

# WELCOME

To

an introduction to

# General English

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<b>Parts of speech</b>	<b>Verbs: tense – time – aspects</b>
<b>Modals – functions and notions. ‘to be’ form of verbs.</b>	
<b>Participles, gerunds, inflexions</b>	<b>Finite and infinite verbs.</b>
<b>Articles – uses and usage.</b>	<b>Collocations.</b>
<b>Pronunciation – nature of sounds, vowels, consonants, stress, intonations.</b>	
<b>Types of syntax</b>	<b>Cohesive devices – direct cohesive</b>
<b>Figures of speech</b>	<b>Sentences: transformations.</b>
<b>Degrees of comparison</b>	<b>Active and passive voice</b>
<b>Types of sentences (seven types)</b>	<b>Reported speech</b>
<b>Simple, complex and compound sentences.</b>	
<b>Rules of paragraph writing.</b>	<b>Punctuation marks</b>
<b>Error location and correction</b>	
<b>Clauses -types</b>	

# **Syllabus for GENERAL ENGLISH**

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**Alphabet**

**Words-Vocabulary**

**Antonyms**

**Homonyms**

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**Idioms and Phrases**

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**Prefixes-Suffixes**

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# Parts of speech

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**Pronoun**

**Verb-Auxiliaries-Tenses**

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**Types of sentences (seven types)**

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**Rules of paragraph writing.**

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A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z ! ?



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# PARTS OF SPEECH

**NOUN**

**PRONOUN**

**VERB-TENSES**

**ADJECTIVE**

**ADVERB**

**PREPOSITION**

**INTERJECTION**

**CONJUNCTION**

# NOUNS

Types of Nouns	Definition	Examples
Proper Noun	A specific person, place or thing	Mary, Naveen, Ayesha
Common Noun	A general person, place or thing	girl, state, park
Compound Noun	Two or more words that create one noun	toothpaste, six-pack, post office
Countable Noun	Can be counted	dolphin, mile, book
Uncountable Noun (or Mass Noun)	Cannot be counted	junk, freedom, sand
Collective Noun	Group of things	family, flock, team
Concrete Noun	Can be seen, felt, heard, smelled or tasted	music, stars, salt
Abstract Noun	Cannot be seen, felt, heard, smelled or tasted	freedom, love, power



# Pronoun

PERSON	SINGULAR	PLURAL
<b>1<sup>st</sup> Person</b>	I, My, Mine, Myself	WE , Our
<b>2<sup>nd</sup> Person</b>	YOU, Your, Yourself	YOU , Your, Yourselves
<b>3<sup>rd</sup> Person</b>	HE – His, Him , Himself SHE- Her , Herself IT- That, Itself	They , Them, Their, Themselves

# VERBS

PRESENT TENSE FORM		'ING' FORM	PAST TENSE FORM	PAST PARTICIPLE FORM	'TO' INFINITIVE FORM
BASE FORM	'S' FORM				
Believe	Believes	Believing	Believed	Believed	To believe
Dance	Dances	Dancing	Danced	Danced	TO dance
Walk	Walks	Walking	Walked	Walked	To walk
Work	Works	Working	Worked	Worked	To work
Bring	Brings	Bringing	Brought	Brought	To bring
Buy	Buys	Buying	Bought	Bought	To buy
Come	Comes	Coming	Came	Come	To come
Dream	Dreams	Dreaming	Dreamt	Dreamt	To dream
Drink	Drinks	Drinking	Drank	Drunk	To drink
Eat	Eats	Eating	Ate	Eaten	To eat
Go	Goes	Going	Went	Gone	To go
Keep	Keeps	Keeping	Kept	Kept	To keep
Sing	Sings	Singing	Sang	Sung	To sing
Sleep	Sleeps	Sleeping	Slept	Slept	To sleep
Swim	Swims	Swimming	Swam	Swum	To swim
Take	Takes	Taking	Took	Taken	To take
Write	Writes	Writing	Wrote	Written	To write
Get	Gets	Getting	Got	Got	To get

# AUXILIARIES AND MODALS

These are verbs used to form the tenses auxiliaries in English.

IN FINITE FORMS			FINITE FORMS	
	PRESENT	PAST	PRESENT TENSE	PAST TENSE
INFINITIVE				
Be	Being	Been	Am, is, are	Was were
Have	Having	Had	Do, does	Did
Do	Doing	Done	Have, has	Had
			Shall	Should
			Will	Would
			Can	Could
<b>Am, is, was, are, were are called TO BE VERBS</b> <b>Do, Did, Have, Has, Had are DO &amp; Have VERBS (to be)</b>			May	Might
			Must	-----
			Dare	-----
			Need	-----
			Ought to	-----
			-----	Used to

# MODALS

Modals are used before ordinary verbs and express meanings such as permissions, possibility, certainty and necessity. They are also called Defensive verbs.

	PRESENT TENSE	PAST TENSE
	Shall	Should
	Will	Would
	Can	Could
	May	Might
	Must	-----
	Ought to	-----
Semi Modals	Dare	-----
	Need	-----

# Participles, Gerunds and Inflexions

The three verbals— gerunds, infinitives, and participles— are formed from verbs, but are never used alone as action words in sentences. Instead, verbals function as nouns, adjectives, or adverbs

**The gerund ends in *-ing* and functions as a noun.**

*Jumping* is fun. He liked *skating*. He had a unique way of *whistling*.

The infinitive is the base form of a verb with *to*. Usually it functions as a noun, although it can also function as an adjective or adverb.

*To jump* is fun. (noun; subject of the verb *is*)

I like *to ski*. (noun; direct object of the verb *like*)

She had a suggestion *to offer*. (adjective modifying *suggestion*)

He called *to warn* her. (adverb modifying the verb *called*)

**A participle is a verb that ends  
in *ing* (present participle)**

**or *-ed, -d, -t, -en, -n*(past participle). Participles may  
function as adjectives, describing or modifying  
nouns.**

**The *dancing* parrots entertained the crowd.**

**The *wrecked* sailboat washed up on shore.**

**But participles have another function. When used  
with helping verbs such as *to be* and *to have*, they  
are action verbs and form several verb tenses.**

# Inflections

*Inflection* is the name for the extra letter or letters added to nouns, verbs and adjectives in their different grammatical forms. Nouns are inflected in the plural, verbs are inflected in the various tenses, and adjectives are inflected in the comparative/superlative.

Original word type	Inflection Rule	Examples
Words ending with a sibilant: -s/-ss/-sh/-ch/x.	Add -es in the plural noun or 3 <sup>rd</sup> person singular verb.	bus → buses (n) / busses (v) miss → misses wish → wishes watch → watches fox → foxes potato → potatoes do → does
Words ending with the letter -o.		
Words ending consonant -y.	Change the -y to ie before the ending -s.	party → parties study → studies cry → cries

**Finite Verbs:-**Finite Verbs are those verbs that have a definite relation with the subject or noun. These verbs are usually the main verb of a clause or sentence and can be changed according to the noun. They are used only in present and past tense. They can be indicative of passive or active voice and also of number (singular or plural).

**She walks home.** - Here we see that the finite verb is **walks** and the pronoun is 'she'.

**She walked home.** - Here we can see how the verb changed/modified to change the tense of the sentence.



## **Non-Finite Verbs**

**These verbs cannot be the main verb of a clause or sentence as they do not talk about the action that is being performed by the subject or noun. They do not indicate any tense, mood or gender. They are used as nouns, adverbs and adjectives. They are also used to form non-finite clauses which are simply dependent clauses that use non-finite verbs.**

**He loves camping in the woods.** - Here the non-finite verb is **camping** and it is used as a noun. These kind of non-finite verbs are called **Gerunds**.

**I need to go to sleep.** - Here the non- finite verb phrase is **to sleep**, it is acting as a noun. Non-finite verbs that use ‘to’ before them are called **Infinitives**.

**The sleeping dog caused a delay.** - The nonfinite verbs that have ‘-ing’ or ‘-ed’ as suffixes and cause the verb to come an adjective are called **Participles**.

# TENSES

<b>PRESENT</b>	<b>Simple Present Tense</b>	<b>Present Continuous Tense</b>	<b>Present Perfect Tense</b>	<b>Present Perfect Continuous Tense</b>
<b>PAST</b>	<b>Simple Past Tense</b>	<b>Past Continuous Tense</b>	<b>Past Perfect Tense</b>	<b>Past Perfect Continuous Tense</b>
<b>FUTURE</b>	<b>Simple Future Tense</b>	<b>Future Continuous Tense</b>	<b>Future Perfect Tense</b>	<b>Future Perfect Continuous Tense</b>

# SIMPLE PRESENT TENSE

## FORMULA: SUBJECT+ BASE FORM / 'S' FORM

SUBJECT	BASE FORM / 'S' FORM
I	eat/drink/run/ play/ work/ read/ jump.
We	eat/drink/run/ play/ work/ read/ jump.
You	eat/drink/run/ play/ work/ read/ jump.
They	eat/drink/run/ play/ work/ read/ jump.
He	eats/drinks/runs/ plays/ works/ reads/ jumps.
She	eats/drinks/runs/ plays/ works/ reads/ jumps.
It	eats/drinks/runs/ / works/ / jumps.

# PRESENT CONTINUOUS TENSE

FORMULA: SUBJECT+ AM/IS/ARE/ 'ING' FORM

SUBJECT	AM/IS/ARE	'ING' FORM
I	am	eating/drinking/running/ playing/ working.
We	are	eating/drinking/running/ playing/ working.
You	are	eating/drinking/running/ playing/ working.
They	are	eating/drinking/running/ playing/ working.
He	is	eating/drinking/running/ playing/ working.
She	is	eating/drinking/running/ playing/ working.
It	is	eating/drinking/running/ playing/ working.

# PRESENT PERFECT TENSE

FORMULA: SUBJECT+ HAVE/HAS/ + PAST PARTICIPLE

SUBJECT	HAVE /HAS	PAST PARTICIPLE
I	have	eaten/ drunk/ run/ played/ jumped/ walked.
We	have	eaten/ drunk/ run/ played/ jumped/ walked.
You	have	eaten/ drunk/ run/ played/ jumped/ walked.
They	have	eaten/ drunk/ run/ played/ jumped/ walked.
He	has	eaten/ drunk/ run/ played/ jumped/ walked.
She	has	eaten/ drunk/ run/ played/ jumped/ walked.
It	has	eaten/ drunk/ run/ played/ jumped/ walked.

# PRESENT PERFECT CONTINUOUS TENSE

FORMULA: SUBJECT+ HAVE / HAS/ + BEEN + 'ING' FORM

SUBJECT	HAVE /HAS BEEN	'ING' FORM
I	have been	eating/drinking/running/ playing/ working.
We	have been	eating/drinking/running/ playing/ working.
You	have been	eating/drinking/running/ playing/ working.
They	have been	eating/drinking/running/ playing/ working.
He	has been	eating/drinking/running/ playing/ working.
She	has been	eating/drinking/running/ playing/ working.
It	has been	eating/drinking/running/ playing/ working.

# SIMPLE PAST TENSE

## FORMULA: SUBJECT+ PAST TENSE FORM

SUBJECT	PAST TENSE FORM
I	ate/drank/ran/ played/ worked/ read/ jumped.
We	ate/drank/ran/ played/ worked/ read/ jumped.
You	ate/drank/ran/ played/ worked/ read/ jumped.
They	ate/drank/ran/ played/ worked/ read/ jumped.
He	ate/drank/ran/ played/ worked/ read/ jumped.
She	ate/drank/ran/ played/ worked/ read/ jumped.
It	ate/drank/ran/ played/ worked/ read/ jumped.

# PAST CONTINUOUS TENSE

FORMULA: SUBJECT+ WAS/WERE/ 'ING' FORM

SUBJECT	WAS/WERE	'ING' FORM
I	Was	eating/drinking/running/ playing/ working.
We	Were	eating/drinking/running/ playing/ working.
You	Were	eating/drinking/running/ playing/ working.
They	Were	eating/drinking/running/ playing/ working.
He	Was	eating/drinking/running/ playing/ working.
She	Was	eating/drinking/running/ playing/ working.
It	was	eating/drinking/running/ playing/ working.



# PAST PERFECT TENSE

FORMULA: SUBJECT+ HAD + PAST PARTICIPLE

SUBJECT	HAD	PAST PARTICIPLE
I	Had	eaten/ drunk/ run/ played/ jumped/ walked.
We	Had	eaten/ drunk/ run/ played/ jumped/ walked.
You	Had	eaten/ drunk/ run/ played/ jumped/ walked.
They	Had	eaten/ drunk/ run/ played/ jumped/ walked.
He	Had	eaten/ drunk/ run/ played/ jumped/ walked.
She	Had	eaten/ drunk/ run/ played/ jumped/ walked.
It	Had	eaten/ drunk/ run/ played/ jumped/ walked.

# PAST PERFECT CONTINUOUS TENSE

FORMULA: SUBJECT+ HAD+ BEEN + 'ING' FORM

SUBJECT	HAD BEEN	'ING' FORM
I	HAD BEEN	eating/drinking/running/ playing/ working.
We	HAD BEEN	eating/drinking/running/ playing/ working.
You	HAD BEEN	eating/drinking/running/ playing/ working.
They	HAD BEEN	eating/drinking/running/ playing/ working.
He	HAD BEEN	eating/drinking/running/ playing/ working.
She	HAD BEEN	eating/drinking/running/ playing/ working.
It	HAD BEEN	eating/drinking/running/ playing/ working.

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# SIMPLE FUTURE TENSE

## FORMULA: SUBJECT+WILL + BASE FORM

SUBJECT	WILL	BASE FORM
I	Will	eat/drink/run/ play/ work/ read/ jump.
We	Will	eat/drink/run/ play/ work/ read/ jump.
You	Will	eat/drink/run/ play/ work/ read/ jump.
They	Will	eat/drink/run/ play/ work/ read/ jump.
He	Will	eat/drink/run/ play/ work/ read/ jump.
She	Will	eat/drink/run/ play/ work/ read/ jump.
It	Will	eat/drink/run/ / work/ / jump.

# FUTURE CONTINUOUS TENSE

FORMULA: SUBJECT+ WILL BE / 'ING' FORM

SUBJECT	WILL BE	'ING' FORM
I	Will be	eating/drinking/running/ playing/ working.
We	Will be	eating/drinking/running/ playing/ working.
You	Will be	eating/drinking/running/ playing/ working.
They	Will be	eating/drinking/running/ playing/ working.
He	Will be	eating/drinking/running/ playing/ working.
She	Will be	eating/drinking/running/ playing/ working.
It	Will be	eating/drinking/running/ playing/ working.

# FUTURE PERFECT TENSE

FORMULA: SUBJECT+WILL HAVE+ PAST PARTICIPLE

SUBJECT	WILL HAVE	PAST PARTICIPLE
I	Will have	eaten/ drunk/ run/ played/ jumped/ walked.
We	Will have	eaten/ drunk/ run/ played/ jumped/ walked.
You	Will have	eaten/ drunk/ run/ played/ jumped/ walked.
They	Will have	eaten/ drunk/ run/ played/ jumped/ walked.
He	Will have	eaten/ drunk/ run/ played/ jumped/ walked.
She	Will have	eaten/ drunk/ run/ played/ jumped/ walked.
It	Will have	eaten/ drunk/ run/ played/ jumped/ walked.

# PRESENT PERFECT CONTINUOUS TENSE

FORMULA: SUBJECT+ HAVE / HAS/ + BEEN + 'ING' FORM

SUBJECT	WILL HAVE BEEN	'ING' FORM
I	Will have been	eating/drinking/running/ playing/ working.
We	Will have been	eating/drinking/running/ playing/ working.
You	Will have been	eating/drinking/running/ playing/ working.
They	Will have been	eating/drinking/running/ playing/ working.
He	Will have been	eating/drinking/running/ playing/ working.
She	will have been	eating/drinking/running/ playing/ working.
It	Will have been	eating/drinking/running/ playing/ working.

# NEGATIVE

## THE WAYS TO FORM NEGATIVE STATEMENTS

Negative sentences are formed by placing '*not*' (or n't) after all the twenty four auxiliary verbs.

AFFIRMATIVE	NEGATIVE
I am sick.	I am not sick.
He /She is a doctor.	He /She is not a doctor.
We/You/They are students.	We/You/They are not students.
I / He/ She/ It was absent.	I / He/ She/ It was not absent.
We/ You/They were present.	We/ You/They were not present.
I / We/ You // They have come	I / We/ You / They have not come
He/ She / it / has come.	He/ She / it / has not come.
They can come tomorrow.	They cannot come tomorrow.
He may come.	He may not come.

# PREPOSITIONS

Preposition is placed before a noun, a pronoun or a noun phrase. They are used to show how they are related to one another.

Example:           The Mango is on the table.  
                          The cat jumped off the table.  
                          She is good at singing.



# KINDS OF PREPOSITIONS

**Simple Prepositions:** Simple prepositions are single syllable words.

**EX:** *At, after, by, far, from, in, of, on, out, over, though, till, to, with, up.*

**Double Prepositions:** Double prepositions are formed by combining two simple prepositions.

**EX:** *Into, onto, within, without, upon etc.*

## **Compound Prepositions:** Compound

prepositions are formed by prefixing 'a' and 'be' to a noun, adjective, or an adverb.

**EX:** *Across, along, about, above, amidst, among, around, before, behind, below, beneath, beside, etc.*

**Phrase Prepositions:** A group of words used as a preposition is called phrase prepositions;

**EX:** *According to, along with, because of, in addition to, in order to, along with, owing to, in front of, away from, on behalf of, in course of, with reference to etc.*

# Adjectives

An **adjective** is a word that describes a noun or pronoun such as a person, place, thing, or idea.

An adjective can tell . . .

## Color

black  
blue  
coral  
green  
pink

## Size

big  
huge  
large  
little  
short

## Shape

boxy  
oval  
round  
square  
triangular

## Taste

bitter  
sour  
sweet  
tangy  
tart

## Odor

flowery  
fresh  
musty  
salty  
stinky

## Texture

bumpy  
furry  
slimy  
smooth  
squishy

## Sound

faint  
harmonious  
loud  
pleasant  
quiet

## Number

few  
fifty  
many  
sparse  
two

## Weather

clear  
dry  
foggy  
rainy  
windy

**EXAMPLE** A **pleasant** purr came from the **furry black** kitten.  
(adjective) (adjective)(adjective)

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# Adverbs

An **adverb** is a word that describes a verb, an adjective, or another adverb. It tells how, how often, when, and where.

An adverb answers the question . . .

How?	How Often?	When?	Where?
easily	always	after	away
happily	every day	already	everywhere
loudly	frequently	before	here
quickly	never	early	home
quietly	often	now	inside
reluctantly	once	since	near
sadly	seldom	soon	outside
silently	sometimes	today	southward
slowly	twice	yesterday	there

 The trumpeter swan glided **silently** across the pond.  
(adverb)



# Interjections

Interjections are words that show:

- strong emotions

Wow! Oh, no! Blast!

The audience called out 'bravo!' and 'encore!'

'Ouch! That hurts!'

- greetings

'Hello!' said the voice in the darkened room.

'Hi! What's up?'

- agreement or disagreement

Sure! Nope! OK! You bet!  
No chance!

Some interjections are more like sounds than words.

Yuck! Phew! Yikes! Ugh! Eek!

A *Conjunction* is a part of speech that connects two words, sentences, phrases or clauses.

Examples:

- a. I ate the pizza *and* the pasta.
- b. Call the meeting *when* you are ready.
- c. Two *and* two make four.

# ARTICLES

The demonstrative adjectives ‘a’, or ‘an’, and ‘the’ are called articles.

There are two kinds of articles in English.

Definite article

Indefinite article

# INDEFINITE ARTICLE

‘A’ or ‘An’ is called indefinite articles because it does not point out any a particular person or a thing. It means *any*.

Example: An apple      An inkpot  
An elephant      An orange  
An umbrella

# DEFINITE ARTICLE

‘The’ is called definite article because it points out a particular person or a thing.

Example: This is the pen which I lost yesterday.



## **THE USE OF 'A' AND 'AN'**

**The use of 'A' or 'An' depends on the spoken form of the following word and not on the written form.**

### **THE USE OF 'A'**

**1. 'A' is used before the word beginning with a consonant sound.**

**A boy, a girl, a table, a tree, a bench, etc.**

**2. 'A' is used before a word beginning with the vowel letter 'u' having the sound of 'yu'.**

**Example: a university, a union government, a unit, a unique, a Unitarian govt. etc.**

**3. 'A' is used before a word beginning with the vowel letter silent 'e' succeeded by**

**'u' having the sound of 'yu'.**

**Example: a European, a eulogist, a eunch, a ewe, etc.**

**4. 'A' is used before the word 'ONE' because here the vowel letter 'o' is pronounced as /w/**

**Example: a one eyed person, a one-way traffic, a one sided judgment.**

# THE USE OF 'AN'

**1. 'An' is used before the word beginning with a vowel sound.**

**Example: An animal, an elementary school, an Indian, an orthodox person, an untidy girl.**

**2. 'An' is used before a silent 'h'.**

**Example: An honest person, an hour, an heir.**

**3. 'An' is used before a consonant letter beginning with a vowel sound.**

**Example: An M.P., an M.L.A., an F.M. radio, an L.L.B., an M.A., an S.M.S.**

# THE USE OF 'THE'

## 1. 'The' is used before the names of rivers:

Example: The Cauvery, the Gangus, the Nile, etc.

## 2. 'The' is used before the names of seas:

Example: The Arabian Sea, the Red Sea, the Mediterranean Sea, the Black sea etc.

## 3. 'The' is used before the names of oceans:

Example: The Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean, and the Antarctic Ocean.

. **'The' is used before the names of groups of islands:**

**Example:** The Andaman, the Nichobar, the British Isle etc.

5. **'The' is used before the names of sacred books:**

**Example:** The Bible, the Bhagavad Gita, the Vedas, the Puranas, the Koran etc.

6. **'The' is used before the names of classics:**

**Example:** The Ramayana, the Mahabharata, the Iliad, the Odessay, etc.

7 **'The' is used before common nouns which are names of things unique of their kind:**

**Example:** The earth, the sun, the moon, the universe, the galaxy, etc.

## 8. 'The' is used before ordinals:

**Example:** the first, the second, the third, the fourth, fifth, etc.

## 9. 'The' is used before adjectives in the superlative degree:

**Example:** He is **the best** teacher in our class.

**The darkest** cloud has a silver lining

## 10. 'The' is used before an adjective when the noun is understood:

**Example:** **The rich** (*rich men*) should help the poor (poor men).

The young, the old, the high, and the low – all loved him.

# Active and Passive Voice

In the active voice, the subject of the sentence performs the action:

<b>I</b>	<b>aced</b>	<b>the</b>	<b>exam.</b>
<b>Subject/actor</b>	<b>verb</b>	<b>object/thing acted on</b>	

In the passive voice, the object of the action becomes the subject of the sentence, and the actor appears in a prepositional phrase, or is absent from the sentence:

<b>The exam</b>	<b>was aced</b>	<b>(by me).</b>
<b>Subject</b>	<b>verb</b>	<b>actor /object of prepositional phrase</b>

► Use the active voice when the actor's identity is important.

**Active: The butler did it.**

**Passive: It was done by the butler.**

The first sentence is stronger; it sounds like an accusation.

The second sentence is weaker; it sounds like the butler did nothing more sinister than a load of laundry.

► Use the active voice when you want to be direct and emphatic.

**Active: Management expects the staff to follow the rules.**

**Passive: It is expected by Management that the rules will be followed by the staff.**

In this instance, the active voice delivers the message more effectively.



► Use the passive voice when you do not need to tell the reader who is acting.

**Active: Ravi will prosecute trespassers.**

**Passive: Trespassers will be prosecuted.**

**In this case, it is not necessary to say who will be doing the prosecuting. Fear of being prosecuted, not fear of being prosecuted *by Ned*, will prevent most people from trespassing.**

► Use the ‘objective’ passive for writing in disciplines such as the sciences.

**Active:** Dr. Sheela considered the drug to be a medical breakthrough, but after she tested the drug further, she found that it had serious side effects.

**Passive:** The drug was considered to be a medical breakthrough, but after further testing, it was found to have serious side effects.

**Writers in the sciences often use the passive voice when they want to sound objective. In the first sentence, the active voice suggests that Dr. Sheela made an error in judgement. In the second sentence, the passive voice delivers important information about the drug without implying anything (either positive or negative) about Dr. Sheela.**

**A collocation is a combination of words that are commonly used together; the simplest way of describing collocations is to say that they ‘just sound right’ to native English speakers. Other combinations that may mean the same thing would seem ‘unnatural’. Collocations include noun phrases like ‘stiff wind’ and ‘weapons of mass destruction’, phrasal verbs such as ‘to get together’ and other stock phrases such as ‘the rich and famous’**  
**It is important to learn collocations, because they are important for the naturalisation of one’s speech. Besides, they broaden one’s scope for expression.**

**Do me a favour**

**Have a bath**

**Break a leg**

**Take a chance**

**Make a mess**

**Catch a ball**

**Pay cash**

**Keep in touch**

**Do the cooking**

**Have a drink**

**Break a promise**

**Take a look**

**Make a mistake**

**Catch a cold**

**Pay interest**

**Keep quiet**

# Clause pdf

# Seven types of Sentences:

1. The declarative sentence is used to make a statement of fact, wish, intent, or feeling.

ex. I have seen that movie twice.

I wish I could go on the picnic.

2. The imperative sentence is used to state a command, request, or direction. The subject is always "You," even though it may not be expressed in the sentence.

ex. (You) Be on time for dinner. (You) Open the window, please.

3. The interrogative sentence is used to ask a question. It is followed by a question mark.

ex. Do you have a sweater? Are you having a bad day?

4. An exclamatory sentence is used to express strong feeling. It is followed by an exclamation point.

ex. Don't burn yourself out! Keep out! He screamed, "Help!"

**A compound sentence consists of two or more simple sentences joined by**

**(1) a comma followed by a coordinating conjunction (*and, but, or, nor, for, yet, so*):**

**The dog barked, and the cat mewed.**

**(2) a semicolon: The dog barked; the cat mewed.**

**(3) a comma, but ONLY when the simple sentences are being treated as items in a series:**

**The dog barked, the cat mewed and the rabbit chewed.**

**A complex sentence consists of a combination of an independent clause and a dependent clause.**

**An example with a *relative clause* as the dependent clause:**

**The dog that was in the street howled loudly.**

**A student who is hungry would never pass up a hamburger.**

**An example with a *subordinating conjunction* creating the dependent clause (note the various positions of the dependent clause):**

**End: The dog howled although he was well fed.**

**Front: Because the dog howled so loudly, the student couldn't eat his hamburger. Middle: The dog, although he was well fed, howled loudly.**

**A compound-complex sentence** consists of a combination of a compound sentence and a complex sentence.

**As the dog howled, one cat sat on the fence, and the other licked its paws.**

**1. After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.**

**^ If we remove the dependent clause “after the two soccer players lost their game,” we have a compound sentence. The dependent clause makes this sentence compound-complex.**

**2. The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.**



# COMPREHENSION

# 1. Comprehension of given Passages

**The purpose of reading is comprehension, or to get meaning from written text.**

**1. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives.**

**2. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.**

# **Instructions:**

- 1. Read the questions (not the answers) before reading the passage**
- 2. While going through the passage find out the topic point and the supporting arguments.**
- 3. Examine closely the verbs of the alternative answers. The verb should definitely agree with the verb of the answer.**
- 4. Examine the attitude of writer while reading the passage. Do not waste time by re-reading it.**
- 5. Be cautious whenever the meaning of any word is asked because the meanings are generally different from the literal meaning. Replace the word with its meaning.**

**6. Generally the questions refer to the**

**a) Main idea of the passage.**

**b) Attitude of the writer**

**c) The author does not say**

**d) The author says**

**e) Implies meaning of the passage**

**f) Title of the passage**

**g) On the text of the passage**

**There are 12 stages in Comprehension**

# Precis Writing

# Two rules for writing Precis

**1) Precision - Keep your precis accurate. Never include information that is not the part of paragraph. You can't conclude anything of your own. You are supposed to rewrite to paragraph in less number of words.**

**2) Brevity - Avoid unnecessary words and sentence that don't' help the precis to convey the message. Try to make long sentences shorter.**

**Paragraph** - Putting an end to the 60 years old practice of barring women from becoming make up artists in the Mumbai Film industry, The Supreme Court on November 11, 2014 allowed qualified women to be appointed for this job.

**Precise** - On 11 November 2014.

Supreme court allowed women to work as make up artists in Mumbai film industry.

If you read the above example closely, I have used same words and didn't miss any information. In the above example date of order and name of industry is important, if you ignore these words, you won't fetch good marks.

What I was trying to convey is - Don't skip any important information for the sake of **Brevity** as **Precision** is also important.

You need to make a balance between

**Brevity**- concise and exact use of words in writing or speech

**Precision**- the quality, condition, or fact of being exact and accurate.



# **Steps :-**

- 1. Read the paragraph and count the words**
- 2. Write important points and link them**
- 3. Start writing the paragraph and review them**
- 4. While writing, don't go back and read paragraph again**
- 5. Edit and modify**

# Tips for writing Precis

- 1. Number of words in Precis should of 1/3 of the actual paragraph**
- 2. Don't change the central idea of paragraph**
- 3. Retain the key words of the paragraph**
- 4. Don't waste your time in counting words, instead count lines.**
- 5. Your precis should be completed in one paragraph only**
- 6. Avoid weak sentences**
- 7. Give an apt title**

# Common mistakes

- 1. Don't give your personal opinion**
- 2. Don't use any idiom of your own**
- 3. Never conclude anything of your own**
- 4. Never assume anything**

# Sample English Precis Writing Passages

## Passage-1

These are two considerations which deserve at least a word in any discussion of the future of the Indian theatre. The first is the rapid development of the cinema as a competitive for prophesied favor. At first, in the early flush of cinematic triumph people—some of whom might have been expected to, know better—prophesies the extinction of the theatre. It is now clear that though here and there, temporarily, the theatre may be affected, the cinema cannot hope to replace the stage and elbow it out of existence. Experience in the West has shown that the stage will always be required as a federal studio.

**For the technique is different and great stage actors have, always, to their disgust, discovered that film acting is at least only second best to them; it cannot mean to them what the stage means. Something is lacking in the human touch. In the theatre heart responds to heart and mind acts on mind in a way unknown to the cinema. Thus there is no danger of extinction to the theatre. On the other hand, the rivalry of the screen ought to and will put theatre to a new test and give it a new stimulus that may well lead to still higher planes of artistic achievement. Finally, a word about a national language spoken, written and thought might do for the theatre in India.**

**With the new awakening in social life the need of a common tongue is being increasingly felt. Much work is being done to bring out a common linguistic medium. The day when, it is accepted will be a great day for the Indian theatre, as it will be for all art in the country. But the theatre, because its life blood is spoken word, will gain most. With a common tongue, with a live national consciousness, the theatre will become to its own as definite instrument of national unity reflecting the national mind, interpreting the national heart and dreaming national dreams for the future.**

## **Precis Summary**

**Two things are to be considered when we think of the future of the Indian theatre. The first is the rivalry of cinema. At one time it was thought that the cinema might oust theatre. But now it is admired that the stage must always be there as a feeder for the studio. Besides the great stage actors do not like the inhuman techniques adopted by the cinema. On the other hand, its challenge might make the theatre rise even to greater heights. Secondly, the adoption of a language may do much for the Indian theatre. Such a language is being formed. When adopted, it will enable the stage to keep the cause of national unity by dramatizing the national consciousness.**

# Vocabulary



# Vocabulary

- 1. The words used in a language or a particular book or branch of science etc.**
- 2. All the words of a language.**
- 3. The sum of words used by, understood by, or at the command of a particular person or group.**
- 4. A list of words and often phrases, usually arranged alphabetically and defined or translated;**
- 5. A supply of expressive means; a repertoire of communication: a dancer's vocabulary of movement**

# Synonyms

**Synonyms are words that are similar or have a related meaning to another word.**

**Beautiful: Attractive, Pretty, Lovely, Stunning**

**Fair: Just, Objective, Impartial, Unbiased**

**Funny: Humorous, Comical, Hilarious, Hysterical**

**Happy: Content, Joyful, Mirthful, Upbeat**

**Hardworking: Diligent, Determined, Industrious, Enterprising**

**Honest: Honorable, Fair, Sincere, Trustworthy**

**Intelligent: Smart, Bright, Brilliant, Sharp**

**Introverted: Shy, Bashful, Quiet, Withdrawn**

**Kind: Thoughtful, Considerate, Amiable, Gracious**

**Lazy: Idle, Lethargic, Indolent**

**Antonym** : An antonym is a word that is the opposite meaning of another. It comes from the Greek words “anti” for opposite and “onym” for name. Since language is complex, people may at times, disagree on what words are truly opposite in meaning to other words.

**There are three categories of antonyms:**

Graded antonyms deal with levels of the meaning of the words, like if something is not “good”, it may still not be “bad.” There is a scale involved with some words, and besides good and bad there can be average, fair, excellent, terrible, poor, or satisfactory.

**Examples include:**

Fat and skinny

Happy and sad

Last and first

Fast and slow

Young and old

Hard and soft

Foolish and wise

Warm and cool

**Complementary antonyms** have a relationship where there is no middle ground. There are only two possibilities, either one or the other.

**Examples include:**

**Man and woman**

**Push and pull**

**Dead and alive**

**Day and night**

**Absent and present**

**Exit and entrance**

**Sink or float**

**Relational antonyms** are sometimes considered a subcategory of complementary antonyms. With these pairs, for there to be a relationship, both must exist.

**Examples are:**

**Husband and wife**

**Doctor and patient**

**Buy and sell**

**Predator and prey**

**Above and below**

**Former and later**

**Give and receive**

**Teach and learn**

# Adding a Prefix

Sometimes, an antonym can be easily made by adding a prefix.

Examples of antonyms that were made by adding the prefix “un” are:

**Likely and unlikely**

**Able and unable**

By adding the prefix “non” you can make these pairs:

**Entity and nonentity**

**Conformist and nonconformist**

Lastly, adding the prefix “in” can make the following pairs:

**Tolerant and intolerant**

**Decent and indecent**

# Homophone

A homophone is a word that is pronounced the same as another word but differs in meaning, and may differ in spelling. The words may be spelled the same, such as **rose (flower) and rose** (past tense of "rise"), or differently, such as **to, two, and too**.

The term "homophone" may also apply to units longer or shorter than words, such as phrases, letters or groups of letters that are pronounced the same as another phrase, letter or group of letters.

**Same sound, different spelling, different meaning**

air, heir

ante-, anti-

be, bee

buy, by

cent, scent

aisle, isle

bare, bear, bear

brake, break

cell, sell



way

Which way should I go?



stairs

Use the stairs to go up and down.



flower

A rose is a beautiful flower.



bored

The man was very bored.



one

The first number is one.



weigh

I weigh fruit at the supermarket.



stares

The cat stares at the mouse.



flour

Flour is used in baking.



board

A carpenter cuts a board.



won

I won the race!



hair

I dry my hair.



son

Dad helped his son to read.

8

eight

Six, seven, eight, nine .....



deer

The deer ran through the forest.



eye

Dust blew into my eye.



hare

A rabbit is also called a hare.



sun

The sun shined brightly.



ate

Sally ate a sandwich.



dear

Dear Max. How are you?

I

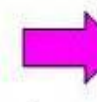
I

'I' is another way of saying 'me'.



feat

A heroic act is called a feat.



forth

To go forth is to go forward.



hear

I hear with my ears.



hole

The man climbed out of the hole.



groan

When I feel sick I groan.



feet

You walk on your feet.

4th

fourth

After third comes fourth.



here

Here it is!



whole

All parts together equal a whole.



grown

The plant has grown.



knight

The knight rode his horse.



mail

Mail is delivered by a postman.



sew

Use a needle and thread to sew.



waist

Mary measured her waist.



write

I can write my name.



night

The moon comes out at night.



male

A man is called a male.

?

so

Use E-Papers. Save Trees  
above line hide when print out



waste

Put all of your waste in the bin.



right

That is correct! You are right.

# Homonyms

In Linguistics a homonym is a word that has different meanings. In the strict sense, one of a group of words that share the same spelling and pronunciation but have different meanings.

Examples of homonyms are the pair *stalk* (part of a plant) and *stalk*(follow/harass a person) and the pair *left* (past tense of leave) and *left* (opposite of right).

**Same Pronunciation Same Spelling, but Different Meaning**

Watch

Right

Left

Stalk

Fair



**Homographs** are words which are spelled the same, but with more than one meaning. Homographs may be pronounced the same (**homophones**), or they may be pronounced differently

**Same Spelling, Different Meaning and Different Pronunciation**

**Live, Wind,**

read (present tense--pronounced [ ríyd ] /

read (past tense--pronounced [ red ]

lead (verb--pronounced [ líyd ] /

lead (noun [Pb]--pronounced [ led ]

do (noun [music]--pronounced [ dóu ] /

do (verb--pronounced [ dúw ]

# HOMOGRAPHS

Homographs are words which look the same but mean something different.



A large expanse of dry land.

**DESERT**



To leave someone alone.



To shine pictures on a screen.

**PROJECT**



A plan or scheme.



To say no or deny.

**REFUSE**



Rubbish.



To transfer electricity.

**CONDUCT**



To direct, lead or control.



To protest.

**OBJECT**



An item, a solid thing.



A gift.

**PRESENT**



To show or introduce something.

HOMONYMS	HOMOPHONES	HOMOGRAPHS
<i>multiple meaning words</i>	<i>words that sound alike</i>	<i>same spelling, different pronunciation, different meanings</i>
the <b>spruce</b> tree... to <b>spruce</b> up...	<b>addition</b> for math <b>edition</b> of a book	<b>desert</b> = abandon <b>desert</b> = area of land
suit yourself... wore a <b>suit</b> ...	I want to go I like it <b>too</b> One plus one is <b>two</b>	<b>bass</b> = fish <b>bass</b> = instrument
weigh on the <b>scale</b> ... <b>scale</b> the wall...	<b>capitol</b> building state <b>capital</b>	<b>close</b> = nearby <b>close</b> = to shut
the price is <b>fair</b> ... go to the <b>fair</b> ...	pick a <b>flower</b> bake with <b>flour</b>	<b>bow</b> = to bend down <b>bow</b> = ribbon

# Prefix

A prefix is a group of letters placed before the root of a word. For example, the word "unhappy" consists of the prefix "un-" [which means "not"] combined with the root (stem) word "happy"; the word "unhappy" means "not happy."

<b>PREFIX</b>	<b>MEANING</b>	<b>EXAMPLES</b>
<b>de-</b>	<b>from, down, opposite</b>	<b>decode, decrease</b>
<b>dis-</b>	<b>not, opposite, reverse, away</b>	<b>disagree, disappear</b>
<b>ex-</b>	<b>out of, lacking, former</b>	<b>exhale, explosion</b>
<b>il-</b>	<b>not</b>	<b>illegal, illogical</b>
<b>im-</b>	<b>not, without</b>	<b>impossible, improper</b>
<b>in-</b>	<b>not, without</b>	<b>inaction, invisible</b>
<b>mis-</b>	<b>bad, wrong</b>	<b>mislead, misplace</b>
<b>non-</b>	<b>not</b>	<b>nonfiction, nonsense</b>
<b>pre-</b>	<b>before</b>	<b>prefix, prehistory</b>
<b>pro-</b>	<b>for, forward, before</b>	<b>proactive, profess, program</b>
<b>re-</b>	<b>again, back</b>	<b>react, reappear</b>
<b>un-</b>	<b>against, not, opposite</b>	<b>undo, unequal,</b>

## Suffix

A suffix is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word "flavor" combined with the suffix "-less" [which means "without"]; the word "flavorless" means "having no flavor."

<b>SUFFIX</b>	<b>MEANING</b>	<b>EXAMPLES</b>
<b>-able</b>	<b>able to, having the quality of</b>	<b>comfortable, portable</b>
<b>-al</b>	<b>relating to</b>	<b>annual, comical</b>
<b>-er</b>	<b>comparative</b>	<b>bigger, stronger</b>
<b>-est</b>	<b>superlative</b>	<b>strongest, tiniest</b>
<b>-ful</b>	<b>full of</b>	<b>beautiful, grateful</b>
<b>-ible</b>	<b>forming an adjective</b>	<b>reversible, terrible</b>
<b>-ily</b>	<b>forming an adverb</b>	<b>eerily, happily, lazily</b>
<b>-ing</b>	<b>denoting an action, a material, or a gerund</b>	<b>acting, showing</b>
<b>-less</b>	<b>without, not affected by</b>	<b>friendless, tireless</b>
<b>-ly</b>	<b>forming an adjective</b>	<b>clearly, hourly</b>
<b>-ness</b>	<b>denoting a state or condition</b>	<b>kindness, wilderness</b>
<b>-y</b>	<b>full of, denoting a condition,</b>	<b>glory, messy, victory,</b>

# Idiom:

**a manner of speaking that is natural to native speakers of a language**

Every language has its own collection of wise sayings. They offer advice about how to live and also transfer some underlying ideas, principles and values of a given culture / society. These sayings are called "idioms" - or proverbs if they are longer. These combinations of words have (rarely complete sentences) a "figurative meaning" meaning, they basically work with "pictures". This List of commonly used idioms and sayings (in everyday conversational English), can help to speak English by learning English idiomatic expressions. This is a list, which contains exactly 66 of the most commonly used idioms and their meaning.



# Common Idioms

Some idioms are used by most people that speak English; others are used by a more select group.

Common idioms that refer to people include:

**A chip on your shoulder –**

means you are holding a grudge

**High as a kite -** means you are drunk or on drugs

**Sick as a dog -** means you are very ill

Idioms that refer to your actions would be:

**Rub someone the wrong way –**

meaning to annoy or bother

**Jump the gun –**

would mean to be doing something early

**Pay the piper –**

means you need to face the  
consequences of your actions

## ***A hot potato***

Speak of an issue (mostly current) which many people are talking about and which is usually disputed

## ***A penny for your thoughts***

A way of asking what someone is thinking

## ***Actions speak louder than words***

People's intentions can be judged better by what they do than what they say.

## ***Add insult to injury***

To further a loss with mockery or indignity; to worsen an unfavorable situation.

## ***An arm and a leg***

Very expensive or costly. A large amount of money.

## ***At the drop of a hat***

without any hesitation; instantly.

## Phrases:

A phrase is a small group of words that forms a meaningful unit within a clause. There are several different types, as follows:

### Noun phrase

A noun phrase is built around a single noun, for example:

A *vase* of roses stood on the table.

She was reading a *book* about the emancipation of women.

## Verb phrase

A verb phrase is the verbal part of a clause, for example:

She had been *living* in London.

I will be *going* to college next year.

## Adjective phrase

An adjective phrase is built around an adjective, for example:

He's led a *very interesting* life.

A lot of the kids are really *keen* on football.

## Adverbial phrase

An adverbial phrase is built round an adverb by adding words before and/or after it, for example:

The economy recovered *very slowly*.

They wanted to leave the country *as fast as possible*.

## Prepositional phrase

In a prepositional phrase the preposition always comes at the beginning, for example:

I longed to live *near* the sea.

The dog was hiding *under* the kitchen table.





