



KARPAGAM ACADEMY OF HIGHER EDUCATION

(Deemed to be University Established under Section 3 of UGC Act 1956)

Eachanari post, Coimbatore-641021. INDIA

FACULTY OF ENGINEERING

DEPARTMENT OF SCIENCE AND HUMANITIES

ENGLISH DIVISION

ACADEMIC YEAR 2015 - 2016

Subject Code: 16BECC102, 16BTCC102

Subject: COMMUNICATIVE ENGLISH I

Semester: I

LTPC 3 0 0 3

OBJECTIVES:

- To enable students to develop their basic communication skills.
- To help students acquire their ability to speak effectively in real life situations.
- To inculcate the habit of reading and to develop their effective reading skills.
- To ensure that students use dictionary to improve their active and passive vocabulary.
- To enable students to improve their lexical, grammatical and communicative competence.

INTENDED OUTCOMES:

Students undergoing this course will be able to

- Use English language for communication: written & spoken.
- Enrich comprehension and acquisition of speaking & writing ability.
- Gain confidence in using English language in real life situations.
- Improve word power: lexical, grammatical and communication competence.

Unit I

(9)

Listening – Types of listening - Listening to class reading - Video tapes/ Audio tapes. **Speaking** – Introduction on self - Introduction on one's friend. **Reading** - Reading for comprehension – Reading different kind of passages like descriptive, narrative, objective, conversational and argumentative. **Writing** – Formal and Informal letters- Free writing on any topic –My favorite place, hobbies, dreams, goals, etc- - To fill in different application forms. **Grammar** – Articles- WH questions –Yes/No Question - Subject Verb agreement. **Vocabulary** - Word Formation – Word expansion (Root word) - Prefix and Suffix.

Unit II

(10)

Listening – Understanding the passage in English –Pronunciation practice. **Speaking** – Asking and answering questions - Telephone etiquette. **Reading** – Critical reading – Finding key information in a given text (Skimming - Scanning). **Writing**– Coherence and cohesion in writing – Short paragraph writing – Writing short messages. **Grammar** – Parts of speech – Noun – Verb – Adjectives - Adverbs. **Vocabulary** – Compound Nouns/Adjectives – Irregular verbs.

Unit III

(10)

Listening – Listening for specific task – Fill in the gaps. **Speaking** – Phonemes – Syllables – Role play – Conversation Practice. **Reading** – Reading and Comprehension. **Writing** - Autobiographical writing – Biographical writing - Instruction writing. **Grammar** – Preposition –

Infinitive – Gerund – Tenses. **Vocabulary** – Foreign words used in English – British and American usage.

Unit IV (8)

Listening – Responding to questions – Reading in class for complete understanding and for better pronunciation. **Speaking** – Debate- Presentations in seminars. **Reading** – Making inference from the reading passage – Predicting the content of reading passages. **Writing** - Interpreting visual materials (tables, graphs, charts, etc) Letters to the Editor. **Grammar** – Sentence pattern – Voice (active and passive voice). **Vocabulary** – One word substitution.

Unit V (8)

Listening - Listening to different accents, speeches/presentations. **Speaking**- Extempore talk – Just-a-minute talk. **Reading**-Reading strategies–Intensive reading – Text analysis. **Writing** - Creative writing – Writing circulars and notices – Writing proposal. **Grammar** – Direct and Indirect speech – Conditional sentences - Auxiliary verbs. **Vocabulary** – Abbreviations & Acronyms.

Note: Students shall have hands on training in improving listening skill in the language laboratory @ 2 periods per each unit.

Total-45

TEXT BOOK:

| S. NO. | AUTHOR(S) NAME | TITLE OF THE BOOK | PUBLISHER | YEAR OF PUBLICATION |
|--------|--------------------------------------|--|--------------------|---------------------|
| 1 | Sangeeta Sharma , Meenakshi Raman | Technical Communication: Principles And Practice 2 nd Edition | OUP, New Delhi. | 2015 |

REFERENCES:

| S. NO. | AUTHOR(S) NAME | TITLE OF THE BOOK | PUBLISHER | YEAR OF PUBLICATION |
|--------|--|---|-------------------------------|---------------------|
| 1 | Lakshminarayanan, K.R. & Murugavel, T. | Communication Skills for Engineers | SCITECH Publications, Chennai | 2009 |
| 2 | Rizvi Ashraf, M | Effective Technical Communication | Tata McGraw-Hill, New Delhi. | 2007 |
| 3 | Rutherford Andrea, J. | Basic Communication Skills for Technology | Pearson Education, New Delhi. | 2006 |

WEBSITES:

www.learnerstv.com – Listening/ Speaking/ Presentation

www.usingenglish.com – Writing/ Grammar

www.englishclub.com – Vocabulary Enrichment/ Speaking

www.ispeakyouspeak.blogspot.com – Vocabulary Enrichment/ Speaking

www.teachertube.com – Writing Technically

www.Dictionary.com – Semantic / Grammar

KARPAGAM UNIVERSITY
FACULTY OF ENGINEERING
DEPARTMENT OF SCIENCE and HUMANITIES (ENGLISH)

LECTURE PLAN

Subject : COMMUNICATIVE ENGLISH I

Code : 16BECC102/16BTCC102

Class/Branch/Section : I BE/B Tech

Name of the Faculty : Mr. R. Ragupathi

| Sl. No | List of Topics | No. of Hours |
|-------------------|---|--------------|
| UNIT – I | Introduction, Types of Listening | 1 |
| | Listening to Class reading | 1 |
| | Reading for Comprehension | 1 |
| | Formal and Informal Letters | 1 |
| | Articles | 1 |
| | Question : Wh and Yes or No types | 1 |
| | Subject – Verb Agreement | 1 |
| | Word Formation – Word Expression – Prefix & Suffixes | 1 |
| | Tutorial – 1 | 1 |
| | TOTAL | 09 |
| UNIT – II | Understanding the Passage in English | 1 |
| | Pronunciation Practice | 1 |
| | Asking and answer question – Telephone Etiquette | 1 |
| | Critical Reading | 1 |
| | Skimming and Scanning | 1 |
| | Coherence & Cohesion in writing | 1 |
| | Writing short paragraph and short message | 1 |
| | Parts of Speech – Noun, Verb, Adjective, Adverb | 1 |
| | Compound Nouns/Adjectives – Irregular Verbs | 1 |
| | Tutorial – 2 | 1 |
| | TOTAL | 10 |
| UNIT – III | Listening for Specific Task | 1 |
| | Fill in the Gaps | 1 |
| | Phonemes – Syllables | 1 |
| | Role Play - Conversation Practice | 1 |
| | Reading and Comprehension | 1 |
| | Autobiographical - Biographical & Instruction Writing | 1 |
| | Proposition – Infinitive – Gerund | 1 |

| | | |
|------------------|--|-----------|
| | Tenses | 1 |
| | British & American Usage | 1 |
| | Tutorial – 3 | 1 |
| | TOTAL | 10 |
| UNIT – IV | Responding to Questions | 1 |
| | Reading in class for complete understanding & for better Pronunciation | 1 |
| | Debate – Seminar | 1 |
| | Making inference from the Reading Passage | 1 |
| | Interpreting Visual Materials (Table, Graphs, Charts etc.,) | 1 |
| | Letters to the Editor | 1 |
| | Sentence Pattern | 1 |
| | One Word Substitution | 1 |
| | | 08 |
| UNIT – V | Listening to Different Accents | 1 |
| | Speeches/Presentation | 1 |
| | Extempore Talk – Just a Minutes | 1 |
| | Reading strategies – intensive Reading – Text Analysis | 1 |
| | Creative Writing – Circulars – Notices – Writing Proposal | 1 |
| | Direct and Indirect | 1 |
| | Conditional Sentences – Auxiliary Verbs | 1 |
| | Abbreviation - Acronyms | 1 |
| | TOTAL | 08 |
| | Total No. of Hours | 45 |

STAFF IN-CHARGE

HOD

Unit I

General Listening Types:

The two main types of listening - the foundations of all listening sub-types are:

- **Discriminative Listening**
- **Comprehensive Listening**

Discriminative Listening

Discriminative listening is first developed at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognise different voices, but we also develop the ability to recognise subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognising foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting ability to ‘listen’ to body-language enables us to begin to understand the speaker more fully – for example recognising somebody is sad despite what they are saying or how they are saying it.

Comprehensive Listening

Comprehensive listening involves understanding the message or messages that are being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types.

In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said.

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension.

Specific Listening Types

Discriminative and comprehensive listening are prerequisites for specific listening types.

Listening types can be defined by the goal of the listening.

The three main types of listening most common in interpersonal communication are:

- **Informational Listening (Listening to Learn)**
- **Critical Listening (Listening to Evaluate and Analyse)**
- **Therapeutic or Empathetic Listening (Listening to Understand Feeling and Emotion)**

In reality you may have more than one goal for listening at any given time – for example, you may be listening to learn whilst also attempting to be empathetic.

Informational Listening

Whenever you listen to learn something, you are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer – there are many other examples of informational listening too.

Although all types of listening are ‘active’ – they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When we’re listening to learn or be instructed we are taking in new information and facts, we are not criticising or analysing. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking – a way of recording key information so that it can be reviewed later. (See **Note-Taking** for more information.)

Critical Listening

We can be said to be engaged in **critical listening** when the goal is to evaluate or scrutinise what is being said. Critical listening is a much more active behaviour than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Whereas informational listening may be mostly concerned with receiving facts and/or new information - critical listening is about analysing opinion and making a judgement.

When the word ‘*critical*’ is used to describe listening, reading or thinking it does not necessarily mean that you are claiming that the information you are listening to is somehow faulty or flawed. Rather, critical listening means engaging in what you are listening to by asking yourself questions such as, ‘what is the speaker trying to say?’ or ‘what is the main argument being presented?’, ‘how does what I’m hearing differ from my beliefs, knowledge or opinion?’. Critical listening is, therefore, fundamental to true learning. (Also see our page: **Critical Reading**).

Many day-to-day decisions that we make are based on some form of ‘critical’ analysis, whether it be critical listening, reading or thought. Our opinions, values and beliefs are based on our ability to process information and formulate our own feelings about the world around us as well as weigh up the pros and cons to make an informed decision.

It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

Therapeutic or Empathic Listening

Empathic listening involves attempting to understand the feelings and emotions of the speaker – to put yourself into the speaker's shoes and share their thoughts. (See our page: [What is Empathy?](#) for more information).

Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else – it involves a deeper connection – a realisation and understanding of another person's point of view.

Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings. (See our further pages: [What is Counselling?](#), [Clarification](#) and [Reflection](#) for more information on these topics).

We are all capable of empathic listening and may practise it with friends, family and colleagues. Showing empathy is a desirable trait in many interpersonal relationships – you may well feel more comfortable talking about your own feelings and emotions with a particular person. They are likely to be better at listening empathetically to you than others, this is often based on similar perspectives, experiences, beliefs and values – a good friend, your spouse, a parent or sibling for example.

Other Listening Types

Although usually less important or useful in interpersonal relationships there are other types of listening, these include:

- **Appreciative Listening**

Appreciative listening is listening for enjoyment. A good example is listening to music, especially as a way to relax. (See our page: [Music Therapy](#) for more about using music as a relaxation therapy).

- **Rapport Listening**

When trying to build rapport with others we can engage in a type of listening that encourages the other person to trust and like us. A salesman, for example, may make an effort to listen carefully to what you are saying as a way to promote trust and potentially make a sale. This type of listening is common in situations of negotiation. (See: [Building Rapport](#) and [Negotiation Skills](#) for more information).

- **Selective Listening**

This is a more negative type of listening, it implies that the listener is somehow biased to what they are hearing. Bias can be based on preconceived ideas or emotionally difficult communications. Selective listening is a sign of failing communication – you cannot hope to understand if you have filtered out some of the message and may reinforce or strengthen your bias for future communications.

| | | |
|------|------|---|
| Read | more | at: https://www.skillsyouneed.com/ips/listening-types.html |
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| Read | more | at: https://www.skillsyouneed.com/ips/listening-types.html |

Reading comprehension is the ability to read text, process it, and **understand** its meaning.^[1] Although this definition may seem simple, it is not necessarily simple to teach, learn or practice (K12 Publishing, LLC, 2015.)

An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual **words**, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies. According to a **study** by Madhumathi Pasupathi and Arijit Ghosh, the students with higher level of reading proficiency frequently used reading strategies to comprehend academic texts.^[2]

Definition[\[edit\]](#)

Reading comprehension is as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message.^{[3][4]} Comprehension is a "creative, multifaceted process" dependent upon four **language skills**: **phonology**, **syntax**, **semantics**, and **pragmatics**.^[5] Proficient reading depends on the ability to recognize words quickly and effortlessly.^[6] It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.^[7]

There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well-developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise.^[8]

Reading comprehension levels[\[edit\]](#)

Reading comprehension involves two **levels of processing**, shallow (low-level) processing and deep (high-level) processing. Deep processing involves **semantic** processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds. This theory was first identified by **Fergus I. M. Craik** and Robert S. Lockhart.^[9]

Comprehension Strategies[\[edit\]](#)

Research studies on reading and comprehension have shown that highly proficient readers utilize a number of different strategies to comprehend various types of texts, strategies that can also be used by less proficient readers in order to improve their comprehension.

1. **Making Inferences:** In everyday terms we refer to this as “reading between the lines”. It involves connecting various parts of texts that aren’t directly linked in order to form a sensible conclusion. A form of assumption, the reader speculates what connections lie within the texts.
2. **Planning and Monitoring:** This strategy centers around the reader’s mental awareness and their ability to control their comprehension by way of awareness. By previewing text (via outlines, table of contents, etc.) one can establish a goal for reading-“what do I need to get out of this”? Readers use context clues and other evaluation strategies to clarify texts and ideas, and thus monitoring their level of understanding.
3. **Asking Questions:** To solidify one’s understanding of passages of texts readers inquire and develop their own opinion of the author’s writing, character motivations, relationships, etc. This strategy involves allowing oneself to be completely objective in order to find various meanings within the text.
4. **Determining Importance:** Pinpointing the important ideas and messages within the text. Readers are taught to identify direct and indirect ideas and to summarize the relevance of each.
5. **Visualizing:** With this sensory-driven strategy readers form mental and visual images of the contents of text. Being able to connect visually allows for a better understanding with the text through emotional responses.

6. Synthesizing: This method involves marrying multiple ideas from various texts in order to draw conclusions and make comparisons across different texts; with the reader's goal being to understand how they all fit together.

7. Making Connections: A cognitive approach also referred to as "reading beyond the lines", it involves finding a personal connection to reading, such as personal experience, previously read texts, etc. to help establish a deeper understanding of the context of the text.^[24]

What is descriptive reading?

The primary purpose of **descriptive** writing is to describe a person, place or thing in such a way that a picture is formed in the **reader's** mind. Capturing an event through **descriptive** writing involves paying close attention to the details by using all of your five senses

<https://www.scribd.com/doc/34746361/Descriptive-Reading>

<https://www.slideshare.net/sgummer/narrative-reading>

<https://3a.education.unimelb.edu.au/assets/3a-public/downloads/3A-Conversational-Reading-Booklet.pdf>

Unit II

short paragraph

A paragraph is a collection of sentences about a single idea. It is important to stay focused on that idea throughout the paragraph. If the paragraph is part of a larger article, story or report, it should fit logically into the flow of the paragraphs before and after it. A short paragraph might be only two or three sentences long. Paragraph length, however, is relative to the surrounding paragraphs. If your document contains much longer paragraphs, a paragraph of five or six sentences might be considered short.

Identify the main idea of your paragraph. If you choose a broad topic for the main idea, you probably won't have room in a short paragraph to cover everything related to that main idea. You can use a short paragraph as an introduction to a broad topic, however. For example, if your paragraph will be about the benefits of exercise, you may be able to list several benefits, but you won't have room to provide details about all of them in a short paragraph. If you narrow your focus to write about just one of the benefits of exercise, you can use the rest of the paragraph to provide details about that particular benefit.

Research information that supports the main idea of the paragraph. Consider statistics, series of events, examples, definitions, advantages, disadvantages and related ideas. In a short paragraph, you will need to limit your supporting information to a few sentences. Select the strongest pieces of supporting information to support your main idea.

Write a topic sentence summarizing the main idea of the paragraph. This is usually the first sentence of a paragraph and it sets the course for the rest of the paragraph. By reading the topic sentence, the reader knows that the rest of the paragraph will provide more information related to the main idea. For example: "One benefit of exercise is that it burns calories." This lets the reader know that the following sentences in the paragraph will provide more information about this benefit.

Write sentences supporting the topic sentence using the information you gathered in your research. Choose the information that provides the strongest support for your topic sentence. For example, you might include a sentence with a statistic from an expert about the number of calories used during a half-hour walk. You might follow this with a sentence about the effect of burning calories on the person's health.

Use complete sentences and proper grammar when writing a short paragraph. Review what you have written for clarity. If you think your supporting sentences do not contain enough information to support the topic sentence, consider adding more sentences or narrowing the focus of your topic sentence

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

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

<http://classroom.synonym.com/write-short-paragraph-8712533.html>

Unit III

A **phoneme** (/ˈfoʊni:m/) is one of the units of sound (or gesture in the case of sign languages, see **chereme**) that distinguish one word from another in a particular language. For example, in most dialects of English, the sound patterns /θm/ (*thin*) and /dm/ (*din*) are two separate words distinguished by the substitution of one phoneme, /θ/, for another phoneme, /d/. (Two words like this that differ in meaning through a contrast of a single phoneme form what is called a **minimal pair**). In many other languages, e.g. Spanish, these would be interpreted as exactly the same set of phonemes (i.e. /θ/ and /d/ would be considered the same).

In **linguistics**, phonemes (usually established by the use of minimal pairs, such as *kill* vs *kiss* or *pat* vs *bat*) are written between slashes, e.g. /p/. To show pronunciation more precisely linguists use square brackets, for example [p^h] (indicating an **aspirated p**).

Within linguistics there are differing views as to exactly what phonemes are and how a given language should be analyzed in *phonemic* (or *phonematic*) terms. However, a phoneme is generally regarded as an **abstraction** of a set (or **equivalence class**) of speech sounds (**phones**) which are perceived as equivalent to each other in a given language. For example, in English, the *k* sounds in the words *kit* and *skill* are not identical (as described **below**), but they are distributional variants of a single phoneme /k/. Different speech sounds that are realizations of the same phoneme are known as **allophones**. Allophonic variation may be conditioned, in which case a certain phoneme is realized as a certain allophone in particular phonological environments, or it may be free in which case it may vary randomly. In this way, phonemes are often considered to constitute an abstract **underlying representation** for segments of words, while speech sounds make up the corresponding **phonetic** realization, or surface form.

http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/lit_sites/phonemes_001/

Tenses

The English Tense System

The links below are to lessons for each of the **12 basic English tenses**. In each lesson we look at two aspects of the tense:

- **Structure:** How do we make the tense?
- **Use:** When and why do we use the tense?

Some lessons look at additional matters, and most of them finish with a quiz to check your understanding.

- **Present** **Simple**
I do, I do do
- **Present** **Continuous**
I am doing
- **Present** **Perfect**
I have done
- **Present** **Perfect** **Continuous**
I have been doing
- **Past** **Simple**
I did, I did do
- **Past** **Continuous**
I was doing

- **Past** **Perfect**
I had done
- **Past** **Perfect** **Continuous**
I had been doing
- **Future** **Simple**
I will do
- **Future** **Continuous**
I will be doing
- **Future** **Perfect**
I will have done
- **Future** **Perfect** **Continuous**
I will have been doing

Articles

Articles are words that define a noun as specific or unspecific. Consider the following examples:

After the long day, the cup of tea tasted particularly good.

By using the article *the*, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

After a long day, a cup of tea tastes particularly good.

By using the article *a*, we've created a general statement, implying that any cup of tea would taste good after any long day.

English has two types of articles: definite and indefinite. Let's discuss them now in more detail

The Definite Article

The definite article is the word *the*. It limits the meaning of a noun to one particular thing. For example, your friend might ask, "Are you going to **the** party this weekend?" The definite article tells you that your friend is referring to a specific party that both of you know about. The definite article can be used with singular, plural, or uncountable nouns. Below are some examples of the definite article *the* used in context:

Please give me the hammer.

Please give me the red hammer; the blue one is too small.

Please give me the nail.

Please give me the large nail; it's the only one strong enough to hold this painting.

Please give me the hammer and the nail.

The Indefinite Article

The indefinite article takes two forms. It's the word *a* when it precedes a word that begins with a consonant. It's the word *an* when it precedes a word that begins with a vowel. **The indefinite article** indicates that a noun refers to a general idea rather than a particular thing. For example, you might ask your friend, "Should I bring *a* gift to the party?" Your friend will understand that you are not asking about a specific type of gift or a specific item. "I am going to bring *an* apple pie," your friend

tells you. Again, the indefinite article indicates that she is not talking about a specific apple pie. Your friend probably doesn't even have any pie yet. The indefinite article only appears with singular nouns. Consider the following examples of indefinite articles used in context:

Please hand me a book; any book will do.

Please hand me an autobiography; any autobiography will do.

Exceptions: Choosing A or An

There are a few exceptions to the general rule of using *a* before words that start with consonants and *an* before words that begin with vowels. The first letter of the word *honor*, for example, is a consonant, but it's unpronounced. In spite of its spelling, the word *honor* begins with a vowel sound. Therefore, we use *an*. Consider the example sentence below for an illustration of this concept.

My mother is a honest woman.

My mother is an honest woman.

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use *a*, as in the sample sentence below:

She is an United States senator.

She is a United States senator.

This holds true with acronyms and initialisms, too: **an** LCD display, **a** UK-based company, **an** HR department, **a** URL.

Article Before an Adjective

Sometimes an article modifies a noun that is also modified by an adjective. The usual word order is article + adjective + noun. If the article is indefinite, choose *a* or *an* based on the word that immediately follows it. Consider the following examples for reference:

Eliza will bring a small gift to Sophie's party.

I heard an interesting story yesterday.

Indefinite Articles with Uncountable Nouns

Uncountable nouns are nouns that are either difficult or impossible to count. Uncountable nouns include intangible things (e.g., information, air), liquids (e.g., milk, wine), and things that are too large or numerous to count (e.g., equipment, sand, wood). Because these things can't be counted, you should never use *a* or *an* with them—remember, the indefinite article is only for singular nouns. Uncountable nouns can be modified by words like *some*, however. Consider the examples below for reference:

Please give me a water.

Water is an uncountable noun and should not be used with the indefinite article.

Please give me some water.

However, if you describe the water in terms of countable units (like bottles), you can use the indefinite article.

Please give me a bottle of water.

Please give me an ice.

Please give me an ice cube.

Please give me some ice.

Note that depending on the context, some nouns can be countable or uncountable (e.g., hair, noise, time):

We need a light in this room.

We need some light in this room.

Using Articles with Pronouns

Possessive pronouns can help identify whether you're talking about specific or nonspecific items. As we've seen, articles also indicate specificity. But if you use both a possessive pronoun and an article at the same time, readers will become confused. Possessive pronouns are words like *his*, *my*, *our*, *its*, *her*, and *their*. Articles should not be used with pronouns. Consider the examples below.

Why are you reading the my book?

The and *my* should not be used together since they are both meant to modify the same noun. Instead, you should use one or the other, depending on the intended meaning:

Why are you reading the book?

Why are you reading my book?

Omission of Articles

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a "zero article." Often, the article is omitted before nouns that refer to abstract ideas. Look at the following examples:

Let's go out for a dinner tonight.

Let's go out for dinner tonight.

The creativity is a valuable quality in children.

Creativity is a valuable quality in children.

Many **languages and nationalities** are not preceded by an article. Consider the example below:

I studied the French in high school for four years.

I studied French in high school for four years.

Sports and academic subjects do not require articles. See the sentences below for reference:

I like to play the baseball.

I like to play baseball.

My sister was always good at the math.

My sister was always good at math.

<https://www.grammarly.com/blog/articles/>

Prefixes & suffixes

Prefixes

Prefixes are added to the beginning of a word to make a new word, eg mis+take. Some common prefixes are 'mis', 'dis', 're', 'for', 'anti', 'ante', 'sub', 'un' and 'in'. New words are made by placing a prefix in front of a

word. It is helpful to know the meanings of prefixes. Prefix 're' means again, therefore reappear means to appear again.

Common prefix meanings

pre – before

mis - bad(ly)

sub – under

inter – between

semi – half

The following prefixes of 'im', 'ir', 'il', 'in' and 'un' can be added to the beginning of words to make them into a negative.

Examples

im + possible = impossible

ir + responsible = irresponsible

il + legal = illegal

in + active = inactive

un + happy = unhappy

Suffixes

Letters added to the end of a main word are called suffixes. Common suffixes are: 'ed', 'ful', 'ly', 'ing', 'able', 'ance', 'ence', 'ness'.

Example

harm + less = harmless

When 'full' is added to a word you drop the final 'l'. If you add 'ly' to any word ending with 'ful' you keep the existing 'l'.

Example

hand + full = handful

rest + full = restful

restful + ly = restfully

<http://www.enchantedlearning.com/grammar/prefixsuffix/>

Subject Verb Agreement

What Are the Rules?

1. Subjects and verbs must agree in number. This is the cornerstone rule that forms the background of the concept. In these examples the subject is underlined and the verb is in italics

The dog growls when he is angry. The dogs growl when they are angry.

2. Don't get confused by the words that come between the subject and verb; they do not affect agreement.

The dog, who is chewing on my jeans, is usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.

The colors of the rainbow are beautiful.

4. When sentences start with "there" or "here," the subject will always be placed after the verb, so care needs to be taken to identify it correctly.

There is a problem with the balance sheet. Here are the papers you requested.

5. Subjects don't always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Where *are* the pieces of this puzzle?

6. If two subjects are joined by "and," they typically require a plural verb form.

The cow and the pig *are* jumping over the moon.

7. The verb is singular if the two subjects separated by "and" refer to the same person or thing.

Red beans and rice *is* my mom's favorite dish.

8. If one of the words "each," "every," or "no" comes before the subject, the verb is singular.

No smoking or drinking *is* allowed. Every man and woman *is* required to check in.

9. If the subjects are both singular and are connected by the words "or," "nor," "neither/nor," "either/or," and "not only/but also" the verb is singular.

Jessica or Christian *is* to blame for the accident.

10. The only time when the object of the preposition factors into the decision of plural or singular verb forms is when noun and pronoun subjects like "some," "half," "none," "more," or "all" are followed by a prepositional phrase. In these sentences, the object of the preposition determines the form of the verb.

All of the chicken *is* gone. All of the chickens *are* gone.

11. The singular verb form is usually used for units of measurement or time.

Four quarts of oil *was* required to get the car running.

12. If the subjects are both plural and are connected by the words "or," "nor," "neither/nor," "either/or," and "not only/but also" the verb is plural.

Dogs and cats *are* both available at the pound.

13. If one subject is singular and one plural and the words are connected by the words "or," "nor," "neither/nor," "either/or," and "not only/but also", you use the verb form of the subject that is nearest the verb.

Either the bears or the lion *has* escaped from the zoo. Neither the lion nor the bears *have* escaped from the zoo.

14. Indefinite pronouns typically take singular verbs. *

Everybody *wants* to be loved.

15. * Except for the pronouns "few," "many," "several," "both," "all," and "some" that always take the plural form.

Few *were* left alive after the flood.

16. If two infinitives are separated by "and" they take the plural form of the verb.

To walk and to chew gum *require* great skill.

17. When gerunds are used as the subject of a sentence, they take the singular form of the verb; but, when they are linked by "and," they take the plural form.

Standing in the water *was* a bad idea. Swimming in the ocean and playing drums *are* my hobbies.

18. Collective nouns like "herd," "senate," "class," and "crowd," usually take a singular verb form.

The herd *is* stampeding.

19. Titles of books, movies, novels, etc. are treated as singular and take a singular verb.

The Burbs *is* a movie starring Tom Hanks.

20. Final Rule – Remember, only the subject affects the verb!

For more examples, check out Examples of Subject Verb Agreement.

Read more at <http://grammar.yourdictionary.com/sentences/20-Rules-of-subject-verb-agreement.html#6HICr1xc73gESuho.99>
<https://webapps.towson.edu/ows/moduleSVAGR.htm>

Compound Noun

A **compound noun** is a **noun** that is made up of two or more words. Most **compound nouns** in English are formed by **nouns** modified by other **nouns** or adjectives. For example: The words tooth and paste are each **nouns** in their own right, but if you join them together they form a new word - toothpaste.

Most compound nouns contain at least one noun. The other word or words may be an adjective, preposition, or verb. The second word is almost always the main word, with the first word modifying it or adding to its meaning.

Compound words, a large group of words to which compound nouns belong, are expressed in three ways.

- Closed form - has two words that have melded together to make one word, like: softball, redhead, makeup, and keyboard.
- Hyphenated form examples are: six-pack, five-year-old, and son-in-law.
- Open form - has the words next to each other, like: post office, upper class, and attorney general. Sometimes, the hyphen disappears as the word is more widely used, and it becomes a closed word.

Compound Noun List

Here are types of compound words and examples. The asterisks indicate types of compound words that may be compound nouns.

- adjective/adjective - blue-green,
- adjective/noun - blackboard, full moon
- adjective/preposition - forthwith
- adjective/verb - dry-cleaning, highlight
- noun/adjective - snow white
- noun/noun - toothpaste, football, fish tank
- noun/preposition (adverb) - love-in, hanger on, passer-by
- noun/verb - haircut, browbeat, rainfall
- preposition/adjective - over-ripe
- preposition (adverb)/noun - underground, underworld, bystander, onlooker
- preposition/preposition - without
- preposition (adverb)/verb - output, undercut, outlook, overthrow
- verb/adjective - tumbledown
- verb/noun - swimming pool, breakwater, washing machine
- verb/preposition (adverb) - takeout, check-in, drawback, lookout
- verb/verb - freeze-dry

Plural and Possessive Rules

There are no hard and fast rules concerning plurals of compound words, especially since some hyphens are omitted after time. In hyphenated words, usually the “s” goes at the end of the main word, like daughters-in-law or mayors-elect. Sometimes it is at the end, like in go-betweens and higher-ups. In the open form, the “s” is added to the main word, like: bills of fare, assistant secretaries of state, and notaries public.

To make a compound word possessive, you usually add an apostrophe “s” at the end of the word, like: mother-in-law’s car or five-year-old’s birthday. If the compound word is plural, it can get a little strange with two “s” sounds close together, like: “fathers-in-law’s attire”. If you can, it would be better to reword the sentence so the plural compound word does not need to be possessive, like: “The attire of the fathers-in-law.”

Read more at <http://grammar.yourdictionary.com/parts-of-speech/nouns/compound-noun.html#SAizGyKz8yqzVSG3.99>

<http://www.gingersoftware.com/content/grammar-rules/verbs/list-of-irregular-verbs/>

<https://learnenglish.britishcouncil.org/en/english-grammar/verbs/irregular-verbs>

Usage of foreign words in English

Chocolate

This came to English after passing through Spanish, but originally it was *xocolatl* in the Nahuatl language of modern-day Mexico.

Example:

If you don't know what chocolate is, then I feel very sad for you.

Tsunami

This is a gigantic (very large) sea wave that is usually caused by an earthquake.

Unfortunately, the word [tsunami](#) has become more well-known ever since the [2004 Southeast Asia](#) tsunami and the [2011 Japan tsunami](#). Those events killed hundreds of thousands of people.

Example:

Those recent tsunamis were terrible, but at least they made people more aware of the dangers of tsunamis.

Karate

Like karaoke, you probably recognize this word. It describes a popular martial art that originated in Japan. There, the word “[karate](#)” means “empty hand,” since you don’t need any special equipment or weapons to do it.

Example:

Lisa has a black belt in karate, so you'd better not try to steal her things.

Ninja

This word means “spy” in Japanese, but [in English](#) it's used to describe a person who can move and attack silently, without being seen. People also associate ninjas with fighters who wear masks and all black clothing, even though that may not be historically true.

In modern use, people who can do something incredibly well are often called “ninjas.” This is especially common in [technological fields](#).

Example:

You should try Karl's cookies—they're delicious! Karl is a real baking ninja!

Karaoke

You probably know what [karaoke](#) is. It's when you sing along with the tune of a popular song while reading the lyrics from a screen. There are karaoke bars in many countries, including the US and the UK, but it's most commonly [associated with Japan](#).

Example:

Mitch really likes singing karaoke, even though he doesn't have an amazing voice. But that doesn't matter—the important thing is to have fun with friends!

Kindergarten

Translated literally, [this word](#) means “children's garden.” It's a common type of school in many parts of the world. Children often go to a year or two of kindergarten when they're 5 years old before they start elementary school.

From German

Example:

Our daughter is going to turn 5 next year, so we've been trying to find a good kindergarten for her.

From French

Entrepreneur

This is definitely a word that you should [hear pronounced](#), since it can be a little tricky even for native English speakers.

An entrepreneur is a person who starts their own company. Other common forms of the word include “entrepreneurship” (a noun) or “entrepreneurial” (an adjective).

Example:

[Elon Musk](#), the man who started SpaceX and Tesla Motors, is one of the most famous entrepreneurs in the world.

Cafe

In English, this is the name for a small, usually informal restaurant. It often has small tables, and sometimes there are also tables outside. It is written both with the accent mark (“café”) and without it (“cafe”) in English.

“Cafe” comes from [the French word for “coffee,”](#) but it’s also very similar to other words related to coffee in many other languages. Usually, cafes do serve coffee. But if a place only serves coffee (and not any food), then it’s normally called a “coffee shop.”

Also note that there’s a similar word, “cafeteria,” that causes some confusion. Generally, a cafeteria is like a small restaurant that is for a specific group of people. You’ll often find cafeterias at schools or large companies. In those cases, the cafeterias are for the people who study or work in the building.

Example:

I’ve only got about 20 minutes for lunch, so I’ll just stop at a cafe for a quick sandwich.

Ballet

This is a form of dance that is popular throughout much of the world. Because this dancing style developed in France, many of the [words that people use to talk about ballet](#) also come from French. Non-ballet dancers would probably only know the words “ballerina” and “tutu” from that list, though.

It’s important to note how [the word “ballet” is pronounced](#). Here you don’t pronounce the “t” at the end. Instead, the second syllable should sound like “lay,” with the same vowel sound as the letter “a.”

That’s an interesting thing about some of these French loanwords: Some are pronounced like an English word, but others are pronounced more like in French.

Here are a few other examples of French loanwords that end in “-et” but are pronounced like an “a” at the end: “[buffet](#),” “[gourmet](#),” “[filet](#),” “[chalet](#)” and even the car company “Chevrolet.”

| Multiple Choice Question for Online Exam | | | | | | |
|--|---|---------------------|-----------------|---------------|-----------------|---------------|
| | Merlin carried the baby to safety is a ----- sentence. | Declarative | Interrogative | Imperative | Exclamatory | declarative |
| | why did the traitors poison the town's wells? is a ----- sentence. | Declarative | Interrogative | Imperative | Exclamatory | interrogative |
| | Go back and fetch the missing sword. ----- sentence. | Declarative | Interrogative | Imperative | Exclamatory | imperative |
| | Slip the sword into the groove and pull it out. is a ----- sentence. | Declarative | Interrogative | Imperative | Exclamatory | imperative |
| | The king was England's bravest ruler! is a ----- sentence. | Declarative | Interrogative | Imperative | Exclamatory | exclamatory |
| | Sarah at the end of the square. is a ----- sentence. | Declarative | Interrogative | Imperative | Exclamatory | declarative |
| | correct the sentence: <u>you do like</u> to see movies about knights and castles? | you do like | do you like | correct as is | like you do | Do you like |
| | correct the sentence:Please hand me that book about the <u>middle ages</u> ? | Middle Ages! | Middle Ages. | correct as is | Middle Ages? | Middle ages. |
| | correct the sentence:Grandfather described life in the early part of the <u>century</u> . | Of the century? | of the century! | correct as is | of the century. | correct as is |
| | correct the sentence:Why don't you write about <u>your life</u> ! | your life? | your life. | correct as is | your life! | Your life? |
| | correct the sentence:Begin by <u>describing</u> your very first memory. | begin by describing | by describing | correct as is | by describing? | correct as is |
| | correct the sentence:I had such fun swimming <u>in the ocean</u> ? | in the ocean | in the ocean! | correct as is | in the ocean? | in the ocean! |
| | choose the correct interrogative and fill the dash:----- did the storm start? | when | where | who | what | when |
| | choose the correct | what | where | what | who | where |

| | | | | | | |
|--|--|----------------|--------------------|--------------------|--------------------|--------------------|
| | interrogative and fill the dash: -----did you take cover? | | | | | |
| | choose the correct interrogative and fill the dash:-----did you meet there? | who | what | where | when | who |
| | choose the correct interrogative and fill the dash:-----happened after that? | who | what | where | who | what |
| | choose the correct interrogative and fill the dash:-----did you leave the café? | when | who | what | where | when |
| | choose the correct interrogative and fill the dash:-----did you go yesterday? | what | where | who | when | where |
| | choose the correct interrogative and fill the dash: -----took you there? | what | who | where | when | Who |
| | underlined the correct parts of sentence: <u>my cousin</u> lives on a big ranch in montana | simple subject | complete subject | simple predicate | complete predicate | complete subject |
| | underlined the correct parts of sentence:Her family <u>raises cattle on the ranch.</u> | simple subject | complete predicate | simple predicate | complete subject | complete predicate |
| | underlined the correct parts of sentence: <u>Rosa's job</u> feeding the chickens before school. | simple subject | complete subject | simple predicate | complete predicate | simple subject |
| | underlined the correct parts of sentence:Her brother John <u>feeds the horses.</u> | simple subject | simple predicate | complete predicate | complete subject | complete predicate |
| | underlined the correct parts of sentence: <u>My cousin Rosa</u> rides her horse across this range. | simple subject | complete subject | complete predicate | simple predicate | complete subject |
| | underlined the correct parts of sentence:John <u>spreads</u> fresh hay in the pasture. | simple subject | simple predicate | complete predicate | complete subject | simple predicate |

| | | | | | |
|---|------------|------------|---------------|-----------|------------|
| Choose the correct plural form: Those ----- (person) there are making too much noise. | person | people | correct as is | persons | persons |
| Choose the correct plural form: They might wake up all the ----- (child). | child | children | correct as is | childs | children |
| Choose the correct plural form: This little boy lost his two front ----- (tooth) last week. | tooth | teeth | correct as is | teeths | teeth |
| Choose the correct plural form: His sister could scarcely stand on her ----- (foot). | foot | feet | correct as is | foots | feet |
| Choose the correct plural form: They like to listen to me tell them ----- (story). | story | stories | correct as is | storys | stories |
| Choose the correct plural form: I enjoy writing ----- (book). | book | books | correct as is | bookes | books |
| Choose the correct plural form: I like tales of knights and ----- (princess). | princesses | princess | correct as is | princes | princesses |
| Choose the correct plural form: I also write about ----- (monster) and pirates. | monster | monsters | correct as is | monsteres | Monsters |
| Choose the quantifier: There are more questions in this assignment than yesterday's. | more | assignment | yesterday's | there | more |
| Choose the quantifier: I need plenty of help from my brother. | need | plenty of | from | I | plenty of |
| Choose the quantifier: Every solution has to be shown in full. | need | plenty of | full | Every | every |
| FIND SYNONYMS: | argue | hate | discover | reveal | hate |

| | | | | | | |
|--|-------------------------------|-------------|------------|------------|-----------|------------|
| | detest | | | | | |
| | FIND SYNONYMS: gracious | pretty | lever | pleasant | present | pleasant |
| | FIND SYNONYMS: predict | foretell | decide | prevent | discover | foretell |
| | FIND SYNONYMS: kin | exult | twist | friend | relative | relative |
| | FIND SYNONYMS: pensive | oppressed | caged | thoughtful | happy | Thoughtful |
| | FIND SYNONYMS: banish | exile | hate | fade | clean | exile |
| | FIND SYNONYMS: fraud | malcontent | argument | imposter | clown | imposter |
| | FIND SYNONYMS: saccharine | leave | sweet | arid | quit | sweet |
| | FIND SYNONYMS: drag | sleepy | crush | proud | pull | pull |
| | FIND SYNONYMS: simulate | excite | imitate | trick | apelik | excite |
| | FIND SYNONYMS: jovial | incredulous | merry | revoluting | dizzy | merry |
| | FIND SYNONYMS: indifferent | neutral | unkind | precious | mean | neutral |
| | FIND SYNONYMS: charisma | ghost | force | charm | courge | Charm |
| | FIND ANTONYMS: withdraw | reduce | need | advance | want | advance |
| | FIND ANTONYMS: secret | friendly | covert | hidden | overt | overt |
| | FIND ANTONYMS: heartfelt | loving | insincere | unhealthy | humorous | insincere |
| | FIND ANTONYMS: impartial | hostile | biased | dislike | worried | biased |
| | FIND ANTONYMS: awe | borrow | shallow | low | contempt | contempt |
| | FIND ANTONYMS: Luminous | clear | dim | brittle | clever | dim |
| | FIND ANTONYMS: pit | group | peak | select | marry | peak |
| | FIND ANTONYMS: rotund | round | unimporti | thin | dull | thin |
| | FIND ANTONYMS: talent | ungrateful | silent | show | inability | inability |
| | FIND ANTONYMS: common | strange | uneasy | quick | fast | strange |
| | FIND ANTONYMS: brazen | bashful | boisterous | noisy | heated | bashful |
| | FIND ANTONYMS: expect | attend | regret | despair | loathe | despair |
| | FIND ANTONYMS: malodorous | acrid | pungent | fragrant | delicious | fragrant |
| | FIND ANTONYMS: expound | besmirch | confuse | confine | condemn | Confuse |
| | FIND PREPOSITIONS | UNTIL | OF | WHILE | FOR | WHILE |

| | | | | | | |
|--|---|-------|---------|---------|--------|---------|
| | :Jeanne was texting her boyfriend _____ the teacher was teaching. | | | | | |
| | FIND PREPOSITIONS :Ai Ling is worried _____ the test because she thinks that she will fail the test. | OF | ON | TO | ABOUT | ABOUT |
| | FIND PREPOSITIONS :The detective chased the killer _____ the streets. | SINCE | THROUGH | DURING | BEYOND | THROUGH |
| | FIND PREPOSITIONS :Julia came all the way _____ Russia to see her boyfriend. | FROM | SINCE | BEFORE | IN | FROM |
| | FIND PREPOSITIONS:Their relationship was _____ because of jealousy. | ON | IN | OVER | OF | OVER |
| | FIND PREPOSITIONS :Amanda hasn't seen her older sister _____ last April. | ON | IN | AROUND | SINCE | SINCE |
| | FIND PREPOSITIONS :There is a bridge _____ the river. | NEAR | ACROSS | ON | ALONG | ACROSS |
| | FIND PREPOSITIONS :These dresses were _____ sale last week. | IN | OF | ON | UP | ON |
| | FIND PREPOSITIONS:There is no doubt that Adam is very good _____ telling jokes. | AT | OVER | OF | WITH | AT |
| | FIND CONJUNCTIONS: I like coffee ____ I don't like tea. | AND | BUT | BECAUSE | SO | BUT |
| | FIND CONJUNCTIONS: I cannot swim ____ I can ski. | AND | BUT | BECAUSE | SO | BUT |
| | FIND CONJUNCTIONS: I want a new TV ____ | AND | BUT | BECAUSE | SO | BECAUSE |

| | | | | | | |
|--|--|-----|-----|---------|------------|------------|
| | the one I have now is broken. | | | | | |
| | FIND CONJUNCTIONS:I had to work on Saturday ____ I couldn't go to John's party. | AND | BUT | BECAUSE | SO | SO |
| | FIND CONJUNCTIONS:My name is Jim ____ I'm your new teacher. | AND | BUT | BECAUSE | SO | AND |
| | FIND CONJUNCTIONS: It was cold ____ I turned on the heater. | AND | BUT | BECAUSE | SO | SO |
| | FIND CONJUNCTIONS: We'll have to go shopping ____ we have nothing for dinner. | AND | BUT | BECAUSE | SO | BECAUSE |
| | FIND CONJUNCTIONS:The history test was difficult ____ the English one was easy. | AND | BUT | BECAUSE | SO | BUT |
| | FIND CONJUNCTIONS: We didn't go to the beach yesterday ____ it was raining. | AND | BUT | BECAUSE | SO | BECAUSE |
| | FIND CONJUNCTIONS: We have a test on Monday ____ I'll have to study this weekend. | AND | BUT | BECAUSE | SO | SO |
| | Find the correct articles: There are many local festivals in -----Japan. | a | the | an | no article | no article |
| | Find the correct articles: They are usually celebrated once -----year. | a | the | an | no article | a |
| | Find the correct articles: Some of ----- ----festivals last over many days. | a | the | an | no article | the |
| | Find the correct articles: In February,you can see large snow sculptures in -----city park in sapporo. | a | the | an | no article | the |
| | Find the correct articles: In spring and | a | the | an | no article | no article |

| | | | | | | |
|--|--|------|--------|--------|------------|--------|
| | -----autumn,large pretty floats are pulled through takayama town. | | | | | |
| | Find the correct articles: ----- important festival is the Tenjin Matsuri,when there are fireworks. | a | the | an | no article | an |
| | Find the correct articles: ----- interesting dancing festival is held in mid-august in Tokushima city. | a | the | an | no article | the/an |
| | Find the correct articles: In octomber, in Kyoto, -----huge historical parade begins from the palace. | a | the | an | no article | a |
| | Find the correct articles: On 3 december, ----- city of chichibu celebrates the night festival. | a | the | an | no article | The |
| | Find the modal verb :you -----make a terrarium in less than an hour. | can | must | should | shall | can |
| | Find the modal verb :Ask your mother if you -----use a nice empty bottle of hers. | may | can | should | shall | may |
| | Find the modal verb :Any glass container with a wide mouth --- ----be used. | can | should | must | shall | should |
| | Find the modal verb :The plants -----not touch the sides,so choose a wide jar. | can | should | must | shall | should |
| | Find the modal verb :Tourists -----enter the hot springs museum. | may | should | must | shall | may |
| | Find the modal verb :All visitors ----- remove their shoes before they enter. | must | may | should | shall | must |
| | Find the modal verb | can | should | may | shall | can |

| | | | | | | |
|--|---|---------|----------|------------|---------|----------|
| | :They -----change into the slippers provided. | | | | | |
| | Find the modal verb :Visitors -----visit all the rooms except the office. | may | should | can | shall | may |
| | Find the modal verb :They -----not enter the office at all times. | must | should | can | shall | must |
| | Find the modal verb :You -----stay as long as you like while the museum is open. | can | should | must | shall | Can |
| | Identify the reflexive pronoun: you are | You | Young | movies | our | You |
| | Identify the reflexive pronoun: Dad is driving himself to his office. | office | himself | Dad | our | Dad |
| | Identify the reflexive pronoun: Grandpa himself will accompany you to the movies. | Grandpa | himself | You | our | Grandpa |
| | Identify the reflexive pronoun: Our cat Whiskers can look after itself at home. | Our | himself | You | your | whiskers |
| | Identify the reflexive pronoun: Mom is going to treat herself to a visit at the spa. | visit | Mom | spa | our | Mom |
| | choose the reflexive pronoun: Did you write this story- ----- -----? | yours | yourself | myself | himself | yourself |
| | choose the reflexive pronoun: How does the mam in the story make -----invisible? | herself | yourself | himself | myself | himself |
| | choose the reflexive pronoun: What is the dog doing to -----in his storg? | myself | itself | themselves | himself | Itself |
| | Choose the correct adjective: The show on television was really ----- | boring | bored | bores | bore | boring |
| | Choose the correct | boring | bored | bores | bore | bored |

| | | | | | | |
|--|---|---------------|--------------|-------------|------------|--------------|
| | adjective: Joan was so -----that she fell asleep on the sofa. | | | | | |
| | Choose the correct adjective: But when she got to her bed,she was ----- that she did not feel sleepy anymore. | annoying | annoyed | annoy | annoyed | annoyed |
| | Choose the correct adjective: so,she started to read the book that dad said had an- -----plot. | interesting | interested | interest | interests | interesting |
| | Choose the correct adjective: Indeed,she was not -----. | disappointing | disappointed | disappoints | disappoint | disappointed |
| | Choose the correct adjective: The story turned out to be really - -----. | fascinating | fascinated | fascinates | fascinate | fascinating |
| | Choose the correct adjective: When her parents got home,they were ----- to see her up so late. | surprised | surprising | surpries | surprise | surprised |
| | Choose the correct adjective: We watched an ----- game show on television | entertained | entertaining | entertaines | entertain | Entertaining |
| | Choose the correct irregular verbs: Last week, we ----- the news about our baseballteam's victory. | hear | heard | hears | heared | heard |
| | Choose the correct irregular verbs: Yesterday, Mom and I -----the bus downtown.. | rode | rides | ride | rids | rode |
| | Choose the correct irregular verbs: Then, we -----in line for an hour. | stand | stood | stands | standed | stood |
| | Choose the correct irregular verbs: We finally -----four tickets to the first game. | bought | buys | buying | buy | bought |
| | Choose the correct | eat | ate | eats | eaten | ate |

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|--|---|-----------------|-----------------|---------------|-----------------|---------------|
| | irregular verbs: Then, we -----lunch to celebrate. | | | | | |
| | Choose the correct irregular verbs: That old house -----on top of the hill for a century. | has stood | has stand | has stands | stand | has stood |
| | Choose the correct irregular verbs:We --- -----up there many times. | have rode | have ride | have ridden | ridden | have ridden |
| | Choose the correct irregular verbs: Our great-grandfather ---- -----pictures of the house long ago. | had drawn | had draw | had drew | drew | had drawn |
| | correct the sentence:The parade will began in the late afternoon. | will begin | will begins | correct as is | shall begin | will begin |
| | correct the sentence:The marching bands will arrive soon. | will arrive | will arrived | correct as is | must arrive | correct as is |
| | correct the sentence:The floats will shows an old-time newspaper office. | will showed | will show | correct as is | shall show | will show |
| | correct the sentence:When will the dancers performed? | will perform | will performs | correct as is | shall perform | will perform |
| | correct the sentence:Tomorrow we will celebrate with a picnic. | will celebrates | will celebrated | correct as is | shall celebrate | correct as is |
| | choose the correct past continuous verb : Many events ----- on at the same time at the funfair. | are going | were going | is going | going | were going |
| | choose the correct past continuous verb : I ----- cotton candy at the stall my class set up. | sold | am selling | was selling | selling | was selling |
| | choose the correct connectors: It was a fine day, -----there was surprisingly few people at he beach. | however | yet | as well as | and | yet |

| | | | | | |
|---|-------------|--------------|-----------------------|---------|-----------------------|
| choose the correct connectors: We planned to play beach volleyball- ----- -----forgot to bring our ball. | and | but | though | yet | but |
| choose the correct connectors: We- ----- --swam in the sea ----- -----built sandcastles. | also....too | both...also | not only.....but also | and | not onlybut also |
| choose the correct connectors: -----it was sunny in the morning, the sky began to darken in the afternoon. | not only | although | however | yet | Although |
| choose the correct connectors: We did not mind getting wet. -----, it was dangerous to play in a storm. | However | Though | while | and | However |
| choose the correct connectors: Ali owns a car as well as ----- -- | he drives | a motorcycle | yet | and | a motorcycle |
| choose the correct connectors: ----- mom left for work, she gave Jenney a list of chores to do. | until | first | Before | yet | Before |
| select the adverb: That night. A huge snoestorm hit New York City. | That night | huge | New York | hit | That night |
| select the adverb: A train tried to plow through the snow earlier. | A train | earlier | plow | through | earlier |
| select the adverb: Then, the train went off the | Then | the track | train | went | Then |
| select the adverb: Snow fell everywhere. | everywhere | snow | fell | snows | everywhere |
| select the adverb: People were trapped inside. | inside | people | trapped | were | inside |
| select the adverb: Some people tunneled out from their homes. | from | some | tunneled | people | from |
| select the adverb: They | by | they | built | shelter | by |

| | | | | | | |
|--|--|-----------|---------|---------|-----------|----------|
| | built a shelter by the river. | | | | | |
| | select the adverb: Grandpa talked happily to the sea lions. | happily | grandpa | sea | lions | Happily |
| | select the correct infinitive: Dad took my brother and me to watch a soccer game last night. | took | game | watch | soccer | watch |
| | select the correct infinitive: we wanted to get good seats, so we went early. | wanted | went | get | early | get |
| | select the correct infinitive: Although we were not at the grandstand, we could see well from our seats. | were | see | see | game | see |
| | select the correct infinitive: Dad explained the game because we did not | explained | know | know | game | know |
| | select the correct infinitive: I can explain the rules of the game now to you if you like. | can | like | explain | you | explain |
| | select the correct infinitive: I love to -- - ----- out of the window during a storm. | look | looks | look | window | look |
| | select the correct infinitive: I can ----- - the trees bending over in the strong wind. | saw | see | see | strong | See |
| | Change the sentence into plural nouns: mouse | mice | mouse | mise | mize | mice |
| | Change the sentence into plural nouns: man | men | man | woman | womens | men |
| | Change the sentence into plural nouns: child | children | child | childs | childrens | children |
| | Change the sentence into plural nouns: tooth | teeth | tooth | teoth | teath | teeth |
| | Change the sentence | feet | foot | fote | fotes | feet |

| | | | | | | |
|--|--|----------|---------|-----------|-------------|----------|
| | into plural nouns: foot | | | | | |
| | Change the sentence into plural nouns: ox | oxen | ox | oxens | oxes | oxen |
| | Change the sentence into plural nouns: goose | geese | goose | gooses | goosess | geese |
| | Change the sentence into plural nouns: deer | deer | deer | deers | dears | deer |
| | Change the sentence into plural nouns: sheep | sheep | sheep | sheeps | sheepes | sheep |
| | Change the sentence into plural nouns: person | people | person | peoples | pupils | people |
| | Change the sentence into plural nouns:story | stories | story | storys | storys | stories |
| | Change the sentence into plural nouns: son | sons | son | daughter | son-in-law | sons |
| | Change the sentence into plural nouns: fox | foxes | fox | foxes | foxen | foxes |
| | Change the sentence into plural nouns: chapter | chapters | chapter | chapteres | chaptereses | chapters |
| | Change the sentence into plural nouns: cub | cubs | cub | cubes | cuben | cubs |