



EwayLearn

Campus2CareerEnglish

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A fortnightly Newsletter on
Real-life English Skills



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*English Competency:
Your Gateway to Corporate Leadership*

**"Gold may build wealth;
well-chosen words build
a lifetime of success."**

MOHAMMED FAYAZ

Author's Note

Why should you Upskill your English Skills?

WHEN AI FAILS GRAMMAR PREVAILS – GRAMMAR NEVER CRASHES

The world has entered an era in which communication, technology, artificial intelligence, global business, and international collaboration are reshaping education at an unprecedented pace. English is no longer merely a school subject or a language to pass examinations. It has become the world's principal medium for accessing knowledge, participating in innovation, conducting research, building businesses, and solving global challenges. Consequently, English Language Teaching (ELT) must undergo a fundamental transformation.

Today's learners interact daily with social media, online learning platforms, artificial intelligence, digital workplaces, and international communities. Their English education should reflect this reality. where students analyze current news, discuss technological innovations, debate environmental issues, interpret business developments, evaluate scientific discoveries, and explore solutions to local and global problems. Such learning develops not only language proficiency but also critical thinking, creativity, collaboration, and informed citizenship.

Instead of limiting classroom activities to prescribed texts, teachers should regularly incorporate newspapers, business reports, podcasts, documentaries, scientific articles, public speeches, AI applications, and authentic digital content. Real-world language creates real-world competence. The objective of modern English education should therefore be to produce confident communicators, critical thinkers, digital citizens, innovators, entrepreneurs, researchers, and global collaborators.

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Chapter 1

Key Components of communicative English

To communicate effectively in English, it is important to master not just grammar and vocabulary, but also the natural combinations and patterns of language. The following components play a vital role:

a. Collocations

These are words that naturally go together and sound correct to native speakers. Using the wrong combination often sounds unnatural.

Examples: rich and famous, densely populated, keep a secret, break a promise, take a seat, strong winds, heavy rains.

Everyday collocations: stomach ache (not stomach pain), tummy ache (not tummy pain), fast food (not quick food).

b. Phrasal Verbs

These are verb + particle (preposition/adverb) combinations with meanings often different from the base verb.

Examples: get up, log on, run out of, put off, put up, give in, look after.

c. Idioms

Idiomatic expressions have meanings beyond the literal words and add richness to communication.

Examples: part and parcel (an essential part), make ends meet (manage with limited money), once in a blue moon (rarely).

d. Social Formulas

These are conventional expressions used in social interactions.

Examples: see you later, have a nice day, how are you doing?, take care.

e. Fixed Phrases

Certain phrases have a fixed word order that cannot be changed without sounding wrong.

Examples: if I were you, I was wondering, as a matter of fact, would you mind if, as far as I know, on the other hand, in the meantime, in my opinion.

f. Formulaic Expressions

These are routine word-groups, often used automatically in predictable situations (closely related to social formulas).

Examples: good luck, all the best, happy birthday, congratulations.

g. Discourse Markers

These connect ideas and help organize speech or writing. They guide the listener/reader through what is being said.

Examples: moreover, in addition, finally, on the contrary, therefore, however.

h. Hesitation Devices

These include sounds or words speakers use when pausing to think, which help maintain the flow of conversation.

Examples: uh, um, well, you know, actually.



Chapter 2

Listening Comprehension



Listen • Learn • Reflect • Respond

Audio Topic: El Niño and Its Potential to Trigger Extreme Weather Events in 2026

Scan the QR Code to listen to the audio and then test your understanding by taking the quiz. The Quiz QR Code is provided on the last page of this newsletter.

Challenge Yourself

After listening to the audio, reflect on the following questions:

1. How is your country preparing to cope with the potential impacts of El Niño?
2. As a responsible citizen, what steps can you take to help your community prepare for and respond to the challenges posed by extreme weather events?

Please note: The audio QR Code will remain active until 15 August 2026 for this issue

Chapter 3

Wearing is not same as put on

Whether you're getting dressed, placing an object, organizing an event, gaining weight, or joking with a friend, the context tells you its meaning. Mastering it will make your everyday English fluent



Take aways:

By the end of this lesson, students will be able to use put on correctly in different real-life situations.

What does put on mean?

The phrasal verb **put on** has several meanings. The correct meaning depends on the context.

1. Put on = Wear or Apply Something

When you wear clothes, shoes, glasses, perfume, or makeup, you put them on.

Examples:

I put on my school uniform before leaving home.

Please put on your helmet before riding a bike.

She put on sunscreen before going to the beach.

He put on his glasses to read the newspaper.

Real-Life Tip:

Every morning, we put on clothes before going to school or work.

2. Put on = Place Something on a Surface

When you place an object somewhere, you put it on that surface.

Examples:

Please put the books on the table.

She put her phone on the desk.

Dad put the groceries on the kitchen counter.

Don't put your bag on the wet floor.

Real-Life Tip:

At restaurants, waiters put plates on the table.

3. Put on = Attach or Add Something

When something is fixed, attached, or added to another object, we use put on.

Examples:

The mechanic put on new tyres.

The tailor put on new buttons on my shirt.

Workers put on a fresh coat of paint.

The jeweller put on a new clasp to the necklace.

Real-Life Tip:

When your shoe sole comes off, a cobbler puts on a new one.

Put on = Gain Weight for e.g. If someone becomes heavier, they put on weight.



Chapter 4

*What's on your mind?
Thinking about
your career?*

Let's discuss something about
about



What does "about" mean?

The word about is one of the most useful words in English. It usually tells us what a person, thing, conversation, feeling, or action is connected with or focused on. In simple words, about answers the question "What is it about?"

1. **About introduces a topic**

We use about to show the subject of a conversation, book, movie, speech, or activity.

A. Thing + is about + topic

Examples

This podcast is about healthy eating.

The documentary is about climate change.

Today's class is about artificial intelligence.

This video is about online safety.

Real-life example

When you open YouTube, every video is about something—a recipe, travel, coding, sports, or business.

B. Noun + about + topic

Some nouns naturally take about.

Examples

She gave me useful advice about starting a business.

We had a discussion about road safety.

The teacher made a comment about teamwork.

The customer filed a complaint about poor service.

Real-life example

Parents often give advice about choosing friends or managing money.

C. Verb + about + topic

Many everyday verbs are followed by about.

Examples

- We talked about our holiday plans.
- They laughed about an old memory.
- She worries about her exams.
- He dreams about becoming a pilot.
- I read about a new scientific discovery.

Real-life example

Friends usually talk about movies, sports, careers, travel, and social media.

2. Learning or asking about something

We often use about when we want information.

Verb + something/nothing/a lot + about

Examples

She knows a lot about computers.

I learned something about digital marketing today

They know very little about space exploration.

Verb + person + about + topic

Examples

The doctor asked me about my health.

The teacher told us about the competition.

My friend reminded me about tomorrow's interview.

The trainer taught us about cyber security.

Real-life example

During a job interview, the interviewer asks you about your education, skills, and experience.

3. About with adjectives

Some adjectives are followed by about to describe how people behave.

Examples

- The manager was kind about my mistake.
- My classmates were understanding about my absence.
- She was polite about the misunderstanding.

4. About shows the reason for a feeling

We also use about to explain why someone feels a certain way.

Adjective + about + topic

Examples

- I am excited about my new job.
- They are happy about the results.
- She is nervous about her driving test.
- We are proud about...?
- We are proud of our School's achievements.

(Remember: not every adjective uses about.)

- He is worried about the weather.
- The children are curious about robots.

Real-life example

Students often feel excited about holidays, nervous about examinations, and confident about presentations.

Useful Expressions with "About"

See about

Means to check, arrange, or look into something.

Examples

I'll see about booking the tickets.

We will see about fixing the computer tomorrow.

Find out about

Means to get information.

Examples

I searched online to find out about the scholarship.

She visited the website to find out about the course.

Quick Classroom Practice

Fill in the blanks with about.

- We talked _____ our future plans.
- She knows a lot _____ photography.
- I am excited _____ the school trip.
- The teacher asked us _____ our project.
- This article is _____ renewable energy.
- Answers: **About** is the answer for all the questions.

Use about when you want to:

1. Identify the topic of a conversation, book, lesson, or activity;

2. ask for or give information;

3. explain what someone knows, talks, or learns;

4. describe the reason for a feeling.

Simple Rule: Whenever you want to answer the question "What is it connected with?" or "What is it concerning?", about is often the correct choice

**TIPS TO
REMEMBER**



Chapter 5 : Reading comprehension - A Speech by Bill Gates

Imagine a world where a dangerous disease starts spreading again — but this time, we are ready. Hospitals don't run out of beds, vaccines are quickly developed, and people stay calm because a trained global team is already responding.

Bill Gates, co-founder of Microsoft and a well-known philanthropist, believes that the world can prevent future pandemics if we prepare early. He proposes a program called GERM: Global Epidemic Response and Mobilization. According to Gates, this would work like an international first-response team, similar to how firefighters respond to emergencies before they become disasters.

The GERM team would include around 3,000 full-time experts: epidemiologists, data scientists, public health coordinators, and communication specialists. Their only mission would be to stop outbreaks before they spread worldwide. They would work with the World Health Organization (WHO) and be stationed in different countries — especially in low-income regions where outbreaks can grow quickly.

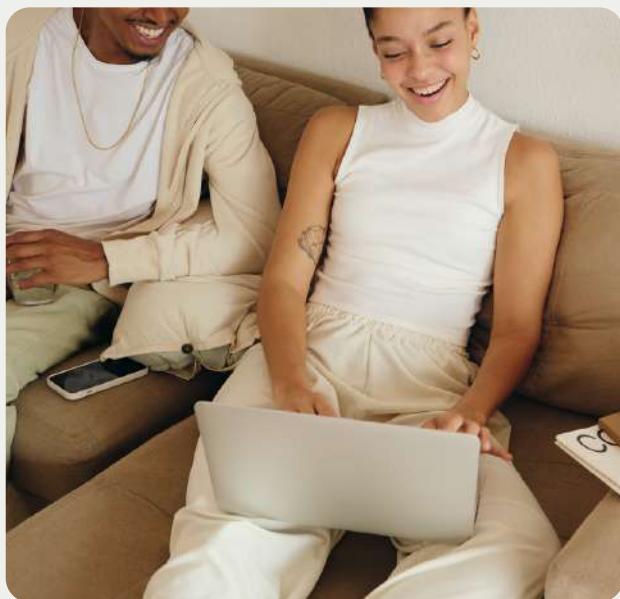
These experts would regularly conduct pandemic practice drills, just like fire drills in schools. The goal is simple: detect early, respond fast, and prevent global chaos.

Although Gates' plan may cost governments one billion dollars a year, he argues that it's a small price compared to the cost of COVID-19, more than 12.5 trillion dollars. Experts also warn that more pandemics could happen in the future. Gates believes COVID-19 taught the world many lessons — and now is the time to act, not react.



Quiz Time Now

Scan the
QR code



All QR codes of this edition will expire
on 15 August 2026



Thanks Note



Thank You for Being a Part of This Learning Journey Dear Reader,

Thank you for choosing Campus@Career Fortnightly. Your support and encouragement inspire me to continue creating practical, engaging, and up-to-date learning resources that connect English with real-life communication and current events.

I sincerely hope that every rupee you invest in this digital newsletter becomes an investment in your future. Whether you are a student, teacher, job seeker, professional, entrepreneur, or lifelong learner, my aim is to help you build stronger English communication skills, greater confidence, and better career opportunities.

Each issue is carefully designed to provide fresh content, real-world vocabulary, practical exercises, and thought-provoking quizzes that make learning English both enjoyable and meaningful.

Your suggestions and feedback are invaluable. They help me improve every edition and ensure that this fortnightly continues to meet the evolving needs of learners from all walks of life. If you have any comments, ideas, corrections, or questions, I would be delighted to hear from you.

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Thank you once again for your trust and support. I look forward to welcoming you in every new edition of English Skills Fortnightly as we continue this exciting journey of learning, growing, and succeeding together.

**Keep learning. Keep growing. Keep communicating with
confidence.**