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**Major-Based Elective III**

**ENGLISH FOR COMPETITIVE EXAMINATIONS**

**Objectives:**

To instil confidence in learners and improve their language skills to face the challenges of a competitive examination To equip learners with adequate English language skills to achieve success in competitive examinations

**Unit – I**

Basics in English Grammar and Usage: Articles, Prepositions, Tenses, Concord, Question Tag

**Unit – II**

Homophones – Homonyms – Phrases and Idioms – One-word Substitution – Reading Comprehension

 **Unit – III**

Error Correction

**Unit – IV**

Letter Writing – Formal and Informal – Note-making

 **Unit – V**

Expansion of Proverbs – Writing Essays

**Articles Exercise 1**

Correct answers are in bold.

1. I want an apple from that basket.

2. The church on the corner is progressive.

3. Miss Lin speaks Chinese. (no article needed)

4. I borrowed a pencil from your pile of pencils and pens.

5. One of the students said, "The professor is late today."

6. Eli likes to play volleyball. (no article needed)

7. I bought an umbrella to go out in the rain.

8. My daughter is learning to play the violin at her school.

9. Please give me the cake that is on the counter.

10. I lived on Main Street when I first came to town. (no article needed)

11. Albany is the capital of New York State. (no article needed)

12. My husband's family speaks Polish. (no article needed)

13. An apple a day keeps the doctor away.

14. The ink in my pen is red.

15. Our neighbors have a cat and a dog.

**PREPOSITION**

A preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. A preposition used in the wrong place can turn the meaning of the sentence on its head. For instance, 'Please don't shout at me: calm down and speak normally' suggests anger and 'She shouted to me from the upstairs window' suggests that someone is calling someone to be heard. Changing prepositions will change the meaning of the sentence. That's how crucial the role of preposition is. A person with a good command over the English language will use prepositions correctly.

Types of Prepositions

                                                           

**Preposition of Place                 Preposition of Time                    Preposition of Direction**

**a. Preposition of Place**
These prepositions are used to show the position or location of one thing with another. Some of the common prepositions of place are on, at, in, inside, over, against, below. The image below shows the idea conveyed by these prepositions.Preposition of Direction
These prepositions reveal the movement or direction of something. Some of the common prepositions of direction are to, from, up, down, into, over, under, through. The image below shows the idea conveyed by these prepositions.



**PREPOSITION:**

1. Shall we go to the cinema on Sunday?

2. He graduated from Oxford in 1985.

3. I must get up early in the morning.

4. The shops open at nine.

5. She has never seen the sea in winter.

6. I am going to meet her on Wednesday.

7. Let's have a break at noon.

8. They moved here in October.

9. It happened at half past seven.

10. Is the match on Saturday afternoon?

11. We were at the cinema at 6 p.m. yesterday.

12. My next English lesson is on Friday.

13. The concert started on July 7th.

14. The bus leaves at 8.45 p.m.

15. We eat lunch at noon.

16. He likes watching TV in the evening.

17. I went to bed at midnight.

18. What do you usually do in the evening?

19. We finished the game late at night.

20. I go on holidays in summer.

**The 12 Basic English Tenses**

[**The English Tense System**](https://www.englishclub.com/grammar/verb-tenses-system.htm)

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**](https://www.englishclub.com/grammar/verb-tenses_present-simple.htm)
I do, I do do

[**Present Continuous**](https://www.englishclub.com/grammar/verb-tenses_present-continuous.htm)
I am doing

[**Present Perfect**](https://www.englishclub.com/grammar/verb-tenses_present-perfect.htm)
I have done

[**Present Perfect Continuous**](https://www.englishclub.com/grammar/verb-tenses_present-perfect-continuous.htm)
I have been doing

[**Past Simple**](https://www.englishclub.com/grammar/verb-tenses_past.htm)
I did, I did do

[**Past Continuous**](https://www.englishclub.com/grammar/verb-tenses_past-continuous.htm)
I was doing

[**Past Perfect**](https://www.englishclub.com/grammar/verb-tenses_past-perfect.htm)
I had done

[**Past Perfect Continuous**](https://www.englishclub.com/grammar/verb-tenses_past-perfect-continuous.htm)
I had been doing

[**Future Simple**](https://www.englishclub.com/grammar/verb-tenses_future.htm)
I will do

[**Future Continuous**](https://www.englishclub.com/grammar/verb-tenses_future-continuous.htm)
I will be doing

[**Future Perfect**](https://www.englishclub.com/grammar/verb-tenses_future-perfect.htm)
I will have done

[**Future Perfect Continuous**](https://www.englishclub.com/grammar/verb-tenses_future-perfect-continuous.htm)
I will have been doing

Simple Present Forms

The simple present is just the base form of the verb. Questions are made with *do* and negative forms are made with *do not*.

Statement: You speak English.

Question: Do you speak English?

Negative: You do not speak English.

Present Continuous Forms

The present continuous is formed using *am/is/are* + present participle. Questions are indicated by inverting the subject and *am/is/are*. Negatives are made with *not*.

Statement: You are watching TV.

Question: Are you watching TV?

Negative: You are not watching TV.

Present Perfect Forms

The present perfect is formed using *has/have* + past participle. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.

Statement: You have seen that movie many times.

Question: Have you seen that movie many times?

Negative: You have not seen that movie many times.

Present Perfect Continuous Forms

The present perfect continuous is formed using *has/have + been* + present participle. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.

Statement: You have been waiting here for two hours.

Question: Have you been waiting here for two hours?

Negative: You have not been waiting here for two hours.

Simple Past Forms

The simple past is formed using the verb + ed. In addition, there are many [verbs with irregular past forms](https://www.englishpage.com/irregularverbs/irregularverbs.html). Questions are made with *did* and negative forms are made with *did not*.

Statement: You called Debbie.

Question: Did you call Debbie?

Negative: You did not call Debbie.

Past Continuous Forms

The past continuous is formed using *was/were* + present participle. Questions are indicated by inverting the subject and *was/were*. Negatives are made with *not*.

Statement: You were studying when she called.

Question: Were you studying when she called?

Negative: You were not studying when she called.

Past Perfect Forms

The past perfect is formed using *had* + past participle. Questions are indicated by inverting the subject and *had*. Negatives are made with *not*.

Statement: You had studied English before you moved to New York.

Question: Had you studied English before you moved to New York?

Negative: You had not studied English before you moved to New York.

Past Perfect Continuous Forms

The past perfect continuous is formed using *had + been* + present participle. Questions are indicated by inverting the subject and *had*. Negatives are made with *not*

Statement: You had been waiting there for more than two hours when she finally arrived.

Question: Had you been waiting there for more than two hours when she finally arrived?

Negative: You had not been waiting there for more than two hours when she finally arrived.

Simple Future

Simple future has two different forms in English: "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.

FORM Will

[will + VERB]

Examples:

You **will help** him later.

**Will** you **help** him later?

You **will not help** him later.

Future Continuous

Future continuous has two different forms: "will be doing " and "be going to be doing." Unlike [simple future](https://www.englishpage.com/verbpage/simplefuture.html) forms, future continuous forms are usually interchangeable.

FORM Future Continuous with "Will"

[will be + present participle]

Examples:

You **will be waiting** for her when her plane arrives tonight.

**Will** you **be waiting** for her when her plane arrives tonight?

You **will not be waiting** for her when her plane arrives tonight.

Future Perfect

Future perfect has two different forms: "will have done" and "be going to have done." Unlike [simple future](https://www.englishpage.com/verbpage/simplefuture.html) forms, future perfect forms are usually interchangeable.

FORM Future Perfect with "Will"

[will have + past participle]

Examples:

You **will have perfected** your English by the time you come back from the U.S.

**Will** you **have perfected** your English by the time you come back from the U.S.?

You **will not have perfected** your English by the time you come back from the U.S.

Future Perfect Continuous

Future perfect continuous has two different forms: "will have been doing " and "be going to have been doing." Unlike [simple future](https://www.englishpage.com/verbpage/simplefuture.html) forms, future perfect continuous forms are usually interchangeable.

FORM Future Perfect Continuous with "Will"

[will have been + present participle]

Examples:

You **will have been waiting** for more than two hours when her plane finally arrives.

**Will** you **have been waiting** for more than two hours when her plane finally arrives?

You **will not have been waiting** for more than two hours when her plane finally arrives.

IDIOMS AND PHRASES

Here are the most common [English idioms](https://englishlive.ef.com/en-gb/resources/english-language-ebook/english-idioms-tips/) and phrases that will enrich your [English vocabulary](https://englishlive.ef.com/en-gb/resources/english-language-ebook/english-vocabulary-tips/)and make you sound like a native speaker. Now with even more idioms and phrases added!

1. ‘The best of both worlds’ – means you can enjoy two different opportunities at the same time.
“By working part-time and looking after her kids two days a week she managed to get the best of both worlds.”

2. ‘Speak of the devil’ – this means that the person you’re just talking about actually appears at that moment.
“Hi Tom, speak of the devil, I was just telling Sara about your new car.”

3. ‘See eye to eye’ – this means agreeing with someone.
“They finally saw eye to eye on the business deal.”

4. ‘Once in a blue moon’ – an event that happens infrequently.
“I only go to the cinema once in a blue moon.”

5. ‘When pigs fly’ – something that will never happen.
“When pigs fly she’ll tidy up her room.”

6. ‘To cost an arm and a leg’– something is very expensive.
“Fuel these days costs and arm and a leg.”

7. ‘A piece of cake’– something is very easy.
“The English test was a piece of cake.”

8. ‘Let the cat out of the bag’ – to accidentally reveal a secret.
“I let the cat out of the bag about their wedding plans.”

9. ‘To feel under the weather’ – to not feel well.
“I’m really feeling under the weather today; I have a terrible cold.”

10. ‘To kill two birds with one stone’ – to solve two problems at once.
“By taking my dad on holiday, I killed two birds with one stone. I got to go away but also spend time with him.”

11. ‘To cut corners’ – to do something badly or cheaply.
“They really cut corners when they built this bathroom; the shower is leaking.”

12. ‘To add insult to injury’ – to make a situation worse.
“To add insult to injury the car drove off without stopping after knocking me off my bike.”

13. ‘You can’t judge a book by its cover’ – to not judge someone or something based solely on appearance.
“I thought this no-brand bread would be horrible; turns out you can’t judge a book by its cover.”

14. ‘Break a leg’ – means ‘good luck’ (often said to actors before they go on stage).
“Break a leg Sam, I’m sure your performance will be great.”

15. ‘To hit the nail on the head’ – to describe exactly what is causing a situation or problem.
“He hit the nail on the head when he said this company needs more HR support.”

16. ‘A blessing in disguise’ – An misfortune that eventually results in something good happening later on.

17. ‘Call it a day’ – Stop working on something

18. ‘Let someone of the hook’ – To allow someone, who have been caught, to not be punished.

19. ‘No pain no gain’ – You have to work hard for something you want.

20. ‘Bite the bullet’ – Decide to do something unpleasant that you have avoiding doing.

21. ‘Getting a taste of your own medicine’ – Being treated the same unpleasant way you have treated others.

22. ‘Giving someone the cold shoulder’ – To ignore someone.

23. ‘The last straw’ – The final source of irritation for someone to finally lose patience.

24. ‘The elephant in the room’ – A matter or problem that is obvious of great importance but that is not discussed openly.

25. ‘Stealing someones thunder’ – Taking credit for someone else achievements.

**CONCORD**

Rule 1

Subject and verb concord
When the subject in a sentence is singular, the verb should also be singular.
For example,
She (singular subject) goes (singular verb), not: She go ( plural verb). Also, when the subject is plural, the verb should be plural.

The girls (plural subject) go (plural verb), not The girls (plural subject) goes (Singular verb).

Rule 2

Subject and Object concord
When everybody or everyone is used, the object must be singular, not plural.

For example
Everybody knows his or her name, not: Everybody knows their name.

Rule 3

Mandative subjunctive concord
When prayer, suggestion, wish, demand, recommendation, or resolution is used in a sentence, [the verb](https://acadel.org/predicate/) that follows must be plural, whether the subject is singular or plural.
For example;

It has been suggested that he go not away.

The board has Recommend that the manager resign not

I pray that God help me on my upcoming examination, not God

Rule 4

The Principle of proximity
This principle states that when there is a list of [nouns or pronouns](https://acadel.org/pronouns/) at the level of the subject, it is the nearest noun or pronoun to the position of the verb that will determine the choice of the verb.

E.g
If James fails his examination, his teachers, his parents, his friends, or John ( ) to be blame.
The correct option to fill that blank space is, “is” not “ at the subject level, we have his teachers, his friends, his parents and John ( four different people).
In order to choose the correct verb, we will need to choose the nearest subject to the gap as the subject, which is John.

Note: what makes us consider the only one noun or pronoun used in this sentence is because of the use of “or.” However, if the conjunction used is “and,” all the nouns or pronouns used in the sentence will be considered as the subject. I’ll explain better when I get to the type of such concord.

Back to James.
But if the question comes in this manner, the answer will be different,
For example,
If James fails his examination, his teachers, his parents, his friends, or I ( ) to be blame.

The correct answer here is “am,” because the pronoun “I” is the nearest subject to the gap, so if “I” is the subject, the verb that goes with it, is “am.” – the 24 rules of concord.

Rule 5

Many – a concord
When many – a is used, the verb and the noun that follows must be Singular
E.g

Many a candidate (not candidates) speaks ( not speak) bad English expressions.

Many a girl (not girls) is (not are) here.

The actual meaning of statements 1 and 2 are many candidates and many girls.

Rule 6

A pair of concord
When  “a pair of” is used, the verb must be singular.

For example,

A pair of trousers (not trouser) lies(not lie) on the bed.

A pair of scissors lies (not lie) on the table.

Rule 7

National Concord
National concord is also called collective noun concord.
A collective noun: is a noun that stands for many [units](https://acadel.org/unit/) that constitute that single word.
For example,

An audience which means people who watch programs.

The congregation, which means worshipers.

Clergy which means religion officers.

A club, which means the association of members.

So whenever, you use a collective noun, the verb that follows must be a plural verb

For example,
Club: is a collective noun for members, so, we can also say, members of this association.

Our club meet ( not meets) ones in a week.

However, in some situations, a singular verb goes with a collective noun. Here is the principle;

If the collective noun performs an action, a plural verb follows, but if not, a singular verb follows.

Our Club is celebrating its twentieth anniversary today.
In the above statement, you can see that; Our Club performs no action, hence, a singular verb is used.
But;

Our Club are (not is) going on a vacation tomorrow.
You can see that; the above sentence is different from the first sentence, here the club is performing an action “going,” hence, we will use a plural verb (are) in compliance with the rule.

The audience are (not is) partial in their judgment of the winner. The answer is “are” because the collective noun (audience) performs an action “judgment.”

Rule 8

Parenthesis
The parenthesis statement is an additional statement to what has already been said before.
Note A parenthetical statement should not be considered in choosing the verb that will follow.

E.g

The teacher, not her students is in the class.
The correct answer is, is because ( not her students) is just parenthesis, and parenthesis has nothing to do with choosing the verb.

The manager, not many of his workers, is (not are) here now. not many of his workers is just a parenthesis, therefore, the parenthesis should be ignored.
The manager is a singular noun, hence a singular verb.

Rule 9

Accompaniment Concord
When any of these following words are used, the subject of the clause would be the [noun and pronoun](https://acadel.org/pronouns/) that comes before the marker of accompaniment.[topâ†‘](https://acadel.org/concord/#top)

Words like as much as, alongside, as well as, together with, no less than, in association with, including, like, with, and in collaboration with, etc

Example 1
Mary,  as well as her friends, is ( not are) beautiful.
The answer is, “is” because mary is the noun that comes before as well as, hence mary is the subject and it is a singular noun hence a singular verb.

Example 2
The little kids alongside their parents are  (not is) here.
The answer is are not is because the little kids come before alongside. The subject is plural hence a plural verb.

Rule 10

More than concord
When more than is used, the word or number that comes after more than will determine the next verb.
For example

More than two apples are ( not is) here.

More than one oranges is (not are) here.

In the first statement, the answer is “are” not  because two attracts are but in the second statement, the correct option is, “is” not  because one attracts is.
Note: Do not think because more than one means at least two, that you will use a plural verb after, no, you will use a singular verb – the 24 rules of concord.

Rule 11

Indefinite pronoun concord
When any of the following words are used, you should use a Singular verb
Such words as; Everybody, everything, everyone, everywhere, no one, nothing, nobody, nowhere, something, someone, somebody, anyone, anything, anybody, anywhere and each. the next verb must be singular.

For example

Nothing goes ( not go).

Everybody likes (not like) him.

Everybody thinks (not think) he stole the money.

Rule 12

Relative Concord
When who, whose, which and that refers to a previously mentioned noun or pronoun, such [noun](https://acadel.org/pronouns/) is a Relative noun

Example:

One of the farmers who plant (not plants) on the farm has (not have) been asked to withdraw.

Rule 13

Uncountable nouns of concord
Countable nouns are nouns that can be quantified in units and numbers, that is, are nouns that can be counted.
E.g chairs, tables, phones, and so forth.

Uncountable nouns are nouns that cannot be quantified in units and numbers.
E.g water, information, equipment.

Note all uncountable nouns will avoid “s” at the back.
It is wrong to use any of these words below;
E.g informations, clothes, equipments, furnitures, machineries, datas, advices, evidences, wealths, and so forth.
Instead, you say a piece of, information, evidence, data, cloth, equipment, advice, etc
It is wrong to say machineries instead, you say a machine or two machines.

Other examples of nouns that attract plural verbs are;

The police work hard (not works), but, that policeman (not policemen) works (not work) hard.
police and policemen are collective nouns that is why they attract a plural verb from the seventh rule.
But policeman is not collective noun but a singular noun, hence a singular verb

The headquarters look (not looks) palatial.

Cattle give (not gives) bad odor, and a cow gives bad odor.

Aircraft make (not makes) traveling easier but, that chopper, airbus, or airplane makes traveling easier.

All the four examples attract plural verb because the subject in each example is a collective noun.

Rule 14

Pluralia tantums
Pluralia tantum are nouns that come in plural forms.
Some of these words have final “*s”*, while some do not. However, whenever any of the following forms appear, it must be followed by a singular verb.

School Subject: [Mathematics](https://acadel.org/category/pure-sciences/mathematics/), [Economics](https://acadel.org/category/management-sciences/economics/), Civics, [Physics](https://acadel.org/category/pure-sciences/physics/), Statistics, and so forth. You can see that all of the words end with “s” but it does not show plurality.

Games: Darts, Snakes and Ladders, Draughts, Billiards, Bowls and Skittles, and so forth, all end with “s” but do not show plurality.

Diseases: Measles, Tuberculosis, Shingles, Mumps, and so on, all end with “s” but do not show plurality.

Others: titles, news, series, means, and so forth.

Examples,

The series of incidents makes (not make) me shudder.

The means of transport hastens (not hasten) traveling.

Note: There are some nouns that do not appear as singular at all but as plurals and they often attract plural verbs.

Such words are: Funds (money), annals, spirits, surroundings, guts, earnings, arms (weapons), auspices, the middle ages, entrails, bowels, quarters ( headquarters), banns, means, holidays, stars, suds, wages, thanks, riches, writs, savings, remains, ashes, goods ( product), arrears, outskirts, pains, particulars, fireworks, and so forth.

All these nouns not verbs cannot appear without “s” and, hence they attract plural verbs

Examples:

His manners are (not is) good

The remains (corpse) of the boy have ( not has) been buried.

Rule 15

Double title subject concord
When two subjects are joined together by “and” but the two subjects refer to only one person or thing, a singular verb should be used.

Example:

Our principal and mathematics teacher knows me.

In the above sentence, our principal and mathematics teacher is not two different people but, our principal is also our mathematics teacher, hence the subject is our principal, and it is a singular noun, hence, singular verb.

Consider this example:,

Our principal and the mathematics teacher.

This is quite different from the first sentence because the principal and the mathematics teacher are two different subjects because of the use of “the” Mathematics teacher
Hence, in this second sentence, you use a plural verb – the 24 rules of concord.

Rule 16

Co-ordinate concord
When two subjects are joined together by and, the verb to be used should be plural.

Examples:

James and John are (not is) here.

Elizabeth and Johnson know (not knows) me.

Rule 17

Categorization concord
When a collective name, denoting category (not a collective noun) is used, the verb to be used must be plural.

Categories like: the poor, the rich, the wealthy, the successful, the gifted, the weak, the young in spirit, the handicapped, the helpless, and so forth. The verb to be used should be plural.

Examples:

The poor need help (notÂ helps or needs) from the government.

The young are (not is) disobedient.

The weak are (not is) left to their fates.

Rule 18

Plural number concord
When amount or [unit](https://acadel.org/unit/) is mentioned in a statement, units such as five thousand, three hundred, percent, twenty meters, five times, and so on. The next verb must be singular.

Examples:

Two pounds of flour is (not are) too few to bake a cake.

Ten percent of my earnings goes (not go) to my wife.

Rule 19

Mathematical facts
When [mathematical facts](https://acadel.org/category/pure-sciences/mathematics/) are used, such as subtraction, multiplication, addition, division, and so forth, are used, the verb will be any of Singular and plural, that is, a singular or plural verb can be used when mathematical facts are used.

Examples:

Ten plus ten is or are ( are and is are both correct) twenty.

Ten multiplied by two is or are twenty.

Both singular and plural are correct.

Rule 20

Every + plural number concord
When every precedes a plural, the next verb is plural.

Examples:

Every ten liters of oil bought come (not comes) with a bonus of an extra liter.

But when “every” appears without any plural number, the verb is singular.

Examples:

Every boy (not boys) likes girls.

Every man (not men) likes football.

When and joins two or more subjects with every or each, the verb should be singular.

Examples:

Every man and woman speaks ( not speak) good English here.

Every student and teacher comes ( not come) to school early – the 24 rules of concord.

Rule 21

Most or much concord
When most is used, the verb will either be singular or plural, depending on whether the referent is a countable or uncountable noun,

Examples:

Most of the boys (countable noun) are tall.

Most of the time (uncountable noun), John has (not have) always been there for her.

When Much is used in a statement, the verb to be used must be singular.

Examples:

Much of the water has (not have) been spilled.

Rule 22

All concord
When all appears, it means either everything or all the people.
When all means everything, the verb to be used should be Singular but when all means all the people, the verb to be used should be plural.

Examples:

All are already seated in the hall.
In the above sentence, “All” means all the people are already seated in the hall hence a plural verb.

But;
All is well with me.
In the above sentence, “All” means everything is well with me hence a singular verb.

When all but is used, the following verb should be plural
Example:

All but John are (not is) on the bus. That means, only John is absent.

Rule 23

Either or neither concord
When either or neither joins two singular nouns together, the following verb should be Singular.

Examples:

Either John or Jackson knows (not know) me.

Neither Mary nor her friend was (not were) here.

But, when either or neither joins two subjects (one singular and the other plural), the verb should be chosen by considering the nearer of the two subjects.

Examples:

Either James or his friends know me.

You can see that the word “friends” is nearer to the verb gap than it is near James.

These rules also apply, when “but or but even” joins two subjects.

Examples:

Not only Sola but even teachers laugh in school.

Not Lawrence but James speaks good English.

You can see that the word James is nearer to the verb gap than it is near Lawrence, hence, you use singular verb.

Rule 24

Each and one of concord
When each appears in concord, a singular noun + a singular verb will be chosen.

Example:

Each boy (not boys) has a car.

But, when “each of or one” of appears, the next noun should be plural but the next verb should be singular.
Example:

Each of the candidates (not candidate) stands (not stand) a good chance to win a scholarship.

Subject and Verb Agreement Exercise

1. Annie and her brothers **are** at school.

2. Either my mother or my father **is** coming to the meeting.

3. The dog or the cats **are** outside.

4. Either my shoes or your coat **is** always on the floor.

5. George and Tamara **don't** want to see that movie.

6. Benito **doesn't** know the answer.

7. One of my sisters **is** going on a trip to France.

8. The man with all the birds **lives** on my street.

9. The movie, including all the previews, **takes** about two hours to watch.

10. The players, as well as the captain, **want** to win.

11. Either answer **is** acceptable.

12. Every one of those books **is** fiction.

13. Nobody **knows** the trouble I've seen.

14. **Is** the news on at five or six?

15. Mathematics **is** John's favorite subject, while Civics **is** Andrea's favorite subject.

16. Eight dollars **is** the price of a movie these days.

17. **Are** the tweezers in this drawer?

18. Your pants **are** at the cleaner's.

19. There **were** fifteen candies in that bag. Now there **is** only one left!

20. The committee **debates** these questions carefully.

**Tag questions**

Tag questions (or question tags) turn a statement into a question. They are often used for checking information that we think we know is true.

Tag questions are made using an auxiliary verb (for example: **be** or **have**) and a subject pronoun (for example: **I, you, she**). Negative question tags are usually contracted: It's warm today, **isn't** it (not 'is it not')

Usually if the main clause is **positive**, the question tag is **negative**, and if the main clause is **negative**, it's **positive**. For example: It's cold (positive), isn't it (negative)? And: It isn't cold (negative), is it (positive)?

If the main clause has an auxiliary verb in it, you use the same verb in the tag question. If there is no auxiliary verb (in the present simple and past simple) use **do / does / did** (just like when you make a normal question).

There is one weird exception: the question tag after **I am** is **aren't I**.
For example: I'm in charge of the food, aren't I?

**Postive sentences, with negative tags**

|  |  |
| --- | --- |
| [**Present simple 'be'**](https://www.perfect-english-grammar.com/present-simple.html) | She's Italian, **isn't she**? |
| [**Present simple other verbs**](https://www.perfect-english-grammar.com/present-simple.html) | They live in London, **don't they**? |
| [**Present continuous**](https://www.perfect-english-grammar.com/present-continuous.html) | We're working tomorrow, **aren't we**? |
| [**Past simple 'be'**](https://www.perfect-english-grammar.com/past-simple.html) | It was cold yesterday, **wasn't it**? |
| [**Past simple other verbs**](https://www.perfect-english-grammar.com/past-simple.html) | He went to the party last night, **didn't he**? |
| [**Past continuous**](https://www.perfect-english-grammar.com/past-continuous.html) | We were waiting at the station, **weren't we**? |
| [**Present perfect**](https://www.perfect-english-grammar.com/present-perfect.html) | They've been to Japan, **haven't they**? |
| [**Present perfect continuous**](https://www.perfect-english-grammar.com/present-perfect-continuous.html) | She's been studying a lot recently, **hasn't she**? |
| [**Past perfect**](https://www.perfect-english-grammar.com/past-perfect.html) | He had forgotten his wallet, **hadn't he**? |
| [**Past perfect continuous**](https://www.perfect-english-grammar.com/past-perfect-continuous.html) | We'd been working, **hadn't we**? |
| [**Future simple**](https://www.perfect-english-grammar.com/simple-future.html) | She'll come at six, **won't she**? |
| [**Future continuous**](https://www.perfect-english-grammar.com/future-continuous.html) | They'll be arriving soon, **won't they**? |
| [**Future perfect**](https://www.perfect-english-grammar.com/future-perfect.html) | They'll have finished before nine, **won't they**? |
| [**Future perfect continuous**](https://www.perfect-english-grammar.com/future-perfect-continuous.html) | She'll have been cooking all day, **won't she**? |
| [**Modals**](https://www.perfect-english-grammar.com/modal-verbs.html) | He can help, **can't he**? |
| [**Modals**](https://www.perfect-english-grammar.com/modal-verbs.html) | John must stay, **mustn't he**? |

**Negative sentences, with positive tags**

|  |  |
| --- | --- |
| [**Present simple 'be'**](https://www.perfect-english-grammar.com/present-simple.html) | We aren't late, **are we**? |
| [**Present simple other verbs**](https://www.perfect-english-grammar.com/present-simple.html) | She doesn't have any children, **does she**? |
| [**Present continuous**](https://www.perfect-english-grammar.com/present-continuous.html) | The bus isn't coming, **is it**? |
| [**Past simple 'be'**](https://www.perfect-english-grammar.com/past-simple.html) | She wasn't at home yesterday, **was she**? |
| [**Past simple other verbs**](https://www.perfect-english-grammar.com/past-simple.html) | They didn't go out last Sunday, **did they**? |
| [**Past continuous**](https://www.perfect-english-grammar.com/past-continuous.html) | You weren't sleeping, **were you**? |
| [**Present perfect**](https://www.perfect-english-grammar.com/present-perfect.html) | She hasn't eaten all the cake, **has she**? |
| [**Present perfect continuous**](https://www.perfect-english-grammar.com/present-perfect-continuous.html) | He hasn't been running in this weather, **has he**? |
| [**Past perfect**](https://www.perfect-english-grammar.com/past-perfect.html) | We hadn't been to London before, **had we**? |
| [**Past perfect continuous**](https://www.perfect-english-grammar.com/past-perfect-continuous.html) | You hadn't been sleeping, **had you**? |
| [**Future simple**](https://www.perfect-english-grammar.com/simple-future.html) | They won't be late, **will they**? |
| [**Future continuous**](https://www.perfect-english-grammar.com/future-continuous.html) | He won't be studying tonight, **will he**? |
| [**Future perfect**](https://www.perfect-english-grammar.com/future-perfect.html) | She won't have left work before six, **will she**? |
| [**Future perfect continuous**](https://www.perfect-english-grammar.com/future-perfect-continuous.html) | He won't have been travelling all day, **will he**? |
| [**Modals**](https://www.perfect-english-grammar.com/modal-verbs.html) | She can't speak Arabic, **can she**? |
| [**Modals**](https://www.perfect-english-grammar.com/modal-verbs.html) | They mustn't come early, **must they**? |

Put a question tag on the end of these sentences.

There are a lot of people here, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

Let’s go out tonight, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

This isn’t very interesting, \_\_\_\_\_\_\_\_\_\_\_\_\_ ?

I’m too impatient, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

You wouldn’t tell anyone, \_\_\_\_\_\_\_\_ ?

Listen, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

I shouldn’t have lost my temper, \_\_\_\_\_\_\_\_\_\_\_\_\_ ?

Don’t drop that vase, \_\_\_\_\_\_\_\_\_\_\_\_\_ ?

He’d never met her before, \_\_\_\_\_\_\_\_\_\_\_\_ ?

DIRECTIONS *for questions:*Read the situation and write a sentence with a question tag. In each situation you are asking your friend to agree with you.

You’re with a friend outside a restaurant. You’re looking at the prices, which are very high.
What do you say? (expensive) It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You’ve just come out of the cinema with a friend. You really enjoyed the film. What do you say to your friend? (great)  The film \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You and a friend are listening to a woman singing. You like her voice very much. What do you say to you friend? (a lovely voice)  She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You are trying on a jacket. You look in the mirror and you don’t like what you see. What do you say to your friend? (not/ look/ very good) It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your friend’s hair is much shorter than when you last met. What do you say to her / him?
(have / your hair / cut) You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You and a friend are walking over a wooden bridge. It is very old and some parts are broken. What do you say? (not / very safe) This bridge \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DIRECTIONS *for questions:*In these situations you are asking for information and asking people to do things. Make sentences like those in Section C.

You need a pen. Perhaps Jane has got one. Ask her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jack is just going out. You want him to get you some stamps. Ask him.
Jack, you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You’re looking for Ann. Perhaps Kate knows where she is. Ask her.
Kate, you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You need a bicycle pump. Perhaps Helen has got one. Ask her.
Helen, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You’re looking for your keys. Perhaps Robin has seen them. Ask him.
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ANSWERS:

1.Aren’t there2.Shall we3.Is it4.Aren’t I5.Would you6.Will you7.Should I8.Will you9.Had he10.It’s (very) expensive, isn’t it?11.The film was great, wasn’t it?12.She has / She has got / She’s got a lovely voice, hasn’t she? Or She has a lovely voice, doesn’t she?13.It doesn’t look very good, does it?14.You’ve had your hair cut, haven’t you?15.This bridge isn’t very safe, is it?16.Jane, you haven’t got a pen, have you?17.Jack, you couldn’t get me some stamps, could you?18.Kate, you don’t know where Ann is, do you? Or … you haven’t seen Ann, have you?19.Helen, you haven’t got a bicycle pump, have you? Or … you don’t have a bicycle pump, do you?20.Robin, you haven’t seen my keys, have you?

Homophones are pairs of words that sound the same, but have distinctly different meanings and different spellings. Understanding homophones is an essential part of mastering the English language, both for vocabulary building and spelling.

**20 Common Homophone Pairs**

Some common examples of homophones, including the words used in a sentence, are:

**brake/break**: When teaching my daughter how to drive, I told her if she didn't hit the brake in time she would break the car's side mirror.

**cell/sell**: If you sell drugs, you will get arrested and end up in a prison cell.

**cent/scent**: I won't spend one cent on a bottle of perfume until I know that I love the scent.

**die/dye**: If you accidentally drank a bottle of fabric dye, you might die.

**flour/flower**: To bake a flower-shaped cake, you'll need some flour.

**for/four**: I purchased four new pairs of shoes for my upcoming vacation.

**heal/heel**: If the heel breaks on your shoe, you might fall. However, your injuries will heal over time.

**hear/here**: I wanted to sit here so I could hear the singer performing without any distractions.

**hour/our**: We have one hour before our appointment with the real estate agent.

**idle/idol**: Being idle makes me unhappy, but listening to my idol Taylor Swift makes me happy.

**knight/night**: The knight is on his way to the castle, but traveling at night is very dangerous.

**knot/not**: I do not know how she learned to tie the knot to make that necklace.

**poor/pour**: I pour drinks at a bar every night. I am poor because I have too many bills and not enough money.

**right/write**: There is no right way to write a great novel.

**sea/see**: At my beach house, I love to wake up and see the sea.

**sole/soul**: I need to get a new sole put on my favorite pair of running shoes. Jogging is good for my soul.

**son/sun**: My son is 13 years old. He likes to spend time outside in the sun.

**steal/steel**: Someone who decides to steal a car has committed a crime, but auto parts are made of steel.

**tail/tale**: My cat was crazily chasing his tail while I read a fairy tale to my children.

**weather/whether**: I don't know whether to bring a jacket or not. The weather looks unpredictable today.

**Frequently Confused Homophones**

There are several homophones in the English language that almost everyone gets confused at some point. These frequently confused homophones include:

**accept/except**: Accept is a [verb](http://grammar.yourdictionary.com/parts-of-speech/verbs/what-is-a-verb.html) that means to take or receive. Except is used as a [preposition](http://examples.yourdictionary.com/preposition-examples.html) or [conjunction](http://grammar.yourdictionary.com/parts-of-speech/conjunctions/what-is-a-conjunction.html) to mean but or exclude.

**affect/effect**: Affect is a verb (in most cases) and indicates influence. Effect is a [noun](http://grammar.yourdictionary.com/parts-of-speech/nouns/what-is-a-noun.html) (in most cases) and is the result of an action or change.

**compliment/complement**: Compliment means to say something nice about someone or something. Complement means something that enhances or completes.

**then/than**: Then is a versatile word used as an [adverb](http://grammar.yourdictionary.com/parts-of-speech/adverbs/what-is-an-adverb.html), noun or [adjective](http://grammar.yourdictionary.com/parts-of-speech/adjectives/what-is-an-adjective.html) to show the order of how things happened. Than is a [subordinating conjunction](http://grammar.yourdictionary.com/parts-of-speech/conjunctions/subordinating-conjunctions.html) you can use to make comparisons.

**to/too**: To can be a preposition or infinitive when used with a verb. Too is an adverb or a synonym for also.

**you're/your**: You're is a contraction for you are. Your is a pronoun.

Homographs and Homonyms

Homophones are often confused with homographs and homonyms. These terms are similar, but there are some important differences to consider.

[Homographs](http://examples.yourdictionary.com/examples-of-homographs.html) are words which are spelled the same, but have different meanings and are not necessarily pronounced the same. One example is the word bow, which has several meanings pronounced two different ways, such as a weapon for shooting arrows, or to bend at the waist.

[Homonyms](http://examples.yourdictionary.com/examples-of-homonyms.html) are words with the same spelling and pronunciation, but different meanings, which means they are simultaneously homographs and homophones. Take for example the word band, meaning a group or a ring.

**Homonym Examples**

Here are 30 more examples of homonyms. Note that some homonyms have more than two meanings (for example, "tender" can also mean sensitive, easily chewed, or even refer to chicken strips), but to keep things simple we've only included two in our homonyms list:

**Address** - to speak to / location

**Air** - oxygen / a lilting tune

**Arm** - body part / division of a company

**Band** - a musical group / a ring

**Bark** - a tree's out layer / the sound a dog makes

**Bat** - an implement used to hit a ball / a nocturnal flying mammal

**Bright** - very smart or intelligent / filled with light

**Circular** - taking the form of a circle / a store advertisement

**Current** - up to date / flow of water

**Die** - to cease living / a cube marked with numbers one through six

**Express** - something done fast / to show your thoughts by using words

**Fair** - equitable / beautiful

**Jag** - a sharp, jutted object / a crying spree

**Kind** - type / caring

**Lie** - to recline / to tell a falsehood

**Match** - to pair like items / a stick for making a flame

**Mean** - average / not nice

**Pole** - a person from Poland / a piece of metal that holds a flag

**Pound** - unit of weight / to beat

**Quarry** - a site for mining stone / to extract or obtain slowly

**Ream** - a pile of paper / to juice a citrus fruit

**Ring** - a band on a finger / something circular in shape

**Right** - correct / direction opposite of left

**Rock** - a genre of music / a stone

**Rose** - to have gotten up / a flower

**Spring** - a season / coiled metal

**Stalk** - a part of a plant / to follow or harass someone

**Tender** - gentle / offer of money

**Tire** - to grow fatigued / a part of a wheel

**Well** - in good health / a source for water in the ground

One word Substitution: Concept

**CRACY = RULE / GOVERNMENT**

A government by the people - Democracy

A government by a king or queen - Monarchy

A government by the officials - Bureaucracy

A government by the rich - Plutocracy

A government by few - Oligarchy

A government by the nobles - Aristocracy

Let's learn more examples:

**OMNI = ALL**

One who is all powerful - Omnipotent

One who is present everywhere - Omnipresent

One who knows everything - Omniscient

**CIDE= KILLING**

Killing of a human being - Homicide

Killing/ Murder of a king - Regicide

Killing of an Infant/ newborn baby - Infanticide

Killing of a race or community - Genocide

Killing of One's sister - Sorocide

Killing of self or self-murder - Suicide

Killing of either or both parents - Parricide

Killing of one's brother - Fratricide

Killing of one's father - Patricide

Killing of one's mother - Matricide

Killing of one's husband - Mariticide

Killing of one's wife - Uxoricide

**Ible= Able to be**

Inaudible - a sound that cannot be heard

Inaccessible - that cannot be easily approached

Incorrigible - incapable of being corrected

Irreparable - incapable of being repaired

Illegible - incapable of being read

Inevitable - incapable of being avoided

Impracticable - incapable of being practiced

Invincible - one, too strong to be overcome

Indelible - that cannot be erased

Indefatigable - one, who does not tire easily

Infallible - one, who is free from all mistakes and failures

READING COMPREHENSION:

The Indian Premier League (IPL) is a professional Twenty20 cricket league in India contested during April and May of every year by 8 teams representing 8 cities of India. The league was

brainchild of Lalit Modi, the founder and former commissioner of the league. IPL has an exclusive window in ICC Future Tours Programme.

The IPL is the most-attended cricket league in the world and in 2014 ranked sixth by average attendance among all sports leagues. In 2010, the IPL became the first sporting event in the world to be broadcast live on YouTube. The brand value of IPL in 2018 was US$6.3 billion, according to Duff & Phelps. According to BCCI, the 2015 IPL season contributed ₹11.5 billion (US$182 million) to the GDP of the Indian economy.

There have been eleven seasons of the IPL tournament. The current IPL title holders are the Chennai Super Kings, who won the 2018 season.

**Read the passage and choose the most appropriate option**

**Q1.** Indian Premier League is considered whose brainchild?

a)    Lalit Modi
b)    Nirav Modi
c)    Vineet Jain
d)    Mukesh Ambani

**Q2**. How many seasons have been played of IPL till 2018?

a)    10
b)    12
c)    11
d)    9

**Q3.**What is the antonym of the world “professional” w.r.t it’s usage in the passage?

a)    Competent
b)    Amateur
c)    Master
d)    Polished

**Q4.** In which year IPL became the first sporting event to be broadcast live on an online platform?

a)    2011
b)    2010
c)    2008
d)    2012

**Q5.** According to Duff & Phelps, the brand value of IPL in 2018 was

a)    ₹11.5 billion
b)    US $182 million
c)    ₹ 6.3 billion
d)    US $6.3 billion

**Answers:**
**Q1** – a
**Q2** – c
**Q3** – b
**Q4** – b
**Q5** – d

**Informal Letters**

A formal letter is one written in a formal and ceremonious language and follows a certain stipulated format. Such letters are written for official purposes to authorities, dignitaries, colleagues, seniors, etc and not to personal contacts, friends or [family](https://www.toppr.com/guides/essays/essay-on-my-family/). A number of [conventions](https://www.toppr.com/guides/business-correspondence-and-reporting/writing-formal-mails/conventions-sample-mails/) must be adhered to while [drafting](https://www.toppr.com/guides/business-correspondence-and-reporting/meetings/drafting-minutes-of-meeting-atr/) formal letters. So let us take a look at a sample format of a [formal letter](https://www.toppr.com/guides/english/writing/formal-letters/).

INFORMAL LETTER

You are Garima/Gaurav. Write a letter to your uncle informing him about the improvement in your performance in the II term tests. You may use the following points to help you:
(i) your performance in the earlier tests
(ii) the subject that you improved upon
(iii) your efforts for the improvement of performance

Govt. Sr. Sec. School

Ajmer

23 March 20xx

My dear Uncle

I am well here, hope you to be the same there.

You will surprised to know that my performance in the Second Term Tests has improved a lot. My overall percentage was 70 in the First Term Tests.

I made ‘scheduled study’ for this test. I read 10 hours everyday. I read all the six subjects daily. But I paid special attention to Mathematics, Science and English. I improved my performance in Mathematics, Science and English. My overall percentage now is above 96.

With regards to my aunt and love to Bharti and Sunita.

Your loving niece,

Garima

FORMAL LETTER

You are T.K Pramod Kumar/ P.V. Pramodini, 22 Church Road, Chennai. Last week you placed an order for the supply of a few items of furniture. On receiving the furniture you found that some items were damaged and some not according to specifications. Describing the shortcomings, write a letter (100-150 words) of complaint to the supplier, Sri Rama Furniture Mart, Mint Road, Chennai asking for an immediate replacement

ANSWER

22 Church Road,
Chennai.

12th March 20xx

The manager,
Sri Rama Furniture Mart,
Mint Road, Chennai.

Dear Sir,

Subject: Replacement for damaged furniture.

This is with reference to Order No. S/24-201S-1147 place on March 6th, 20xx. I had ordered furniture for my new office from your furniture mart. Though the delivery was on time, it has come to my notice that some of the furniture is sub-standard. 5 of the chairs are missing armrests and 2 of the tables have improper balance.

My office will be inaugurated on March 16th, 20xx. It is my humble request that you replace these faulty items within 2 days.

Awaiting a prompt response.

Yours sincerely,
P.V.Pramodini

**ESSAY**

Essay

Did you know the word ‘essay’ is derived from a Latin word ‘exagium’, which roughly translates to presenting one’s case? So essays are a short piece of writing representing one’s side of the argument or one’s experiences, stories, etc. Essays are very personalized.

**Internet Essay - Model Answer**

It is evident that, at present, people are spending a considerable amount of time on the Internet, and thus spending less time with real people. I strongly agree that although this use of the Internet has greatly increased the level of communication available, it has also had detrimental effects on the amount and type of social interaction that takes place.

The benefits of the Internet in terms of increased communication are clear, with people connected across the globe. In the past, communication was only possible by phone or mail, which entailed time and expense. It also usually meant just keeping in contact with those people already known to you. With the internet, this has changed dramatically. Email and social networking sites such as Facebook and MSN have created online communities that are global in scale, and they have fostered communication between people and countries that we would not have thought possible in the not too distant past.

That said, there is no doubt in my mind that this has had negative impacts on social interaction. People, especially the younger generation, spend hours of their time online, chatting and on forums. Although this can be beneficial, it is certainly not the same as real interaction with human beings and does not involve the same skills. It is important that children have and maintain real friendships in order to develop their own interpersonal skills. Not only this, it can also have negative effects on local communities if people are spending most of their time communicating online and not mixing in their neighbourhoods, and possibly lead to feelings of isolation for those individuals who do not have a ‘real’ person to turn to in times of need.

To conclude, I believe that the internet has undoubtedly been beneficial, but there are good reasons to be concerned about social interaction in our societies. It is therefore important that we maintain a balance between our online life and our contact with real human beings.

**Note Making format**

Example:

Passage:

1. The tests of life are its plus factors. Overcoming illness and suffering is a plus factor for it moulds character. Steel is iron plus fire, soil is rock plus heat. So lets include the plus factor in our lives.

2. Sometimes the plus factor is more readily seen by the simple hearted. Myers tells the story of a mother who brought into her home – as a companion to her own son- a little boy who happened to have a hunch back. She had warned her son to be careful, not to refer to his disability. The boys were playing and after a few minutes she overheard her son say to his companion “ Do you know what you have got on your back ?” The little boy was embarrassed, but before he could reply, his playmate continued “ It is the box in which your wings are, and some day God is going to cut it open and then you will fly away and be an angel.”

3. Often it takes a third eye or a change in focus, to see the plus factor. Walking along the corridors of a hospital recently where patients were struggling with fear of pain and tests, I was perturbed. What gave me a fresh perspective were the sayings put up everywhere, intended to uplift. One saying made me conscious of the beauty of the universe in the midst of pain, suffering and struggle. The other saying assured me that God was with me when I was in deep water and that no troubles would overwhelm me.

4. The import of those sayings also made me aware of the nether springs that flow into people’s lives when they touch rock bottom or are lonely or guilt ridden. The nether springs make recovery possible, and they bring peace and patience in the midst of negative forces.

5. The forces of death and destruction are not so much physical as they are psychic and psychological. When malice, hatred and hard heartedness prevail, they get channeled as forces of destruction. Where openness, peace and good heartedness prevail, the forces of life gush forth to regenerate hope and joy. The life force is triumphant when love overcomes fear. Both fear and love are deep mysteries, but the effect of love is to build, whereas fear tends to destroy. Love is generally the plus factor that helps build character. It creates bonds and its reach is infinite.

6. It is true there is no shortage of destructive elements – forces and people who seek to destroy others and in the process destroy themselves – but at the same time there are signs of love and life everywhere that are constantly enabling us to overcome setbacks. So lets not look at gloom and doom – let us seek positivity and happiness. For it is when you seek that you will find what is waiting to be discovered.

Notes:

1. The Importance of the Tests of Life

a) Illness& Suffering build Char.

 b) Simple hearted-View disability + vely eg: boy with hunch-backed companion.

2. Change of focus required

a) Sayings in hospital – awaken one to beauty of universe amidst pain; presence of God

 i) Give strength to overcome obstacles

ii) Realisation- underlying hum. strength in troubles

iii) Bring Peace &Patience

3. Forces of Destruction

a) Psychic & psychlgcal

 b) Consist of malice, hatred &hard headedness

 c) Fear destroys

4. Forces of Life

a) Openness, peace& good heartedness

b) Love overcomes fear. Love builds char.& bonds

c) Discover signs of love, defeat destrctve elmnts.

**Key-Abbreviations**

1. Char.- Character

2. +vely-Positively

3. Hum.-Human

4. Psychlgcal-Psychological

5. Destrctve-Destructive

 6. Elmnts- Elements

1. A bad workman always blames his tools.

This proverb is used when someone blames the quality of their equipment or other external factors when they perform a task poorly.

**Example**: X: The turkey isn’t cooked well because the oven is not functioning well. Y: Well, it’s the case of a bad workman blaming his tools.

2. A bird in hand is worth two in the bush.

Things we already have are more valuable than what we hope to get.

**Example**: X: Why did you turn down that job offer when you don’t have anything concrete in hand at the moment? Y: Well, I’m confident I’ll land one of the two jobs I interviewed for last week. And they’re better than this one. X: In my opinion, you should’ve taken it. A bird in hand is worth two in the bush.

3. Absence makes the heart grow fonder.

When people we love are not with us, we love them even more.

**Example**: When I was with her she always fought with me but now she cries for me on phone. I think distance made her heart grow fonder.

4. A cat has nine lives.

Cat can survive seemingly fatal events.

**Example**: I haven’t seen him for several weeks, but I wouldn’t really worry about him. Everyone knows a cat has nine lives.

5. A chain is only as strong as its weakest link.

One weak part will render the whole weak.

**Example**: No matter how confident the team is, it is as strong as its weakest link – its defence.

Actions speak louder than Words. :

This proverb means that our actions convey more than the words they speak. Here the word speak does not mean literally to speak. It is used to mean convey or show or demonstrate. For example if you are teaching someone how to dance... it is better to show them the movements physically instead off just describing it in words. Actions give a clear picture about what we are trying to say in a short period of time.
Here is a small story to illustrate the proverb.
Sita was a ten year old girl who went to school by bicycle everyday. She was a kindhearted young girl always willing to help people. She was very good at studies and always followed her teacher’s advice that one must always lend a helping hand to those in trouble.
One morning, as she was on her way to school, she saw a blind man trying to cross the road in the midst of busy traffic. There was no one to help him and he was in danger of getting hurt by the speeding vehicles. Sita, who saw this, parked her cycle in front of a shop and requested the shop owner to look after her cycle, telling him that she was going to help the blind man. Sita ran across to the blind man, took hold of his white cane and told him to walk with her. She waved her hand at all the vehicles, signaling them to stop.
All the vehicles stopped and gave way for them to get across. The drivers were touched by the helping move of a small girl who did this small help. The blind man thanked Sita profusely and wished her good luck. Sita’s class teacher who was passing by saw this and felt very proud of her student. Sita’s gesture towards the blind man clearly showed her good intention to help others who were in need.

That day the teacher told the whole class of Sita’s helping tendency and asked them to applaud her. She also told the other students that they should follow Sita in converting what they learn into action. Sita was very pleased that she could at least do this small help for a handicapped person. After that Sita became famous among the school-students and she was awarded in the school function for her humanitarian gesture.
Similar Proverbs :
A picture is worth a thousand words.

Fine words butter no parsnips.