



JAMAL MOHAMED COLLEGE

(AUTONOMOUS) TIRUCHIRAPPALLI.

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BRIDGE COURSE

A bridge course for newly admitted students is conducted every year before the commencement of the first semester classes. The main objective of the course is to **bridge the gap between subjects studied at Pre-university level and subjects they would be studying in Graduation.**

**BRIDGE
COURSE**



The Benefits of Bridge Course

The purpose of a Bridge Course is to help students transition from high school to college by developing their academic skills and knowledge in mathematics, writing, reading, and science. These courses can also help students to prepare for specific subjects like engineering or nursing.

Unit - I

1.1 DISCIPLINE

1.2 NOUN AND PRONOUN

1.3 SIMPLE PRESENT TENSE

1.1 DISCIPLINE



**WITHOUT SELF-
DISCIPLINE, SUCCESS
IS IMPOSSIBLE,
PERIOD.**

Lou Holtz

Meaning of Discipline :

Discipline is action or inaction that is regulated to be in accordance with a particular system of governance.

Discipline is commonly applied to regulating human and animal behaviour to its society or environment.

Types of Discipline

The 5 types are:

1. Positive Discipline.
2. Gentle Discipline.
3. Boundary-Based Discipline.
4. Behavior Modification.
5. Emotion Coaching.

Methods

Show and tell. Teach children right from wrong with calm words and actions. Model behaviors you would like to see in your children.

Set limits. Have clear and consistent rules your children can follow. Be sure to explain these rules in age-appropriate terms they can understand.

Give consequences. Calmly and firmly explain the consequences if they don't behave. For example, tell her that if she does not pick up her toys, you will put them away for the rest of the day. Be prepared to follow through right away. Don't give in by giving them back after a few minutes. But remember, never take away something your child truly needs, such as a meal.

Hear them out. Listening is important. Let your child finish the story before helping solve the problem. Watch for times when misbehavior has a pattern, like if your child is feeling jealous. Talk with your child about this rather than just giving consequences.

Give them your attention. The most powerful tool for effective discipline is attention—to reinforce good behaviors and discourage others. Remember, all children want their parent's attention.

Methods

Catch them being good. Children need to know when they do something bad--and when they do something good. Notice good behavior and point it out, praising success and good tries. Be specific (for example, "*Wow, you did a good job putting that toy away!*").

Know when not to respond. As long as your child isn't doing something dangerous and gets plenty of attention for good behavior, ignoring bad behavior can be an effective way of stopping it. Ignoring bad behavior can also teach children natural consequences of their actions. For example, if your child keeps dropping her cookies on purpose, she will soon have no more cookies left to eat. If she throws and breaks her toy, she will not be able to play with it. It will not be long before she learns not to drop her cookies and to play carefully with her toys.

Be prepared for trouble. Plan ahead for situations when your child might have trouble behaving. Prepare them for upcoming activities and how you want them to behave.

Redirect bad behavior. Sometimes children misbehave because they are bored or don't know any better. Find something else for your child to do.

Methods

Call a time-out. A [time-out](#) can be especially useful when a specific rule is broken. This discipline tool works best by warning children they will get a time out if they don't stop, reminding them what they did wrong in as few words—and with as little emotion—as possible, and removing them from the situation for a pre-set length of time (1 minute per year of age is a good rule of thumb). With children who are at least 3 years old, you can try letting their children lead their own time-out instead of setting a timer. You can just say, "*Go to time out and come back when you feel ready and in control.*" This strategy, which can help the child learn and practice self-management skills, also works well for older children and teens.

INTRODUCTION

Discipline is the deliberate, or lack of, action to regulate behaviour. It is the practice of frank and strict adherence to legislation and guidelines, and cultural standards and values; the ability to control oneself or other people, even in challenging circumstances. Discipline means teaching acceptable behaviours and unlearning maladaptive behaviours with support, guidance and direction in managing behaviour. It is about setting limits, clarifying roles, responsibilities, and mutual expectations and creating a predictable, orderly and stable life.

Discipline impacts the learning process by creating a stress-free environment for apportioning time to various activities, improves planning through observing and maintaining a set daily routine, moulds learner character and enhances their motivation, enables the setting of good examples and positively contributes to better grades. Elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of academic performance. Various studies have shown a positive link between discipline in learners and their school performance, with the latter increasing with the increase in discipline levels.

Although learning institutions have a duty to enforce the rules or code of conduct guiding learner behaviour, parents also have a role to play to ensure consistency. Aspects such as dress code, hairdos, and basic manners start from home. Parents and educators, especially heads of institutions, are two pillars with a significant influence on grooming learners. Unless discipline is tackled from an early age, achieving quality education with full learner impact will remain a challenge. Thus, if learners at all levels are disciplined, they are most likely to acquire the requisite knowledge and skills with ease because they are focused and self-driven.

Despite their busy working schedules, parents should spend time with their children to discuss various issues, including discipline. There is also an increasing need to strengthen guidance and counselling in schools, to help learners attain set values. A child or young person whose social and spiritual discipline is strong has a high chance of excelling in school. The most important discipline is self-discipline, which the learner should cultivate within by setting standards and determining how far they can go amidst numerous obstacles. At the height of COVID-19, where learning has been transferred to the home as schools are closed and supervision is in the hands of parents, self-discipline will play a significant role in ensuring the continuity of learning.

This is a story of disciple, farm, farmer and saint.

Moral(s) of the story: discipline

Once upon a time there lived a very pious saint. He had many disciples and was very well loved.

One day while taking a walk with his disciples in the beautiful mountains of Tibet, he listened to his students talk about their dreams and lives. He considered himself extremely blessed to have such passionate students. However, they were also very competitive.

“What qualities do we need to get success in life?” He asked his students.

“Talent.” One replied.

“Good luck.” The other replied.

“Favourable circumstances.” Said another.

He sat down with them around a tree and asked them to watch the two farms in front of them.

The children obeyed and looked at two farms where farmers were ploughing the land. In one farm, the farmer had seven oxen and in the other, the farmer only had two.

In the first farm, work was getting done very easily as compared to the other.

In the farm where the farmer had better equipment, the land was ploughed faster and soon enough the farmer was done with his work. In the other farm, even though it took more work, the farmer did not stop and worked harder.

As evening fell, the farmer was done with his work too.

Both the farmers succeeded.

The saint turned to his disciples and said, “Some people have to work harder than others to achieve something, some have natural talent while others have to practice for it, some people have better luck than others but in the end even if the playing fields are uneven you succeed only if you are hardworking and disciplined.”



8 Parts of Speech

NOUN

A **noun** names a person, place, things or idea.

Examples

dog, cat, horse, student, teacher, apple, Mary and etc...

VERB

A **verb** is a word or group of words that describes an action, experience.

Examples

realize, walk, see, look, sing, sit, listen and etc...

PREPOSITION

A **preposition** is used before a noun, pronoun, or gerund to show place, time, direction in a sentence.

Examples

at, in, on, about, to, for, from and etc...

PRONOUN

Pronouns replace the name of a person, place, thing or idea in a sentence.

Examples

he, she, it, we, they, him, her, this ,that and etc...

ADVERB

An **adverb** tells how often, how, when, where. It can describe a verb, an adjective or an adverb.

Examples

loudly, always, never, late, soon etc...

ADJECTIVE

An **adjective** describes a noun or pronoun.

Examples; red, tall, fat, long, short, blue, beautiful, sour, bitter and etc...

CONJUNCTION

Conjunctions join words or groups of words in a sentence.

Examples; and, because, yet, therefore, moreover, since, or, so, until, but and etc...

INTERJECTION

Interjections express strong emotion and is often followed by an exclamation point.

Examples

Bravo! Well! Aha! Hooray! Yeah! Oops! Phew!



TYPES OF NOUNS IN ENGLISH

Types of Nouns



COMMON

VS

PROPER

Used to name people, places or things in GENERAL. It refers to the class or type of person or thing (without being specific).
Examples: girl, city, animal, house, fruit

Used to name a SPECIFIC (or individual) person, place or thing. Proper nouns begin with a capital letter.
Examples: John, London, Pluto, France

COUNTABLE

VS

UNCOUNTABLE

Have a singular and a plural form and can be used with a number or a/an before it. They are sometimes called Count Nouns.
Examples: car, desk, cup, house, bike

Cannot be counted. They often refer to substances, liquids, and abstract ideas. They are sometimes called Mass Nouns.
Examples: wood, air, milk, happiness

CONCRETE

VS

ABSTRACT

Refer to people or things that exist physically and that at least one of the senses can detect.
Examples: dog, tree, apple, moon, sock

Have no physical existence. They refer to ideas, emotions and concepts you cannot see, touch, hear, smell or taste.
Examples: love, time, fear, freedom

COMPOUND

VS

COLLECTIVE

Two or more words that create a noun. They can be written as one word, joined by a hyphen or written as separate words.
Examples: rainfall, son-in-law, credit card

Refer to a set or group of people, animals or things. They are often followed by OF + PLURAL NOUN (e.g. bunch of flowers)
Examples: team, pile, flock, stack, bunch

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TYPES OF NOUNS



COUNTABLE

Have a singular and a plural form and can be used with a number or a/an before it. They are sometimes called Count Nouns.

Examples: car, desk, cup, house, bike

You can count these.

1 car
2 cars

1 cup
2 cups

1 bike
2 bikes



UMBRELLA



TABLE



BOOKS

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TYPES OF NOUNS



PROPER

Used to name a SPECIFIC (or individual) person, place or thing. Proper nouns begin with a capital letter.

Examples: John, London, Pluto, France

I give the specific name of them.

the specific name of a person

the specific name of a city

the specific name of a country



SUSAN



MAX



MOUNT EVEREST

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TYPES OF NOUNS



COMPOUND

Two or more words that create a noun. They can be written as one word, joined by a hyphen or written as separate words.

Examples: rainfall, son-in-law, credit card

Two or more words create a noun.

as one word

joined by hyphens

as separate words



TOOTHBRUSH



JACK-IN-THE-BOX



BUS STOP

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A noun is a part of speech that is used to name or identify a person, place, thing or idea. There are different types of nouns like **common nouns**, **proper nouns**, **abstract nouns**, **collective nouns**, **concrete nouns** and so on.

Person



John

School



St Peter's School

Thing



Pencil

Animal



Elephant

Bird



Eagle

Feelings



Happy

Thought



Idea

Quality



Honest



COLLECTIVE NOUNS

ENGLISH
GRAMMAR

Collective noun is the name we give to a group of nouns to refer to them as one entity.



PEOPLE

- A class of students.
- An army of soldiers.
- A choir of singers.
- A crew of sailors.
- A band of musicians.
- A bunch of crooks.
- A crowd of people/spectators.
- A gang of thieves.
- A group of dancers.
- A team of players.
- A troupe of artists/dancers.
- A pack of thieves.
- A staff of employees.
- A regiment of soldiers.
- A tribe of natives.
- An audience of listeners.
- A panel of experts.
- A gang of labourers.
- A flock of tourists.
- A board of directors.

ANIMALS

- A catch of fish.
- An army of ants.
- A flight of birds.
- A flock of birds.
- A haul of fish.
- A flock of sheep.
- A herd of deer/ cattle/ elephants/goats.
- A hive of bees.
- A litter of cubs.
- A host of sparrows.
- A team of horses.
- A troop of lions.
- A zoo of wild animals.
- A pack of wolves.
- A litter of puppies/kittens.
- A swarm of bees/ants/rats/flies.
- A team of horses/ducks/oxen.
- A murder of crows.
- A kennel of dogs.
- A pack of hounds.

THINGS

- A group of islands.
- A galaxy of stars.
- A wad of notes.
- A forest of trees.
- A stack of wood.
- A fleet of ships.
- A string of pearls.
- An album of stamps/autographs/photographs.
- A hedge of bushes.
- A library of books.
- A basket of fruit.
- A bowl of rice.
- A pack of cards.
- A pair of shoes.
- A bouquet of flowers.
- A bunch of keys.
- A chest of drawers.
- A pack of lies.
- A range of mountains.
- A cloud of dust.

Pronouns Rules Chart



	Subject	Object	Possessive Adjectives	Possessive Pronoun	Reflexive Pronoun
1 st Person	I	Me	My	Mine	Myself
2 nd Person	You	You	Your	Yours	Yourself
3 rd Person (male)	He	Him	His	His	Himself
3 rd Person (female)	She	Her	Her	Hers	Herself
3 rd Person	It	It	Its	Its	Itself
1 st Person (Plural)	We	Us	Our	Ours	Ourselves
2 nd Person (Plural)	You	You	Your	Yours	Yourselves
3 rd Person (Plural)	They	Them	Their	Theirs	Themselves

TENSE

SIMPLE PRESENT TENSE

SIMPLE PRESENT TENSE

The **simple present tense** is used to describe habits, unchanging situations, general truths, and fixed arrangements.

Forms

+ S + V(s/es) + O.

- S + don't/doesn't + V (base form) + O.

? Do/does + S + V(base form) + O ?



Affirmative (+)

- I run fast.
- You run fast.
- He runs fast.
- She runs fast.
- It runs fast.
- They run fast.
- We run fast.

Negative (-)

- I don't run fast.
- You don't run fast.
- He doesn't run fast.
- She doesn't run fast.
- It doesn't run fast.
- They don't run fast.
- We don't run fast.

Interrogative (?)

- Do I run fast?
- Do you run fast?
- Does he run fast?
- Does she run fast?
- Does it run fast?
- Do they run fast?
- Do we run fast?

SIMPLE PRESENT TENSE

POSITIVE FORM

Sbj + V1(-s,-es,-ies)

He She It	+	starts
-----------------	---	--------

I You We You They	+	start
-------------------------------	---	-------

+

Ex: I like it.

Ex: She likes it.

NEGATIVE FORM

Sbj + does/do NOT + V1

He She It	+	<u>does not</u> doesn't	+	start
-----------------	---	----------------------------	---	-------

I You We You They	+	<u>do not</u> don't	+	start
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-

Ex: I do not (don't) like it.

Ex: She does not (doesn't) like it.

QUESTION FORM

Does/Do + Sbj + V1

Does	+	He She It	+	start
------	---	-----------------	---	-------

Do	+	I You We You They	+	start
----	---	-------------------------------	---	-------

?

Ex: You like it.

Ex: He likes it.

--->

Do you like it?

--->

Does she like it?

My Daily Routine in Simple Present Tense Paragraph

My Name is [Your Name] . I am a student. I get up at 5 o' clock in the morning. I brush my teeth and wash my hands and face. Then I go out for a morning walk. I come back at 6:30 o' clock and take my bath. After that have my breakfast and go to school.

The image features a horizontal band of colorful paint splatters in shades of purple, blue, green, yellow, orange, and red, set against a white background. The splatters are dense and energetic, creating a celebratory atmosphere. Overlaid on this colorful band is the text "Thank You!" in a large, bold, white, sans-serif font. The text is centered and has a slight 3D effect, appearing to float above the splatters.

Thank You!