



SRINIVASAN COLLEGE OF ARTS AND SCIENCE



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UNIT-1

1. 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:

EXAMPLES:

Please give me **the** hammer.

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

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:

EXAMPLE

Please hand me a book; any book will do.

Please hand me an autobiography; any autobiography will do.

PREPOSITION

A preposition is a word (often a short word) that expresses the relationship between two other nearby words. In the examples below, each preposition (highlighted) shows us the relationship between the word *book* and the word *wizard*.

- The book **about** the wizard
- The book **by** the wizard
- The book **near** the wizard
- The book **behind** the wizard
- The book **under** the wizard

List of Common Prepositions

Here is a list of common prepositions:

above, about, across, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, since, to, toward, through, under, until, up, upon, with, within

A preposition precedes a [noun](#) (or a [pronoun](#)) to show the noun's (or the pronoun's) relationship to another word in the sentence. In each example above, the preposition preceded the noun *the wizard* to show that noun's relationship with the noun *The book*.

Here are some more examples:

- It is a container **for** butter.
(The preposition *for* shows the relationship between *butter* and *container*.)
- The eagle soared **above** the clouds.
(The preposition *above* shows the relationship between *eagle* and *clouds*.)
- He is the President **of** the United States.
(The preposition *of* shows the relationship between *the United States* and *President*.)

TENSES

Verbs come in three tenses: **past, present, and future.**

The past is used to describe things that have already happened (e.g., *earlier in the day, yesterday, last week, three years ago*).

The present tense is used to describe things that are happening right now, or things that are continuous.

The future tense describes things that have yet to happen (e.g., *later, tomorrow, next week, next year, three years from now*).

The Present Tenses

Simple Present

Present Perfect

Present Continuous

Present Perfect Continuous

The Past Tenses

Simple Past

Past Perfect

Past Continuous

Past Perfect Continuous

The Future Tenses

Simple Future

Future Perfect

Future Continuous

Future Perfect Continuous

Group/Time	Present	Past	Future
Simple	verb / verb + s am/is/are	the second form (regular/irregular)	will + verb
Continuous	am/is/are + verb + ing	was/were + verb + ing	will be + verb + ing
Perfect	have/has + the third form	had + the third form	will have + the third form
Perfect Continuous	have/has been + verb + ing	had been + verb + ing	will have been + verb + ing

UNIT -2

HOMOPHONES AND HOMONYMS

A **homophone** is a word that has the same sound as another word but is spelled differently and has a different meaning:

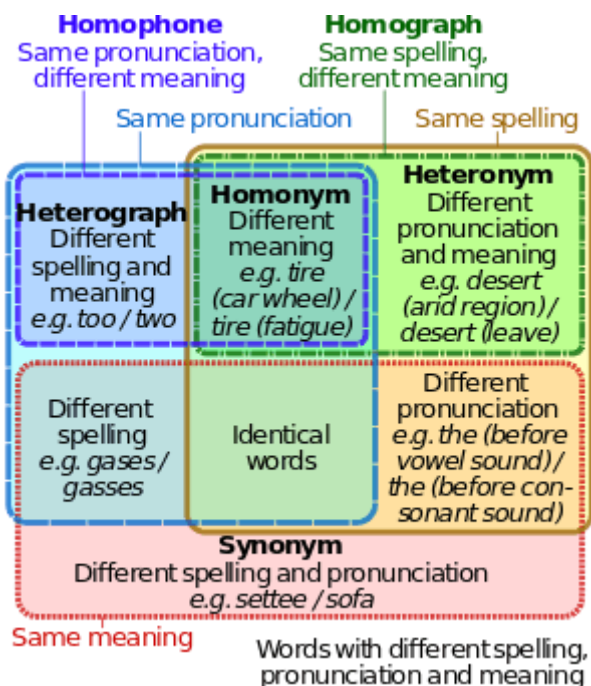
to/two/too

there/their/they're

pray/prey

A **homophone** is a word that is pronounced the same as another word but differs in meaning. The words may be spelled the same, such as rose (flower) and rose (past tense of "rise"), or differently, such as carat, caret, and carrot, or to, two and too.

All **homonyms** are homophones because they sound the same. However, not all homophones are homonyms. Homophones with different spellings are not homonyms



READING COMPREHENSION

Reading comprehension is the ability to process text, **understand** its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the **literary devices** or propositional structures used in a passage and determine its **tone**, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

Ability to comprehend text is influenced by readers' skills and their ability to process information. 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 many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (**intertextuality**, actual events vs. narration of events, etc.) and practicing deep reading.

DEFINITION:

Reading comprehension is 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.

Comprehension is a "creative, multifaceted process" dependent upon four **language skills**:

- phonology**,
- syntax**,
- semantics**, and
- pragmatics**

Reading comprehension levels

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, i.e. **first-order logic**, and their associated sounds. This theory was first identified by **Fergus I. M. Craik** and Robert S. Lockhart.

Comprehension levels are observed through **neuroimaging** techniques like **functional magnetic resonance imaging** (fMRI). fMRI's are used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension.

Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative levels tests indicating this approach activates situation and spatial processing.

In general, neuroimaging studies have found that reading involves three overlapping neural systems: networks active in visual, orthography-phonology (**Angular gyrus**), and semantic functions (Anterior **temporal lobe** with **Broca's** and **Wernicke's** area).

However, these neural networks are not discrete, meaning these areas have several other functions as well. The Broca's area involved in executive functions helps the reader to vary depth of reading comprehension and textual engagement in accordance with reading goals.

VOCABULARY:

Reading comprehension and vocabulary are inextricably linked together. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means while **skimming** a reading material. It has been shown that students with a smaller vocabulary than other students comprehend less of what they read.

It has been suggested that to improve comprehension, improving word groups, complex vocabularies such as **homonyms** or words that have multiple meanings, and those with figurative meanings like **idioms**, **similes**, **collocations** and **metaphors** are a good practice.

Andrew Biemiller argues that teachers should give out topic related words and **phrases** before reading a book to students, teaching includes topic related word groups, synonyms of words and their meaning with the context, and he further says to familiarize students with sentence structures in which these words commonly occur.

Biemiller says this intensive approach gives students opportunities to explore the topic beyond its discourse - freedom of conceptual expansion. However, there is no evidence to suggest the primacy of this approach.

Incidental **Morphemic** analysis of words - prefixes, suffixes and roots - is also considered to improve understanding of the vocabulary, though they are proved to be an unreliable strategy for improving comprehension and is no longer used to teach students.

TEXT FACTORS

There are factors, that once discerned, make it easier for the reader to understand the written text. One is the **genre**, like **folktales**, **historical fiction**, **biographies** or **poetry**.

Each genre has its own characteristics for text structure, that once understood help the reader comprehend it. A story is composed of a plot, characters, setting, point of view, and theme. Informational books provide real world knowledge for students and have unique features such as: headings, maps, vocabulary, and an index. Poems are written in different forms and the most commonly used are: rhymed verse, haikus, free verse, and narratives.

Poetry uses devices such as: alliteration, repetition, rhyme, metaphors, and similes. "When children are familiar with genres, organizational patterns, and text features in books they're reading, they're better able to create those text factors in their own writing." Another one is arranging the text per **perceptual span** and the text display favorable to the age level of the reader.

UNIT-3

Error #1: Run-on Sentence or Comma Splice

A run-on sentence is a sentence that joins two independent clauses without punctuation or the appropriate conjunction. A comma splice is similar to a run-on sentence, but it uses a comma to join two clauses that have no appropriate conjunction.

Fixing a run-on sentence or a comma splice can be accomplished in one of five different ways:

- Separate the clauses into two sentences.
- Replace the comma with a semi-colon.
- Replace the comma with a coordinating conjunction--and, but, for, yet, nor, so.
 - Replace the comma with a subordinating conjunction--after, although, before, unless, as, because, even though, if, since, until, when, while.

Replace the comma with a semi-colon and transitional word--however, moreover, on the other hand, nevertheless, instead, also, therefore, consequently, otherwise, as a result.

For example:

- **Incorrect:** Rachel is very smart, she began reading when she was three years old.

Correct: Rachel is very smart. She began reading when she was three years old.

Error #2: Pronoun Errors

Pronoun errors occur when pronouns do not agree in number with the nouns to which they refer. If the noun is singular, the pronoun must be singular. If the noun is plural, however, the pronoun must be plural as well.

For example:

- **Incorrect:** Everybody must bring their own lunch.
- **Correct:** Everybody must bring his or her own lunch.

Error #3: Mistakes in Apostrophe Usage

Apostrophes are used to show possession. However, you do not use an apostrophe after a possessive pronoun such as my, mine, our, ours, his, hers, its, their, or theirs. For example:

- **Incorrect:** My mothers cabin is next to his' cabin.

Correct: My mother's cabin is next to his cabin.

Error #4: Lack of Subject/Verb Agreement

When speaking or writing in the present tense, a sentence must have subjects and verbs that agree in number. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural as well.

For example:

Incorrect: The recipes is good for beginning chefs.

Correct: The recipes are good for beginning chefs.

Error #5: Misplaced Modifiers

To communicate your ideas clearly, you must place a modifier directly next to the word it is supposed to modify. The modifier should clearly refer to a specific word in the sentence. For example:

Incorrect: At eight years old, my father gave me a pony for Christmas.

Correct: When I was eight years old, my father gave me a pony for Christmas.

UNIT-4

LETTER WRITING : Formal&Informal

Letter writing **is an important topic in the** English writing skills **section for school students. Everyone must know** how to write a letter. **While** writing a formal letter, **one has to follow the** format of letter writing. **A formal letter can be written for various reasons.**

Here we have covered the format of a formal letter **written for different purposes. On the other hand, an** informal letter **is written to one's friends, family or relatives. As an** informal letter **is not an official letter, one does not have to follow the** **format of an informal letter** strictly. **Here, we will discuss** samples of letter writing.

FORMAL LETTER FORMAT

Format of a Formal Letter includes:

The following points need to be taken into consideration while writing a **Formal letter-**

- a. A **Formal Letter** strictly follows the **prescribed Format** for writing a **Formal Letter**.
- b. Use of colloquial words, abbreviations and slang language should be restricted while writing a **formal letter**.
- c. A **Formal Letter** must be precise and to the point.
- d. The Subject line is very important in a **Formal Letter**.

The **Format of a Formal Letter** is as follows –

1. **Sender's address:** The address and contact details of the sender are written here. Include an email and phone number, if required or if mentioned in the question.

2. **Date:** The date is written below the sender's address after Leaving one space or line.

3. **Receiver's address:** The address of the recipient of the mail (the officer/principal / Editor) is written here.

4. **The subject of the letter:** The main purpose of the letter forms the subject. It must be written in one line. It must convey the matter for which the letter is written.

5. Salutation (Sir / Respected Sir / Madam)

6. **Body:** The matter of the letter is written here. It is divided into 3 paragraphs as follows -

Paragraph 1: Introduce yourself and the purpose of **writing the letter** in brief.

Paragraph 2: Give detail of the matter.

Paragraph 3: Conclude by mentioning what you expect. (For example, a solution to your problem, to highlight an issue in the newspaper, etc).

7. Complimentary Closing

8. Sender's name, signature and designation (if any)

Types of Formal letter

1. Letter to the editor
2. Letter to the Government
3. Letter to the police
4. Formal Letter Format to the principal
5. Order letter
6. Complaint letter
7. Inquiry letter
8. Business letter
9. Application letter for job
10. Letter to the Bank manager
11. Invitation letter
12. Resignation letter
13. Leave Application
14. Leave Application for marriage
15. Leave Application for maternity

INFORMAL LETTERS

Informal letters are written to close acquaintances of the writer, their friends, family, relatives, etc. Since they are written to close relations the letters have an informal and personal tone. Casual language is used while writing informal letters. And sometimes the letters may even have an emotional undertone.

Informal letters are mainly used for personal **communication**. So they do not have to follow any specific pattern, format or conventions. They can be written as per the writer's wishes and the requirement of the situation. So the letter is written in a personal fashion in casual unassuming language.

FORMAT

As we discussed earlier there is no set format when writing an informal letter. But there is a general pattern, some conventions that people usually follow. We will be looking at this pattern and certain tips on how to write effective and attractive informal letters. These can act as guidelines when you are drafting a letter, they are not hard and fast rules. Let us begin.

ADDRESS

As we discussed earlier there is no set format when writing an informal letter. But there is a general pattern, some conventions that people usually follow. We will be looking at this pattern and certain tips on how to write effective and attractive informal letters. These can act as guidelines when you are drafting a letter, they are not hard and fast rules. Let us begin.

DATE :

Next just below the address we write the date. This allows the reader to have a reference as to when the address was written. He can then relate better to the contents of the letter.

GREETING

Now since you know the person you are writing to, the greeting can be informal as well. If it is a friend or someone close to your age you can greet them by their first name, like “Dear Alex”. If you are writing to your relative like your mother/father/aunt/uncle etc, you may greet them as such, for example, “Dear Mom”. And if you are writing to an elder person, someone you respect greatly you can address them as Mr or Mrs. Like say for example you were writing a congratulatory letter to your teacher, it can be addressed as “Dear Mrs. Alex”.

INTRODUCTION :

And now we begin writing the actual letter. The introductory [paragraph](#) sets the tone for the whole letter. You might begin by asking the recipient about their well being. Or you may say that you hope the letter finds them in good health and great spirits. The opening of informal letters should be casual and comforting. It must not be formal and direct as in [business letters](#).

BODY OF THE LETTER

The letter overall should maintain a friendly tone. But you have to adjust the language and the wordings according to who you are writing to. With a friend, you can afford to be very casual and flippant even. But if you are writing to an elder relative, you must be extremely respectful and considerate.

One way to determine the tonality of your letter is to remember how you talk to the person in a conversation. And then apply the same syntax and sentiments to the letter.

CONCLUSION :

In the conclusive paragraph sum up the reason for writing the letter, i.e. summarize the letter. Say a meaningful and affectionate goodbye to the reader. And do not forget to invite the reader to write back or reply to your letter. It shows an intention to keep the conversation going.

SIGNATURE

There is no one way to sign off informal letters. Since they do not follow a strict format, you may sign off as you please. Some commonly used phrases are

- Lots of Love
- Best,
- Best Wishes,
- Kind Regards,
- Kindly,

Pick the one that best suits the occasion and then simply sign your name below the greeting.

UNIT-5

WRITING ESSAYS

Be it an academic, informative or a specific [extended essay](#) - structure is essential. For example, the IB extended essay has very strict requirements that are followed by an assigned academic style of writing

- **Abstract:** comprised of 3 paragraphs, totaling about 300 words, with 100 words in each.
- **Paragraph 1:** must include a research question, thesis, and outline of the essay's importance.
- **Paragraph 2:** Key resources, scope and limits of research, etc.
- **Paragraph 3:** Conclusion that you've already reached in your essay.
- **Table of Contents** (with page numbers)
 - **Research question**
 - **Thesis**
 - **Introduction**
 - **Arguments**
 - **Sub-headings**
 - **Conclusion**
 - **Appendix**
 - **Works cited (bibliography)**
- **Introduction**
 - **The research question is required**
- **Body**
 - **Conclusion**

Introduction, Body, and Conclusion

Every type of academic work, whether it is a short essay or a dissertation, has an introduction, a body, and a conclusion. In a five-paragraph essay, two paragraphs would be dedicated to introduction and conclusion, while other three – to the main body (this is the bulk of the essay where arguments are made and evidence is provided). Once you learn how to write a typical five paragraph essay consisting of these parts, writing any paper, no matter how short or long, becomes much easier.
