DSPM's
Athalye-Sapre-Pitre College (Autonomous),Devrukh
Department of English
Vertical - OE (English)
Course Code- OEEN101
Paper - English for Competitive Exams
Complete Notes

SYLLABUS CONTENT

Unit 1 : Basic Grammar
o Parts of Speech
o Articles
o Subject-Verb agreement
o Tenses
o Question Tags
o Transformation of Sentences (Simple, Compound, Complex)
o Direct and Indirect Speech
o Voice
Unit 2 : Reading Skills: Comprehension (Unseen Passage)
The following skills to be acquired:
1. Reading with fluency and speed
2. Skimming and scanning
3. Identifying relevant information
4. Isolating fact from opinion
5. Understanding concepts and arguments
6. Identifying distinctive features of language

1.Parts of Speech

To begin with understanding what the concept of Parts of Speech, let's see an example,
Water the plants.
Plants need water.
In the above sentence the word Water is Verb in the first sentence and Noun in the second.
It shows us that even if a word has the same meaning it can play a different function in a sentence.
Hence parts of Speech means the different eight types of functions that word play in a sentence.
Let's see all of them in detail as follows,

1. Nouns:
A noun is a word that represents the name of a person, place, thing, or idea.
Examples: cat, city, happiness, computer
Ram is my name.
Rivers are polluted.

2. Pronouns:
A pronoun is a word that is used instead of a noun or it takes the place of a noun to avoid repetition.
Examples: he, she, it, they
He is good in English.
They are late today.

3. Verbs:
A verb expresses an action or a state of being, it makes a sentence meaningful.
Examples: run, is, jump, think
He runs fast.
It is a cat.

4. Adjectives:
An adjective describes or modifies a noun.
Examples: happy, blue, tall, quick
Neha is a tall girl.
Sam is a smart boy.
5. Adverbs:
An adverb modifies a verb, adjective, or another adverb, often indicating how, when, where, or to what extent.
Examples:quickly, very, here, yesterday
He ran quickly leaving everyone behind.

They cook so fast that I was amused.

6. Prepositions:
A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location,etc.
Examples: in, on, at, by
He is sitting below the trees.
Cat is under the table

7. Conjunctions:
A conjunction connects words, phrases, or clauses.
Examples: and, but, or, because
Ronit and his father are very smart.
I was late but I have completed my task.

8. Interjections:
An interjection is a word or phrase that expresses strong emotion or surprise.
Examples: wow, ouch, hey, oh
Wow what a great game !
Alas they were defeated!

Solved examples.
Q.1.Identify the parts of Speech of underlined words
1.Siya is a great dancer.
Ans. Siya - Noun
2. Radha is running.
Ans. running - verb
3.They are having a good party at home.
Ans. They - Pronoun
At - Preposition

Exercise for practice.
1. The cat sat on the mat.
2. She quickly ran to the store.
3. They are very happy today.
4. He plays the guitar beautifully.
5. The dog barked loudly.
6. I love chocolate ice cream.
7. Can you help me with this?
8. She gave him a new book.

9. It is raining heavily outside.
10. We will see them tomorrow.
11. The children played happily in the park.
12. John and Mary are friends.
13. She sings very well.
14. The old man walked slowly.
15. They finished their homework early.
16. She bought a red dress.
17. He drove the car carefully.
18. The teacher explained the lesson clearly.
19. The sun sets in the west.
20. They enjoyed the movie last night.

Q.2. Write meaningful sentences from the given words.
1.But. 2.Since. 3.He. 4.Sweet. 5.Courageous. 6.Excellent 7.Rama
8.Oh! 9.Slowly 10.Happy. 11.We
12.Between 13.Are. 14.Will 15.On
16.Up. 17.Below 18.College 19.Student
20.Since

2.Articles

Articles are words that define a noun as specific or unspecific. There are two types of articles: definite (the) and indefinite (a, an). Understanding and using articles correctly is crucial for clear and precise communication in English.

Indefinite Articles:(a, an)

- "A" is used before words that begin with a consonant sound (e.g., a book, a car).
- "An" is used before words that begin with a vowel sound (e.g., an apple, an hour).

Examples -
1. I saw a movie last night.
2. She has an umbrella.

Definite Article:(the)

- "The" is used to refer to specific nouns that are known to the reader or listener (e.g., the book on the table, the car you drove).

Examples -
1.The movie we watched was amazing.
2.Please pass the salt

Rules for using Articles:

1.First Mention:
Use "a" or "an" when mentioning something for the first time (e.g., I saw a cat).

Subsequent Mentions:
2.Use "the" when referring to something already mentioned (e.g., The cat was black).
Unique Objects:
3.Use "the" for unique objects (e.g., the sun, the moon).
The Wilma Rudolph story. - special case, she is the only girl who was paralyzed but won a gold medal in a relay race.
4.Superlatives:
Use "the" with superlative adjectives (e.g., the best, the tallest).

5.General vs. Specific:
Use "the" when referring to something specific and "a/an" when referring to something general (e.g., I need a pen vs. I need the pen you have).
6.Omission of Articles:
General Statements:
Articles are omitted in general statements about uncountable nouns and plural countable nouns (e.g., Milk is good for you, Cats are friendly).
Names of Places:
Articles are often omitted before names of countries, cities, streets, and some institutions (e.g., France, New York, Oxford Street, Harvard University).
Examples -
1.Water is essential for life.
2.Children like to play.
7.Special Cases:
1. "The" with Adjectives:
Use "the" before adjectives when referring to a group (e.g., the rich, the poor).
2.Fixed Expressions:
Some fixed expressions use articles uniquely (e.g., in a hurry, at the hospital).
Examples -
1. The elderly need care.
2.He is in a rush.

Exercise for practice.
Q.1.Fill in the blanks with "a," "an," or "the."
If no article is needed, leave the blank empty.

1. She found ___ wallet on the street and returned it to ___ owner.
2. ___ Mount Everest is ___ highest mountain in ___ world.
3. He is reading ___ interesting book about ___ history of Egypt.
4. They visited ___ museum and saw ___ famous painting.

5. ___ flowers in the garden are blooming beautifully.
6. My brother is studying to become ___ doctor.
7. She gave me ___ piece of cake and ___ cup of tea.
8. We are planning ___ trip to ___ Alps next summer.
9. ___ internet has changed ___ way we communicate.
10. Please turn off ___ lights before you leave ___ room.
11. I saw ___ elephant at ___ zoo.
12. ___ Great Wall of China is ___ impressive structure.
13. She has ___ talent for playing ___ piano.
14. He went to ___ market to buy ___ vegetables.
15. They are staying at ___ hotel near ___ beach.
16. I need ___ advice on how to handle ___ situation.
17. ___ chair you are sitting on is broken.
18. We had ___ amazing time at ___ party last night.
19. ___ honesty is always appreciated.
20. She gave ___ speech that inspired everyone in ___ audience.

Answers Key
1. She found a wallet on the street and returned it to the owner.
2. Mount Everest is the highest mountain in the world.
3. He is reading an interesting book about the history of Egypt.
4. They visited a museum and saw a famous painting.
5. The flowers in the garden are blooming beautifully.
6. My brother is studying to become a doctor.
7. She gave me a piece of cake and a cup of tea.
8. We are planning a trip to the Alps next summer.
9. The internet has changed the way we communicate.
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16. I need advice on how to handle the situation.
17. The chair you are sitting on is broken.
18. We had an amazing time at the party last night.
19. Honesty is always appreciated.
20. She gave a speech that inspired everyone in the audience.

Q 2. Fill in the blanks with "a," "an," or "the." If no article is needed, leave the blank empty.

1) ___ little girl walked into ___ bakery. She wanted to buy ___ cake for ___ birthday party. As she entered the ___ shop, she saw ___ baker behind ___ counter. ___ baker smiled and asked how he could help her. She pointed to ___ chocolate cake and said, "I would like to buy ___ cake, please." ___ baker wrapped ___ cake carefully and handed it to ___ girl. She thanked him and left ___ bakery, excited to share ___ cake with her friends at ___ party.

Solved Answer -
A little girl walked into a bakery. She wanted to buy a cake for a birthday party. As she entered the shop, she saw a baker behind the counter. The baker smiled and asked how he could help her. She pointed to a chocolate cake and said, "I would like to buy the cake, please." The baker wrapped the cake carefully and handed it to the girl. She thanked him and left the bakery, excited to share the cake with her friends at the party.

2) ___ scientist was working late in ___ laboratory. He was conducting ___ experiment to find ___ cure for ___ rare disease. ___ experiment required precise measurements and ___ careful handling of ___ chemicals. Suddenly, ___ alarm went off, indicating ___ problem with ___ equipment. ___ scientist quickly checked ___ machinery and found ___ leak in one of ___ pipes. He knew he had to fix it before it caused ___ major issue. With ___ steady hand, he repaired ___ pipe and resumed his work, hoping to achieve ___ breakthrough.

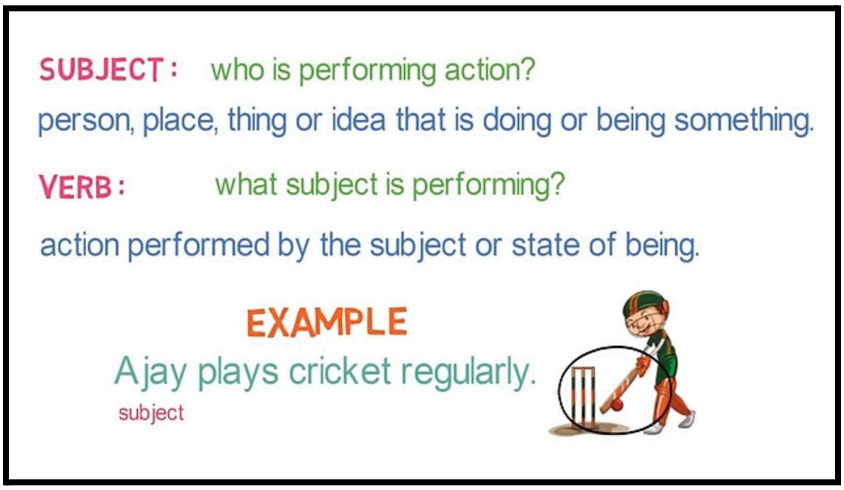
Q.3.Fill in the Blanks Sentences with Articles

1. She wants to become ___ doctor.
2. I saw ___ movie last night.
3. He lives in ___ apartment on ___ third floor.
4. ___ cat chased ___ mouse around ___ house.
5. I need ___ pen to write ___ letter.
6. They are planning ___ trip to ___ mountains.
7. She found ___ wallet on ___ sidewalk.
8. ___ Eiffel Tower is in Paris.
9. He is ___ honest man.
10. She gave me ___ book to read.
11. We visited ___ museum on our vacation.
12. He drank ___ glass of water.
13. ___ children are playing in ___ park.
14. She is ___ best dancer in her class.
15. I have ___ idea for our project.

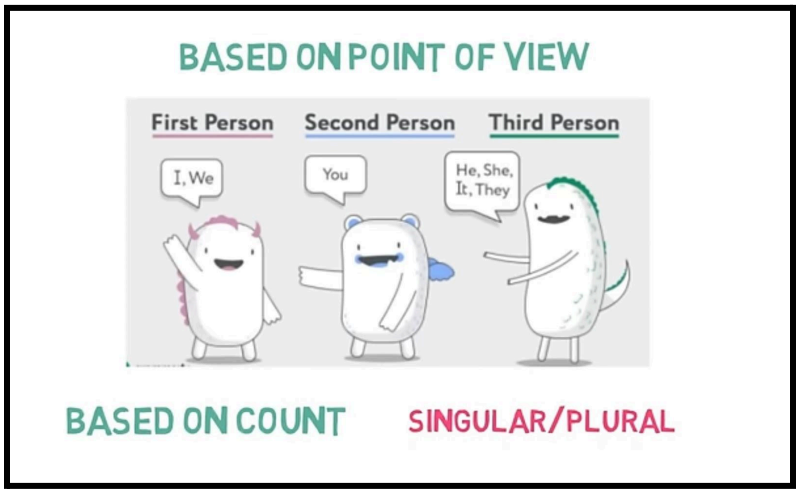
16. ___ sun rises in ___ east.
17. He is wearing ___ blue shirt and ___ red tie.
18. She bought ___ dozen eggs at ___ store.
19. ___ Pacific Ocean is the largest ocean.
20. He made ___ cake for ___ party.

3.Subject-Verb Agreement

- Understanding concept of Subject and Verb



- Understanding 1st person, 2nd person and 3rd person in English language (Singular and Plural form)

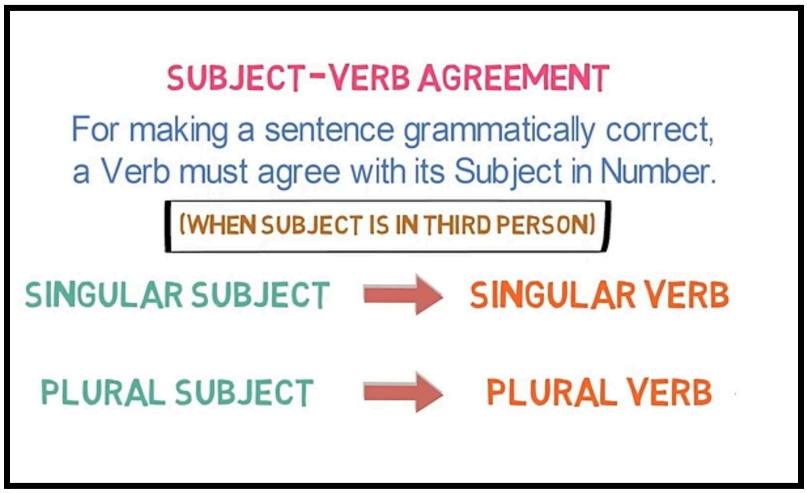


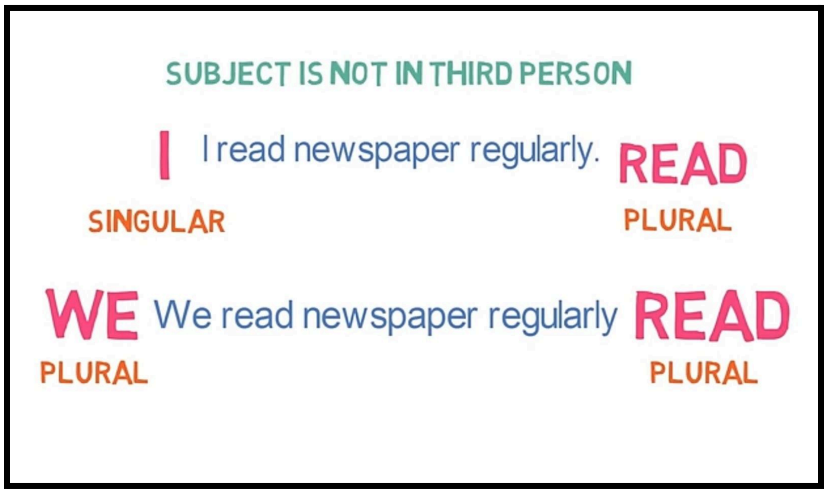
What is the Subject-Verb Agreement?

In any sentence, Singular Subject must have a Singular Verb and Plural Subject must have Plural Verb.

Example,

- Singular:The cat runs fast.
- Plural: The cats run fast.

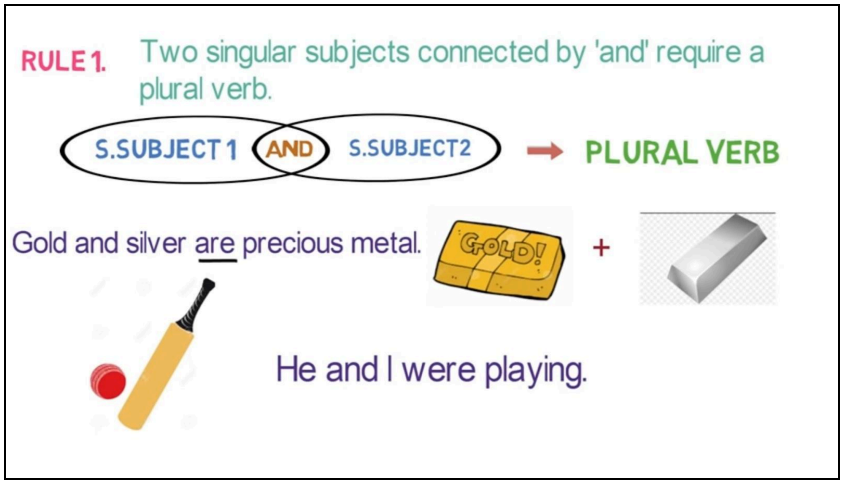


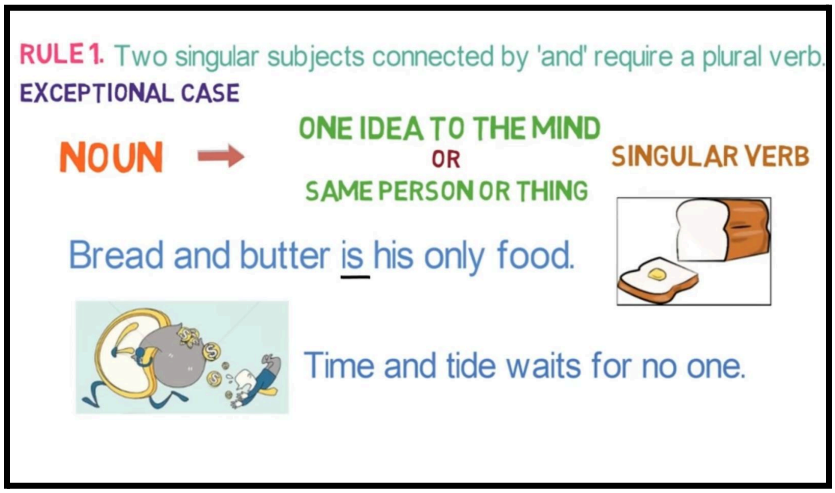


Then, we will see the six important subject-verb agreement rules, which are :

Rule 1

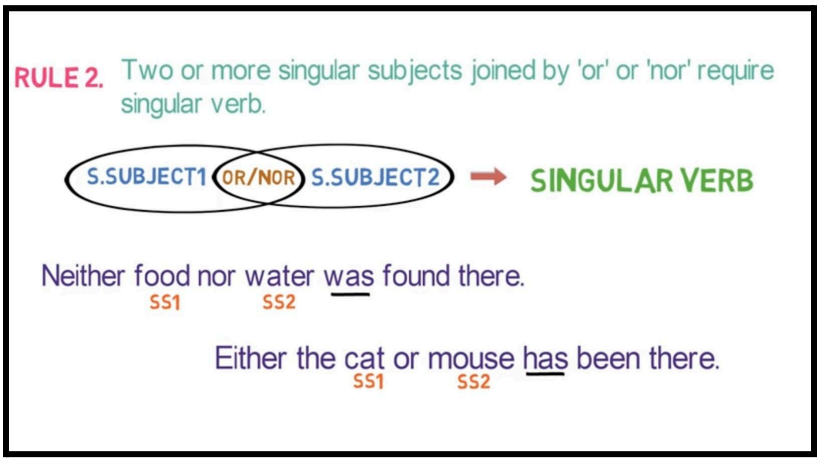
Two singular subjects connected by 'and' require a plural verb.

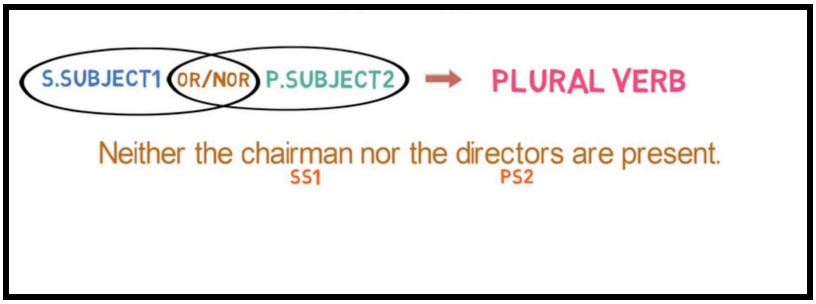




Rule 2

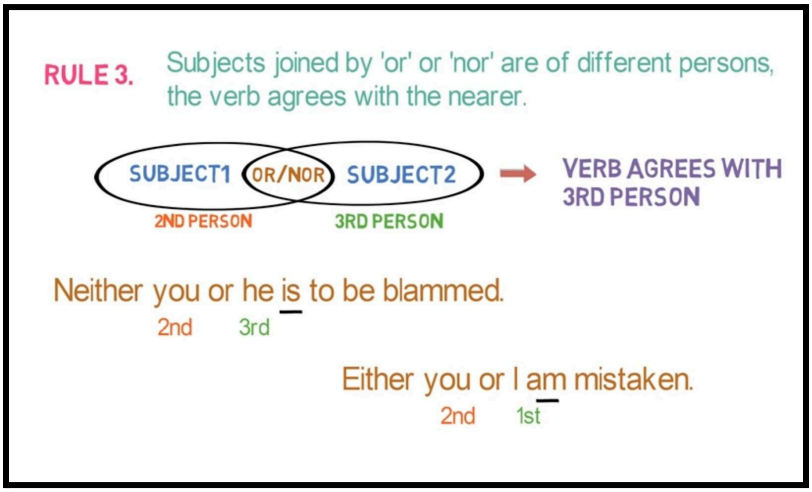
Two or more singular subjects joined by 'or' or 'nor' require a singular verb.





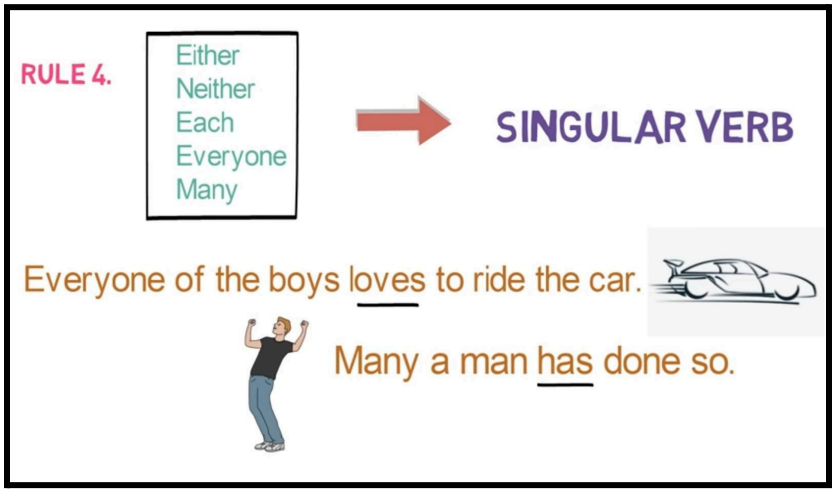
Rule 3

When the subjects joined by 'or' or 'nor' are of different persons, the verb agrees with the nearer.



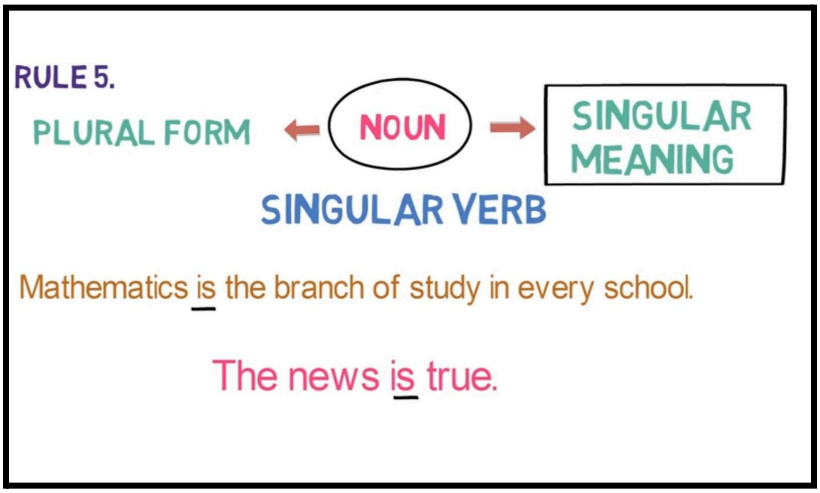
Rule 4

Words like Either, Neither, each, everyone, many, must be followed by a singular verb.



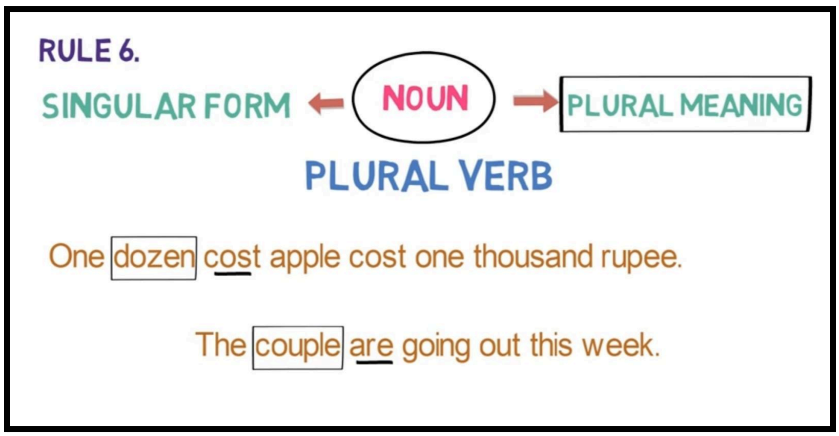
Rule 5

Some nouns which are plural in form, but singular in meaning take a singular verb.



Rule 6

Some nouns which are singular in form, but plural in meaning take a plural verb.



Examples for Practice

1. The dog (barks/bark) at strangers.
2. The dogs (barks/bark) at strangers.
3. Each of the players (is/are) ready.
4. The bouquet of roses (smells/smell) delightful.
5. The committee (decides/decide) on the issue.
6. Neither the students nor the teacher (is/are) here.
7. Few (knows/know) the answer.
8. The news (is/are) shocking.
9. The pair of shoes (was/were) on sale.

10. Either the manager or the employees (is/are) responsible.

Answers:

1. barks
2. bark
3. is
4. smells
5. decides
6. is
7. know
8. is
9. was
10. are

Q.2. Fill in the Blanks with appropriate subject verb agreement:
1. The committee ___ (meets/meet) every Thursday.
2. None of the cakes ___ (was/were) left after the party.
3. The flock of birds ___ (flies/fly) south for the winter.
4. Either the car or the bus ___ (is/are) going to take us there.
5. The data ___ (shows/show) an increase in sales.
6. Everyone in the room ___ (wants/want) to go to the concert.
7. Both of the dogs ___ (runs/run) quickly.
8. Neither of the answers ___ (is/are) correct.
9. The crowd ___ (cheers/cheer) loudly at the game.
10. Many of the students ___ (studies/study) hard for exams.
11. Somebody ___ (has/have) left their bag in the classroom.
12. The team members ___ (works/work) well together.
13. Each of the books ___ (has/have) a unique cover.
14. The jury ___ (reaches/reach) a unanimous decision.
15. Few of the cookies ___ (is/are) left in the jar.
16. There ___ (was/were) a lot of people at the event.
17. The band ___ (performs/perform) their new song.
18. None of the furniture ___ (is/are) damaged.
19. The children ___ (washes/wash) their hands before dinner.
20. Either John or his friends ___ (is/are) going to present.

5.Tenses

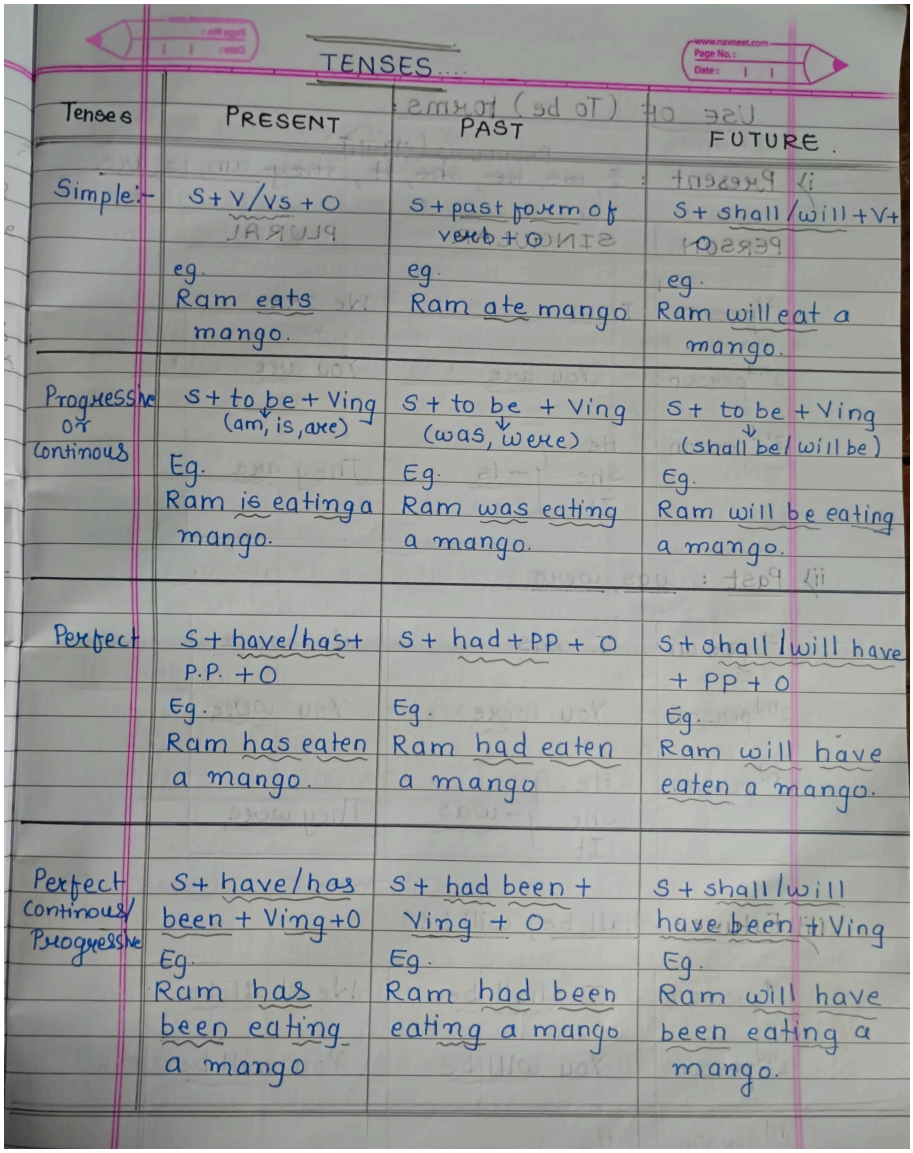
Tenses in the English language indicate the time in which the action occurs. It is associated with verbs. The verb changes its form according to the tense.

There are three main Tense in English

1. Past
2. Present
3. Future

They are further divided in four subtypes as,

a. Simple
b. Continuous/Progressive
c. Perfect
d. Perfect Continuous/Progressive



TENSES...

Tenses	PRESENT	PAST	FUTURE
Simple:-	S + V/Vs + O eg. Ram eats mango.	S + past form of verb + O eg. Ram ate mango	S + shall/will + V + O eg. Ram will eat a mango.
Progressive or Continous	S + to be + Ving (am, is, are) Eg. Ram is eating a mango.	S + to be + Ving (was, were) Eg. Ram was eating a mango.	S + to be + Ving (shall be / will be) Eg. Ram will be eating a mango.
Perfect	S + have/has + P.P. + O Eg. Ram has eaten a mango.	S + had + PP + O Eg. Ram had eaten a mango	S + shall / will have + PP + O Eg. Ram will have eaten a mango.
Perfect Continous/ Progressive	S + have/has been + Ving + O Eg. Ram has been eating a mango	S + had been + Ving + O Eg. Ram had been eating a mango	S + shall/will have been + Ving Eg. Ram will have been eating a mango.

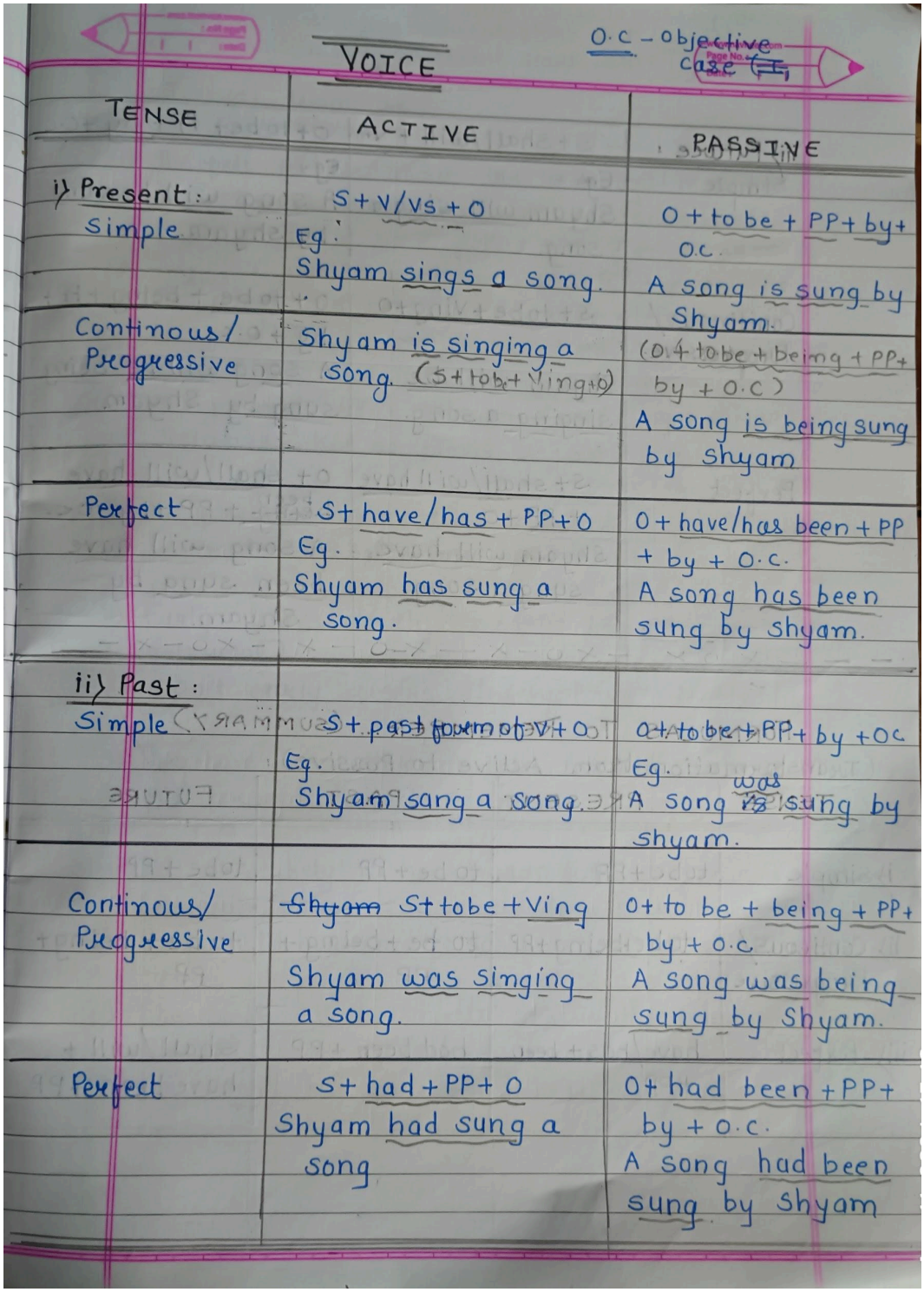
Exercise

Q. Create sentences for each type.

Q. Identify the tense of the given sentences.

1. She writes a letter every morning.
2. They were playing football when it started raining.
3. I will have finished the project by tomorrow evening.
4. He has been working here for five years.
5. We watched a movie last night.
6. The train will arrive at 9 AM.
7. She is reading a book right now.
8. By next year, they will have been living here for a decade.
9. He was studying when I called him.
10. They have traveled to many countries.
11. She bakes delicious cakes every weekend.
12. I had finished my homework before dinner.
13. They will be visiting us next week.
14. The children were playing in the park when it began to rain.
15. She has already eaten lunch.
16. He had been waiting for hours before the bus arrived.
17. I am going to the gym every day this month.
18. By the time she arrives, we will have left.
19. He doesn’t like spicy food.
20. They will have been working on the project for a month by the time it's completed.

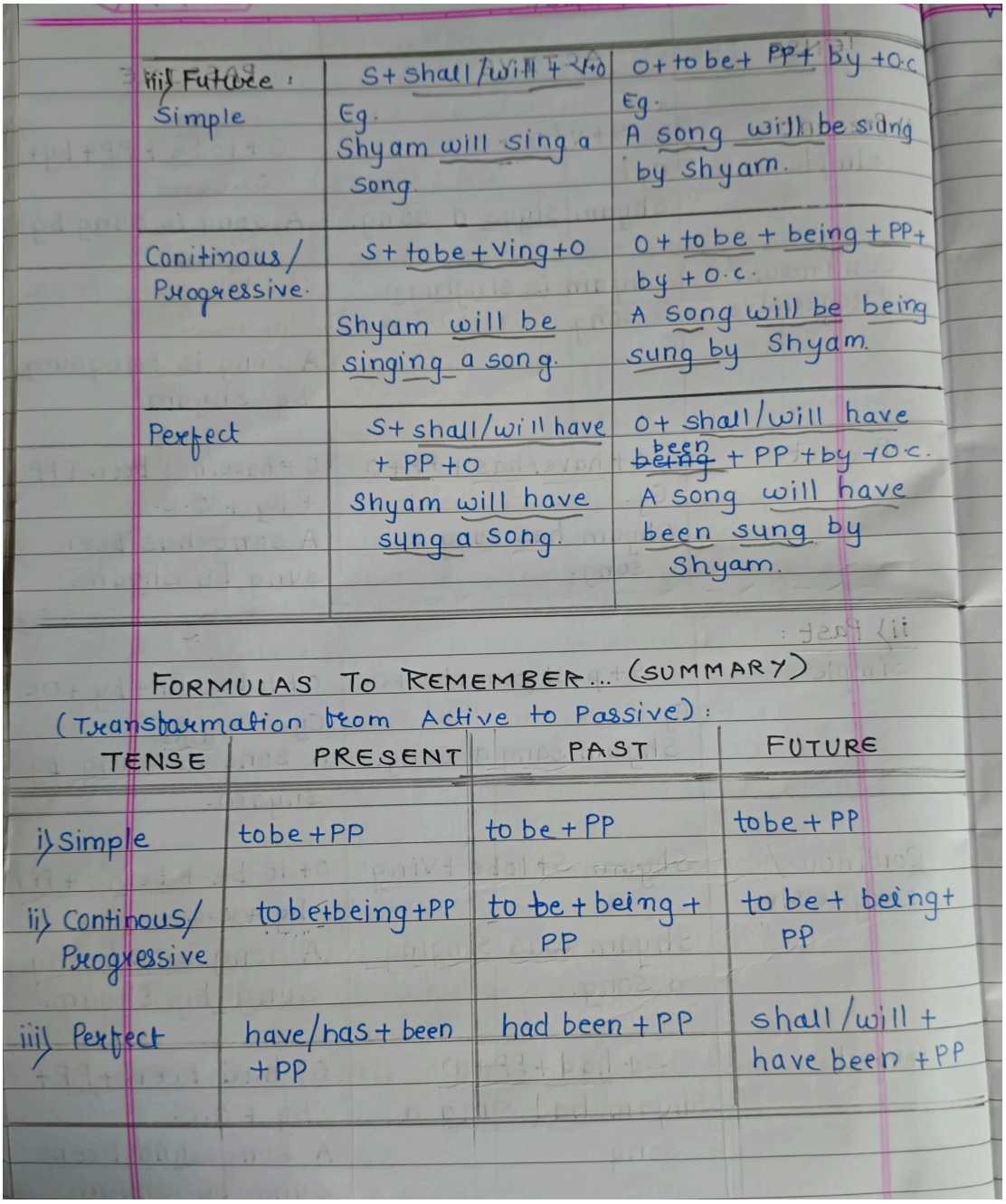
6.Voice



VOICE

O.C – objective case

TENSE	ACTIVE	PASSIVE
i) Present: Simple	S+V/Vs+O Eg. Shyam sings a song.	O+to be+PP+by+O.C. A song is sung by Shyam.
Continous/ Progressive	Shyam is singing a song. (S+to be+Ving+O)	(O+to be+being+PP+by+O.C) A song is being sung by shyam
Perfect	S+have/has+PP+O Eg. Shyam has sung a song.	O+have/has been+PP+by+O.C. A song has been sung by shyam.
ii) Past: Simple	S+past form of V+O Eg. Shyam sang a song.	O+to be+PP+by+OC Eg. A song was sung by shyam.
Continous/ Progressive	S+to be+Ving Shyam was singing a song.	O+to be+being+PP+by+O.C A song was being sung by Shyam.
Perfect	S+had+PP+O Shyam had sung a song	O+had been+PP+by+O.C. A song had been sung by shyam



iii) Future Simple	S + shall/will + V+0 Eg. Shyam will sing a song.	O + to be + PP + by + O.C Eg. A song will be sung by shyam.
Conitinous/ Progressive.	S + to be + Ving + O Shyam will be singing a song.	O + to be + being + PP + by + O.C. A song will be being sung by Shyam.
Perfect	S + shall/will have + PP + O Shyam will have sung a song.	O + shall/will have ~~being~~ been + PP + by + O.C. A song will have been sung by Shyam.

FORMULAS TO REMEMBER... (SUMMARY)

(Transformation from Active to Passive):

TENSE	PRESENT	PAST	FUTURE
i) Simple	to be + PP	to be + PP	to be + PP
ii) Continous/ Progressive	to be + being + PP	to be + being + PP	to be + being + PP
iii) Perfect	have/has + been + PP	had been + PP	shall/will + have been + PP

Red

15/09/2020/Tuesday.

Verb Forms:

Eg. Shake (Base)

Active :- S+V+O

- Present Tense :

(i) Simple Present - shake → shakes
(ii) Continious - am/is/are + shaking (to be + Ving)
(iii) Perfect - have/has + shaken (have + PP)
(iv) Perfect Continious - have/has being + shaking (have been + Ving)

- Past Tense :

(i) Simple - shook
(ii) Continuous - was/were + shaking (to be + ving)
(iii) Perfect - had shaken (had + PP)
(iv) Perfect Continuous - had been shaking (had been + Ving)

- Future Tense :

(i) Simple - shall/will shake
(ii) Continuous - shall be/will be shaking (to be + Ving)
(iii) Perfect - shall have/will have shaken (shall/will have + PP)
(iv) Perfect continuous - shall/will have been shaking (shall/will have been + Ving)

Passive :- O + to be + PP + by + OC

- Present Tense : (कोणी नुसार change होतील बाकी same -)

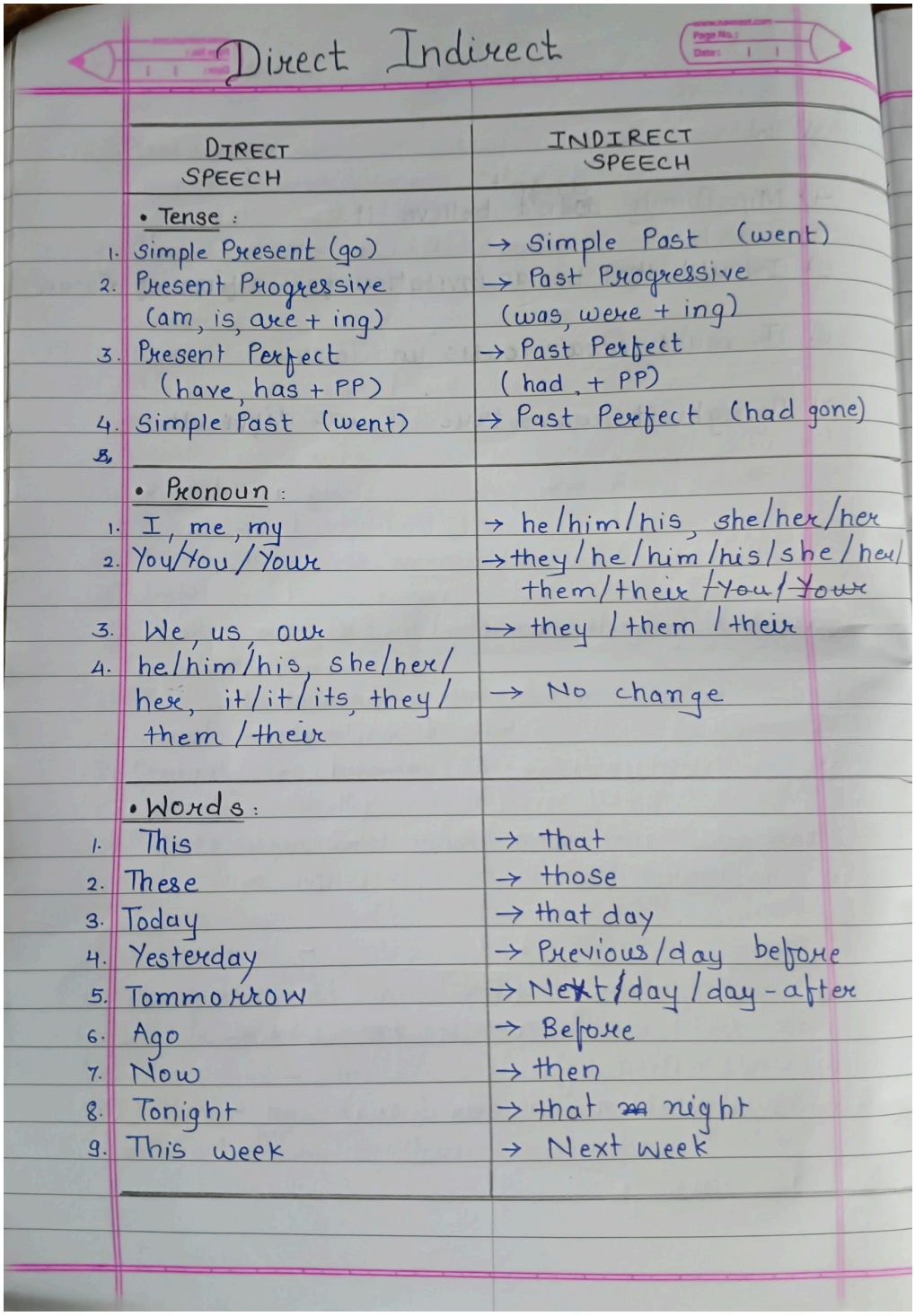
(i) Simple - am/is/are shaken (to be + PP)
(ii) Continuous - am/is/are being shaking (to be + being + Ving)
(iii) Perfect - have/has been shaken (have/has been + PP)

not necessary (iv) Perfect Continuous - have/has been being shaken.

- Past Tense :

(i) Simple - was/were shaken (to be + PP)
(ii) Continuous - was/were being shaken (to be + being + PP)
(iii) Perfect - had been shaken (had been + PP)
(iv) Perfect Continuous - had been being shaken (had been being + Ving)

7.Direct Speech Indirect Speech



Direct Indirect

DIRECT SPEECH	INDIRECT SPEECH
• Tense :	
1. simple Present (go)	→ Simple Past (went)
2. Present Progressive (am, is, are + ing)	→ Past Progressive (was, were + ing)
3. Present Perfect (have, has + PP)	→ Past Perfect (had + PP)
4. Simple Past (went)	→ Past Perfect (had gone)
• Pronoun :	
1. I, me, my	→ he/him/his, she/her/her
2. You/You/Your	→ they/he/him/his/she/her/them/their/You/Your
3. We, us, our	→ they/them/their
4. he/him/his, she/her/her, it/it/its, they/them/their	→ No change
• Words :	
1. This	→ that
2. These	→ those
3. Today	→ that day
4. Yesterday	→ Previous/day before
5. Tommorrow	→ Next/day/day-after
6. Ago	→ Before
7. Now	→ then
8. Tonight	→ that night
9. This week	→ Next week

Direct Speech

Direct speech involves quoting the exact words spoken by a person. It is enclosed in quotation marks.

Examples:

1. John said, “I am going to the park.”
2. Mary asked, “Will you join me for dinner?”

Indirect Speech

Indirect speech (also known as reported speech) conveys the meaning of what was said without quoting the exact words. It does not use quotation marks.

Examples:

1. John said that he was going to the park.
2. Mary asked if I would join her for dinner.

Direct speech quotes the exact words spoken, while indirect speech conveys the meaning in a more narrative form. Changing between the two involves adjusting pronouns, tenses, time expressions, and question formats, and removing or adding quotation marks as needed. Practice with a variety of sentences can help solidify these concepts.

Rules for Converting Direct to Indirect Speech

1. Change of Pronouns:
   - Direct: “I am tired,” she said.
   - Indirect: She said that she was tired.
2. Change of Tense:
   - Simple Present to Simple Past: “I eat breakfast,” he said.
   - He said that he ate breakfast.
   - Present Continuous to Past Continuous: “I am studying,” she said.
   - She said that she was studying.
   - Present Perfect to Past Perfect: “I have finished,” he said.
   - He said that he had finished.
3. Change of Time Expressions:
   - “today” changes to “that day”
   - “tomorrow” changes to “the next day” or “the following day”
   - “yesterday” changes to “the day before” or “the previous day”
4. Removing Quotation Marks:
   - Direct: “I will be late,” he said.
   - Indirect: He said that he would be late.
5. Changing Question Formats:
   - Yes/No Questions: Change the structure and remove the question mark.
     - Direct: “Are you coming?” she asked.
     - Indirect: She asked if I was coming.
   - Wh- Questions: Use the same question word (who, what, where, etc.), and adjust the sentence structure.
     - Direct: “Where do you live?” he asked.

- Indirect: He asked where I lived.

Examples for Practice

Direct to Indirect:

1. Direct: “We will start the meeting at 10 AM,” the manager said.
   - Indirect: The manager said that they would start the meeting at 10 AM.

2. Direct: “I can’t find my keys,” he said.
   - Indirect: He said that he couldn’t find his keys.

Indirect to Direct:

1. Indirect: She said that she was going to the concert.
   - Direct: “I am going to the concert,” she said.

2. Indirect: They asked if we had finished the project.
   - Direct: “Have you finished the project?” they asked.

8.Question Tags

Question tags are short questions added to the end of a statement to confirm or check information.

Examples:

- Positive Statement + Negative Tag: “You’re coming to the party, aren’t you?”
- Negative Statement + Positive Tag: “She doesn’t like coffee, does she?”

Rules:

1. If the statement is positive, use a negative tag:
   - “You are coming, aren’t you?”
2. If the statement is negative, use a positive tag:
   - “He isn’t ready, is he?”

Common Tags:

- Isn’t it? (for statements ending in “is”)
- Don’t they? (for statements ending in “do” or “does”)
- Can’t you? (for statements ending in “can”)

9. Transformation of Sentences- Simple, Compound, and Complex Sentences:

1. Simple Sentences
- Contains a single independent clause.
  - Example: “She reads books.”

2. Compound Sentences
- Contains two or more independent clauses joined by a conjunction (and, but, or, so).
  - Example: “She reads books, and he writes stories.”

3. Complex Sentences
- Contains one independent clause and at least one dependent clause.
  - Example: “She reads books because she enjoys them.”

<u>Transformation Examples:</u>

Simple to Compound:
- Simple: “He was tired.”
- Compound: “He was tired, so he went to bed early.”

Compound to Complex:
- Compound: “I wanted to go out, but it was raining.”
- Complex: “Although it was raining, I wanted to go out.”

Complex to Simple:
- Complex: “If you study hard, you will pass the exam.”
- Simple: “Studying hard ensures passing the exam.”

Practice:

1. Transform “She can sing.” (Simple) into a compound sentence: “She can sing, and she can dance.”
2. Transform “He went to the store because he needed groceries.” (Complex) into a compound sentence: “He needed groceries, so he went to the store.”

Unit 2 : Reading Skills: Comprehension (Unseen Passage)

To effectively tackle unseen passages, focus on acquiring and honing the following skills:

1.Reading with Fluency and Speed
Objective: Read smoothly and quickly to grasp the general idea of the passage without getting bogged down by individual words.
Tips:
- Practice Regularly: Read various texts to build speed and comprehension.
- Avoid Subvocalization: Try not to "speak" the words in your head; instead, focus on visualizing and understanding.
- Use a Pointer:Use your finger or a pen to guide your eyes, which can help maintain pace.

2. Skimming and Scanning
Objective:Efficiently locate and understand key points and details in the passage.

Skimming:
- Purpose: Get an overview of the main ideas.
- Method: Read the title, subheadings, the first and last paragraphs, and the first sentence of each paragraph. Look for keywords and main ideas.

Scanning:
- Purpose:Find specific information or details quickly.
- Method: Move your eyes quickly across the text to find keywords or phrases related to the information you need. Ignore other texts.

Example Practice:
- Skimming: Read a passage to summarize its main idea in a few sentences.
- Scanning:Look for a date or a name in a text without reading everything.

3. Identifying Relevant Information

Objective:Determine which details or points are crucial for answering questions or understanding the passage.
Tips:
- Highlight or Note Key Information: As you read, underline or make notes of important details.

- Look for Repetition: Repeated words or phrases often indicate important information.
- Check Context: Ensure the information is relevant to the main topic or theme of the passage.

Example Practice:
- Read a passage and list the main points or significant details that answer specific questions.

4. Isolating Fact from Opinion

Objective: Distinguish between objective information and subjective views.
Facts: Verifiable pieces of information or evidence.
  - Example: "The Earth orbits the Sun."
Opinions:Personal beliefs, interpretations, or judgments.
  - Example: "I think space travel is the most exciting field of science."
Tips:
- Look for Evidence: Facts are often supported by data or evidence, while opinions are often expressed with phrases like "I believe," "in my opinion," or "it seems."
Example Practice:
- Read a passage and categorize sentences into facts or opinions.

5. Understanding Concepts and Arguments

Objective: Grasp the underlying ideas, themes, and arguments presented in the passage.
Tips:
- Identify Main Ideas: Determine the primary message or argument of the passage.
- Look for Supporting Details: Find evidence or examples that support the main ideas.
- Understand the Structure: Recognize how arguments are developed, including claims, counterclaims, and conclusions.
Example Practice:
- Summarize the main argument of a passage and explain how the author supports it.

6. Identifying Distinctive Features of Language
Objective: Recognize specific language features that affect meaning, tone, and style.
Features to Note:
- Tone: The author's attitude toward the subject (e.g., formal, informal, sarcastic).
- Style: The way language is used, including diction (word choice), syntax (sentence structure), and figurative language.
- Voice: Whether the passage is written in the active or passive voice.

Example Practice:
- Analyze a passage for tone and style, noting how specific word choices and sentence structures contribute to the overall effect.

Practice Passage
Passage:
"Global warming has been a major topic of discussion among scientists and policymakers alike. Many believe that human activities, such as the burning of fossil fuels and deforestation, are contributing to rising temperatures and changing weather patterns. While some argue that these changes are part of a natural cycle, the majority of evidence suggests that human influence is significant. Effective measures to mitigate global warming involve reducing greenhouse gas emissions and transitioning to renewable energy sources."

Practice Questions:
1. Skimming and Scanning:What are the main actions suggested to address global warming?
2. Identifying Relevant Information:List two human activities mentioned that contribute to global warming.
3. Isolating Fact from Opinion: Identify one fact and one opinion from the passage.
4. Understanding Concepts and Arguments: Summarize the argument about human influence on global warming.
5. Identifying Distinctive Features of Language: What is the tone of the passage? How does the author convey urgency?

Note- Points which are excluded in the notes are components that cannot be specified due to its practical and umbrella nature.

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