English Grammar and Vocabulary—Impact Course

Syllabus

1) Noun & pronoun
2) Verbs (Lexical & Auxiliary)
3) Verb Tenses
4) Adjectives & Adverb
5) Preposition
6) Conjunction, Phrases and Clause
7) Sentence Types
8) Transformations
9) Word meanings, synonym, antonym
10) Root words, one word substitutes
11) Phrasal Verbs, Idioms
12) Word games – Vocabulary development
NOUN

RULE: **Nouns** are names of persons, animals, things and places.

EXAMPLE: This is a **story** about a **child** called **Lily** and a **crocodile** called **Dill**.

EXERCISE: Underline the nouns in the following sentences:

1. Disa was a frog which lived in the field.
2. The women were washing their clothes in the river.
3. Bour was the king whose beloved daughter had drowned.
4. The child called Guddy had gone to collect wood near the grassland.
5. Lalu asked Nadim to take the basket from Hyderabad for his parents.

RULE: *Proper and Common Nouns*—A person’s/animal’s name or a specific place is a proper noun while a noun which names a general category of persons, places, animals or things is a common noun.

EXERCISE: Say whether the nouns you have underlined above are proper nouns or common nouns.

RULE: **Collective noun** is a single word representing a group.

EXAMPLE:  

<table>
<thead>
<tr>
<th>Collective noun</th>
<th>Group of...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crowd</td>
<td>A group of sailors in a ship</td>
</tr>
<tr>
<td>Swarm</td>
<td>A group of sportspersons</td>
</tr>
<tr>
<td>Team</td>
<td>A group of people</td>
</tr>
<tr>
<td>Crew</td>
<td>A group of lions</td>
</tr>
<tr>
<td>Pride</td>
<td>A group of bees/insects</td>
</tr>
</tbody>
</table>
EXERCISE: Give suitable collective nouns:

1. A group of cattle
2. A group of wolves
3. A group of ants
4. A group of people watching a play
5. A group of angry people

EXERCISE: Make sentences with all the above collective nouns.

RULE: Abstract Nouns express feelings, emotions or name those things which cannot be seen.

EXAMPLE: Hunger is the best sauce.

EXERCISE: Underline the Abstract Nouns in the following Sentences

1. You should aim for personal growth.
2. He is well-known for his intelligence.
3. Laughter is the best medicine.
4. People admire wisdom and bravery.
5. This is a very serious illness.

RULE: Noun: Number—Nouns can be used as singular (one) and plural (more than one):

EXAMPLE: Student (singular) – students (plural)

Box (singular) – boxes (plural)

RULE: Irregular Nouns: Nouns which do not follow the regular pattern (addition of ‘s’ or ‘es’) of forming plurals.

EXAMPLE: Given below are 10 categories of plural formation applicable to irregular nouns.

I. ‘-us’ changes to ‘-i’
   a. Alumnus – alumni
   b. Fungus – fungi
   c. Stimulus – stimuli
II. ‘-is’ changes to ‘-es’
   a. Analysis – analyses
   b. Basis – bases
   c. Crisis – crises

III. ‘-ix’ changes to ‘-ices’
   a. Appendix – appendices
   b. Index – indices
   c. Matrix – matrices

IV. ‘-a’ changes to ‘-ae’
   a. Antenna – antennae
   b. Formula – formulae
   c. Vertebra – vertebrae

V. ‘-ouse’ changes to ‘-ice’
   a. Mouse – mice
   b. Louse – lice

VI. ‘-en’ is added
   a. Child – children
   b. Ox – oxen
   c. Man – men

VII. End is altered to ‘a’
   a. Curriculum – curricula
   b. Medium – media
   c. Stratum – strata

VIII. Same form for both singular and plural
   a. Sheep – sheep
   b. Fish – fish
   c. Deer – deer

IX. Inner vowels ‘oo’ change to ‘ee’
   a. Foot – feet
   b. Goose – geese
   c. Tooth - teeth

EXERCISE: Rewrite the following using the plural forms of the nouns given in brackets:

1. Poetry is a part of the (curriculum) at different levels.
2. Ivory is made from the elephant’s (tooth).
3. Do you know to which (stratum) of society the workers belong?
4. The grain has been eaten by the (mouse).
5. Have you mastered all the mathematical (formula)?

RULE: Count and Non-count Nouns: Nouns which have a singular and plural form—that which can be counted as one or more are called count nouns. Nouns which cannot be so counted are non-count. All nouns in the Noun Number exercise are Count nouns.

EXAMPLE: (Non-count): water, milk, oil, money, work, kindness, etc.
EXERCISE: Make a list of 10 non-count nouns and make sentences with them.

RULE: **Noun-Case:** Possessive Case is when two nouns come side by side to indicate that one noun belongs to the other.

EXAMPLE: This is a student’s notebook.

EXERCISE: Write the following in the possessive form:

1. A hostel where girls stay
2. A life like that of a dog
3. The birthday of my friend
4. Poetry written by Keats
5. A house belonging to the brothers of my father

RULE: **Noun-Gender**—Masculine, feminine, neuter and common are the 4 genders in English nouns.

EXAMPLE: Father and mother took the children and the pet to their cousin’s house.

Father—Masculine
Mother—Feminine
Pet—Neuter
Children, cousin—Common

EXERCISE: **Identify the Gender of the underlines nouns:**

1. Students should not come late.
2. Some boys are needed to complete this work.
3. I have invited my friends today.
4. Plants do not grow without water.
5. The lady needs a doctor urgently.

EXERCISE: Change the Gender of the Underlines from Masculine to Feminine or visa-versa
1. The lion is the king of the forest.
2. They were very fond of their daughters.
3. Their uncle lives in London.
4. He brings gifts for his nephews.
5. My brother is returning today.

PRONOUN

RULE: Personal Pronoun—Words used for replacing nouns or for performing the function of nouns in a sentence.

EXAMPLE: This story describes a new place.

It describes a new place.

People live on the sea coast.

They live on the sea coast.

EXAMPLE: List of personal pronouns:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>I</td>
<td>We</td>
<td>Me</td>
<td>Us</td>
<td>My</td>
<td>Our</td>
<td>Mine</td>
<td>Ours</td>
</tr>
<tr>
<td>Second</td>
<td>You</td>
<td>You</td>
<td>You</td>
<td>You</td>
<td>Your</td>
<td>Your</td>
<td>Yours</td>
<td>Yours</td>
</tr>
<tr>
<td>Third-Mas</td>
<td>He</td>
<td>She</td>
<td>They</td>
<td>Him</td>
<td>Thm</td>
<td>Their</td>
<td>His</td>
<td>Hers</td>
</tr>
<tr>
<td>Fem</td>
<td>She</td>
<td>They</td>
<td>Her</td>
<td>Them</td>
<td>Her</td>
<td>Their</td>
<td>Hers</td>
<td>Its</td>
</tr>
<tr>
<td>Neut</td>
<td>It</td>
<td>She</td>
<td>They</td>
<td>Her</td>
<td>Its</td>
<td>Their</td>
<td>Hers</td>
<td>Their</td>
</tr>
</tbody>
</table>

EXERCISE: Replace the underlined with suitable personal pronouns:
1. Ghana was the first country in Africa to get independence.
2. The citizens rejoiced when they got independence.
3. Gold Coast was the rulers’ way of describing it.
4. The tribal chief wanted the country to be free.
5. The country’s resources are very rich.
6. Most families trusted their leader.
7. Nelly’s ideas were very good.
8. A woman does the job of cooking in this hotel.
9. A bullock helps the farmer in the field.
10. Hilton is the best place for this group of tourists.

RULE: Possessive Pronouns: pronouns which are used to replace nouns in the possessive case are called possessive pronouns.

EXAMPLE: This poem is Shelley’s poem.

This poem is his poem.

EXPLANATION: (Here ‘his’ replaces the possessive noun but since it is followed by another noun it’s function is like an adjective and not like a pronoun—therefore it is a possessive pronoun used as an adjective)

EXAMPLE: This poem is his.

EXPLANATION: (Here ‘his’ replaces both the possessive noun and the object noun and functions as the object of the sentence—therefore it is a possessive pronoun used as a pronoun)

EXAMPLE: List of possessive pronouns:

<table>
<thead>
<tr>
<th>Person</th>
<th>Pronoun used as Adjective (singular)</th>
<th>Pronoun used as Adjective (plural)</th>
<th>Pronoun used as Pronoun (singular)</th>
<th>Pronoun used as Pronoun (plural)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>My</td>
<td>Our</td>
<td>mine</td>
<td>ours</td>
</tr>
<tr>
<td>--------------</td>
<td>----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Second person</td>
<td>Your</td>
<td>Your</td>
<td>yours</td>
<td>Yours</td>
</tr>
<tr>
<td>Third person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masculine</td>
<td>his</td>
<td>their</td>
<td>his</td>
<td>theirs</td>
</tr>
<tr>
<td>Feminine</td>
<td>her</td>
<td></td>
<td>hers</td>
<td></td>
</tr>
<tr>
<td>Neuter</td>
<td>its</td>
<td></td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE: Choose the correct pronoun from those given in brackets:

1. (My/mine) dog is (my/mine) companion.
2. I have lost (my/mine) pet; can I borrow (your/yours)?
3. (It/Its) tail is shaggy.
4. The pet owners have a meeting to discuss the diseases of (their/theirs) pets.
5. Pope’s poem is better than (her/hers).

RULE: Reflexive and Emphasizing Pronouns: pronouns which have the same structure but two different functions

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>myself</td>
<td>ourselves</td>
</tr>
<tr>
<td>Second person</td>
<td>Yourself</td>
<td>yourselves</td>
</tr>
<tr>
<td>Third person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masculine</td>
<td>himself</td>
<td></td>
</tr>
<tr>
<td>Feminine</td>
<td>herself</td>
<td></td>
</tr>
<tr>
<td>Neuter</td>
<td>itself</td>
<td>themselves</td>
</tr>
</tbody>
</table>

RULE: Reflexive: when the subject and object refer to the same noun—like a reflection in the mirror—the pronoun used is called a reflexive pronoun.

EXAMPLE: The old man hurt himself.
RULE: **Emphasizing**: when the pronoun is used to emphasize a noun or pronoun and is usually placed immediately behind the word it emphasizes unlike the reflexive pronoun which is separated from its noun or pronoun by a transitive verb.

EXAMPLE: The girl *herself* caught the thief by jumping over the wall.

EXERCISE: Identify whether the underlined are Reflexive or Emphasizing:

1. She completed the work by *herself*.
2. She *herself* wants to do all the work.
3. We enjoyed *ourselves* at the party.
4. We *ourselves* went to the party very late.
5. They *themselves* admitted their fault.
6. They helped *themselves* when everyone refused to help them.
7. You must know *yourself* before you can make any progress.
8. You *yourselves* must complete the assignment.
9. God helps those who help *themselves*.
10. The poets *themselves* have written about this.

RULE: **Relative Pronoun**—Often two sentences with a common subject or object can be joined using a relative pronoun and then the words which have been added form the relative clause.

EXAMPLE: Pinky travelled to Lasa. She was accompanied by her brother-in-law.

Pinky *who* travelled to Lasa was accompanied by her brother-in-law.

RULE: Relative pronouns and their usage:

<table>
<thead>
<tr>
<th>Relative pronoun</th>
<th>Function</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>For replacing subject noun, relating to subject nouns referring to human beings, (colloquial usage for object nouns too)</td>
<td>The man <em>who</em> travelled in the bus is very old. (sub) We met a man <em>who</em> was missing for many days. (obj)</td>
</tr>
<tr>
<td>Whom</td>
<td>For replacing object nouns, relating to object nouns referring to human beings</td>
<td>The travelers came to visit Nanak whom they had never met before.</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Whose</td>
<td>Possessive for people</td>
<td>The cook whose wife had given him the news told everyone about it.</td>
</tr>
<tr>
<td>Which / that</td>
<td>Used for both subject and object non-human nouns</td>
<td>This is the house that looks very queer. (sub)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He burnt the clothes which he was ironing. (obj)</td>
</tr>
<tr>
<td>Whose</td>
<td>Possessive for non-human nouns</td>
<td>He heard a word whose meaning he did not know.</td>
</tr>
</tbody>
</table>

**EXERCISE:** Join the following pairs of sentences using suitable relative pronouns:

1. The cook saw the strangers. They looked very tired.  
2. Anne got a letter. It was from her village.  
3. He was an old man. His ignorance made everyone laugh at him.  
4. The master lived in the big house. He worked in the Forensic Laboratory.  
5. The guests were welcomed. They spoke English.  
6. Dr. Meers was reading the paper. He smiled at his companion.
AUXILIARY VERBS

RULE: Primary Auxiliary Verbs: Auxiliary verbs are helping verbs which assist the main verbs in forming tense and aspect. They are of two types: primary and modal.

TO BE, TO HAVE and TO DO are the three primary auxiliary verbs in English.

TO BE has the following forms: **Am, is, are, was, were, being, been**

TO HAVE has the following forms: **Have, has, had, having**

TO DO has the following forms: **Do, does, did, doing, done**

EXERCISE: Write 5 sentences with each form of the 3 primary auxiliary verbs listed above:

RULE: TO BE is used as

1. a linking verb between subject and object:
   EXAMPLE: Gorman is a policeman.

2. a main verb showing existence:
   EXAMPLE: The earth is round.

3. a helping verb to be added to present participle of main verbs in continuous tenses:
   EXAMPLE: The man is working in a furniture shop.
   He has been working in the shop.

4. in sentences of passive voice:
   EXAMPLE: The coffin is made by the workers.

TO HAVE is used as

1. a main verb indicating possession:
   EXAMPLE: We have a house.

2. a helping verb for perfect tenses:
   EXAMPLE: The man had come to our house.
The man has been coming to our house.

TO DO is used as

1. a main verb indicating performance:
   EXAMPLE: The workers do their work in the factory.

2. a helping verb for interrogation:
   EXAMPLE: Do they work in the factory?

3. a helping verb for negation:
   EXAMPLE: They do not work in the factory.

4. a helping verb for emphasis:
   EXAMPLE: They do work in the factory.

EXERCISE: Fill in the blanks with the correct forms of Primary Auxiliary Verbs:

1. You must come to my house after you ______________ completed your work.
2. He __________ playing in the park.
3. __________ he say where he came from?
4. There __________ many things which the man __________ not know.
5. The foreman __________ made the call to Gopal after the man came.
6. The manager __________ a decent man because he helps others.
7. There __________ several episodes about which I must tell you.
8. He __________ (not) want to share his secret with the officer.
9. The man __________ a plan for the revolution.
10. The workers have ________ their job.

RULE: Modal Auxiliaries — Helping Verbs indicating moods

EXERCISE: Learn the following structures and practice them:

<table>
<thead>
<tr>
<th>Function</th>
<th>Modal Aux. Verb</th>
<th>Negative</th>
<th>Contracted Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability</td>
<td>CAN</td>
<td>Cannot</td>
<td>Can’t</td>
</tr>
<tr>
<td>Permission</td>
<td>Past ability</td>
<td>Request for permission</td>
<td>Possibility</td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td>------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>COULD</td>
<td>Could not</td>
<td>Couldn’t</td>
</tr>
<tr>
<td></td>
<td>MAY</td>
<td>May not</td>
<td>Mayn’t</td>
</tr>
<tr>
<td></td>
<td>MIGHT</td>
<td>Might not</td>
<td>Mightn’t</td>
</tr>
<tr>
<td></td>
<td>SHOULD</td>
<td>Should not</td>
<td>Shouldn’t</td>
</tr>
<tr>
<td></td>
<td>MUST</td>
<td>Must not</td>
<td>Mustn’t</td>
</tr>
<tr>
<td></td>
<td>WILL</td>
<td>Will not</td>
<td>Won’t</td>
</tr>
<tr>
<td></td>
<td>SHALL</td>
<td>Shall not</td>
<td>Shan’t</td>
</tr>
<tr>
<td></td>
<td>WOULD</td>
<td>Would not</td>
<td>Wouldn’t</td>
</tr>
<tr>
<td></td>
<td>NEED</td>
<td>Need not</td>
<td>Needn’t</td>
</tr>
<tr>
<td></td>
<td>DARE</td>
<td>Dare not</td>
<td>Daren’t</td>
</tr>
<tr>
<td></td>
<td>OUGHT TO</td>
<td>Ought not to</td>
<td>Oughtn’t to</td>
</tr>
<tr>
<td></td>
<td>USED TO</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

EXERCISE: Choose the correct modal verb to complete the following:

1. Phani (need / must) go to school as she is better now.
2. Darrell (can / used to) take her sister to school this term.
3. Their mother (should /could) come fast so that they don’t miss the train.
4. The little girl (needn’t / daren’t) be afraid of going to school.
5. Bill (may / ought to) come today as he had promised to.

EXERCISE: Rewrite the following using the clues given in brackets:

1. I see eternity when I look at the sea. (ability; possibility)
2. The clouds meet their reflection in the water. (possibility; remote negative possibility)
3. The birds catch their prey. (remote possibility; negative possibility)
4. Pay the fees on time. (request for permission; suggestion)
5. I gaze at the sea regularly. (past habit; strong advice)

EXERCISE: Correct the following sentences:

1. I can able to look at the endless sea.
2. The water dare to splash on the shore.
3. I would take you there tomorrow.
4. I need see God when I look at the sea.
5. You ought view the sea with a sense of wonder.

RULE: Tag Questions are framed by using auxiliary verbs.

EXAMPLE: This is a classroom, isn’t it?

The student has come, hasn’t he?

EXERCISE: Change the following sentences into tag questions:

1. The green valley was tenanted by angels.
2. The ruler of the realm lived in a glorious palace.
3. Two luminous windows overlooked the park.
4. The monarch sits on a throne.
5. Evil has come to the land.
6. The spirits sing musically.
7. Banners are brightly coloured.
8. Travelers have heard the discordant melody.
9. The river had dried up.
10. The lute is a musical instrument.

EXERCISE: Correct the following sentences:

1. It is going to rain, is it?
2. We haven’t arrived yet, isn’t it?
3. They came today, didn’t it?
4. He was sitting on the chair, wasn’t sitting?
5. Pearls and rubies shine brightly, won’t they?

LEXICAL VERB

RULE: Lexical or main verbs have a root form from which all other forms are derived.

EXAMPLE: to take (root—to-infinitive)

take (s) (present tense)
took (past tense)
taking (present participle)
taken (past participle)

Father wanted to take a basket.

Father takes a basket.

Father took a basket.

Father is taking a basket.

Father has taken a basket.
EXERCISE: Complete the following table with the correct forms of the root verbs given:

<table>
<thead>
<tr>
<th>Root</th>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Present Participle</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>To study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To march</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To worry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To pray</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To hit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To turn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To see</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To eat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To sleep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE: Now make sentences with each form you have listed.

RULE: Simple Tenses: Present, past and future verb forms are used in their simple form to indicate the simple or indefinite present, past and future.

EXAMPLE: We celebrate the New Year. (present)
          He celebrates the New Year. (present—singular form)
          We celebrated the New Year. (past)
          We shall celebrate the New Year. (future—first person)
          He will celebrate the New Year. (future—third person)

EXERCISE: Rewrite the following using the simple present form of the underlined verbs:

1. As they approached the great house, they felt proud of their gift.
2. Wendy went into the town and bought candles.

3. The old man made dresses for the gods and his son took them to the temple.

4. His wife mixed and kneaded the fat and sugar.

5. This children were pleased with the bright colours of the cake.

EXERCISE: Change the underlined verbs into past tense and rewrite the sentences:

1. It is not good to look at the cakes before New Year.

2. The old man wants to call his brother to look at the cakes.

3. The woman dresses the child in a red coat.

4. She combs her long hair and knots it with a pin.

5. He wears his new coat and takes his wife and child to the great house.

TRANSITIVE AND INTRANSITIVE VERB

RULE: Transitive and Intransitive Verbs: A verb which is incomplete without a direct object (noun) behind it is called a Transitive Verb. A verb which does not require an object to complete its meaning is an intransitive verb.

EXAMPLE: She opened ...... (the meaning of the verb is incomplete without saying WHAT?—verb ‘opened’ is transitive because it needs a noun to complete its meaning)

EXAMPLE: She opened the door. (complete sentence with OPEN as a transitive verb)

RULE: (certain verbs like ‘open’ are always transitive)

EXAMPLE: He spoke. (verb spoke is intransitive because the sentence has complete meaning without an object noun)
He spoke slowly. (adverb slowly, but no noun)

He spoke at a meeting. (prepositional object, but no direct object)

RULE: (certain verbs like ‘speak’ are always intransitive)

EXAMPLE: The child sang. (intransitive)

The child sang a song. (transitive)

RULE: (certain verbs like ‘sing’ can be both transitive and intransitive)

EXAMPLE: List of Verbs:

<table>
<thead>
<tr>
<th>Transitive</th>
<th>Intransitive</th>
<th>Both Transitive and Intransitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash</td>
<td>improve</td>
<td>study</td>
</tr>
<tr>
<td>take</td>
<td>cry</td>
<td>leave</td>
</tr>
<tr>
<td>tell</td>
<td>go</td>
<td>move</td>
</tr>
<tr>
<td>like</td>
<td>sit</td>
<td>watch</td>
</tr>
<tr>
<td>break</td>
<td>feel</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE: Make sentences with each of the verbs listed above to show their transitive / intransitive function:

EXERCISE: Say whether are underlined verbs are transitive or intransitive:

1. She brought some crabs from the shore.
2. She rested on the shore.
3. The birds flew in the sky.
4. The gulls caught some fish.
5. The weeds grew in the water.
RULE: Regular Verb: A verb which forms both past tense and past participle with the addition of the suffix ‘-ed’.

EXAMPLE: talk-talked-talked

RULE: Irregular Verb: A verb which does have ‘ed’ ending for both past tense and past participle.

EXAMPLE: speak-spoke-spoken;

EXERCISE: Make a list of all the verbs you can think of and make sentences with them to show whether they are Regular or Irregular.

EXAMPLE: List of Irregular Verbs:

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arise</td>
<td>Arose</td>
<td>Arisen</td>
</tr>
<tr>
<td>Awake</td>
<td>Awoke</td>
<td>Awaken</td>
</tr>
<tr>
<td>Beat</td>
<td>Beat</td>
<td>Beaten</td>
</tr>
<tr>
<td>Become</td>
<td>Became</td>
<td>Become</td>
</tr>
<tr>
<td>Begin</td>
<td>Began</td>
<td>Begun</td>
</tr>
<tr>
<td>Bet</td>
<td>Bet</td>
<td>Bet</td>
</tr>
<tr>
<td>Bite</td>
<td>Bit</td>
<td>Bitten</td>
</tr>
<tr>
<td>Blow</td>
<td>Blew</td>
<td>Blown</td>
</tr>
<tr>
<td>Break</td>
<td>Broke</td>
<td>Broken</td>
</tr>
<tr>
<td>Bring</td>
<td>Brought</td>
<td>Brought</td>
</tr>
<tr>
<td>Build</td>
<td>Built</td>
<td>Built</td>
</tr>
<tr>
<td>Catch</td>
<td>Caught</td>
<td>Caught</td>
</tr>
<tr>
<td>Choose</td>
<td>Chose</td>
<td>Chosen</td>
</tr>
<tr>
<td>Cut</td>
<td>Cut</td>
<td>Cut</td>
</tr>
<tr>
<td>Draw</td>
<td>Drew</td>
<td>Drawn</td>
</tr>
<tr>
<td>Dream</td>
<td>Dreamt</td>
<td>Dreamt</td>
</tr>
<tr>
<td>Drink</td>
<td>Drank</td>
<td>Drunk</td>
</tr>
<tr>
<td>Fall</td>
<td>Fell</td>
<td>Fallen</td>
</tr>
<tr>
<td>Feel</td>
<td>Felt</td>
<td>Felt</td>
</tr>
<tr>
<td>Find</td>
<td>Found</td>
<td>Found</td>
</tr>
<tr>
<td>Get</td>
<td>Got</td>
<td>Got</td>
</tr>
<tr>
<td>Give</td>
<td>Gave</td>
<td>Given</td>
</tr>
<tr>
<td>Grow</td>
<td>Grew</td>
<td>Grown</td>
</tr>
<tr>
<td>Hang</td>
<td>Hung(inanimate)</td>
<td>Hung (inanimate)</td>
</tr>
<tr>
<td></td>
<td>Hanged (animate)</td>
<td>Hanged (animate)</td>
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<tr>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
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<tr>
<td>Hurt</td>
<td>Hurt</td>
<td>Hurt</td>
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<tr>
<td>Know</td>
<td>Knew</td>
<td>Known</td>
</tr>
<tr>
<td>Leap</td>
<td>Leapt</td>
<td>Leapt</td>
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<td>Leave</td>
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<td>Leave</td>
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<tr>
<td>Let</td>
<td>Let</td>
<td>Let</td>
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<tr>
<td>Lose</td>
<td>Lost</td>
<td>Lost</td>
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<tr>
<td>Meet</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Pay</td>
<td>Paid</td>
<td>Paid</td>
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<tr>
<td>Put</td>
<td>Put</td>
<td>Put</td>
</tr>
<tr>
<td>Read</td>
<td>Read (pr ‘red’)</td>
<td>Read (pr ‘red’)</td>
</tr>
<tr>
<td>Ring</td>
<td>Rang</td>
<td>Rung</td>
</tr>
<tr>
<td>Run</td>
<td>Ran</td>
<td>Run</td>
</tr>
<tr>
<td>Say</td>
<td>Said</td>
<td>Said</td>
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<tr>
<td>Sell</td>
<td>Sold</td>
<td>Sold</td>
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<tr>
<td>Sell</td>
<td>Sold</td>
<td>Sold</td>
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<tr>
<td>Send</td>
<td>Sent</td>
<td>Sent</td>
</tr>
<tr>
<td>Shake</td>
<td>Shook</td>
<td>Shaken</td>
</tr>
<tr>
<td>Shave</td>
<td>Shaved</td>
<td>Shaven</td>
</tr>
<tr>
<td>Show</td>
<td>Showed</td>
<td>Shown</td>
</tr>
<tr>
<td>Sing</td>
<td>Sang</td>
<td>Sung</td>
</tr>
<tr>
<td>Spread</td>
<td>Spread</td>
<td>Spread</td>
</tr>
<tr>
<td>Steal</td>
<td>Stole</td>
<td>Stolen</td>
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<tr>
<td>Take</td>
<td>Took</td>
<td>Taken</td>
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<tr>
<td>Teach</td>
<td>Taught</td>
<td>Taught</td>
</tr>
<tr>
<td>Weep</td>
<td>Wept</td>
<td>Wept</td>
</tr>
<tr>
<td>Write</td>
<td>Wrote</td>
<td>Written</td>
</tr>
</tbody>
</table>

**RULE: Verb Tenses: Structure**

<table>
<thead>
<tr>
<th></th>
<th>Simple or Indefinite</th>
<th>Continuous or Progressive</th>
<th>Perfect</th>
<th>Perfect Continuous or Perfect Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present</strong></td>
<td>Talk</td>
<td>am/is/are talking</td>
<td>has/have talked</td>
<td>has/have been talking</td>
</tr>
<tr>
<td></td>
<td>Speak</td>
<td>am/is/are speaking</td>
<td>has/have spoken</td>
<td>has/have been speaking</td>
</tr>
<tr>
<td><strong>Past</strong></td>
<td>Talked</td>
<td>was/were talking</td>
<td>had talked</td>
<td>had been talking</td>
</tr>
<tr>
<td></td>
<td>spoke</td>
<td>was/were speaking</td>
<td>had spoken</td>
<td>had been speaking</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td>will talk /</td>
<td>will be talking /</td>
<td>will have talked /</td>
<td>will have been talking</td>
</tr>
<tr>
<td>shall talk</td>
<td>shall be talking</td>
<td>shall have talked</td>
<td>shall have been talking</td>
<td></td>
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<tr>
<td>---------------</td>
<td>------------------</td>
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<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>will speak /</td>
<td>will be speaking /</td>
<td>will have spoken /</td>
<td>will have been speaking /</td>
<td></td>
</tr>
<tr>
<td>shall speak</td>
<td>shall be speaking</td>
<td>shall have spoken</td>
<td>shall have been speaking</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE: Make a table like the one above and show the tense structure of the following verbs:

1. Irregular: eat, sit, come
2. Regular: work, start, collect

EXERCISE: Identify the tense of the underlined verbs:

1. The atmosphere had suddenly grown silent.
2. She was standing in the doorway.
3. They accompanied him to his last resting-place.
4. The beggars will protest in an organized manner.
5. The police will have understood the anguish of the common people by then.

EXERCISE: Identify the Regular or Irregular verbs in the above sentences.

USE OF TENSES

RULE:

1. **Simple present**:

   (1) an event that is actually happening at the time of speaking

   EXAMPLE: The three women meet to discuss the episode of the sister.

   (2) a habitual action

   EXAMPLE: They go to get water from the pond.

   (3) a universal truth

   EXAMPLE: Teachers enjoy teaching.

   (4) vivid narration
EXAMPLE: The beggar passes our house singing the same song.

2. **Present continuous:**

   (1) an action that is going on at the time of speaking
   
   EXAMPLE: We are waiting for you to join us.

   (2) a future plan
   
   EXAMPLE: I am planning to learn this language well.

3. **Present perfect:**

   (1) an action that has just been completed at the time of speaking
   
   EXAMPLE: She has finished the preparations for the wedding.

   (2) with ‘since’ and ‘for’ as prepositions indicating period of time
   
   EXAMPLE: They have not met since many years.

   We have lived in this village for fifteen years.

4. **Present perfect continuous:**

   an action which began in the past and is yet to be completed
   
   EXAMPLE: I have been planning to ask you the meanings of some words.

5. **Simple past:**

   (1) an action which took place before the time of speaking, usually with the mention of time
   
   EXAMPLE: We saw Kanchi yesterday.

   (2) a habitual action of the past, usually with the words ‘used to’
   
   EXAMPLE: In earlier days everyone knew (used to know) the spoken language.

6. **Past continuous:**

   an action which continued for some time in the past, but was possibly interrupted
EXAMPLE: The women were gossiping when they realized they should hurry away to the pond.

7. **Past perfect:**

   an action that was completed in the past and usually may have no effect on the future

   EXAMPLE: I had heard the news but I don’t remember it now.

8. **Past perfect continuous:**

   similar to past continuous but with the possibility of the action coming to an end

   EXAMPLE: The women had been gossiping for many days so they had nothing more to say.

9. **Simple future:**

   an action that is yet to happen

   EXAMPLE: I shall learn this language from now on.

10. **Future continuous:**

    an action which is visualized as continuing for some time in the future

    EXAMPLE: He will be going to the market to get two items.

11. **Future perfect:**

    an action which is visualized as being completed before a point of time in future.

    EXAMPLE: They will have left for Agra by this time next week.

12. **Future perfect continuous: an unrealized tense.**

EXERCISE: Correct the following:

   1. Two friends are waiting here for the third one for the last two hours.
   2. We must see that all the guests will attend the wedding.
3. The farmer had returned from Angola last year.
4. The parents will be happy if the groom will bring some gifts.
5. Take care that you will fill water from the pond on time.
6. We had gone to Baroda recently.
7. She said that she saw him walking on his road since a week.
8. The students had gone to Visag during the vacation.
9. The people there are not knowing about the dry season.
10. Marriage will be like a gamble.

EXERCISE: Complete the following using the present perfect form of the verbs given in brackets.

1. Kunal ____________ a cheque from the Bank. (cash)
2. He ____________ to the Bank Manager. (speak)
3. The clerk ____________ the customer to find the boss. (help)
4. The guest ____________ the door noiselessly. (close)
5. The two friends ____________ the secret meeting. (discuss)

EXERCISE: Correct the following sentences:

1. I have written a letter to him last Friday.
2. The season has been gone from bad to worse.
3. Cherry has came out of the market.
4. He have turned the corner of Bank Street.
5. The old lady coming to this office many times.

EXERCISE: Say whether the underlined are present perfect OR present perfect continuous forms

1. She has been working in this place since 2005.
2. Father has been waiting with the camera for an hour.
3. Ken has worked for us for many years.
4. He has been pottering round the garden.
5. She has completed picking up flowers.
EXERCISE: Correct the following sentences:

1. We are waiting since morning.

2. This incident has taken place yesterday.

3. He has laughed from the time he heard the joke.

4. There has been sunlight when the incident took place.

5. The author written about her Caribbean experience.

EXERCISE: Rewrite the following using the underlined verb in the past perfect tense:

1. Manu felt nervous when he woke up.
2. He tried to play a game.
3. He took the implements to the field.
4. He cooked in that utensil.
5. He repeated the daily pattern of his life.
6. The prisoner was kept in detention.
7. He was scared of the loneliness.
8. A stranger called out to him in the morning.
9. The sun was up by the time he went out.
10. He pulled the blanket over his head.

EXERCISE: Correct the following:

1. Munnu has not liked the porridge given to him in detention.
2. The game he played in the past consisting of looking at objects in the dark.
3. Nimmi have to walk through the village everyday.
4. He had found that the women already awake.
5. Some rulers built the village in ancient times.

EXERCISE: Complete the following using the past perfect continuous form of the verbs given in brackets.

1. The Adivasi people _________ these traditions from times immemorial. (follow)
2. Ancient tribes _________ the mother more important than the father. (consider)
3. They ___________ marriage as an important event. (not regard)
4. Gods ___________ suitable names according to the region of worship. (give)
5. They ___________ their ancestors on their land. (bury)

EXERCISE: Correct the following sentences:

1. My brother had left last night for Goa.

2. They having created rich folklore in the past.

3. They use stories of the trickster in the past.

4. The oral tradition also develop by this time.

5. Folklore introduce the tradition of worshipping animals.
ADJECTIVES

RULE: An article is a word which is placed in front of a noun to indicate its status. English has two types of articles: INDEFINITE ('a' and 'an') and DEFINITE ('the').

‘a’ is used in front of consonant sounds and ‘an’ in front of vowel sounds.

Uses of Indefinite Article a or an

1. Before a singular noun which is countable (a man, a chair, a woman etc.,) when it is mentioned for the first time and represents no particular person or thing.
   EXAMPLE: In our class there is an American girl and a European girl.

   She lives in a big house.
   Could you lend me an ink - pen ?

2. To talk about any one member of a class in general.
   EXAMPLE: A doctor must like people (any doctor).
            An owl is a night bird.
            A child needs love.

3. With a noun complement including names of professions to classify people and things—to say what class, group or type they belong to:
   EXAMPLE: Lalitha is a teacher. Her husband is a doctor.

   She’s an architect.
   He’s looking forward to being an engineer.
   What’s that noise? I think it’s a helicopter.
   Don’t use your plate as an ashtray.

4. In certain numerical expressions:
   EXAMPLE: a couple a hundred a dozen a quarter
            half a dozen a score a great many a decade

5. In expressions of price, speed, ratio etc:
   EXAMPLE: five rupees a kilo Rs100/- a metre
            hundred kilometres an hour three times a day

6. With few and little: A few (used with countable nouns) means a small number. A little (used with non-count nouns) means a small amount
   When few and little are used without an article, they give an almost negative meanings and can usually be replaced by hardly, any:

   EXAMPLE: There are a few students in the class
             There are few students (almost negative meaning)
             There are hardly any students (almost negative meaning)

7. With singular countable nouns in exclamations after what or such.
   EXAMPLE: What a lovely dress! Such a pity!
8. Some uncountables take a/an when used in particular sense or to express the meaning a type of or a portion of.

EXAMPLE: Have you got a shampoo for dry hair? (a particular type of shampoo)

Three teas, please. (three cups of tea)

We need a secretary with a knowledge of English. (Knowledge of a particular subject)

9. Exception to the above: some uncountable nouns (eg weather, progress) cannot normally be used in this way.

EXAMPLE: We’re having terrible weather (not a terrible weather)

You’ve made very good progress (not a very good progress)
She speaks very good English (not a very good English)

10. Difference of meaning between the same word with or without an article:

RULE: Experience and an experience?

Experience means practice in doing (something) and it is uncountable.
An experience means something which happens to someone, it is countable.

EXAMPLE: Experience is the best teacher.

I had a terrible experience yesterday (bad event)

We had an exciting experience of camping last year.

11. Material nouns like glass, wood, iron, stone, paper, cloth, wire, coffee, tea, etc are uncountable. But they take an article (a/an) when they denote one particular thing.

EXAMPLE: Windows made of glass but I have a glass of water. (a tumbler)

We write on paper but I have got a paper (news paper)

Iron is a metal but I use an iron. (electric iron)

12. A/an is not used before abstract nouns: EXAMPLE: Beauty, happiness, sorrow, fear, hope, death, etc. But a /an is used before these nouns if they are used in particular sense.

EXAMPLE: His face is shining with happiness.

Some children suffer from fear of the dark.

13. A/an is not used before names of meals (breakfast, lunch, dinner) but we use indefinite article if they are preceded or if it is a special meal offered to celebrate something.

EXAMPLE: We have breakfast at eight (name of meal).

They give us a good breakfast every day.
We have been invited to a dinner given to welcome the new manager.

14. a/an cannot be used in exclamations with uncountable nouns and plurals.

EXAMPLE: What nonsense! What luck! What pretty girls!

15. A can be used before Mr./Mrs/Miss/Ms. + surname to refer to one of many persons of the same name.

EXAMPLE: A Mr. Smith came for you yesterday (a man called Smith, who is a stranger to the speaker).
Mr. Smith returned the books (implies that the speaker knows Mr. Smith).

16. We can use a/an with an adjectives and a noun to give more information about someone or something.

**EXAMPLE:** He seemed a worried man.

It was a really beautiful house.

17. We can also use a/an with a noun followed by a qualifier, such as a prepositional phrase or a relative clause, when we want to give more information about someone or something:

**EXAMPLE:** I close a picture that reminded me of my country.

The information was contained in an article on Biology.

18. Indefinite articles are not used before plural nouns and uncountable nouns.

**EXAMPLE:** Will you please give me an advice? (Wrong)

Will you please give me a piece of advice. (Correct)

Here is a good news for you  (Wrong)

Here is a piece of good news for you. (Correct)

**EXERCISE:** Add a or an wherever necessary:

1. There is ____________ post office in Market Street.
2. I've ___________ envelop, but I haven’t got _________ stamp.
3. We eat _____ cheese and drink _________ coffee.
4. Would you like _______________ cup of tea?
5. What _________ lovely fort it is!
6. I saw ___________ very good film on TV last night.
7. Do you always drink _________ tea with ______ milk.
8. I asked my father for some advice about finding ________ job.
9. I’m working as ______________ secretary in ______ office in Hyderabad.
10. Can you see those two men? They are _______ policemen.

**EXERCISE:** Rewrite using singular forms of highlighted **Nouns** and supply suitable articles:

1. **Dogs** make good **pets**.
2. **Lawyers** usually earn more than **policemen**.
3. I love reading **good books**.
4. **Sons** are always given more importance than **daughters**.
5. I often have eggs for breakfast.
6. These days you can buy computer-controlled washing machines.
7. I hate to hear babies crying or dogs barking
8. You don’t often see good programmes on TV now-a-days.

RULE: Use of Definite Article ‘the’

1. With singular and plural countable nouns, and uncountable nouns
EXAMPLE: the man, the shoes, the water

2. When the listener or reader knows exactly which person or thing we mean:
EXAMPLE: Here is the address you were looking for.

She is the lady who won the prize.

3. To talk about people and things that we have already mentioned
EXAMPLE: Last night I saw an interesting program about dolphins. I enjoyed the program.

A letter came from Ritu this morning. Did I show you the letter?

4. When we say which people or things we mean.
EXAMPLE: ‘Where’s Srinivas?’ ‘He is in the bathroom?’(the bathroom in the house)

Isn’t this room hot? I’ll open the window (the window in this room)

5. When there is only one of something.
EXAMPLE: The sun, the moon, they sky, the earth, the world, the government, the railways, etc.

I enjoy watching the moon.

Would you like to travel round the world?

6. We sometimes use ‘the’ with a singular countable noun to talk about something in general—
for example, with the names of animals, flowers and plants.
EXAMPLE: The dolphin is an intelligent animal.

The rose is a lovely flower.

7. We also use the in a general sense with the names of musical instruments and scientific
inventions.
EXAMPLE: The violin is more difficult to play than the piano.

Marconi invented the radio.

8. The is used with a number of general expressions that refer to our physical environment (the
use of the suggests that everybody is familiar with what we are talking about)
EXAMPLE: the rain the weather the wind the future the universe the sun

shine

9. We can use the before some adjectives with a general meaning;
EXAMPLE: The young should listen to the old

10. We also use the before some words that signify nationality.
EXAMPLE: The English drink a lot of tea.
11. We use ‘the’ with these place-names when they included a countable noun eg. union, republic, states, kingdom, isle.
EXAMPLE: the United States, the United Kingdom

12. We also use the with plural place names:
EXAMPLE: the Netherlands, the Alps

13. We also use the with various others of these place names
EXAMPLE: the North/South pole, the Arctic/Antarctic, the Middle East, the Far East.

14. We normally use the with the names of:
EXAMPLE: oceans and seas (the Pacific); rivers (the Nile), canals (the Suez Canal), deserts (the Sahara), island groups (the Andamans), hotels (The Taj), museums (the British Museum), restaurants, pubs (the Hard Rock Cafe), mountain groups (the Himalayas)

15. The is used before a noun which has become definite by the addition of a phrase or clause.
EXAMPLE: The girl in blue is my sister.
This is the place where I met him.

16. Before superlatives and first, second etc.
EXAMPLE: This is the highest building in the most our town.
I am doing the last unit.

17. Before names consisting of adjective + noun (provided the adjective is not East, West etc)
EXAMPLE: the Gold Coast, the Ivory Coast, the New Forest, the High Street

18. Before the names of meals if these are qualified by a clause:
EXAMPLE: The dinner you gave last night was sumptuous.
The tea we got in the train was rather disappointing.

19. The is used with titles and the person’s name is omitted.
EXAMPLE: the Archbishop of Canterbury, the Queen of England

20. The is used with the plural surname to mean (the ..........family)
The Agarwals (Mr and Mrs Agarwal and children)

EXERCISE: Complete the following using the Definite Article:

1. Do you prefer _________ town or _________ country
2. My friend likes _________ seaside, but I prefer _________ mountains.
3. I love listening to _________ wind.
4. I like _________ sound of _________ rain.
5. I wish _________ trains were cleaner and more punctual.
6. There are two types of pine trees, _________ the white pine and _________ yellow pine.
7. _________ Hawaiian Islands raise more pineapple than any other place in _________ world.
8. _________ members of _________ Senate are elected for four years,

9. Paris is _________ capital of France and also _________ largest city in that country.

10. _________ oyster is a sea animal which belongs to _________ mollusk family.

RULE: Zero Article:

1. No article is used with nature, society, space and other abstract nouns when these have a general meaning.

   EXAMPLE: I love nature (NOT the nature)
   It’s not always easy to fit in with society (NOT the society)
   We are planning an expedition into space (NOT the space)

2. Though definite article ‘THE’ is used with a general meaning (as a form of entertainment)
   with the radio, the cinema, and the theatre we drop article when we talk about television
   as a form of entertainment.

   EXAMPLE: Which do you prefer, the cinema or the theatre?
   I always listen to the radio while I’m driving.
   It’s not easy to write plays for television.
   Would you rather go out or watch TV?

3. But we don’t use article when we talk about cinema, theatre, radio as art forms or professions.

   EXAMPLE: Cinema is different from theatre in several ways.
   He’s worked in All India Radio all his life.

EXERCISE: Complete the passage below with indefinite, definite or zero (X) article:

_______ city had acquired _________ new look. _________ Gates were erected at different _________ points on _________ main roads. _________ Flags fluttered on _________ electric poles. There were _________ posters everywhere on _________ walls.

_______ Volunteers had been distributing _________ handbills in _________ city for _________ last few days. _________ Preparations for _________ big protest march was on. It was feared that _________ train, bus and air services might come to _________ standstill. There would be _________ complete disruption of _________ life in _________ city and _________ people would come in _________ thousands to join _________ procession. Batches of _________ visitors were arriving from _________ distant places. Some had come in _________ buses decorated with _________ flags. _________ banners carried
__________ names of ____________ places from where ___________ group had come. Some groups consisted of ________ women and children singing ______________ songs.

ADJECTIVES

RULE: An adjective is a word that describes, identifies, modifies, or quantifies something (a noun or a pronoun).

EXAMPLE: The black cat is climbing the tall tree

In English, an adjective usually comes before the noun it pertains to

EXAMPLE: a red apple or a beautiful dress

EXERCISE: Pick out the Adjectives in the following and say which noun/pronoun they are describing:

1. Have you heard the happy news?
2. This is a heavy bag.
3. He found a rare coin in his garden.
4. This restaurant has some delicious dishes.
5. She has to complete these important papers today.

RULE: Adjectives of quality say something about the trait of the noun while adjectives of quantity give the amount or number of the noun.

EXAMPLE: They have a big house. (Adj of quality)
We saw a very exciting film last night. (Adj of quality)

The student needs four books. (Adj of quantity)
There is a little oil in the can. (Adj of quantity)

EXERCISE: Underline the adjectives in the following and say whether they describe quality or quantity:

1. Few students are absent all the time.
2. He needs several people in his team.
3. This is a useful piece of information.
4. I spent the night in a comfortable hotel.
5. Every citizen should be patriotic.

RULE: Adjectives which describe 2 or more nouns have different forms called Degrees of Comparison.

EXAMPLE: This exercise is simpler than the previous one. (comparing 2 exercises using adj. ‘simple’)

RULE: When a single noun is described we use the Positive Degree of the adjective, when 2 are described we use the Comparative Degree of the adjective and when 3 or more nouns are described we use the Superlative Degree of the adjective.

EXAMPLE: He is a good student. (Positive)

He is a better student than his friend. (Comparative)

In the entire class he is the best student. (Superlative)

RULE: Note that the definite article ‘the’ is always used in front of the Superlative.

List of common adjectives and Degrees

<table>
<thead>
<tr>
<th>POSITIVE DEGREE</th>
<th>COMPARATIVE DEGREE</th>
<th>SUPERLATIVE DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nice</td>
<td>Nicer</td>
<td>Nicest</td>
</tr>
<tr>
<td>2. Happy</td>
<td>Happier</td>
<td>Happiest</td>
</tr>
<tr>
<td>3. Loud</td>
<td>Louder</td>
<td>Loudest</td>
</tr>
<tr>
<td>4. Wonderful</td>
<td>More wonderful</td>
<td>Most wonderful</td>
</tr>
<tr>
<td>5. Educated</td>
<td>More educated</td>
<td>Most educated</td>
</tr>
<tr>
<td>6. Much</td>
<td>More</td>
<td>Most</td>
</tr>
<tr>
<td>7. Many</td>
<td>More</td>
<td>Most</td>
</tr>
<tr>
<td>8. Little</td>
<td>Less</td>
<td>Least</td>
</tr>
<tr>
<td>9. Few</td>
<td>Fewer</td>
<td>Fewest</td>
</tr>
<tr>
<td>10. Good</td>
<td>Better</td>
<td>Best</td>
</tr>
<tr>
<td>11. Bad</td>
<td>Worse</td>
<td>Worst</td>
</tr>
<tr>
<td>12. Old</td>
<td>Older, Elder</td>
<td>Oldest, Eldest</td>
</tr>
<tr>
<td>13. Far</td>
<td>Farther, Further</td>
<td>Farthest, Furthest</td>
</tr>
</tbody>
</table>
EXERCISE: Underline the Adjectives and identify their Degrees:

1. Summer is the hottest part of the year.
2. No mountains are higher than the Himalayas.
3. This long river flows into the sea.
4. English is the easiest language to learn.
5. The old man could not walk.
6. The worst disaster took place here.
7. His brother is older than he is.
8. We need advice from a wiser person.
9. The scientist spoke about the latest developments.
10. The police are looking for a brown bag.

EXERCISE: Change the Degree of the underlined adjectives according to instructions given in brackets:

1. I want to meet the eldest brother. (comparative)
2. This is the longest route to the city. (positive)
3. You can manage with fewer instruments. (positive)
4. These mangoes are sweet. (superlative)
5. Choose a better option for your course. (superlative)
PREPOSITION

RULE: **Preposition**: is a word which joins a noun or pronoun to a sentence or another word to show relationship. (Pre=before; position=place)

EXAMPLE: There is no water in the well. (relationship with ‘there is no water’ and ‘well’)

    He will leave by tomorrow’s train. (relationship of ‘leave’ [verb] with ‘train’ [noun])

    We are proud of you. (relationship of ‘proud’ [adjective] with ‘you’ [pronoun])

List of common prepositions with examples:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Relation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>At</td>
<td>time</td>
<td>Meet me at 6 o’clock.</td>
</tr>
<tr>
<td>In</td>
<td></td>
<td>Meet me in the morning.</td>
</tr>
<tr>
<td>On</td>
<td></td>
<td>Meet me on Monday.</td>
</tr>
<tr>
<td>Before</td>
<td></td>
<td>Meet me before the first of next month.</td>
</tr>
<tr>
<td>After</td>
<td></td>
<td>He came here after sunset.</td>
</tr>
<tr>
<td>For</td>
<td></td>
<td>I need this book for a day.</td>
</tr>
<tr>
<td>Since</td>
<td></td>
<td>He has not been here since April.</td>
</tr>
<tr>
<td>Till</td>
<td></td>
<td>I shall wait till dawn.</td>
</tr>
<tr>
<td>On</td>
<td>place</td>
<td>There is a book on the shelf.</td>
</tr>
<tr>
<td>At</td>
<td></td>
<td>He is waiting at the door.</td>
</tr>
<tr>
<td>In</td>
<td></td>
<td>The meeting is in the committee room.</td>
</tr>
<tr>
<td>Behind</td>
<td></td>
<td>There is someone hiding behind that tree.</td>
</tr>
<tr>
<td>Under</td>
<td></td>
<td>The cat is under the table.</td>
</tr>
<tr>
<td>Over</td>
<td>motion</td>
<td>He jumped over the wall.</td>
</tr>
<tr>
<td>Towards</td>
<td>direction</td>
<td>Let us walk towards the playground.</td>
</tr>
<tr>
<td>Preposition</td>
<td>Example</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Round</td>
<td>The earth moves round the sun.</td>
<td></td>
</tr>
<tr>
<td>Up</td>
<td>The monkey ran up the tree.</td>
<td></td>
</tr>
<tr>
<td>Across</td>
<td>He walked across the road.</td>
<td></td>
</tr>
<tr>
<td>By manner</td>
<td>Some parcel came by courier.</td>
<td></td>
</tr>
<tr>
<td>With</td>
<td>He worked with diligence.</td>
<td></td>
</tr>
<tr>
<td>Of reason</td>
<td>Many people died of plague.</td>
<td></td>
</tr>
<tr>
<td>For</td>
<td>The people of this country struggled for freedom.</td>
<td></td>
</tr>
<tr>
<td>Of possession</td>
<td>Accra is the capital of Ghana.</td>
<td></td>
</tr>
<tr>
<td>With</td>
<td>We saw a man with a broken leg.</td>
<td></td>
</tr>
<tr>
<td>Ahead of two-word prep</td>
<td>The committee met many times ahead of the event.</td>
<td></td>
</tr>
<tr>
<td>Because of</td>
<td>The flight was cancelled because of bad weather.</td>
<td></td>
</tr>
<tr>
<td>Instead of</td>
<td>You can attend the function instead of your brother.</td>
<td></td>
</tr>
<tr>
<td>Out of</td>
<td>The gymnast scored ten out of ten at the Olympics.</td>
<td></td>
</tr>
<tr>
<td>Subject to</td>
<td>The bill will be passed subject to majority vote.</td>
<td></td>
</tr>
<tr>
<td>According to</td>
<td>You must do the project according to instructions</td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td>He could not come today due to ill-health.</td>
<td></td>
</tr>
<tr>
<td>Along with</td>
<td>The procession walked along with his vehicle.</td>
<td></td>
</tr>
<tr>
<td>But for</td>
<td>The poor man would have died but for the timely help.</td>
<td></td>
</tr>
<tr>
<td>Apart from</td>
<td>Apart from this group, no one knows the secret.</td>
<td></td>
</tr>
<tr>
<td>Away from</td>
<td>They decided to move away from the city soon.</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE:** Fill in the blanks with suitable prepositions:

1. Berry was born _________ 1924.
2. He grew up _________ Jamaica.
3. He went _________ America when he was older.
4. He wrote five collections _________ poetry.
5. He is the editor _________ two anthologies.
6. His poetry lays emphasis _______ unity.
7. Money is related _______ global economics.
8. The poor boy cannot manage without money _______ all.
9. Many students go _______ higher studies ______ other countries.
10. Like many youngsters he is not comfortable ______ English.

EXERCISE: Correct the following sentences:

1. I like to listen music
2. You must ask to my father.
3. Everyone is going to home.
4. They live at this city.
5. We go for school on bus.
6. The teacher is angry upon him.
7. You can enter in the room.
8. Our exams begin in the first o _______ next month.
9. I plan to visit my parents at the vacation.
10. Please help your father in the work.

RULE: Some oft-confused Prepositions:

1. **Beside, besides**: ‘beside’ means ‘by the side of’ and ‘besides’ means ‘in addition to’;
   EXAMPLE: Our school is beside the bank.
   Besides doing his coursework he also spends time in writing poetry.

2. **Since, for**: ‘since’ is used to indicate an exact point of time in the past whereas ‘for’ is used only when a period of time is mentioned:
   EXAMPLE: I have been coming to this school since 2010.
   I have been coming to school this for the last two years.

3. **Between, among**: ‘between’ is used when the quantity is limited to two persons or things whereas ‘among’ is used to indicate more than two:
   EXAMPLE: I have to choose between English and Mathematics.
   There are five electives and we have to choose one among them.

4. **In, into**: ‘in’ is used to show a static position while ‘into’ is used with verbs indicating movement:
   EXAMPLE: There is some space in the room.
You can walk into the room.

5. **By, with**: ‘by’ refers to the person who is doing the action and ‘with’ refers to the instrument used for the action:
   
   EXAMPLE: He was killed by the mob.
   
   He with killed with an axe.

EXERCISE: **Choose the correct preposition to complete the following sentences:**

1. This land is (beside/besides) the Sahara desert.
2. The soul of the dead people is believed to be (in/into) the Golden box.
3. Adinath was punished (by/with) the judge.
4. There was a war (between/among) the six tribes for this piece of land.
5. Gold mining has been dominated by these people (since/for) the 15th century.
6. Set the alarm (from/for) four o’clock tomorrow morning.
7. Words are very important (to/for) learning a language.
8. He fell (in/into) the river.
9. The interview will be held (from/between) 9 am (and/to) 5 pm.
10. He will be cured (from/of) his fever by this medicine.
11. The boss was upset (about/with) your behaviour.
12. The money has to be collected (from/in) the students.
13. The language (by/of) the speaker reflects her mood.
14. He spoke (about/by) many important books.
15. Spoken language has many more short forms (in/of) words than does written language.

EXERCISE: **Correct the following:**

1. Beside winning independence, the people also got a new identity.
2. This land is situated among the desert and the grassland.
3. The treasure was kept into a hiding place.
4. Arun cut his hand by a knife.
5. The student did not come to class since many days.
6. This is a comfortable house to live.
7. The workers asked a holiday
8. We pray God everyday.
9. My house is superior than yours.
10. This question is different to the earlier one.
11. You can call him with his first name.
12. The application should be filled with ink.
13. The elders need to discuss about the matter.
14. The guest was given a chair to sit.
15. We are searching a book in the library.

RULE: Nouns with specific prepositions.

<table>
<thead>
<tr>
<th>FORM</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>addiction to</td>
<td>His addiction to reading makes him buy a book every week.</td>
</tr>
<tr>
<td>advantage of</td>
<td>He has the advantage of speaking the local language.</td>
</tr>
<tr>
<td>anxiety about</td>
<td>Her anxiety about her result in the examination worried her parents.</td>
</tr>
<tr>
<td>belief in</td>
<td>His belief in his mother’s words was total.</td>
</tr>
<tr>
<td>credit for</td>
<td>She took credit for improving the discipline at home.</td>
</tr>
<tr>
<td>dedication to</td>
<td>His dedication to learning was encouraging.</td>
</tr>
<tr>
<td>delay in</td>
<td>The delay in the train’s arrival caused problems.</td>
</tr>
<tr>
<td>devotion to</td>
<td>His devotion to his elders is a model for others.</td>
</tr>
<tr>
<td>disadvantage of</td>
<td>The disadvantage of living in the city is that you miss the rural beauty.</td>
</tr>
<tr>
<td>experience in</td>
<td>She has a great deal of experience in selling new products.</td>
</tr>
<tr>
<td>fear of</td>
<td>His fear of the dark made him the butt of laughter.</td>
</tr>
<tr>
<td>fondness for</td>
<td>Her fondness for the child was evident.</td>
</tr>
<tr>
<td>Invitation to</td>
<td>His friends refused to accept his invitation to attend the reception.</td>
</tr>
<tr>
<td>interest in</td>
<td>Her career choice depends on her interest in Chemistry.</td>
</tr>
<tr>
<td>knowledge of</td>
<td>Her knowledge of spelling English words helped her during the competition.</td>
</tr>
<tr>
<td>love of</td>
<td>His love of swimming developed when he was a child.</td>
</tr>
<tr>
<td>Memory of</td>
<td>The memories of this event will stay with them forever.</td>
</tr>
<tr>
<td>preference for</td>
<td>I think his preference for his native language is natural.</td>
</tr>
<tr>
<td>process of</td>
<td>The process of building this bridge was very complicated.</td>
</tr>
<tr>
<td>reaction to</td>
<td>His reaction to getting a prize was amazing.</td>
</tr>
<tr>
<td>reason for</td>
<td>The main reason for taking the course is to improve your language skills.</td>
</tr>
<tr>
<td>regret for</td>
<td>The criminal’s regret for committing the crime appeared false.</td>
</tr>
<tr>
<td>report on</td>
<td>The magazine’s report on etiquette and grooming was very good.</td>
</tr>
<tr>
<td>reputation for</td>
<td>Her reputation for cheating ensured that he has no friends.</td>
</tr>
</tbody>
</table>

EXERCISE: Complete the following using suitable prepositions:

1. The guest expressed her preference __________ vegetarian food.
2. Do you think his knowledge ____________ the subject is adequate for this post?
3. My colleague sent me an invitation ______________ dinner tonight.
4. Your success depends on your devotion ____________ hard work.
5. His fondness ________________ practical jokes made him many enemies.

RULE: Adjective with specific prepositions

EXAMPLE: Are you familiar with the course content?

EXERCISE: **Make sentences with the list of specific adjective+prepositions combinations listed below:**

<table>
<thead>
<tr>
<th>Adjective + Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accustomed to</td>
</tr>
<tr>
<td>Accused of</td>
</tr>
<tr>
<td>Angry with</td>
</tr>
<tr>
<td>Brilliant at</td>
</tr>
<tr>
<td>Busy with</td>
</tr>
<tr>
<td>Capable of</td>
</tr>
<tr>
<td>Content with</td>
</tr>
<tr>
<td>Different from</td>
</tr>
<tr>
<td>Disappointed with</td>
</tr>
<tr>
<td>Eligible for</td>
</tr>
<tr>
<td>Excited about</td>
</tr>
<tr>
<td>Famous for</td>
</tr>
<tr>
<td>Frightened of</td>
</tr>
<tr>
<td>Good at</td>
</tr>
<tr>
<td>Happy about</td>
</tr>
<tr>
<td>Inferior to</td>
</tr>
<tr>
<td>Verb</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Jealous of</td>
</tr>
<tr>
<td>Proud of</td>
</tr>
<tr>
<td>Ready for</td>
</tr>
<tr>
<td>Satisfied with</td>
</tr>
</tbody>
</table>

**RULE:** Verb with specific prepositions

**EXAMPLE:** The entire team *agreed with* their leader.

**EXERCISE:** Make sentences with the list of specific verb+preposition combinations listed below:
<table>
<thead>
<tr>
<th>Prepare for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rely on</td>
</tr>
<tr>
<td>Recover from</td>
</tr>
<tr>
<td>Specialize in</td>
</tr>
<tr>
<td>Turn to</td>
</tr>
<tr>
<td>Wait for</td>
</tr>
</tbody>
</table>
RULE: Conjunctions are connectors. They join words of the same category, phrases, clauses or sentences.

EXAMPLE:  Red and green are the colours in traffic signals.

Pay your fee on time or you will have to give a fine.

We must take the umbrella because it may rain today.

EXERCISE: Underline the conjunctions in the following sentences:

1. The children are playing but their parents want them to study now.
2. The lights should be switched on as it is getting dark.
3. Although we heard the news, we could not believe it.
4. Please tell me how this problem can be solved.
5. The manager called a meeting when there was a financial crisis.
6. The office has both a computer and a photocopier.
7. There is a canteen here but it does not sell vegetarian food.
8. You can either use the classroom or the seminar room for your presentation.
9. My brother is neither here nor at home.
10. The boss will give you leave if you tell him it is an emergency.

RULE: Conjunctions are of two types: Coordinating and Subordinating. Coordinating conjunctions are used to join units which are independent of meaning from each other, that is, they are equal in importance in the sentence while Subordinating conjunctions join units that are unequal in importance, one being dependent for its meaning on the other.

EXAMPLE: He packed his bag and decided to go to Delhi. (Coordinating—both are independent actions)

He packed his bag because he decided to go to Delhi. (Subordinating—one action is cause by the other)

List of Coordinating Conjunctions:
<table>
<thead>
<tr>
<th>Conjunction</th>
<th>Description</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>Cumulative or copulative</td>
<td>Adds one statement to another</td>
</tr>
<tr>
<td>Both . . . and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As well as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not only . . . but also</td>
<td></td>
<td></td>
</tr>
<tr>
<td>But</td>
<td>Adversative</td>
<td>Expresses an opposition or contrast</td>
</tr>
<tr>
<td>Still</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whereas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>While</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nevertheless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>Disjunctive</td>
<td>Presents two alternatives or choices</td>
</tr>
<tr>
<td>Either . . . or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither . . . nor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otherwise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Else</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For</td>
<td>Illative</td>
<td>Draws an inference</td>
</tr>
<tr>
<td>So</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE:** Make sentences with each of the coordinating conjunctions given above.

**List of Subordinating conjunctions:**

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since</td>
<td>Introducing adverb clause of time</td>
</tr>
<tr>
<td>Subordinating Conjunction</td>
<td>Function</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Before</td>
<td></td>
</tr>
<tr>
<td>Till</td>
<td></td>
</tr>
<tr>
<td>After</td>
<td></td>
</tr>
<tr>
<td>While</td>
<td></td>
</tr>
<tr>
<td>As soon as</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>As</td>
<td>Introducing adverb clause of reason</td>
</tr>
<tr>
<td>Because</td>
<td></td>
</tr>
<tr>
<td>Since</td>
<td></td>
</tr>
<tr>
<td>That</td>
<td>Introducing adverb clause of result or</td>
</tr>
<tr>
<td></td>
<td>consequence</td>
</tr>
<tr>
<td>If</td>
<td>Introducing adverb clause of condition</td>
</tr>
<tr>
<td>Unless</td>
<td></td>
</tr>
<tr>
<td>Provided</td>
<td></td>
</tr>
<tr>
<td>Though</td>
<td>Introducing adverb clause of concession</td>
</tr>
<tr>
<td>Although</td>
<td></td>
</tr>
<tr>
<td>Than</td>
<td>Introducing adverb clause of comparison</td>
</tr>
</tbody>
</table>

EXERCISE: Make sentences with each of the subordinating conjunctions given above.

EXERCISE: Identify whether the underlined are Coordinating or Subordinating conjunctions:

1. **Though** he lived near the river, he could not steer a boat properly.
2. The cannibals brought hippo meat **and** they were happily eating it.
3. It was lucky **that** the truth was hidden from the sailors.
4. There were many stations **but** they could not find human beings there.
5. There was water behind us **as well as** before us.
6. The Principal announced **that** the college timings will be changed.
7. The rabbit ran as fast as it could to escape the lion.
8. Learning English is good, but practicing it is better.
9. The speaker spoke a more difficult language than the audience could follow.
10. You can go on a holiday after you complete this project.

Use of ‘if’ for Conditional sentences:

RULE: These are also known as conditional clauses or ‘if’ clauses.

There are 3 types of conditionals:

(1) possibility of the condition being fulfilled (here the simple present tense is used with the simple future)

EXAMPLE: If Tom proves to be reliable, the manager will make him an overseer.

(2) the condition is probable but may not be possible (here the simple past tense is used with conditional ‘would + infinitive’)

EXAMPLE: If Jim was less sympathetic, he would be a better leader.

(3) the condition is not going to be fulfilled (here the past perfect is used with conditional ‘would + have + past participle’)

EXAMPLE: If Ted had not lived till he was ninety, he would not have had to see his children die.

EXERCISE: Identify which of the following are Possible, Probable or Impossible conditions:

1. If you come on time you will surely catch the train.
2. Do not stay here for long if you want to reach the station on time.
3. If the parent had been stricter, the child would not have gone into a life of crime.
4. India would have prospered better if everyone worked together.
5. If she had not got this job, she would have tried for another one.

EXERCISE: Combine the sentences to form conditional sentences:

1. The poor woman is ill. She cannot work.
2. The stranger was skilled in her work. No one would have made fun of her.
3. Lock was cruel. He would have punished the slaves inhumanly.
4. The newcomer walked straight. It would have showed that she did not care for anyone.
5. The workers are efficient. They are appreciated.

**PHRASES AND CLAUSES**

**RULE:** A group of meaningful words without a finite verb is a **phrase**.

**EXAMPLE:** The lessons in our English text book are interesting.

**RULE:** A group of meaningful words which include a finite verb is a **clause**

**EXAMPLE:** The lessons which are in our English text book are interesting.

**EXERCISE:** Say whether the underlined are phrases or clauses:

1. The razor sharp knife in the hand of a dacoit frightened the people.
2. Sankhu guessed that Madhu’s intention was to quarrel with him.
3. Nitish turned to face Tito, a fellow worker.
4. Balu’s showed signs of tiredness.
5. If you think you are capable of winning do not hesitate to take part in the competition.
6. Some common mistakes in the use of conjunctions arise out of confusion of context.
7. By giving examples to the students a teacher can explain a lesson more effectively.
8. Mark told his story in order to get sympathy from his friends.
9. God gave you understanding so that you can use it when you need.
10. Good communication is important since people judge a person by the way they speak.

**RULE:** To change a phrase into a clause, a finite verb has to be introduced into the group of words; on the other hand a clause can be changed into a phrase by making the finite verb into a non-finite verb or remove it altogether.

**EXAMPLE:**

In spite of working hard, he could not the complete the assignment on time. (phrase)

Although he worked hard, he could not the complete the assignment on time. (clause)

They changes the plan because the weather was bad. (clause)

They changes the plan due to bad weather. (phrase)
EXERCISE: Change the underlined clauses into phrases without altering the meaning of the sentences:

1. The villagers waited in secret so that they could capture the hunters.
2. Ali thought that Mally was a dishonest person.
3. He was ready to leave so he said goodbye to all.
4. Soon the whole village knew there had been a fight.
5. Everyone was relieved when he returned.

EXERCISES: Change the underlined phrases into clauses without altering the meaning of the sentences:

1. The mother taught her children to listen to her words.
2. The nurses cared for the patients admitted to the hospital.
3. The fire coming from the sky frightened the tribal people.
4. He told them the secret of growing crops.
5. They used the gifts of nature to live better.

EXERCISE: Correct the following sentences:

1. I am thinking I have to just paint another shade of grey.
2. The gourd which symbol oneness has disappeared.
3. Leaving their own leader, they bowing to another now.
4. They forgot the words their mother taught to them.
5. The weavers wove garments so that harmonize with nature.

RULE: The Noun Phrase is a group of words (phrase) which does the work of the subject or object in a sentence.

EXAMPLE: Despite all precautions, the animals escaped from the cage. (noun phrase—subject)

The team promised to complete the project by the end of this month. (noun phrase—object)

EXERCISE: Underline the noun phrases in the following sentences and say whether they function as Subject or Object:

1. The group of islands to the east of Africa forms the archipelago called Zanzibar.
2. The bustle resounding in the port town is deafening.
3. The sailors stopped at the store belonging to the rich man.
4. Dhanji saw the landmass of Africa from the ship.
5. He walked beside the crowds walking on the streets of the city.

RULE: A **Relative Clause** is a clause that gives additional information about the subject or object of a sentence without the need for an extra sentence being added.

EXAMPLE: Students **who learn English** can communicate with people in most other parts of the world.

Here the additional information ‘**who learn English**’ is available in the form of a relative clause which is added to an already existing meaningful sentence ‘Students can communicate with people in most other parts of the world.’

RULE: The additional information contained in the relative clause is essential to complete the meaning of the sentence. Such a relative clause is called a **Defining Relative Clause**.

There are some relative clauses which give extra information but this information is not essential to understand the meaning of the main sentence.

EXAMPLE: Cordelia, **who was the cook’s wife**, went to tell everyone the news.

Here the additional information ‘**who was the cook’s wife**’ is the relative clause but it does not add to the meaning of the sentence ‘Cordelia went to tell everyone the news.’ It gives some **extra** information which is of general interest but not specifically to the meaning of the main sentence. Such a relative clause is called a **Non-Defining Relative Clause**.

**EXERCISE:** Underline the relative clauses in the following and say whether they are defining or non-defining:

1. The man, to whom he gave the job, belonged to his community.
2. This is the place which I am proud of.
3. Corn, which is our staple food, grows here plentifully.
4. The wife came to join the husband whom she was meeting for the first time.
5. The news which she brought made him happy.
EXERCISE: Correct the following sentences:

1. This is the room what you are looking for.
2. The speech of the guests, those we invited, was not understood by many.
3. The movement of the feet, whose the dancers used, seems difficult to learn.
4. The person which spoke this language is a local man.
5. Birds whom fly in the air are free.

**SUBJECT AND PREDICATE**

**RULE:** Subject and Predicate: The Subject is what the sentence is about and the Predicate is the group of words which says something about the subject

**EXAMPLE:** The coast is humid. (Subject = The coast; Predicate = is humid)

**RULE:** Complex Subject and Complex Predicate: When the words which make up the subject and predicate are numerous, that is, phrases, then they are called Complex Subject and Complex Predicate.

**EXAMPLE:** This exotic forest, with its brilliant birds and flowers and winding creepers, gives way to deciduous woodland farther north.

**SUBJECT:** This exotic forest, with its brilliant birds and flowers and winding creepers,

**PREDICATE:** gives way to deciduous woodland farther north, where the climate is hotter and drier.

**EXERCISE:** Pick out the Subject and Predicate in each of the following sentences and say whether they are Simple or Complex:

1. The beaches reach northwards to steaming tropical evergreen forests of hardwoods and silk-cotton trees.
2. An engraved plaque is kept at the nearby castle.
3. Much of the coastal region is farmed.
4. The rivers of the west meet the sea.
5. Old forests have been destroyed.

**CONCORD**

**RULE:** Concord is Agreement between subject and verb: A singular subject needs a singular verb while a plural subject needs a plural verb.

**EXAMPLE:**

The valley is dry.

The valleys are dry.

No one listens to mama’s story

Everyone comes on time to the class.

**EXERCISE:** Choose the correct verb form to complete the following:

1. Water *(come/comes)* down the mountain.
2. She *(has/have)* suffered from weight loss.
3. Her tears *(are/is)* flowing.
4. The animal never *(stop/stops)* running.
5. The bird *(was/were)* left without a song.

**Some RULES of Concord:**

1. Indefinite pronouns like ‘anyone’, ‘everyone’, ‘someone’, ‘no one’ are always singular.
   **EXAMPLE:** Everyone knows her problem.

2. Indefinite pronouns ‘none’, ‘some’ can be both singular and plural
   **EXAMPLE:** Some man wants to see you.

3. ‘Each’ is always singular even when the verb is preceded by a plural noun
   **EXAMPLE:** Each student does a project.

4. Conjunction ‘And’ makes two singular subjects plural—compound noun—while other linkers such as ‘together with’, ‘as well as’, ‘along with’ do not compound the nouns into a plural
   **EXAMPLE:** Trade and aid come to developing countries.
Trade as well as aid comes to developing countries.

5. Linkers such as ‘either’ and ‘neither’ are always singular
EXAMPLE: Either trade or aid is needed by the country.
Neither trade nor aid helps the country.

6. An exception to the above rule is when the noun closer to the verb is a plural then the verb is also plural
EXAMPLE: Either he or his friends come here regularly.

7. Nouns such as ‘news’, ‘politics’ etc have a plural structure but singular meaning and therefore take a singular verb
EXAMPLE: News gives us the latest information.

8. Collective nouns such as ‘crew’, ‘committee’, ‘team’ which imply more than one person take a singular verb because the group is thought of as a single unit
EXAMPLE: Our team hopes to win the match.
BUT
Members of our team hope to win the match.

EXERCISE: Choose the correct verb from the brackets to complete the following:

1. I (is/am) sitting in a restaurant.
2. Seven companions (study/studies) the menu.
3. Fish, chicken and lamp (is/are) offered in the menu.
4. The rumour and the news (appear/appears) similar.
5. Sama and not Castro (fit/fits) the description of an evil man.
6. The government agencies (censor/censors) the news.
7. The Principal as well as the teachers (choose/chooses) the date for the exams.
8. Not only the poet but also his team (approve/approves) of this plan.
9. Economics (need/needs) to be given importance in today’s world.
10. A thousand rupees (is/are) not a small amount of money.
11. One of my neighbours (has/have) borrowed my clock.
12. Each of the boys (was/were) given a book to read.
13. Every one of those present (need/needs) some help.
14. Either you or your friend (has/have) to complete the task.
15. Neither he nor his brother (work/works) here.
EXERCISE: Correct the following sentences:

1. The mother as well as her children need some help.
2. The sky and the stars is bright.
3. Either you or your friends has to complete the work.
4. Each of the animals come home.
5. Problems of the country creates a barrier to progress.
6. The members of the committee seems to have selected these items.
7. A committee have been appointed to choose the course.
8. The crew of the ship include both men and women.
9. The news report many things which are untrue.
10. This book of folktales are interesting.
11. The ships lying in the harbor belongs to the shipping company.
12. I want to buy a car with an electric engines.
13. A young man with a passion for ships have to travel.
14. You goes into the sun wearing a straw hat.
15. The tall sportsperson are being congratulated by everyone.
16. Each of these books are important.
17. All of them is waiting for you.
18. One of you are selected for the team.
19. Neither of them were present.
20. One of the students have taken my pen.

TYPES OF SENTENCES

RULE: Sentences in English can be Assertive/Affirmative, Negative, Interrogative, Exclamatory and Imperative.

1. An Assertive sentence makes a statement.
   EXAMPLE: This is our classroom.

2. A negative sentence makes a negative statement.
   EXAMPLE: This is not our classroom.
3. An interrogative sentence asks a question. 
EXAMPLE: Which is our classroom? (question using a ‘wh’ word—interrogative) 
   Is this our classroom? (question using an auxiliary verb)

4. An exclamatory sentence expresses emotion—surprise, joy or sorrow, etc.)
EXAMPLE: How quickly the time has passed!
   What a wonderful gift you have given!
   Alas, he has failed again!

5. An imperative sentence makes a command or request.
EXAMPLE: Shut the door.

EXERCISE: Classify the following into Assertive/Affirmative, Negative, Interrogative and Exclamatory:

1. Who can help you now?
2. I need to see the book before I buy it.
3. How intelligent the students are!
4. This zoo does not have any big animals.
5. Leave the room at once.

RULE: there are 7 basic patterns of sentence in English:

1. **Subject + Verb (intransitive)**
   EXAMPLE: A dog barks. (A dog=Subject; barks=intransitive verb)

2. **Subject + Verb (intransitive) + Adverbial**
   EXAMPLE: The dog barked loudly. (The dog=Subject; barked=intransitive verb; loudly=adverbial)

3. **Subject + Verb (transitive) + Object**
   EXAMPLE: The cow eats grass. (The cow=Subject; eats=transitive verb; grass=object)

4. **Subject + Verb (ditransitive) + Object (indirect) + Object (direct)**
   EXAMPLE: Nani gave his friend a present. (Nani=Subject; gave=ditransitive verb; his friend=indirect object; a present=direct object)

5. **Subject + Verb (transitive) + Object + Adverbial**
   EXAMPLE: She consulted her friend about the problem. (She=Subject; consulted=transitive verb; her friend=object; about the problem=adverbial)

6. **Subject + Verb + Complement (for subject)**
   EXAMPLE: The weather is pleasant. (The weather=Subject; is=verb; pleasant=complement)
7. Subject + Verb + Object + Complement (for object)
   EXAMPLE: We want the house repaired. (We=Subject; want=verb; the house=object; repaired=complement)

EXERCISE: Say which pattern of sentence the following belong to:

1. Designers have used bright colours.
2. This company has given poor people jobs.
3. The training makes students employable.
4. The rock seems hard.
5. The new clerk appears sincere.
6. The chief guest presented the awards to winners.
7. Students must learn English.
8. These pillars support the entire building.
9. The classes have started.
10. We shall succeed in the end.

RULE: There are 3 types of Sentences in English: Simple, Complex and Compound.

Simple Sentence: A sentence which has only one lexical verb (or group) is called a simple sentence.

EXAMPLE: Tourists can visit Golconda Fort.
          Some of the places of tourist interest are situated in and around the capital.

I. Pick out the verbs in the following sentences and say which of them are Simple Sentences:

1. There are two monuments which stand as a symbol of the country’s freedom.
2. The Portuguese built the caste to protect the gold trade.
3. The nuts are collected and sold by the local people.
4. Black Star Square is also known as Independence Square.
5. Visitors to this country will find many attractions.

Complex and Compound sentences: are sentences which have more than one clause and therefore more than one lexical verb (or group);
1. In a **Complex** sentence the clauses are joined by a Subordinating conjunction.
   **EXAMPLE:** There were incidents **when** everyone blamed the leader.

2. In a **Compound** sentence they are joined by a Coordinating conjunction.
   **EXAMPLE:** The child shouted **and** screamed all day long.

**EXERCISE:** Identify whether the sentences are Compound or Complex:

1. This is a necklace and it is made of gold.
2. This is a chain which is made of silver.
3. Najib was polite so his elders liked him.
4. The watchman was awake but everyone else was asleep at midnight.
5. Although he tried very hard, the poor man could not earn enough to meet his needs.

**EXERCISE:** Change the following Complex sentences into Compound sentences:

1. He went to the city so that he could see the monuments.
2. Unless the boy shares his lunch, he cannot eat happily.
3. The mother is shouting because the child is lost.
4. Although he loves the city, he has never come here before.
5. People survive though the streets are dangerous.

**EXERCISE:** Correct the following sentences:

1. She is more hard-working than him.
2. Neither the sun shines nor there is hope.
3. Though the breeze was coming from the sea, but it was very hot.
4. Until you will work hard, your life will not change.
5. He asked that why everyone was honking their horns impatiently.

**TRANSFORMATIONS**

**RULE:** **Active and Passive Voice:** A sentence where the subject does the action of the verb is in Active Voice whereas a sentence in which the subject does not do so is in Passive Voice.

**EXAMPLE:** The monkeys ate the fruits. (Active)
The fruits were eaten by the monkeys (Passive)

People loved the heroes. (Active)

The heroes were loved by people. (Passive)

RULES for changing Active to Passive:

1. The subject of the Active sentence becomes the object of the Passive sentence:
   
   EXAMPLE: ‘The monkeys’/ ‘People’ is the subject in the Active form and object in the Passive form.

2. This object is added to the sentence with the help of the preposition ‘by’
   
   EXAMPLE: ‘the monkeys’ / ‘people’ is joined to the sentence ‘The fruits were eaten’ / ‘The heroes were loved’ with the help of the preposition ‘by’

3. If the subject noun in Active form is indefinite like ‘someone’ or ‘they’ the object may be omitted in the Passive form:
   
   EXAMPLE: Someone has stolen his purse.

   His purse has been stolen.

4. The verb in the Active sentence is changed to Passive form by introducing ‘to be’ in tense form and main verb in past participle form.

   EXAMPLE: ‘ate’ / ‘loved’ past tense become ‘were eaten’ / ‘were loved’ past tense of verb ‘to be’ that is ‘were’ (for plural noun) ‘fruits’ / ‘heroes’ and past participle of verb ‘to eat’ / ‘to love’ that is ‘eaten’ / ‘loved’.

Table of Passive Verbs: root ‘to open’

<table>
<thead>
<tr>
<th></th>
<th>Simple or Indefinite</th>
<th>Continuous or Progressive</th>
<th>Perfect</th>
<th>PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pr</td>
<td>is/are opened (The door is opened by me) /</td>
<td>is/are being opened (The door is being opened by me) / (The doors are being opened by me)</td>
<td>has /have been opened (The door has been opened by me) / (The doors have been opened by me)</td>
<td>does not exist</td>
</tr>
<tr>
<td></td>
<td>(The doors are opened by me)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pa</td>
<td>was / were opened</td>
<td>was / were being opened</td>
<td>had been opened</td>
<td>does not exist</td>
</tr>
<tr>
<td></td>
<td>(The door was opened by me) / (The doors were opened by me)</td>
<td></td>
<td>(The door(s) had been opened by me)</td>
<td></td>
</tr>
<tr>
<td>Fu</td>
<td>will / shall be opened</td>
<td>does not exist</td>
<td>will / shall have been opened</td>
<td>does not exist</td>
</tr>
<tr>
<td></td>
<td>(The door will / shall be)</td>
<td></td>
<td>(The door will/shall have</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE: Complete the following table of verbs in Active and Passive form:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take / Takes</td>
<td></td>
</tr>
<tr>
<td>Wove</td>
<td></td>
</tr>
<tr>
<td>Is / Are painting</td>
<td></td>
</tr>
<tr>
<td>Was / Were celebrating</td>
<td>Have / Has been changed</td>
</tr>
<tr>
<td></td>
<td>Had been collected</td>
</tr>
<tr>
<td></td>
<td>Will / Shall be chosen</td>
</tr>
<tr>
<td></td>
<td>Will / Shall have been announced</td>
</tr>
</tbody>
</table>

EXERCISE: Change the following into Passive Voice:

1. A hunter kills a lion.
2. The rulers punished the villagers.
3. The organizers wrote a letter.
4. The children are wearing colourful clothes.
5. They have changed the programme.
6. The postman has not stamped the letter.
7. Dogs guarded the house.
8. You waste your time in unimportant things.
9. The cleared will have thrown the garbage by tomorrow.
10. We are introducing a new program this week.

EXERCISE: Change the following into Active Voice:

1. This could be done much better by a machine.
2. The deer was chased by a lion in the forest.
3. Heavy weights will be carried by the porters.
4. The injured player was carried off the field.
5. Calculations are done more efficiently by computers.
6. This work must be done by you.
7. A letter was written by Lata to the editor.
8. The boat was swept away by a big wave.
9. The door was painted white by them recently.
10. The mystery will have been solved by the police before next week.

RULE: Reporting: there are 2 ways of reporting what is spoken by a person: when the exact words are given it is called Direct Speech otherwise it is called Indirect Speech.

EXAMPLE: She said, “We are going to school.” (Direct Speech)
She said that they were going to school. (Indirect Speech)

RULE: In sentences written in the Direct Speech the following rules have to be followed:

1. The speaker’s statement always starts with a Capital Letter even if it is in the middle od the sentence
EXAMPLE: The child told me, “My name is Rose.”

2. ‘said’/ ‘told’ and verbs introducing the speech can go at the beginning or the end of the sentence but it is separated from the exact words of the speaker by using a comma (,)
EXAMPLE: “It is raining,” they said.
They said, “It is raining.”

3. Quotation marks or inverted commas ("...") are used to introduce the exact words of the speaker.
EXAMPLE: The teacher told the student, “This is your last chance.”

4. Commas, full stops, question marks and other punctuation marks pertaining to the exact words of the speaker always go inside the inverted commas.
EXAMPLE: “Are you lost?” the bus driver asked the child.

5. For statements the verbs ‘say’ and ‘tell’ are used; for other statements proper verbs can be chosen; for questions ‘asked’/’enquired’ etc can be used; for exclamation ‘exclaimed’ can be used; for imperatives ‘ordered’/’requested’ etc can be used.

EXAMPLE: She exclaimed, “The sunset is so delightful!”

   He asked, “Are you here for the first time?”

6. In statements there is a difference between ‘say’ and ‘tell’. ‘Say’ is used when there is no direct object while ‘tell’ is used when there is a direct object following the reporting verb.

EXAMPLE: The doctor told him, “You have to take the medicines regularly.”

   The doctor said to him, “You have to take the medicines regularly.”

   The doctor said, “You have to take the medicines regularly.”

EXERCISE: Identify the Direct and Indirect Speech sentences:

1. Kofi said, “Come to my house.”
2. He asked, “Will you come to my shop?”
3. She said, “How bright the moon looks today!”
4. He told everyone that someone was peeping into the room.
5. The officer asked all of them to assemble in the meeting room.
6. The students said that they were waiting for their results outside the office.
7. The child complained to the mother that the food was not good.
8. “You can come in now,” she said.
9. “I don’t need your money,” he shouted.
10. He said that he agreed to the proposal.

RULE: To change a sentence from Direct to Indirect Speech the following steps need to be followed:

1. The subject verb component outside the inverted commas has to be combined with the actual words of the speaker within the inverted commas with a conjunction ‘that’; conjunction ‘whether’ is used in case of ‘yes-no’ questions and no conjunction is needed in case of ‘wh’ questions

EXAMPLE: The neighbour said, “This is the new furniture I have bought.” (Direct)

   The neighbor said that this was the new furniture s/he had bought. (Indirect)
   The clerk asked me, “Do you want to open an account in the bank?” (Direct)
   The clerk asked me whether I wanted to open an account in the bank. (Indirect)
The teacher asked her, “Why are you late?” (Direct)

The teacher asked her why she was late. (Indirect—no conjunction needed)

2. The words within the inverted commas have to be changed to the same tense as the verb outside the inverted commas.

**EXAMPLE:** She says, “This is an enjoyable holiday.” (Direct—present tense)

She says that this is an enjoyable holiday. (Indirect—present tense)

She said, “This is an enjoyable holiday.” (Direct—past tense)

She said that this was an enjoyable holiday. (Indirect—past tense)

3. If there is a question or exclamation in the actual words of the speaker it has to be changed into a statement and then put into indirect speech.

**EXAMPLE:** The audience said, “How wonderful the speech was!” (Direct—exclamatory)

The audience exclaimed that it was a wonderful speech.

“Have they returned the book?” the Librarian said.

The Librarian asked whether they have returned the book.

4. Indirect speech has no punctuation marks except a full stop, so all the punctuation marks of direct speech such as comma, inverted commas, question marks, exclamation marks have to be removed.

**EXAMPLE:** The guests said, “What a pleasant surprise!”

The guest exclaimed that it was a pleasant surprise.

5. If first person is used in the actual words of the speaker it changes to third person in indirect speech; if second person is used it changes to third/first person depending on who is being spoken to and if third person is used it remains the same.

**EXAMPLE:** The old man said, “I want to sleep now.” (Direct—First person)

The old man said that he wanted to sleep. (Indirect—third person)

The old man told the nurse, “You can go.” (Direct—Second person)

The old man told the nurse that she could go. (Indirect—Third person)

The stranger told me, “You are the person I am looking for.” (Direct—Second person)

The stranger told me that I was the person he was looking for. (Indirect—First person)

The manager said, “They are coming today.” (Direct—Third person)

The manager said that they were coming today. (Indirect—third person)
6. If adverb 'now' is used in Direct speech it changes to 'at this time' in Indirect speech; if 'here/there' is used it changes to 'at this/place'; 'tomorrow' changes to 'the next day' and so on.

EXAMPLE: “The work has to be completed now,” ordered the leader. (Direct)

The leader said that the work has to be completed at this time. (Indirect)

“Meet me here tomorrow,” said the lawyer. (Direct)

The lawyer said that he should meet him the next day at this place. (Indirect)

EXERCISE: Change the following to Indirect Speech:

1. The customer said, “I am planning to buy a house.”
2. “I have been starving for days,” the beggar wailed.
3. “Can you complete this work tomorrow?” the leader asked his subordinate.
4. “Wait here till I come back,” the father told his children.
5. “What a wonderful dream I had!” she said.

RULE: Reverse the rules given above in order to change a sentence from Indirect to Direct Speech.

EXAMPLE: The judge told the court that all the people present there were guilty of the crime.

The judge said, “All the people present in the court are guilty of the crime.”

Change the following to Direct Speech:

1. He said that he could see the boy drowning in the river.

2. The employer promised that he would give them their salary the following week.

3. The candidate said that he would come there the previous day.

4. The teacher asked the students if they had submitted their assignments.
5. The winners shouted with delight that they had won the match.

EXERCISE: Correct the following sentences:

1. She said that I will enjoy myself.
2. The boys shouted, “We went to the circus tomorrow.”
3. The mother told her children that it is very necessary for you to complete the work.
4. They said to the speaker that your speech is very good.
5. The old man tell us, “You must work hard when you are young.”

VOCABULARY—MEANINGS OF WORDS

Use of Dictionary:

EXERCISES

I. Match the words with their meanings:

<table>
<thead>
<tr>
<th>1. capture</th>
<th>a. thick</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. huge</td>
<td>b. strong</td>
</tr>
<tr>
<td>3. garment</td>
<td>c. massive</td>
</tr>
<tr>
<td>4. dense</td>
<td>d. shiver</td>
</tr>
<tr>
<td>5. sturdy</td>
<td>e. hope</td>
</tr>
<tr>
<td>6. tremor</td>
<td>f. comparison</td>
</tr>
<tr>
<td>7. specific</td>
<td>g. particular</td>
</tr>
</tbody>
</table>
II. Match the words with their meanings:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. comprehensive</td>
<td>h. complete</td>
</tr>
<tr>
<td>9. simile</td>
<td>i. catch</td>
</tr>
<tr>
<td>10. expectation</td>
<td>j. clothes</td>
</tr>
</tbody>
</table>

III. Match the words with their meanings:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. peculiar</td>
<td>a. twisted, mixed up</td>
</tr>
<tr>
<td>2. convey</td>
<td>b. strange, unusual</td>
</tr>
<tr>
<td>3. precise</td>
<td>c. suggest</td>
</tr>
</tbody>
</table>
4. pursue  
5. momentary  
6. tangled  
7. eliminate  
8. confirm  
9. native  
10. episode

<table>
<thead>
<tr>
<th>IV. Match the words with their meanings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. allies</td>
</tr>
<tr>
<td>2. anguish</td>
</tr>
<tr>
<td>3. chopped</td>
</tr>
<tr>
<td>4. exhausted</td>
</tr>
<tr>
<td>5. harsh</td>
</tr>
<tr>
<td>6. barren</td>
</tr>
<tr>
<td>7. brilliant</td>
</tr>
<tr>
<td>8. exotic</td>
</tr>
<tr>
<td>9. vow</td>
</tr>
<tr>
<td>10. unique</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Match the words with their meanings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. improve</td>
</tr>
<tr>
<td>2. symbol</td>
</tr>
<tr>
<td>3. plight</td>
</tr>
<tr>
<td>4. topical</td>
</tr>
<tr>
<td>5. allusion</td>
</tr>
<tr>
<td>6. reason</td>
</tr>
<tr>
<td>7. rate</td>
</tr>
</tbody>
</table>
VI. Match the words with their meanings:

| 1. decayed          | a. scattered          |
| 2. hermit            | b. unplanned          |
| 3. decision          | c. rescue             |
| 4. spontaneous       | d. foresee            |
| 5. anticipate        | e. channel            |
| 6. trench            | f. rotten             |
| 7. detention         | g. verdict            |
| 8. intention         | h. imprisonment        |
| 9. deliverance       | i. aim                |
| 10. dispersed        | j. recluse            |

SYNONYMS AND ANTONYMS

Use of the Thesaurus

EXERCISES
I. Write 2 synonyms for each of the following:

1. arrive
2. beauty
3. desire
4. eliminate
5. hurt
6. improve
7. justice
8. location
9. lucky
10. marriage
11. merchant
12. peaceful
13. pleased
14. politeness
15. rapid

II. Match the words with their antonyms:

<table>
<thead>
<tr>
<th>1. kindness</th>
<th>a. evil</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. affirm</td>
<td>b. disease</td>
</tr>
<tr>
<td>3. obey</td>
<td>c. cruelty</td>
</tr>
<tr>
<td>4. interior</td>
<td>d. foolishness</td>
</tr>
<tr>
<td>5. wisdom</td>
<td>e. imperfect</td>
</tr>
<tr>
<td>6. good</td>
<td>f. question</td>
</tr>
<tr>
<td>7. older</td>
<td>g. deny</td>
</tr>
<tr>
<td>8. answer</td>
<td>h. younger</td>
</tr>
<tr>
<td>9. perfect</td>
<td>i. disobey</td>
</tr>
<tr>
<td>10. health</td>
<td>j. exterior</td>
</tr>
</tbody>
</table>
III. Give the antonyms of the following:

1. start
2. victory
3. heavy
4. soft
5. sharp
6. rise
7. success
8. large
9. end
10. enter

IV. Replace the underlined with the exact antonym:

1. Ravi gives gifts.
2. The fruit was sweet.
3. The weather was hot.
4. The animal was tame.
5. His behaviour was inhuman.
6. The elephant walks fast.
7. It tears the trees into few pieces.
8. The monkey can climb trees with ease.
9. Its molar teeth are very narrow.
10. These people have a fair complexion.
11. These houses are available.
12. The government’s policy is a discouragement for cocoa growers.
13. The farmers are reluctant to grow crops.
14. This is an important decision.
15. The situation changed before the colonial rule.

ROOTS, PREFIX, SUFFIX, WORDS OFTEN CONFUSED, ONE-WORD SUBSTITUTE
ROOT WORDS: are words in their own right but can be combined with other forms to make new words.

EXAMPLE: the root ‘Omni’ means ‘all’; combined with other roots, prefixes or suffixes it can form compound words like omnipotent (omni=all; potent=powerful) and omniscient (omni=all; scient=knowing).

EXERCISE: Learn the following ROOTS and examples given; write 1 more example for each and make sentences with all the words:

<table>
<thead>
<tr>
<th>ROOT with meaning</th>
<th>Example with meaning</th>
<th>one more example</th>
<th>Sentence /usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>phobia (fear)</td>
<td>hydrophobia=fear of water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>anthrop (human)</td>
<td>anthropology=study of human societies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chrome (colour)</td>
<td>monochrome=having a single colour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hydro (water)</td>
<td>dehydrate=remove water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mater (mother)</td>
<td>maternal=like a mother</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PREFIX: is a small addition in front of a word to make a new word or a word of a different meaning; an antonym etc.
EXAMPLE: Predominant: more important than others

EXERCISE: Give 5 words with the prefix ‘pre-’

EXERCISE: Given below is a table with 5 commonly used prefixes and their meaning. Give 2 words which can be formed with each of them:

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>MEANING</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti</td>
<td>against</td>
<td></td>
</tr>
<tr>
<td>Auto</td>
<td>self</td>
<td></td>
</tr>
<tr>
<td>Extra</td>
<td>beyond</td>
<td></td>
</tr>
</tbody>
</table>
**Micro**  small
**Sub**  under

**SUFFIX**: is a small addition behind a word to make a new form of the word.
**EXAMPLE**: great+ly=greatly (adjective ‘great’ becomes adverb ‘greatly’ by adding suffix ‘ly’)

**EXERCISE**: Give two examples for each of the suffixes given below:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-en</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-tion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-al</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WORDS OFTEN CONFUSED**

1. **Affect** (Verb) - to influence.
   - **Effect** (Verb) - to bring about or cause to happen.
   - **Effect** (Noun) - a result or consequence.
2. **Complement** (Verb) - to complete or make perfect.
   - **Compliment** (Verb) - to praise or flatter.
3. **Precede** (Verb) - to go before.
   - **Proceed** (Verb) - to go forward or continue.
4. **Beside** (Preposition) - next to; by the side of:
   - **Besides** (Adverb) – also; in addition to:
5. **Cite** (Verb) - to quote as an authority or example:
   - **Site** (Noun) – place or location:

**EXERCISE**: Complete the following using words from the list of confusables above:
1. _________________ looking for a plot _________________ the main road the builder had no other demands.
2. The rich are not _________________ by it but the _________________ of this change will harm many people.
3. As the procession _________________ important officials _________________ less important ones.
4. The _________________ you are looking for has been _________________ in the books of history written about this place.
5. The _________________ the speaker paid to his teacher is a fitting to _________________ to all that he had spoken earlier.

ONE WORD SUBSTITUTEs

1. **Pessimist**: one who thinks negatively
2. **Atheist**: one who does not believe in God
3. **Cynic**: one who doubts everything
4. **Philanthropist**: one who works for the welfare of humanity
5. **Servility**: the state of being inferior or like a slave
6. **Decade**: a period of ten years
7. **Century**: a period of hundred years
8. **Millennium**: a period of thousands years
9. **Benevolent**: a kind hearted person
10. **Optimist**: a person who looks at the positive side of things

EXERCISE: Complete the following using word from the list above:

1. The present _________________ began in the year 2000.
2. The priest was concerned that all his good sermons had no effect on the _________________
3. The team had a leader who was an _________________ and therefore they never lost hope even when they faced problems.
4. India got its freedom from the British in the 20th _________________.
5. The industrialist was so _________________ that he gave half his wealth in charity.
6. If you are a ______________________ you will not be able to enjoy the positive aspects of life.

7. The present year 2015 falls in the middle of the 2\textsuperscript{nd} ______________________ of the 21\textsuperscript{st} century.

8. Mother Theresa established a ______________________ organization which does humanitarian work even today.

9. After seeing all the violence and conflict in the world around anyone can become a ________________

10. Most of the people born in deprived families have an ingrained sense of __________________________ because they see the bondage in which their parents live.

WORD BUILDING, PHRASAL VERBS, IDIOMS

WORD BUILDING

1. **Order of letters changed:** Rearranging the letters in a word gives rise to a new word.

   EXAMPLE: Low—owl

   **EXERCISE:** Change the order of letters to make new words from the following:

<table>
<thead>
<tr>
<th>WORD</th>
<th>CHANGED FORM</th>
<th>WORD</th>
<th>CHANGED FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brush</td>
<td>Note</td>
<td>Stop</td>
<td>Till</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ate</td>
<td>Tale</td>
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<tr>
<td></td>
<td></td>
<td>Pat</td>
<td>Hare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dear</td>
<td>Prod</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin</td>
<td>Meat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Own</td>
<td>Skill</td>
</tr>
</tbody>
</table>

2. **Reduction:** deleting one letter from a word and rearranging (if necessary) the letters to form a new word.

   EXAMPLE: thank — tank (‘h’ deleted)
3. Making many words from one: using the letters of a single word numerous words can be formed. If a letter occurs twice it can be used twice. No word should be less than 3 letter. No 2 letter words such as at, to, no, etc are allowed.
   EXAMPLE: Dictionary: (any; not; dot; cot; rot; tiny; tidy; dint; tonic; city; rainy; notary; diction)

EXERCISE: Make at least 10 words with the letters found in the following:

<table>
<thead>
<tr>
<th>IRREPARABLE</th>
<th>DESTINATION</th>
<th>ACCIDENTIALLY</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

PHRASAL VERBS

Phrasal verbs: Idiomatic expression made by combining verbs with prepositions:
EXAMPLES:

Break down: cry, stop functioning
Break in: enter by using force
Break up: interrupt

Bring up: mention
Bring off: accomplish
Bring back: return

Come across; find
Come around: agree after persuasion
Come down with: fall ill

Drop off: deliver something
Drop in / by: visit informally
Drop out: discontinue

Fall through: not happen
Fall out: fight
Fall in with: agree

EXERCISE: Make sentences to show the difference between each group of phrasal verbs listed above.

EXERCISE: Complete the following using the Phrasal Verbs listed above:

1. The police came and ________________ the card game; they accused the card players of ________________ and stealing from the big house in the corner; none of the men admitted their guilt but one of them ________________ and said that they had done it.
2. I am planning to ____________________________ of this course. Could you please ________________________ to my house and ________________________ the notes and other material?

3. The leader ______________________ the matter of how the players had __________________ the victory and __________________ the glory of the country.

4. The doctor ______________________ and visited the patient who had __________________ with a serious infection as a result of ______________________ many people who were similarly afflicted.

5. Two friends ______________________ with each other when their plans ______________________. It is your job now to make them ______________________ the new plan.

IDIOMS

Idioms: expression that improve the style of speaking, writing, whose meaning is much more than the literal meaning of all the words making it up:

1. A piece of cake: an easy job
2. At the eleventh hour: at the last minute
3. All ears: eager to hear something
4. Catch one’s eye: attract attention
5. Call it a day: end the day’s work
6. Down in the dumps: depressed, very sad
7. Hit the sack: go to sleep
8. Keep one’s fingers crossed: hope for the best
9. Live from hand to mouth: be very poor
10. Two-faced: deceitful

EXERCISE: Use the idioms listed above the complete the following:

1. The new employee ____________________ of his boss due to his hard and smart work.
2. The poor man earned so little money that his family had to ______________________.
3. The students were not ready for the test so they started getting worried

4. Though it was difficult to solve the problem, for the best student in the class it was

5. It is already ten o’ clock in the night and all of us are tired. So let’s

6. Hearing the neighbours whispering to each other the women of the colony were

7. Everyone trusted the evidence of the innocent-looking man but he turned out to be

8. When he was told that he had failed in the examination, the student was

9. I have appeared for many job interviews; now I shall ______________________ till
   I get a good job.

10. After coming back from a strenuous tour, all the members of the team

EXERCISE: Read the conversation below and choose the meanings of the underlined idioms from the list given below:

almost die; fear or irritation; inform; very expensive; too much money; useless; truth; help; plan

Peter: Bob, I hate to break the news, but our sales were down again last month.

Bob: Down again, Peter?

Peter: Yeah. These days, everybody’s shopping at our competition, Honest Abe’s shop.

Bob: But everything in there costs an arm and a leg!

Peter: That’s true. They do charge top dollar.

Bob: And their salespeople are very strange. They give me the creeps!

Peter: Well, they must be doing something right over there. Meanwhile, we’re about to go belly-up.
Bob: I’m sorry to hear that. I thought my new advertising campaign would save the day.

Peter: Let’s face it: your advertising campaign was a real flop.

Bob: Well, then I’ll go back to the drawing board.

Peter: It’s too late for that. You’re fired.

EXERCISE: See if you can match the idioms with their meanings from the contexts below:

Weakness; clear; sympathy; mislead; admire; ignore; clever; nervous; boast; unimportant

1. The job-seekers were led up the garden path by the agent but finally no one got a job.
2. The wise man had many people sitting at his feet.
3. The blind king’s fondness for his son was his Achilles heel.
4. Everyone mistrusted him because he had the habit of blowing his own trumpet.
5. My heart bleeds for those who do not have peace in their heart.
6. Just before the interview he was about to run home due to stage fright.
7. These politicians prefer to close their eyes to the terrible happenings in society.
8. If you want to beat the cheats you need to be hard headed.
9. The word that has been done till not is nothing to write home about; the real work begins now.
10. It is as plain as pikestaff that whatever you have told us till today is not the truth.

VOCABULARY DEVELOPMENT

SIMILE: comparisons which help make the language more colorful

1. As ageless as the sun
2. As bald as an egg
3. As cheap as dirt
4. As cunning as a fox
5. As dull as ditch water
6. As faithful as the dog
7. As fit as a fiddle
8. As good as gold
9. As hungry as a church mouse
10. As industrious as an ant
11. As light as feather
12. As loud as thunder
13. As mischievous as a monkey
14. As noiseless as shadow
15. As soft as silk

**BRITISH AND AMERICAN:** Different words for the same thing

<table>
<thead>
<tr>
<th>British</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flat</td>
<td>Apartment</td>
</tr>
<tr>
<td>Cart</td>
<td>Trolley</td>
</tr>
<tr>
<td>Queue</td>
<td>Line</td>
</tr>
<tr>
<td>Autumn</td>
<td>Fall</td>
</tr>
<tr>
<td>Holiday</td>
<td>Vacation</td>
</tr>
</tbody>
</table>

**HOMONYMS:** words which have the same pronunciation and spelling but different meanings

**EXAMPLE:** bank (noun) – bank (verb)
- bank (noun)= a place where money is kept.
- I want to open an account in the bank.
- bank (verb)=depend
- Old parents bank on their children to look after them.

**EXERCISE:** Learn the following homonyms, give their meaning and make sentences to show their usage:

<table>
<thead>
<tr>
<th>Homonym pair</th>
<th>Meaning</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>book (noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>book (verb)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bear (noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bear (verb)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**sink (noun)**
**sink (verb)**

**tap (noun)**
**tap (verb)**

**paint (noun)**
**paint (verb)**

**HOMOPHONES**: A type of HOMONYMs which are pronounced alike BUT spelt differently and have different meanings

Example: Deer-dear (Deer=an animal; dear=precious, beloved)

**EXERCISE**: Learn the following homophones, write their meanings and practice them by making sentences of your own:

<table>
<thead>
<tr>
<th>Homophone pair</th>
<th>Meaning</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air</td>
<td></td>
<td></td>
</tr>
<tr>
<td>heir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>piece</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>waist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Won</td>
<td></td>
<td></td>
</tr>
<tr>
<td>one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>steal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>suite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flower</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOMOGRAPH: are similar to the above because they have the same spelling (like homonyms) but may have same pronunciation (like homophones) or different pronunciation and different meaning.

EXAMPLE: tear (noun) – tear (verb)
   tear (noun)=water from the eyes
   tear (verb)=rip, shred

<table>
<thead>
<tr>
<th>Homograph pair</th>
<th>Meaning</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>fine (noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fine (adjective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>light (noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>light (adjective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fair (noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fair (adjective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subject (noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subject (adjective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conduct (noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conduct (verb)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EPONYMS – words derived from names of people or places.

Sandwich: Two pieces of bread with a filling of food between them
derived from the name of John Montague, fourth Earl of Sandwich (1718-92), an English diplomat, who used to prepare a quick meal in this way.

Boycott: (Verb) To stay away in protest, or refuse to do something
Boycott: (Noun) An act of boycotting
derived from the name of the first person to be boycotted in 1880 Captain Charles C Boycott, an Irish land agent, whose tenants tried to get their rents reduced by using this method of protest.

Hector: (Verb) Talk to someone in a bullying manner
derived from the Trojan warrior Hector in Homer’s Iliad. Originally, it meant a hero but later came to mean a braggart or bully.
**Calicut**: (Noun) A type of plain white or unbleached cotton cloth or printed cotton fabric derived from Calicut, a seaport in South-East India, where the fabric originated

**YOUNG ONES OF ANIMALS**

<table>
<thead>
<tr>
<th>Animal</th>
<th>Young One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bull</td>
<td>Calf</td>
</tr>
<tr>
<td>Butterfly</td>
<td>Caterpillar</td>
</tr>
<tr>
<td>Dog</td>
<td>Puppy</td>
</tr>
<tr>
<td>Goat</td>
<td>Kid</td>
</tr>
<tr>
<td>Horse</td>
<td>Foal / Colt</td>
</tr>
<tr>
<td>Pig</td>
<td>Piglet</td>
</tr>
<tr>
<td>Cat</td>
<td>Kitten</td>
</tr>
<tr>
<td>Dear</td>
<td>Fawn</td>
</tr>
<tr>
<td>Hen</td>
<td>Chicken</td>
</tr>
<tr>
<td>Lion</td>
<td>Cub</td>
</tr>
<tr>
<td>Mare</td>
<td>Filly</td>
</tr>
<tr>
<td>Sheep</td>
<td>Lamb</td>
</tr>
</tbody>
</table>

**SOUNDS MADE BY ANIMALS**

<table>
<thead>
<tr>
<th>Animal</th>
<th>Sound</th>
<th>Animal</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apes</td>
<td>Gibber</td>
<td>Asses</td>
<td>Bray</td>
</tr>
<tr>
<td>Bears</td>
<td>Growl</td>
<td>Bulls</td>
<td>Bellow</td>
</tr>
<tr>
<td>Cats</td>
<td>Purr / Mew</td>
<td>Crickets</td>
<td>Chirp</td>
</tr>
<tr>
<td>Dogs</td>
<td>Bark</td>
<td>Ducks</td>
<td>Quack</td>
</tr>
<tr>
<td>Elephants</td>
<td>Trumpet</td>
<td>Frogs</td>
<td>Croak</td>
</tr>
<tr>
<td>Horses</td>
<td>Neigh</td>
<td>Lions</td>
<td>Roar</td>
</tr>
<tr>
<td>Monkeys</td>
<td>Chatter</td>
<td>Pigs</td>
<td>Grunt</td>
</tr>
<tr>
<td>Rabbits</td>
<td>Squeal</td>
<td>Sheep</td>
<td>Bleat</td>
</tr>
<tr>
<td>Seagulls</td>
<td>Scream</td>
<td>Snakes</td>
<td>Hiss</td>
</tr>
<tr>
<td>Turkey</td>
<td>Gobble</td>
<td>Wolves</td>
<td>Howl</td>
</tr>
</tbody>
</table>

**ADJECTIVES DERIVED FROM ANIMALS**
<table>
<thead>
<tr>
<th>ANIMAL</th>
<th>ADJECTIVE FORM</th>
<th>ANIMAL</th>
<th>ADJECTIVE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ass</td>
<td>asinine</td>
<td>Bee</td>
<td>apiarian</td>
</tr>
<tr>
<td>Fox</td>
<td>vulpine</td>
<td>Pig</td>
<td>porcine</td>
</tr>
<tr>
<td>Cat</td>
<td>feline</td>
<td>Cattle</td>
<td>bovine</td>
</tr>
<tr>
<td>Dog</td>
<td>canine</td>
<td>Eagle</td>
<td>aquiline</td>
</tr>
<tr>
<td>Fish</td>
<td>piscine</td>
<td>Goose</td>
<td>anserine</td>
</tr>
<tr>
<td>Horse</td>
<td>equestrian / equine</td>
<td>Lion</td>
<td>leonine</td>
</tr>
</tbody>
</table>

**PORTMANTEAU WORDS**: combining two words to make a third

1. **Brunch**: breakfast + lunch
2. **Camcorder**: camera + recorder
3. **Edutainment**: Education + entertainment
4. **Fantabulous**: fantastic + fabulous
5. **Heliport**: helicopter + airport
6. **Internet**: international + network
7. **Interpol**: international + police
8. **Motel**: motor + hotel
9. **Smog**: smoke + fog
10. **Strolley**: suitcase + trolley

**ANAGRAMS** are words or phrases made by rearranging the letters of another word / phrase:

1. The eyes: They see
2. Debit card: bad credit
3. Punishment: nine thumps
4. Astronomer: moon starer
5. The earthquakes: that queer shake

**RHYMING EXPRESSIONS** are words used together adding colour to language:

**Big-wig**: (Noun) influential person

**Bric-a-brac**: (Noun) Miscellaneous objects and ornaments of little value
**Chock-a-block**: (Adjective) Informal: packed tightly or filled completely

**Dilly-dally**: (Verb) waste time in hesitation

**Flip-flop**: (Noun) abrupt reversal of policy

**Helter-shelter**: (Adjective & Adverb) run in a disorderly haste or confusion

**Kowtow**: (Verb) to do what someone asks you to do; to be excessively subservient towards someone

**Mishmash**: (Noun) A confused mixture

**Nitty-gritty**: (Noun-Informal) most important aspects or practical details of a matter

**Riff-raff**: (Noun) disreputable person