

Textbook for University and College Students

Teaching English as Second Language

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Foreword

The focus on the learner and learner centered pedagogy over the last 50-60 years and the distinctions made between EFL, ESL, EAP, ESP etc, have resulted in numerous ELT publications in terms of textbooks and research articles, which have enriched our understanding of teaching and learning. However despite the humongous increase in ELT resources, we are nowhere near that magic formula for language learning. This is largely due to the indigenous needs of learners, and the fact that the context and the purpose of language learning in a particular environment , determine the kind of material that will be useful for learners. Therefore, the teachers in a particular context have a tremendous responsibility in determining what these needs are, and how best to provide them for the learner.

The relevance of this book is from this perspective, for learners pursuing a first or second degree, to prepare themselves for examination requirements as well as to raise their awareness about their individual language proficiency. Beginning with practice grammar in crucial aspects of language, such as tense, concord etc, the activities also focus on language expression in terms of phrasal verbs, idioms, collocation etc. This is followed by sections on reading comprehension, letter writing, note-taking, and essay writing. From the practice and preparation perspective, the book provides various activities that will be useful for students. It may be beneficial therefore, to use this textbook as a supplement to existing ones to enrich language use.

It may also be necessary to pilot the material for about a year, and carry out necessary revisions or modifications according to feedback received from students and teachers to make it relevant and useful for their needs.

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Introduction

This book provides good scope for the budding professionals to learn and use English for academic purposes. An effective communication skills are often a result of good language skills. Grammar topics are elaborately discussed with adequate examples and ample exercises.

A basic understanding of grammar is essential for effective communication. This book concentrates on some grammar topics such as regular & irregular verbs. Regular verbs are those with ‘-ed’ ending in the past and the past participle forms & irregular verbs are those with different forms in the past and past participle. Voice is a form of verb which tells us whether the subject is doing something or something has been done to the subject. Imperatives are formed by using the verbs at the beginning of sentences. In subject-verb agreement, verb should agree with the subject of a sentence, compound words (a word made up of two or more words) preposition (a word placed before a noun or pronoun to show its relation to some other word in the sentence), Modal verbs (not used to refer to things which are definitely happening or have definitely happened), Single word substitute (a word or group of words that can be used in the place of a sentence and give the exact meaning), cause and effect (is a relation between events or things, where one is the result of the other or others) wh questions (a question is a group of words ending with a question, asked to clarify issue), direct speech (by putting the actual words within quotation marks- direct speech), indirect speech (by reporting what is said- indirect or reported speech) conditional clauses (are statements discussing known factors or hypothetical situations and their consequences) and tenses etc. (refers to time. Tenses are used to express whether a particular situation exists or existed or will exist in the future) will enhance the ability of the students to use language as an effective technical tool. Vocabulary focuses on developing word – formation skills, along with awareness about synonyms and antonyms. This will help the learners choose the apt word and add to their word power to help them communicate effectively.

Reading skills enable the learners to understand the nuances of language and make the best use of it to suit their needs. The topics on reading deal with different skills of reading such as skimming and scanning. Skimming is reading a text to get the gist of it. Skimming technique is useful to read texts more quickly and to decide whether the text is interesting or worth reading. It is also useful to identify the main ideas in the text. Scanning is searching a text quickly for specific information. It is a reading technique where the reader looks for specific information rather than trying to absorb all the information.

Note-making is an important aspect of studying. When attending lectures or participating in tutorials or participating in a classroom or working in laboratory, making notes helps us to organize the information and monitor our understanding of the material. Basic skills of writing such as essay writing and letter writing are given through the chapters on writing where the learners are asked to write on any given topic. Jumbled sentences are given to look for the sequence/ connecting word and also to improve a logical thought process.

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Grammar

Grammar is a set of rules to be used as reference or guidelines. We cannot build a house without a plan. We cannot think of language without grammar. If language is the home, grammar is the plan. Grammar tells us where and how we use words in sentences, sentences in paragraphs and paragraphs in letters, essays, and assignments and in speeches.

Language is a set of symbols to convey meanings. These meanings express ideas, thoughts, feelings, emotions. To express these we use words. Grammar calls these words nouns, pronouns, verbs, adjectives, prepositions. When we put them together in groups, grammar calls them phrases, clauses, sentences (statements, questions, exclamations).

I

Sentence

In simple terms, a sentence is a set of words arranged in proper order to give meaning. A sentence has two important parts.

1. **a subject** (what the sentence is about, the topic of the sentence)
2. **a predicate** (what is said about the subjects)

Example: Ajay **is reading a fantasy book.**

Sub. Pre.

The main parts of a sentence can be named as the Subject, the Verb and the Direct Object (or the Complement of the Verb).

Subject: It is a person or thing that is being discussed, described or dealt with.

Verb: It is a word used to describe an action performed by the subject.

Direct Object: The direct object is a word or group of words representing the person or thing upon which the action of a verb is performed.

Complement: It is the word which completes the sense left incomplete by the copulative verbs expressing the state of being, seeming, appearing and feeling.

Auxiliary Verbs

Auxiliary verbs are also called helping verbs. They always occur before the main verb.

Auxiliary Verb = AV, Main Verb = MV

Examples:

1. He **was standing** under the tree.
AV MV
2. The government **will send** a report to the UN.
AV MV

3. We **have completed** the work.

AV MV

Some of the auxiliaries are

Am, is, are, was, were, has, have, had, do, does, did, will, would, shall, should, may, might, can, could, must.