

English Grammar and Vocabulary—Impact Course

Syllabus

- 1) Noun & pronoun
- 2) Verbs (Lexical& Auxiliary)
- 3) Verb Tenses
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- 7) Sentence Types
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- 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: A flock—meaning a group of sheep

A herd—meaning a group of animals

EXERCISE: Match the collective nouns with their groups.

1. Crowd	A group of sailors in a ship
2. Swarm	A group of sportspersons
3. Team	A group of people
4. Crew	A group of lions
5. Pride	A group of bees/insects

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:

Person	Subj- Singular	Subj - Plural	Obj - Singular	Obj - Plural	Poss Adj - Singular	Poss Adj - Plural	Poss Pron - Singular	Poss Pron - Plural
First	I	We	Me	Us	My	Our	Mine	Ours
Second	You	You	You	You	Your	Your	Yours	Yours
Third- Mas	He		Him		His		His	
Fem	She	They	Her	Them	Her	Their	Hers	Theirs
Neut	It		It		Its		Its	

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:

Person	Pronoun used as Adjective (singular)	Pronoun used as Adjective (plural)	Pronoun used as Pronoun (singular)	Pronoun used as Pronoun (plural)

First person	My	Our	mine	ours
Second person	Your	Your	yours	Yours
Third person				
Masculine	his	}their	his	}theirs
Feminine	her		hers	
Neuter	its		---	

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

Person	Singular	Plural
First person	myself	ourselves
Second person	Yourself	yourselves
Third person		
Masculine	himself	} themselves
Feminine	herself	
Neuter	itself	

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:

Relative pronoun	Function	example
Who	For replacing subject noun, relating to subject nouns referring to human beings, (colloquial usage for object nouns too)	The man <u>who</u> travelled in the bus is very old. (sub) We met a man <u>who</u> was missing for many days. (obj)

Whom	For replacing object nouns, relating to object nouns referring to human beings	The travelers came to visit Nanak <u>whom</u> they had never met before.
Whose	Possessive for people	The cook <u>whose</u> wife had given him the news told everyone about it.
Which / that	Used for both subject and object non-human nouns	This is the house <u>that</u> looks very queer. (sub) He burnt the clothes <u>which</u> he was ironing. (obj)
Whose	Possessive for non-human nouns	He heard a word <u>whose</u> meaning he did not know.

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:

Function	Modal Aux. Verb	Negative	Contracted Negative
Ability	CAN	Cannot	Can't

Permission			
Past ability Request for permission	COULD	Could not	Couldn't
Possibility Request Permission	MAY	May not	Mayn't
Remote possibility	MIGHT	Might not	Mightn't
Suggestion	SHOULD	Should not	Shouldn't
Strong advice	MUST	Must not	Mustn't
Promise (1 st person)	WILL	Will not	Won't
Compulsion (3 rd person)	SHALL	Shall not	Shan't
Past of 'will' Request for permission	WOULD	Would not	Wouldn't
Necessity	NEED	Need not	Needn't
Challenge	DARE	Dare not	Daren't
Obligation	OUGHT TO	Ought not to	Oughtn't to
Past habit	USED TO	-	-

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:

Root	Present Tense	Past Tense	Present Participle	Past Participle
To study				
To march				
To worry				
To pray				
To hit				
To turn				
To break				
To see				
To eat				
To sleep				

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:

Transitive	Intransitive	Both Transitive and Intransitive
Wash	improve	study
take	cry	leave
tell	go	move
like	sit	watch
break	feel	

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.

REGULAR AND IRREGULAR VERBS

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 not 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:

<u>Present Tense</u>	<u>Past Tense</u>	<u>Past Participle</u>
Arise	Arose	Arisen
Awake	Awoke	Awaken
Beat	Beat	Beaten
Become	Became	Become
Begin	Began	Begun
Bet	Bet	Bet
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Bring	Brought	Brought
Build	Built	Built
Catch	Caught	Caught
Choose	Chose	Chosen
Cut	Cut	Cut
Draw	Drew	Drawn
Dream	Dreamt	Dreamt
Drink	Drank	Drunk
Fall	Fell	Fallen
Feel	Felt	Felt
Find	Found	Found
Get	Got	Got
Give	Gave	Given
Grow	Grew	Grown
Hang	Hung(inanimate)	Hung (inanimate)

	Hanged (animate)	Hanged (animate)
Hurt	Hurt	Hurt
Know	Knew	Known
Leap	Leapt	Leapt
Leave	Left	Left
Leave	Left	Left
Let	Let	Let
Lose	Lost	Lost
Meet	Met	Met
Pay	Paid	Paid
Put	Put	Put
Read	Read (pr 'red')	Read (pr 'red')
Ring	Rang	Rung
Run	Ran	Run
Say	Said	Said
Sell	Sold	Sold
Sell	Sold	Sold
Send	Sent	Sent
Shake	Shook	Shaken
Shave	Shaved	Shaven
Show	Showed	Shown
Sing	Sang	Sung
Spread	Spread	Spread
Steal	Stole	Stolen
Take	Took	Taken
Teach	Taught	Taught
Weep	Wept	Wept
Write	Wrote	Written

RULE: Verb Tenses: Structure

	Simple Indefinite or	Continuous Progressive or	Perfect	Perfect Continuous or Perfect Progressive
Present	Talk Speak	am/is/are talking am/is/are speaking	has /have talked has/ have spoken	has/have been talking has/have been speaking
Past	Talked spoke	was/were talking was/were speaking	had talked had spoken	had been talking had been speaking
Future	will talk /	will be talking /	will have talked /	will have been talking

shall talk	shall be talking	shall have talked	shall have been talking
will speak /	will be speaking /	will have spoken /	will have been speaking
shall speak	shall be speaking	shall have spoken	shall have been speaking

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** (newspaper)

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, the 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 (thefamily)

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

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
1. Nice	Nicer	Nicest
2. Happy	Happier	Happiest
3. Loud	Louder	Loudest
4. Wonderful	More wonderful	Most wonderful
5. Educated	More educated	Most educated
6. Much	More	Most
7. Many	More	Most
8. Little	Less	Least
9. Few	Fewer	Fewest
10. Good	Better	Best
11. Bad	Worse	Worst
12. Old	Older Elder	Oldest Eldest
13. Far	Farther Further	Farthest Furthest

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:

Preposition	Relation	Example
At In On Before After For Since Till	time	Meet me <u>at</u> 6 o'clock. Meet me <u>in</u> the morning. Meet me <u>on</u> Monday. Meet me <u>before</u> the first of next month. He came here <u>after</u> sunset. I need this book <u>for</u> a day. He has not been here <u>since</u> April. I shall wait <u>till</u> dawn.
On At In Behind Under	place	There is a book <u>on</u> the shelf. He is waiting <u>at</u> the door. The meeting is <u>in</u> the committee room. There is someone hiding <u>behind</u> that tree. The cat is <u>under</u> the table.
Over Towards	motion direction	He jumped <u>over</u> the wall. Let us walk <u>towards</u> the playground.

Round		The earth moves <u>round</u> the sun.
Up		The monkey ran <u>up</u> the tree.
Across		He walked <u>across</u> the road.
By	manner	Some parcel came <u>by</u> courier.
With		He worked <u>with</u> diligence.
Of	reason	Many people died <u>of</u> plague.
For		The people of this country struggled <u>for</u> freedom.
Of	possession	Accra is the capital <u>of</u> Ghana.
With		We saw a man <u>with</u> a broken leg.
Ahead of	two-word prep	The committee met many times <u>ahead of</u> the event.
Because of		The flight was cancelled <u>because of</u> bad weather.
Instead of		You can attend the function <u>instead of</u> your brother.
Out of		The gymnast scored ten <u>out of</u> ten at the Olympics.
Subject to		The bill will be passed <u>subject to</u> majority vote.
According to		You must do the project <u>according to</u> instructions
Due to		He could not come today <u>due to</u> ill-health.
Along with		The procession walked <u>along with</u> his vehicle.
But for		The poor man would have died <u>but for</u> the timely help.
Apart from		<u>Apart from</u> this group, no one knows the secret.
Away from		They decided to move <u>away from</u> the city soon.

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 n 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.

FORM

EXAMPLE

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

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:

Accustomed to	
Accused of	
Angry with	
Brilliant at	
Busy with	
Capable of	
Content with	
Different from	
Disappointed with	
Eligible for	
Excited about	
Famous for	
Frightened of	
Good at	
Happy about	
Inferior to	

Jealous of	
Proud of	
Ready for	
Satisfied with	

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:

Apply for	
Approve of	
Beg for	
Begin with	
Communicate with	
Complain about	
Depend on	
Differ from	
Emerge from	
Forget about	
Hear of/about	
Insist on	
Listen to	
Participate in	

Prepare for	
Rely on	
Recover from	
Specialize in	
Turn to	
Wait for	

GRAMMAR

CONJUNCTION, PHRASES, CLAUSES, CONCORD

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:

Conjunction	Description	Function
And Both . . . and As well as Not only . . . but also	Cumulative or copulative	Adds one statement to another
But Still Yet Whereas While Nevertheless	Adversative	Expresses an opposition or contrast
Or Either . . . or Neither . . . nor Otherwise Else Neither Nor	Disjunctive	Presents two alternatives or choices
For So	Illative	Draws an inference

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

List of Subordinating conjunctions:

Conjunction	Function
Since	Introducing adverb clause of time

Before Till After While As soon as When As	
As Because Since	Introducing adverb clause of reason
That	Introducing adverb clause of result or consequence
If Unless Provided	Introducing adverb clause of condition
Though Although	Introducing adverb clause of concession
Than	Introducing adverb clause of comparison

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 complete the assignment on time.
(phrase)

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

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

They changed 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.

 Some people want to see you.
3. 'Each' is always singular even when the verb is preceded by a plural noun
EXAMPLE: Each student does a project.

 Each of the students is responsible for his/her 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'

	Simple or Indefinite	Continuous or Progressive	Perfect	PP C
Pr	is/are opened (The door <u>is opened</u> by me) / (The doors <u>are opened</u> by me)	is/are being opened (The door <u>is being opened</u> by me) / (The doors <u>are being opened</u> by me)	has /have been opened (The door <u>has been opened</u> by me) / (The doors <u>have been opened</u> by me)	do es not exi st
Pa	was / were opened (The door <u>was opened</u> by me) / (The doors <u>were opened</u> by me)	was / were being opened (The door <u>was being opened</u> by me) / (The doors <u>were being opened</u> by me)	had been opened (The door(s) <u>had been opened</u> by me)	do es not exi st
Fu	will / shall be opened (The door <u>will / shall be</u>	does not exist	will /shall have been opened (The door <u>will/shall have</u>	do es not

	<u>opened</u> by me)		<u>been opened</u> by me)	exist
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EXERCISE: Complete the following table of verbs in Active and Passive form:

Active	Passive
Take / Takes	_____
Wove	_____
Is / Are painting	_____
Was / Were celebrating	_____
_____	Have / Has been changed
_____	Had been collected
_____	Will / Shall be chosen
_____	Will /Shall have been announced

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 of 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/that 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:

1. capture	a. thick
2. huge	b. strong
3. garment	c. massive
4. dense	d. shiver
5. sturdy	e. hope
6. tremor	f. comparison
7. specific	g. particular

8. comprehensive	h. complete
9. simile	i. catch
10. expectation	j. clothes

II. Match the words with their meanings:

1. visit	a. design
2. poverty	b. chance
3. boisterous	c. to go to some place
4. timid	d. lack of money
5. doorway	e. learned
6. pattern	f. inspiring
7. opportunity	g. entrance
8. participate	h. join
9. scholarly	i. lacking courage
10. motivational	j. noisy

III. Match the words with their meanings:

1. peculiar	a. twisted, mixed up
2. convey	b. strange, unusual
3. precise	c. suggest

4. pursue	d. event
5. momentary	e. verify
6. tangled	f. follow
7. eliminate	g. local
8. confirm	h. remove
9. native	i. exact
10. episode	j. brief

IV. Match the words with their meanings:

1. allies	a. cut
2. anguish	b. infertile
3. chopped	c. promise
4. exhausted	d. sorrow
5. harsh	e. matchless
6. barren	f. supporters
7. brilliant	g. out of the ordinary
8. exotic	h. tired
9. vow	i. cruel
10. unique	j. brightly coloured

V. Match the words with their meanings:

1. improve	a. relevant
2. symbol	b. due
3. plight	c. release
4. topical	d. rescuer
5. allusion	e. progress
6. reason	f. hint
7. rate	g. progress

8. debt	h. cause
9. saviour	i. evaluate
10. liberate	j. sign

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:

1. kindness	a. evil
2. affirm	b. disease
3. obey	c. cruelty
4. interior	d. foolishness
5. wisdom	e. imperfect
6. good	f. question
7. older	g. deny
8. answer	h. younger
9. perfect	i. disobey
10. health.	j. exterior

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:

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

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-’

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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:

PREFIX	MEANING	WORDS
Anti	against	
Auto	self	
Extra	beyond	

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:

Suffix	Example	Example
-en		
-tion		
-al		
-ence		
-ness		

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 2nd _____ of the 21st 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:

WORD	CHANGED FORM	WORD	CHANGED FORM
Brush		Note	
Stop		Till	
Ate		Tale	
Pat		Hare	
Dear		Prod	
Begin		Meat	
Own		Skill	

2. Reduction: deleting one letter from a word and rearranging (if necessary) the letters to form a new word.
EXAMPLE: thank – tank ('h' deleted)

WORD	REDUCED FORM	LETTER DELETED
Stand		
Poem		
Title		
Knew		
Stage		

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:

IRREPARABLE	DESTINATION	ACCIDENTALLY

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
_____ and go home.
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

British	American
Flat	Apartment
Cart	Trolley
Queue	Line
Autumn	Fall
Holiday	Vacation

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:

Homonym pair	Meaning	Usage
book(noun) book (verb)		
bear (noun) bear (verb)		

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:

Homophone pair	Meaning	Usage
Air heir		
Berry bury		
Peace piece		
Waste waist		
Won one		
Steel steal		
Weak week		
Sweet suite		
Flour flower		

Die		
dye		

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

Homograph pair	Meaning	Usage
fine (noun) fine (adjective)		
light (noun) light (adjective)		
fair (noun) fair (adjective)		
subject (noun) subject (adjective)		
conduct (noun) conduct (verb)		

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

Bull – calf	Cat – kitten
Butterfly – caterpillar	Dear – fawn
Dog – puppy	Hen – chicken
Goat – kid	Lion – cub
Horse – foal / colt	Mare – filly
Pig – piglet	Sheep – lamb

SOUNDS MADE BY ANIMALS

Animal	SOUND	Animal	SOUND
Apes	gibber	Asses	bray
Bears	growl	Bulls	bellow
Cats	purr / mew	Crickets	chirp
Dogs	bark	Ducks	quack
Elephants	trumpet	Frogs	croak
Horses	neigh	Lions	roar
Monkeys	chatter	Pigs	grunt
Rabbits	squeal	Sheep	bleat
Seagulls	scream	Snakes	hiss
Turkey	gobble	Wolves	Howl

ADJECTIVES DERIVED FROM ANIMALS

<u>ANIMAL</u>	<u>ADJECTIVE</u> <u>FORM</u>	<u>ANIMAL</u>	<u>ADJECTIVE</u> <u>FORM</u>
Ass	asinine	Bee	apiarian
Fox	vulpine	Pig	porcine
Cat	feline	Cattle	bovine
Dog	canine	Eagle	aquiline
Fish	piscine	Goose	anserine
Horse	equestrian / equine	Lion	leonine

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 starrer
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-skelter: (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