explaining how the change will improve the firm's position and what steps are being taken to prevent any loss of capital or efficiency.
- If a new partner is admitted, explain the reasons, e.g., expansion of business, need for additional capital and management talent, etc.
- Mention the special abilities and experience of the new partner.
- If the circular announces the retirement or death of a partner, express regrets at the loss of

the partner and appreciate his services to the firm.

- Assure the reader that there will be no change in the policy of the firm and its relations with the customers.
- Solicit the continued patronage of customers.

Change in the Constitution of the Firm

GOODWILL TRADERS

5, Station road, Agra

January 1, 2005

Dear patrons

Your cooperation has enabled us to grow. Because of the need for additional capital we have decided to convert our firm into a private limited company under the name.

Good will Traders & Co. Pvt. Ltd.

The company has five directors all of whom have subscribed to the share capital. Each one of them is an expert in production or marketing or finance.

Although the constitution of the firm has changed, we assure you that there will be no change in the policies and high service standards of our business.

We look forward to your cooperation and continued patron age as before.

Yours faithfully

Hints: (For Academic Interest)

- A firm's constitution is changed when it is amalgamated with other business or when it is converted into a company. While announcing such changes, the following points should be kept in view:
- State that the developments of business required more capital and managerial talent.
- Mention the new name under which the business will be carried on.
- Refer to the management of the proposed company, e.g., number of directors, their qualifications, etc.
- Assure that the change in the constitution will not change the firm's policy of serving the customers to their satisfaction.
- Request the customers to continue extending their patronage in future.

Price Reduction or Clearance Sale:

GOODWILL TRADERS

5, Station road Agra

October 4, 2005 Dear Sir(s)

On the eve of Diwali we have planned for you a grand clearance sale of our stocks. Prices have been marked down by 25% to 50% for almost all items. The sale starts on the 25th October and the offer is open till 5th November.

Hurry up! There is a Double Advantage. On our purchases worth Rs. 100 or more you get a lucky draw coupon. The lucky draw will be held on 13th November and you can win anything from a time piece to a TV.

We welcome you between 10AM and 7PM. Without any lunch-break, for your convenience. In view of the great rush, please avoid bringing children and carry bags.

Yours faithfully

Hints: (For Academic Interest)

- Mention the date of commencement of the reduction sale. Also state the period for which the special sale is open.
- Give the reasons for the reduction sale.
- Give special timing, if any, for there duction sale.
- Suggest that the customer should pay a visit to the store at the earliest to get advantage of the sale.

Review Questions

- What benefit do circular letters offer?
- Compose a newsletter detailing your products' seasonal discounts.
- Compose a letter requesting a rise in your product's pricing.
- Compose a circular letter announcing the city of Beijing's opening.
- Write a Circular Letter on Annual Stock Clearance
- Swagruha foods have shifted their premises to a new and bigger one. Draft a circular letter announcing the change of address.
- Mass production is the merit as well as the defect of circular letters. Explain
- What is notice writing.
- Format of Notice Writing.
- Important Points to Remember while writing a notice.

Unit7

Literary Appreciation-Prose and Poetry

Contents

- Objectives
- Prose
- Poetry
- Review Questions

Objectives

After studying this chapter, you will be able to:

- Explanation Prose
- Define Poetry

Prose

Prose is a natural-sounding communication method that follows grammar rules. Verse, or poetry, is the reverse of prose since it uses a rhythmic pattern that is not similar to that of spoken language. However, some poetry—referred to as "prose poetry"—uses prose-like features while including poetic devices like the juxtaposition of disparate images, high metaphoric frequency, and intensified emotional content. Prose is used in most writing and speech, including academic work, journalism, short stories, novels, and everyday interactions.

Examples

Prose is derived from the Latin word *prosa*, which means "direct." Prose does not have a formal metrical pattern and can be spoken or written. It is essentially spoken language, or everyday speech.

Prose in Nonfiction

Examples of prose from nonfiction sources, including history books, encyclopedias, magazines, and newspapers, are as follows:

Iron ore, sugar, orange juice, soybeans, and sugar are a few of Brazil's exports. The fastest terrestrial mammal is the cheetah.

Tomorrow, there's a six percent probability of experiencing snow with temperatures reaching around 34 degrees. Michael J. Fox and Tracy Pollen got married in 1988. In 1990, Rome had a population of 3,500,000, which was significantly larger compared to its 1900 population of 600,000. The planets comprising our solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Families often establish a family trust as a means to transfer assets to their children and other beneficiaries.

Prose in Novels

The following are some instances of prose found in novels:

"Call me Ishmael," says Herman Melville's Moby Dick.

All happy families are the same, and all sad families are different. In Leo Tolstoy's "Anna Karenina," April gleamed with a chilly brilliance, and the clocks chimed thirteen. George Orwell, in "1984," described the era as characterized by a blend of sagacity and foolishness, representing both the pinnacle of times.

Author: Charles Dickens; A Tale of Two Cities

These chapters have to demonstrate whether or not I end up becoming the hero of my own story, or if someone else will take that place. Charles Dickens' David Copperfield

You had better never tell anyone outside of God. The Violet Shade

Prose in Plays

Examples of professionals that feature in plays include as follows: Everyone is a player, and the stage is the entire world."How You Feel" – Shakespeare Money does not necessarily equate to old age. Tennessee Williams, in "Cat on a Hot Tin Roof," suggests that youth isn't necessarily contingent on possessing it. Additionally, the sentiment expressed, akin to adoring a stone yet feeling its weight like an anchor around one's neck, evokes a sense of being tethered, unable to navigate without it. "The Orchard," by Anton Chekhov

A hobbit dwelt in a hole in the ground. - Tolkien, J. R. R. "The Hobbit"

One should always show kindness to those who don't seem to care."Dorian Gray's Picture" - Oscar Wilde

Prose in Speeches

Here are some samples of persuasive speeches:

The marriage laws need to undergo a comprehensive overhaul, and eliminating the current ones from the books would be a great place to start. - Shirley Chisholm

Nelson Mandela, in his wisdom, conveyed that the journey to freedom is often far from straight

forward. Before attaining our highest goals, many of us must traverse through challenging and perilous valleys, akin to the shadow of death.

Great people are the impoverished. They have so much lovely knowledge to impart to us. - Mama Teresa

I have nothing to give this House except blood, sweat, tears, and toil, as I have stated to ministers who have joined this government. - The late Sir Winston Churchill

Now, the world is very different. Forman has the ability to eradicate all forms of human life and poverty in his mortal hands. - Kennedy, John Fitzgerald

Prose in Movies

Here are some examples of movie prose:

Mom used to say that life was like a box of chocolates. You never know what to expect.- Grumpy Forrest

In this room, my father taught me a lot of things. "Keep your enemies close, but your friends close," he advised me. - Part II of The Godfather

Aid me, Obi-Wan Kenobi, my lone hope.-Star Wars: Episode IV

the good Lord would not have created roller skates if he had intended for us to walk. -The 1971 film, Willy Wonka and the Chocolate Factory

In "Toy Story," there's the iconic scene where Buzz Light-year is confronted with the reality of his identity as a toy, not the actual space ranger he believed himself to be. In "Men in Black," the character exudes confidence, remarking on how effortlessly he carries out his tasks. Lastly, in "E.T. the Extra-Terrestrial," the plot revolves around assisting an alien in returning to his spacecraft.

Prose in Comedy

In the realm of comedy, prose often employs witty observations and clever wordplay. Consider these humorous insights: Erma Bombeck humorously advises against exceeding the number of children one has with the number of windows in their car. Allen Wood jests that, even if fleetingly, affluence surpasses destitution. Steve Martin quips about the comedic value of finding order in chaos, contrasting it with the absurdity of chaos amidst chaos. Lucille Ball comically remarks on the newfound frequency of encounters with children once they've moved out.

I don't joke around.- Will Rogers "I just watch the government and report the facts." Aman discovers something that he cannot learn any other way when he takes a cat by the tail. - Author Mark Twain As you can see, there are instances of prose across a wide variety of literature and amusement.

Poetry

Poetry is a form of literature characterized by the deliberate selection and arrangement of words to evoke meaning, sound, and rhythm, aiming to evoke a focused imaginative awareness or emotional response. It holds a rich historical tradition, often intertwined with religion, and may even be considered the original or primary form of language under certain criteria. This article seeks to offer a comprehensive exploration of various aspects of poetry and poetic thought, recognizing them as unique mental processes. While not exhaustive in covering every cultural or regional nuance, the page presents examples ranging from simple nursery rhymes to epic works. Key topics addressed include the concept of form in poetry, the challenge of defining it, humanity's innate familiarity with it, the distinctions between poetry and prose, poetry as a mode of thinking, and the elusive nature of capturing the essence of poetry within prose.

Attempts to define poetry

The other use of language is in poetry. Maybe in the distant past, prose was the more recent and derivative form of language, and perhaps it was the only method to use language altogether. It's commonly believed that language and poetry originated in early agricultural cultures' rituals. Poetry, in particular, is said to have originated as magical spells that were chanted to guarantee a bountiful crop. Irrespective of the validity of this theory, it overlooks a crucial differentiation: when a discernible category of items labeled as poems begins to emerge and gains recognition, these items are no longer prized primarily for any hypothetical agricultural benefits they might offer. Instead, any perceived magical qualities they possess transition from directly influencing the natural world to impacting the human spirit. Formally, poetry stands out due to its heavier dependence on a single structural element, namely the line, compared to other literary forms.

Maybe everything needed to overcome the temptation of a definition Poetry is the way it is because of the way it appears, the way it sounds, and the way it looks.

Literary/Poetic Terms allegory: Because its events, activities, people, settings, and objects symbolize unique abstractions or ideas, an explanation or description is typically limited to a single meaning.

alliteration: repetition of the same consonant sounds in nearby words.

allusion: a succinct allusion to a figure, location, object, occasion, or notion from literature or history.

anagrams: words formed by combining the letters of other words, like "read" and "dare." Anapest is a poem that consists of two unstressed and one stressed syllable.

Apostrophe is a rhetorical device where the speaker directly addresses either an absent individual or an inanimate object incapable of understanding. Assonance refers to the repetition of similar vowel sounds in neighboring words.

Ballad a song that is passed down orally from generation to generation, conveys a tale, and is

eventually recorded. Typically, ballads are dramatic, concise, and impersonal narratives. ballad
stanza: a quatrain is a four-line stanza with eight and six syllable lines that alternate. Usually, there is rhyme only in the second and fourth lines (a pattern of ABCB). Unrhymed iambic pentameter in blank verse

carpediem: A prominent literary topic, particularly in lyric poetry, that highlights the fleeting nature of life and encourages people to make the most of their current pleasures is "seize the day." A caesura is a pause that occurs in a poetic line.

clichés: concepts or phrases that have grown stale due to excessive usage.

colloquially: in a conversational style that can involve use slang terms that are not generally accepted in society.

connotations: connections and inferences that stem from context and extend beyond a word's formal definitions.

consonance. a distinct vowel sound preceding the same consonant sound (home, same; worth, breath; prize, daffy, etc.). a dominant metaphor that permeates the whole piece and establishes its structure or character. conventional symbol: an item that is widely recognized to symbolize specific concepts (roses, laurels, spring, the moon, etc.). Cosmic irony is when a writer utilizes fate, God, or destiny to undermine a character's aspirations or those of humanity as a whole.

couplet: two lines that usually rhyme and have the same meter.

dactyl: a foot of poetry going from one stressed to two unstressed syllables.

denotations: literal, dictionary meanings of a word.

dialect: Regional dialect is a form of informal diction specific to identifiable groups based on factors like geographic location, economic status, or social class. Diction refers to the selection of words used in communication.

Didactic poetry is a form of verse crafted to impart ethical, moral, or religious teachings. Diameter denotes a poetic line comprising two metrical feet. Doggerel refers to verses characterized by clichéd subject matter and a rhythm that feels heavy-handed and monotonous. Dramatic irony involves a situation where the audience or reader possesses knowledge that contrasts with what a character believes or expresses.

monologue: a kind of poetry where the speaker, a character, speaks to a silent audience in a way that unwittingly reveals a facet of their nature or disposition. An elegy is a somber, reflective lyric poem that is composed in memory of a deceased person and typically ends with a consolation. May also allude to a somber poetry written in contemplation to convey the speaker's depressing ideas. Rhyme that ends lines is known as end rhyme. An end-stopped line is one that pauses at the end.

English (Shakespearean) sonnet composed of a couplet and three quatrains that rhyme with "abab"

and "cdcdefeg." enjambment: a transition from one line to the next. epic: an extended narrative poem on a somber theme that records valiant acts and significant occasions.

epigram: a concise, sharp, and humorous poetry without a set format. They are frequently well-crafted passages of compressed sarcasm, satire, or paradox that rhyme.

extended metaphor: a thorough comparison where each section of the poem is made up of strands of connected metaphors.

eye rhyme: Words with similar spellings but distinct pronunciations (such as bough and cough, or brow and blow) are examples.

exact rhymes: Talk about the stressed vowel sounds and any subsequent sounds that come after it.

falling meters: shift from stressed to unstressed sounds (dactylic and trochaic).

feminine ending: a sentence having an unstressed final syllable.

feminine rhyme: a hyper stressed syllable, one or more hyper stressed unstressed syllables (such as "butter," "clutter," "gratitude," "attitude," "quivering," and "shivering").

figures of speech: a means of expressing one idea in relation to another. techniques for employing language that go beyond a word's literal, denotative meaning in order to imply other interpretations or outcomes. fixed form: a poetry that adheres to a predetermined structure.

foot: the metric unit used to measure a poem's line. Typically, a foot has one stressed syllable and one or two unstressed syllables. form: a poem's general organization or form.

formal diction: dignified, detached, and formal linguistic use.

found poem: an unintended poem found in a non-poetic environment, like a news article, conversation, or commercial

free verse (verslibre): Also known as open-form poetry, free verse is distinguished by its departure from established patterns of meter, rhyme, and stanza structure. It often relies on elements such as natural speech patterns, grammar, emphasis, and pauses for line breaks, typically lacking rhyme. Haiku, borrowed from Japanese tradition, is a style of lyric poetry known for presenting intense emotions or vivid images of nature within a concise structure.

Negative syllables are those which are omitted or unstressed in a line of poetry. Heptameter describes a line containing seven metrical feet.

heroic couplet: a couplet using rhyme diambicpenta meter. hexameter: line containing six metrical feet. Iambic is a poetic foot characterized by an unstressed syllable followed by a stressed syllable, commonly used in English poetry. An image is a linguistic device, often a simile or metaphor, that stimulates the senses and creates mental pictures of sensory experiences. A sophisticated analogy in which the terms being compared are not mentioned directly is called an implied metaphor. Informal

diction captures vocabulary that is frequently used in casual conversations, including simple, common terms as well as idiomatic expressions, contractions, and slang. Internal rhyming occurs when a rhymed word appears in the same line as another. Irony is a literary method that shows a world that is not what it initially appears to be by using seemingly incongruous concepts or circumstances. An Italian sonnet is also known as a Petrarchan sonnet, and it has two sections. The latter six lines, known as the sestet, may rhyme with cdecde, cdcdcd, or cdccdc, but the opening eight lines, known as the octave, rhyme with abbaabba.

The sestet often comments on or addresses a situation, attitude, or issue presented in the octave. Jargon is a specialized language used within a particular trade or profession. Limericks are a playful, structured poetic form typically consisting of five lines with the rhyme scheme aabba; lines 1, 2, and 5 have three feet, while lines 3 and 4 have two feet. They cover a wide range of topics, from the absurd to the vulgar. A line in poetry refers to a string of characters printed on a page as a single unit, and line lengths are often determined by the number of feet they include.

literary ballad: a narrative poem that intentionally mimics the vocabulary, structure, and tone of a classic ballad.

A scene, character, event, object, term, or anything else in a work that hints at further meanings while maintaining its literal value is referred to as a literary or contextual symbol. Lyric poetry is a form of popular poetry that articulates the thoughts and emotions of a single speaker. While the speaker is occasionally left unspecified, lyric poetry is typically written in the first person.

conveys a subjective feeling, thought, or mood. Frequently, but not invariably, about love or loss.

masculine ending: a sentence with a stressed final syllable. manly rhyme: the rhyming pair of words

metaphor: like a simile, makes a comparison between two unlike things, but does so implicitly, without words such as like or as.

meter: the rhythmic pattern of stresses recurring in a poem.

metonymy: something closely associated with a subject is substituted for it.

middle diction: language used by most educated people.

monometer: line of one metrical foot.

A narrative poem is a poetic form that tells a story, which can vary in length from short to extensive. Near rhyme, also known as off rhyme, slant rhyme, or approximate rhyme, occurs when sounds in words are almost but not exactly alike. Octameter refers to a line in poetry containing eight metrical feet.

Node: a relatively lengthy lyric poem that often expresses lofty emotions in a dignified style. Odes are characterized by a serious topic, such as truth, art, freedom, justice, or the meaning of life; their tone tends to be formal. There is no prescribed pattern that defines an ode.

onomatopoeia: the application of a word (such as quack, buzz, rattle, bang, squeak, bowwow, burp, choo-choo, etc.) that is similar to the sound it represents. Free verse is also known as open form.

overstatement/ hyperbole: exaggeration or overstatement used for an effect.

oxymoron: a shortened version of a paradox that combines two opposing terms (e.g., military intelligence, government efficiency, etc.). a paradox is a claim that, although at first glance seeming contradictory, actually makes sense.

Paraphrase A prose restatement rephrases the essential concepts of a poem so that the reader can better grasp it in common English. A parody is a humorous copy of another work, usually one that is serious. In order to ridicule the original work's subject matter, parodists imitate its tone, vocabulary, and structure, making it seem ridiculous. Parodies can also be used to expose the flaws in the source material and act as a kind of literary critique. A poetic line with five metrical feet is referred to as being in pentameter. A persona is a made-up speaker that the poet uses in a poem to express their ideas, emotions, or experiences.

Personification: Personification is the act of attributing human characteristics to nonhuman entities. A picture poem, a form of open-form poetry, involves arranging lines to create a specific shape on the page, with the shape representing the subject of the poem, thereby visually embodying what the poem describes. Poetic diction refers to the use of elevated or formal language over ordinary speech in poetry.

Prosody The totality of metrical components in a poem collectively constitutes its prosody. A pun is a clever play on words, often exploiting multiple meanings or phonetic similarities between words. A quatrain is a stanza consisting of four lines, prevalent in English poetry, with flexibility in meter and rhyme schemes. Rhyme occurs when two or more words or phrases share identical sounds. Rhyme scheme refers to the pattern of end rhymes within a poem. Rhythm denotes the rhythmic pattern created by the alternation of stressed and unstressed sounds in a poem. **Rising meters:** move from unstressed to stressed sounds (iambic and anapestic).

A run-on line continues its meaning into the following line without pausing at the end. Satire is a literary device that exposes or corrects foolishness or sin by making fun of it. To ascertain a line's metrical pattern, scansion entails measuring the stresses within it. Sentimentality manipulates the reader by causing them to react more strongly than the circumstances require. Thirty-nine lines make up a sestina, which is further broken into six stanzas of six lines each and an emissary, the final three lines. The first stanza's six words at the end of each line are repeated in each of the other five six-line stanzas.

A simile is a figure of speech in which two things are explicitly compared with the use of terms like "like," "as," "than," "appears," or "seems." When there is a difference between what is anticipated and what really happens because of circumstances beyond human comprehension or control, situational irony arises.

A sonnet is a fourteen-line form of organized lyric poetry. It typically rhymes with many subjects and is written in iambic pentameter.

speaker: the voice used by the author in the poem. Often a create did entity rather than the author's actual self.

spondee: a foot of poetry comprising two stressed syllables, and used for variety or emphasis.

stanza: a grouping of lines, set off by a space, that usually has a set pattern of meter and rhyme.

stockresponses: predictable, conventional reactions to language, characters, symbols, or situations (e.g. God, heaven, the flag, motherhood, hearts, puppies and peace).

Stress (or accent): places more emphasis on one syllable than on another.

symbol: something that represents something else.

synecdoche: a figure of speech in which part of something is used to signify the whole.

syntax: the order in go words in to meaningful verbal patterns.

tercet: a three-line stanza.

terzarima: an interlocking three-line rhyme scheme: aba, bcb, cdc, ded, etc. Tetrameter refers to a line in poetry that contains four metrical feet. A theme is the central idea or underlying meaning explored in a literary work.

tone: the author's attitude toward the subject; the mood created by all the elements in the poem.

trimeter: line containing three metrical feet.

triplet: when all three lines of at erect rhyme.

trochee: a foot of poetry going from one stressed to one unstressed syllable.

Understatement: Litotes is the antithesis of exaggeration. It's a figure of speech where a negative is stated to give the impression of a positive in order to highlight a point. In verbal irony, one says something while implying something else entirely. A villanelle is a type of poetry that has nineteen lines, five tercets, and a final quatrain. The beginning tercet's first and third lines rhyme, and this pattern is carried over into the next tercet and the last quatrain. Throughout the poem, lines 1 and 3 are repeated using a certain arrangement.

Review Questions

- What is Prose
- What is Poetry
- Define the Prose in Nonfiction
- Define the Prose in Novels
- Define the Prose in Plays
- Define the Prose in Speeches
- Prose in Movies
- Define the Prose in Comedy
- Define the Attempts to define poetry
- Define the Literary/Poetic Terms

Unit 8

Précis writing and Report writing

Contents

Goals: Objectives

Precise Writing

Reports: Writing

Objectives

After studying this chapter, you will be able to:

- Discuss the Precise Writing
- Define Writing reports

Precis Writing What is a Precis ?

A précis functions akin to a condensed portrayal of the original text, capturing its fundamental points while preserving the author's mood and tone. It's crucial to abstain from injecting personal interpretation or commentary into the précis, striving instead to echo the original author's voice and viewpoints faithfully. Regarding writing style, clarity and effectiveness are paramount; concise, flawless diction is essential, eschewing verbosity. The coherence of the ideas presented is paramount, achievable through precision and conciseness. Excessive verbosity or meandering digressions have no place in précis writing; instead, transitions between points should flow seamlessly to ensure logical presentation. It's imperative that the précis remains sensible and logically structured.

In understanding what a précis is not, it's crucial to acknowledge the following distinctions:

- It is not merely a summary of the passage.
- It is not merely an abstract of the passage.
- It is not an outline of the passage.
- It is not simply a selection of important sentences from the passage.
- It is not a compilation of disjointed facts and statements.

Purpose of Precise Writing:

Precise writing serves as a dual skill set, emphasizing astute reading and precise, articulate writing. It involves meticulous scrutiny of every idea, word choice, and structural arrangement in both the original text and the précis. Through this process, it ruthlessly exposes any superfluous verbosity or weak construction in the author's work. The objective is to refine our writing style, enhance our sense

of proportion and emphasis, and deepen our understanding of word nuances and authorial perspectives.

Key Features of a Well-Crafted Precis:

- Clarity, brevity, and precision are its hallmarks.
- It necessitates originality, eschewing direct lifting from the source text.
- It acts as a condensed version of the original passage.
- Logical sequencing and seamless cohesion are imperative.
- Coherence is maintained through the use of appropriate linking devices.
- It adheres to the original order of ideas.
- It includes a concise title.
- It is presented in reported speech.
- It refrains from introducing extraneous details absent in the original text.

Preparatory Steps for Precis Writing:

- Abstracting involves condensing essential thoughts into simplified sentences, emphasizing the ability to discern key facts.
- Paraphrasing entails restating complex passages in straightforward language while preserving the original meaning.
- Precis writing combines paraphrasing with conciseness, ensuring the retention of the original meaning without unnecessary elaboration.
- Precision is emphasized, with words substituting for phrases and clauses where possible.
- Proper punctuation, particularly the use of colons and semicolons, aids in precis clarity.
- Third-person indirect speech and past tense usage are standard in precis composition.
- Precis titles should be straightforward and factual, avoiding overly imaginative language.

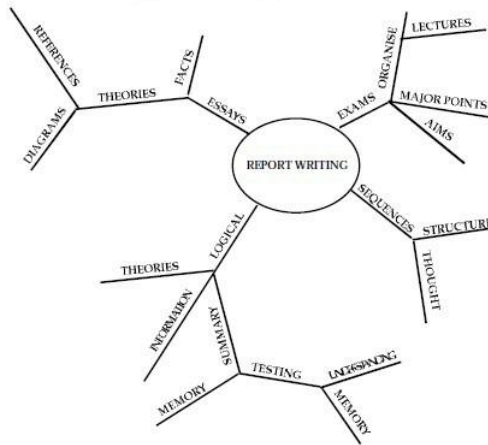
Approach to Precis Writing:

- Carefully read the original text to grasp its meaning.
- Identify and underscore essential facts during subsequent readings, discarding non-essential details.
- Confirm that the underlined selections effectively convey the main ideas.
- Write a draft summary from memory, ensuring logical order and clear expression.
- Review the draft for conciseness, substituting lengthy phrases with succinct alternatives.
- Express the essential points clearly while retaining the original essence.
- Strive for impartiality in presenting the author's sentiments, irrespective of personal agreement.

- Revise the final copy for clarity, correctness, and neatness.

Report Writing:

Report writing entails formal, detailed exploration of a topic, maintaining a formal tone throughout. Understanding the target audience is crucial, as reports vary depending on the context, such as school events or business cases. Various types of reports exist, each tailored to specific purposes, highlighting the importance of selecting the appropriate format. The report writing process involves several stages, including clarifying terms of reference, planning, information collection, organization, drafting, and revision. Effective planning and organization ensure the clarity and coherence of the final report, while meticulous attention to detail enhances its overall effectiveness.



Structuring your report

Title Page: The title page must present specific details regarding the subject matter of the report, comprising the title, author's name, module, course, and date.

Acknowledgements: It is essential to acknowledge any support received in gathering information for the report, such as assistance from librarians, technicians, or staff at the computer center.

Contents: Enumerate all primary sections of the report in sequential order with their respective page numbers. Additionally, if the report incorporates charts, diagrams, or tables, create a separate listing titled "List of Illustrations" that includes these elements along with their corresponding page numbers.

Abstract or Summary: A brief paragraph summarizing the report's main contents should be included. It should outline the main task, methods used, conclusions reached, and any recommendations. This section should be concise, informative, and written independently after completing the report.

Introduction: Provide context and scope for the report, including terms of reference. Clearly state objectives, define report limits, outline the inquiry method, provide a brief background on the report's subject, and indicate proposed development.

Methodology: Detail how the inquiry was conducted. Describe the form of the inquiry, whether through interviews, questionnaires, data collection methods, or measurements. Present this information logically and succinctly.

Results or Findings: Communicate findings clearly and directly to aid understanding. Employ diverse methods, such as tables, graphs, pie charts, bar charts, and diagrams, to present results effectively.

Illustration Checklist: Verify that all diagrams and illustrations are labeled and titled clearly. Ensure a clear correlation between text and diagrams, and maintain precision in headings. Clearly label graph axes, and make tables easily understandable. When incorporating illustrations or tables from published sources, adhere strictly to copyright laws.

Discussion: Analyze and interpret results, explaining their significance based on collected information. Identify important issues, suggest explanations for findings, and present a balanced view while outlining encountered problems.

Conclusions and Recommendations: Summarize the main issues without introducing new information. Recommendations can be listed separately or included with the conclusions for clarity.

References

It is important that you give precise details of all the work by other authors which has been referred to within the report. Details should include:

- author's name and initials
- date of publication
- title of the book, paper or journal
- publisher
- place of publication
- page numbers
- details of the journal volume in which the article has appeared.

References should be listed in alphabetical order of the authors' names. Make sure that your references are accurate and comprehensive.

Appendices

An appendix serves as a repository for supplementary information related to the report, though not indispensable to its core findings. While accessible for interested readers, the report's essential message should not rely on this additional material. Examples of content suitable for inclusion in an appendix include interview questions, statistical data, a glossary of terms, or any other relevant but non-essential information.

Writing Style:

When crafting your report, consider the following stylistic points:

Active or Passive Voice? Your instructor can advise on whether the report should adopt an active or passive voice. The active voice is direct and concise, as in "I recommend..." whereas the passive voice is more formal, such as "It is recommended that..." While the active voice lends itself to short, impactful sentences, the passive voice conveys a sense of formality and thoughtfulness. Be mindful of these distinctions and maintain consistency, avoiding mixing the two voices within the report.

Simplicity: Written reports should steer clear of overly complex language. If a report aims to persuade, inform concisely, or justify, its message needs to be straightforward. Additionally, the presentation of factual data should avoid being overwhelmed by long, sophisticated sentences. Unnecessary jargon should be avoided as it can confuse even well-informed readers. Ensure that any abbreviations used are standardized; authors sometimes create their own jargon to simplify writing, but this can confuse readers.

Use of Language: Reports should generally refrain from using subjective language. For instance, describing a color change as going "from stunning green to beautiful blue" imposes personal values onto a measurable outcome. What constitutes "beautiful" to the writer may not be the same for the reader. Such subjective language often doesn't belong in the objective realm of report writing.

Layout: Most reports follow a progressive numbering system, commonly known as the decimal notation system. Main sections are assigned single Arabic numbers - 1, 2, 3, and so forth. Sub-sections are then given decimal numbers - 1.1, 1.2, 1.3, and so on. Sub-sections can be further divided into - 1.11, 1.12, 1.13, and so forth. An example structure would resemble the following: Presentation: To ensure your report is easily readable, consider the following suggestions:

- Leave ample margins for binding and feedback.
- Keep paragraphs brief and to the point.
- Use clear headings, either bolded or underlined.
- Label and number all diagrams and illustrations.
- Include a glossary at the end for standard units, measurements, and technical terms.

Redrafting and Reviewing: After completing the initial draft of your report, it's crucial to review it thoroughly. If time allows, set it aside for a day to gain a fresh perspective. This break will help you assess your work more objectively. Evaluate your report in terms of structure, content, and style, focusing on clarity and precision. Utilize a report writing checklist to ensure completeness and accuracy. Consider conducting a formal assessment, using self-assessment sections to draft evaluation criteria and gauge your work.

Review Questions

Writing a Précis of a given passage.

Beneath our feet lies a formidable adversary, indifferent to national borders or political affiliations. It threatens every corner of the globe without discrimination. This adversary is the Earth itself. When earthquakes occur, the world quakes in response. Their power surpasses human capabilities. Yet, today, scientists are diligently exploring methods to mitigate their destructive impact. There's hope that mankind may soon discover means to defend against earthquakes.

Earthquakes strike suddenly and with immense force. In urban areas, they unleash widespread destruction comparable to primitive villages. Gas lines rupture, triggering explosions and fires. Underground transportation systems collapse, buildings crumble, and infrastructure fails catastrophically. In coastal regions, tsunamis surge inland, while mountainous areas experience avalanches cascading into valleys.

Reflecting on past disasters, the devastation is evident. The 1755 Lisbon earthquake razed the city and claimed 450 lives. In 1970, Peru suffered 50,000 casualties from an earthquake. A particularly potent tremor occurred in Alaska in 1968, although its impact was mitigated by the region's sparse population. Nonetheless, it was one of the most powerful earthquakes recorded, shifting the entire state approximately 80 feet westward into the Pacific Ocean. Such seismic forces pose a daunting challenge to scientists.

Their task is daunting as they grapple with incomprehensible forces. The best strategy lies in predicting where earthquakes will occur and implementing precautionary measures to safeguard lives and property. While humanity may not be able to resist these forces directly, proactive measures can minimize their impact.

Drawing from the provided paragraph, we can formulate the following theme sentences for the four paragraphs:

- The formidable threat posed by earthquakes to human civilization.
- A broad overview of the devastation typically wrought by earthquakes.
- A closer examination of the specific types of damage inflicted by earthquakes.
- Exploring the potential role of scientists in mitigating the impact of earthquakes.
- .Explain Method of Précis.
- What is writing reports?
- Explain Different types of reports.
- Explain Stages in report writing.
- Explain Style of writing.
- Redrafting and checking

Unit 9

Essay

Contents

Objectives
Types of Essays: End the Confusion
Discursive essay
Practical exercises on the topic Discursive essay
Formal style
Beginning and ending discursive essays
Useful Tips for Discursive Essays
Rules of Formal Essay Writing
Brief Overview of the 10 Essay Writing Steps
Review Questions

Objectives

After studying this chapter, you will be able to:

- Discuss the essay
- Define Discursive essay

Types of Essays: End the Confusion Essay

An essay typically serves as a concise expression of the author's viewpoint or narrative. It's frequently likened to a story, paper, or article. While essays can adopt a formal or informal tone, formal ones tend to delve into scholarly subjects, whereas informal essays are more personal and may incorporate humor.

Types of Essays

The choice of essay type is contingent upon the writer's intended message for their audience.

Generally, there are four main categories of essays to consider.

Narrative Essays: In narrative essays, the writer recounts events or stories in the first person, aiming to immerse the reader in the experience as if they were present themselves. To achieve this, vivid and detailed descriptions are crucial, adhering to the principle of "show, don't tell." This approach invites the reader to actively engage with the narrative, enhancing its realism and impact.

Descriptive Essays In this type of essay, the author depicts a place, object, event, or memory, aiming not merely to state facts but to vividly depict it through language. An effective technique is to engage the reader's senses, not limited to sight but also incorporating smell, touch, sound, and more. A well-executed descriptive essay immerses the reader in the writer's emotions, allowing them to experience

the moment alongside the author.

Expository Essays In an expository essay, the writer provides an objective examination of a topic, requiring in-depth knowledge of the subject matter. Emotions and personal feelings have no place in this type of essay, as it relies solely on factual information, statistics, and examples. Subcategories include contrast essays, cause and effect essays, among others.

Persuasive Essays In this case, the essay's goal is to persuade the reader to agree with your position. In addition to presenting factual information, a persuasive essay seeks to convince the reader of the writer's viewpoint.

These essays must provide arguments on all sides of the issue. Ultimately, nevertheless, the goal is to convince the audience that the author's position is stronger.

Discursive essay

A discursive essay is a type of formal writing where the writer explores a particular topic, circumstance, or challenge. Three main categories of discursive essays exist:

- **For and Against Essays:** These essays discuss the benefits and drawbacks of a specific issue or issue, as well as arguments for and against the topic at hand. There should be reasons, examples, or justifications for every claim made. Save the author's personal viewpoint until the last paragraph.
- **Opinion Essays:** Here, the author explicitly states their personal perspective on the subject and supports it with arguments and examples. Before the conclusion, there should be a separate paragraph addressing the opposing position and a response outlining its flaws. The writer's viewpoint ought to be presented in the opening and reiterated in the closing.
- **Essays Suggesting Solutions to Problems:** These essays analyze the problems associated with a specific issue or situation and propose potential solutions, along with their anticipated outcomes or repercussions. The writer's opinion may be subtly implied in the introduction and/or conclusion.

A well-structured discursive essay typically includes:

- An introductory paragraph that clearly introduces the topic.
- A main body with separate paragraphs for each point, each containing a clear topic sentence summarizing the paragraph's contents, followed by justifications, explanations, or examples.
- In the final paragraph, the essay should recapitulate the key arguments, reiterate the writer's viewpoint, and/or provide a balanced reflection on the topic.
- Top of Form
- Bottom of Form
- Additional considerations for writing a discursive essay include:

- Presenting each point in a separate paragraph with a clear topic sentence.
- Incorporating well-known quotations, rhetorical questions, or thought-provoking statements to enhance the composition's interest.
- Making a list of points before beginning to write.
- Avoiding informal language or very strong expressions.
- Using appropriate linking words/phrases to connect paragraphs and sentences effectively.

Topic sentence

Nonetheless, a lot of people favor apartment living since they feel safer there.

Justification

People are reluctant to reside in houses because they feel more susceptible to burglars and other criminals as a result of rising crime rates. As a result, they value the sense of security that comes with living close to other apartments.

Practical exercises on the topic Discursive essay

Certainly! Here are the essay plans for the two types of discursive essays:

For and Against Essay Plan:

- **Introduction:** Introduce the subject without expressing personal views.
- **Primary Body:** Sections Two to three: Present justifications, arguments, or examples in favor of the topic.
- **Paragraphs 4-5:** Provide rebuttals, explanations, or counterarguments, along with illustrations or further arguments.
- **Conclusion:** Offer a reasoned analysis or viewpoint, summarizing the main points discussed.

Opinion Essay Outline:

- Introduction:
- **Paragraph 1:** Introduce the topic and declare your stance.
- **Main Body:**
- **Paragraphs 2 - 4:** Present various perspectives supported by reasons or illustrations.
- **Paragraph 5:** Introduce an opposing viewpoint and provide a supporting reason or example.
- **Conclusion:**
- **Final Paragraph:** Recapitulate your opinion or provide a restatement

These plans outline the structure and content of each type of discursive essay, guiding writers through the process of presenting arguments and viewpoints effectively.

First Paragraph of the Introduction: Begin by describing the issue at hand, including any underlying causes or potential effects associated with it.

Primary Body Paragraphs 2–5: Offer recommendations for addressing the issue and discuss the potential outcomes of implementing these recommendations.

In Summary: Conclude by summarizing your thoughts on the issue and the proposed solutions, reinforcing the importance of addressing it effectively.

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describe the issue along with any causes or effects.

Main body Paragraphs

2–5: Recommendations and outcomes

In summary conclude by summarizing your thoughts.

Let's categorize each essay theme and then select two to outline points for each:

- “Animals should be treated with the same respect as humans.” Do you agree with this view?
- Type of Essay: Opinion Essay
- “The generation gap is one which cannot be bridged.” Discuss. - Type of Essay: For and Against Essay
- For and Against Essay: "Equality for Women and Military Service"

In the pursuit of gender equality, a contentious issue often arises: should women be required to participate in military service? Advocates argue that equality necessitates equal obligations and opportunities, while opponents raise concerns about physical capabilities and potential risks. This essay will explore both perspectives on the matter.

On one hand, proponents argue that equality mandates equal responsibilities. In many countries, men are obliged to serve in the military, often facing combat roles and potential dangers. Denying women this obligation perpetuates gender disparities and reinforces traditional gender roles. By requiring women to partake in military service, societies acknowledge their capabilities and contributions, fostering a more egalitarian society.

Furthermore, proponents argue that diversity in the military enhances its effectiveness. Women bring unique perspectives and skills that can complement those of their male counterparts. Inclusion

of women in all aspects of military service promotes a more comprehensive and balanced approach to defense and security.

However, opponents of compulsory military service for women raise valid concerns regarding physical capabilities and combat readiness. Biologically, men typically possess greater muscle mass and physical strength, which may be advantageous in certain combat situations. Integrating women into combat roles could compromise operational effectiveness and endanger both female soldiers and their male colleagues.

Moreover, opponents highlight logistical challenges and potential disruptions to military cohesion. Accommodating the needs of female soldiers, such as separate living quarters and facilities, could strain resources and undermine unit cohesion. In combat situations, where quick and decisive action is often paramount, such disruptions could have dire consequences.

In conclusion, the debate over whether women should be required to participate in military service is multifaceted and complex. While advocates emphasize the principles of equality and diversity, opponents raise valid concerns about physical capabilities and operational effectiveness. Ultimately, any decision regarding women's inclusion in military service must carefully balance these considerations to ensure both equality and military readiness.

Now, let's select two themes and outline points for each:

Theme ii. "The generation gap is one which cannot be bridged." Discuss. Points for For:

- Differences in values, beliefs, and upbringing between generations often create misunderstandings and conflicts.
- Rapid societal changes, such as technological advancements, widen the gap between older and younger generations.
- Points for Against:
- Despite differences, common ground can be found through open communication and understanding.
- Shared experiences and mutual respect can help bridge the generation gap.

Theme vii. "Fear and ignorance are the root causes of racial hatred." Explore this assertion and suggest potential solutions to counter racial prejudice. Fear of the unknown and ignorance about other cultures and races contribute to stereotypes and prejudices.

- Historical injustices and systemic inequalities fuel racial tensions and discrimination.

- Solutions:
- Promote education and awareness programs to combat ignorance and foster understanding of diverse cultures.
- Advocate for policies and initiatives that address systemic racism and promote equality and inclusivity in society.
- “Celebrities should be allowed to keep their private lives private, without the invasion of the media.” Discuss.
- “Fear and ignorance are the root causes of racial hatred.” Discuss this statement and offer some possible solutions to the problem of racial prejudice.
- “The motion picture industry is threatening to destroy culture and tradition.” Do you agree?
- “Too much money is spent on sport when it could be used to help the poor.” ..” What opinions do you have on this matter?
- What benefits and drawbacks come with our growing reliance on computer technology?
- Match the following beginnings 1-3 and endings A,B,C. Then, say which technique has been used in each. Refer to beginning and ending discursive essays.
- You might have a cozy home with all the conveniences in a tidy neighborhood. In a city where urban expansion has been allowed to spiral out of hand, you are probably not as fortunate. Many big cities are being practically destroyed by this issue, especially in developing nations, so a solution needs to be found quickly.
- I. The biblical phrase "an eye for an eye, a tooth for a tooth" refers to the death penalty, which is the taking of a criminal's life in retaliation for their actions. However, it is debatable whether the phrase's tidy balance is reflected in actual practice, and the topic of whether a person has the right to kill another under any circumstances is still up for debate.
- Although the majority of people concur that a woman can work as a heavy machinery operator and a guy can become a midwife, is this so-called tolerance actually being applied? Many indicators point to the fact that workers are still being evaluated on the basis of their gender rather than their abilities, and this is a problem that has to be addressed.

Overall, I hold the belief that cities grappling with challenges stemming from urban expansion could potentially resolve their issues with adequate financial backing. Regrettably, the likelihood of such support materializing appears slim, particularly in developing nations. Consequently, shouldn't we contemplate incentivizing individuals to relocate to rural areas, thus rebalancing population distributions?

Model A presents a well-structured argument with clear points supported by examples and quotes. It addresses the issue from various perspectives, providing a balanced view on the importance of money in life. Additionally, the use of a quote from Dr. F. S. Pearls adds depth to the argument and enhances

its credibility.

In contrast, Model B demonstrates a lack of coherence and clarity. It expresses a subjective viewpoint without providing substantial justification or evidence to bolster its claims. The assertion that "legalized murder, the ultimate crime" is emotionally charged and lacks depth, overlooking potential arguments in support of capital punishment. Moreover, the conclusion falls short of offering a comprehensive recapitulation of the argument presented.

To summarize, Model A surpasses Model B due to its structured argumentation supported by evidence and quotations, whereas Model B lacks coherence and fails to offer persuasive reasoning.