GEG S1 01

# Foundation Course in English

## SEMESTER- I

# BLOCK 1

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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***June, 2017 (Reprint) May, 2018***



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*Printed and published by Registrar on behalf of the Krishna Kanta Handiqui State Open University.*

**Headquarters: Patgaon, Rani Gate, Guwahati-781017**
**City Office: Housefed Complex, Dispur, Guwahati-781006; Web: www.kkhsou.in**

The University acknowledges with thanks the financial support provided by the **Distance Education Bureau, UGC** for the preparation of this study material.




## REFERENCES


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2) Sarkar, P.K. De. *Higher English Grammar and Composition*, Kolkata Book Syndicate.
3) Wren and Martin. *High School English Grammar and Composition*, New Delhi S. Chand & Company.

(b) If you try, you will succeed. (Turn into a compound sentence)
(c) Iron is the most useful metal. (Change it into comparative degree)
(d) Everybody wishes to be happy. (Rewrite in interrogative form)
(e) He is too lazy to shine in life. (Make it a complex sentence)
(f) He desired that we should keep silent. (Make it a simple sentence)
(g) I do not know where he lives. (Point out the two clauses)
(h) No other metal is as useful as iron. (Change it into the superlative degree)
(i) All men are mortal. (Change it to negative without changing the meaning)
(j) I can never forget you. (Make it interrogative)
(k) We saw them go out. (Change it into passive)
(l) The children were looked after. (Change it into active)
(m) Smoke filled the room. (Change it into passive)
(n) She lives here. (Write the question beginning with where to which the sentence given here is the answer)
(o) He was proud of this. (Use the noun form of 'proud')
(p) He is rich. He is not happy. (Combine the sentences using 'though')

* * * * *



**BACHELOR OF ARTS**
**FOUNDATION COURSE IN ENGLISH**
**BLOCK 1**

## DETAILED SYLLABUS


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**Ans to Q No 5:**

a. He is so poor that he cannot buy a car.
b. I am so busy that I cannot come.
c. He does not love one son more than the others.

**Ans to Q No 6:**

a. How can I stay in this room?
b. Did anyone ask you to come?
c. Isn't the earth round?

**Ans to Q No 7:**

a. London is richer than any other city in the world.
b. None but a fool can act thus.
c. I ask you to do your homework.
d. We hope for better times to come.
e. He wants that I should go.
f. The earth is round and we can prove it.

**Ans to Q No 8:**

a. The policeman saw the thief breaking into the house.
b. Though ugly, the Prince married her.
c. He went to the market to buy a shirt.



## 8.8 MODEL QUESTIONS

**Q.1.** Synthesise the following sentences as directed :

(i) Gold is the most precious metal. It shines very brightly. (Make it a simple sentence)
(ii) She lives in a village; she lives there. (Make it a complex sentence)
(iii) She is beautiful. She is intelligent. (Use 'not only')
(iv) I may go to class. I may play football. (Combine as compound sentence)
(v) I was walking past a building. The building was under construction. (Combine into a simple sentence).

**Q.2.** Rewrite the sentences as directed :

(a) God alone can save me. (Make it negative without changing the meaning)

discussed synthesis, i.e., joining two or more simple sentences to form either a simple or a complex or a compound sentence. After having gone through this unit you will be able to use different sentence patterns to suit different context or situations.

## 8.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No1:**

(1) Reaching home very late at night, we went to bed at once.
(2) The sun having set, we returned home.
(3) I am very happy to have heard of you.
(4) I can do the job without your help.
(5) Newton, a great scientist, made many discoveries.

**Ans to Q No2:**

(1) I don't remember where I put my purse.
(2) I know the person who came here.
(3) It rained so heavily that the town was flooded.
(4) No goals were scored though it was an excellent match.
(5) If you work hard you will pass the examination.

**Ans to Q No 3:**

(1) He is clever and intelligent but shy.
(2) He was not only punished but also fined.
(3) Pay me the money otherwise I shall report against you.
(4) He is rich yet he is unhappy.
(5) He plays football as well as tennis.

**Ans to Q No4:**

a. (It is given as an example)
b. Assertive to interrogative
c. Assertive to imperative
d. Assertive to exclamatory
e. Simple to complex
f. Positive to comparative
g. Active to passive
h. Direct to indirect.



## COURSE INTRODUCTION

The 'Foundation Course in English' is offered in Pass Course as well as in Major of the BA programme. This Course contains an elaborate study on the fundamentals or the basic building-blocks of English Grammar in order to strengthen the learner's spoken and written skills of the English Language. It comprises two Blocks which attempts to cover almost all the significant aspects of English Grammar.

## BLOCK INTRODUCTION

The first block of the 'Foundation Course in English' specifically focuses on 'Parts of Speech', 'Time and Tense', 'Vocabulary and Punctuation' and 'Synthesis and Transformation of Sentences'. Particularly, 'Parts of Speech' and 'Time and Tense' have been divided into two-three units for the ease of the learner's reference and study.

**Unit 1:** This unit introduces you the fundamentals of English Grammar and is titled 'Parts of Speech I'. It provides a detailed idea on the formal and functional constituents of sentences and their differences along with sufficient examples. Also, it discusses the various parts of speech, and some of their interchanging forms and functions.

**Unit 2:** This unit titled 'Parts of Speech II' is a continuation of the previous unit and discusses the three parts of speech namely Nouns, Pronouns and Determiners and their sub categories in details. Also, it highlights the mutual relationship between the three in the formation of the noun phrase while also explaining the constituent structures of the verb form.

**Unit 3:** This unit titled 'Parts of Speech III' takes up the discussion on the remaining parts of speech namely Adjectives and Adverbs (both of which reveal shared characteristics), Prepositions, Conjunctions and Interjections along with their respective functions and usage in language communication.

**Unit 4:** This unit titled 'Time and Tense' provides a detailed study on the differences in the concept of 'Time' and 'Tense' along with the various other forms of tenses in English Grammar, while also discussing the structures of their forms and functions. The correct usage of tenses in both spoken and written English is essential and therefore, a thorough study of the definitions and examples will be beneficial to the learner.

**Unit 5:** This unit titled 'Time and Tense II' provides a study on the passive verb forms in order to highlight the differences between active and passive verb forms, modal verbs with their function and the change of voice in interrogative sentences. Therefore, the learner will be able to acquaint himself/herself to the primary auxiliaries and modals in a detailed manner.

**Unit 6:** This unit introduces you to the importance of 'Vocabulary' in English Grammar and examines some of the important vocabulary items namely synonyms and antonyms, one word expressions, phrasal verbs, words used as different word class and difference between similar types of words.

**Unit 7:** This unit takes up the importance of 'Punctuation' in English Grammar that highlights the main indicators used in written texts while also defining the various types and functions of punctuation marks with relevant examples. The unit will enable the learner to use the correct punctuation marks particularly while writing in English.

**Unit 8:** This unit takes up some concepts of 'Synthesis and Transformation of Sentences'. Transformation of sentences provides an idea on how to change sentence structures by conveying the same idea without altering its meaning. Examination questions require the learner to transform sentences from the affirmative form to the negative, interrogative, imperative or exclamatory forms and vice versa together. Also degrees of comparison and combination of sentences are taken up in the unit.

While going through a unit, you may also notice some text boxes, which have been included to help you know some of the difficult terms and concepts. You will also read about some relevant ideas and concepts in "LET US KNOW" along with the text. We have kept "CHECK YOUR PROGRESS" questions in each unit which have been designed to self-check your progress of study. The hints for the answers to these questions are given at the end of the unit. We strongly advise that you answer the questions immediately after you finish reading the section in which these questions occur. We have also included a few books in the "FURTHER READING" which will be helpful for your further consultation. The books referred during the preparation of the units have been added at the end of each Block. However, this SLM is not an end in itself and the learners are strongly advised to consult the books and other resources recommended for reading.



(b) The results having been announced, the boys left the hostels.

In the above sentences, having failed and having been announced are examples of perfect participles.

We can say that a participle is a verb that ends in -ing, or -ed and is used both as a verb and as an adjective. Participles can be present participles, past participles or perfect participles. Since a participle is partly a verb and partly an adjective, it has some of the force of both.

**A note on gerund :**

The gerund is a verb that ends in a -ing and is used as a verbal noun. Gerunds have the functions of both nouns and verbs. It may be the subject, the complement or the object of a sentence or the object of a preposition.

(a) As subject : Swimming is a good exercise.
(b) As object : The boys enjoy playing cricket.
(c) As object of a preposition : He missed the lecture for coming late.
(d) As complement of a verb : My favourite hobby is reading.



**CHECK YOUR PROGRESS**

**Q8.** Combine the following into a single sentence each:

a. The thief was breaking into the house. The policeman saw him.
b. She was ugly. The Prince married her.
c. He went to the market. He wanted to buy a shirt.

Answers:

a. _____
b. _____
c. _____



## 8.6 LET US SUM UP

In this unit we discussed transformation of sentences like affirmative to negative, assertive to interrogative, assertive to imperative and assertive to exclamatory. We have also dealt with the three degrees of comparison- positive, comparative and superlative. Apart from this, we have also

**2. Combining simple sentence into complex sentence.**

**(i) By using Noun Clause as subordinate clause:**

The earth is round. Everyone knows it.

Everyone knows that the earth is round.

**(ii) By using Adjective clause as subordinate clause:**

Here comes the boy. He stood first in the examination.

Here comes the boy who stood first in the examination.

**(iii) By using Adverb clause as subordinate clause:**

Do not smoke too much. Your health will be affected.

If you smoke too much, your health will be affected.

**3. Combining simple sentences into Compound sentences:**

**(i) By using the conjunction 'and':**

He worked hard. He passed the examination.

He worked hard and passed the examination.

**(ii) By using the conjunction 'or':**

Walk fast. You will miss the bus.

Walk fast or you will miss the bus.

**(iii) By using the conjunction 'but':**

He is rich. He is dishonest.

He is rich but dishonest.

**A Note on participles**

1. Look at the following sentences

(a) An amusing incident occurred yesterday.

(b) That was an interesting story.

In the above sentences amusing and interesting are present participles and are used to denote a particular effect.

2. Look at the following sentences :

(a) A tired traveller was walking down the road.

(b) He had a surprised look in his eyes.

In the above sentences tired and surprised are past participles and are used to mean "effected in a certain way."

3 Look at the following sentences :

(a) Having failed two times, he did not want to sit in the examinations again.



# UNIT 1 : PARTS OF SPEECH I

## UNIT STRUCTURE

1.1 Learning Objectives
1.2 Introduction
1.3 Grammatical Units of a Sentence
1.3.1 Formal Constituents of a Sentence
1.3.2 Functional Constituents of a Sentence
1.4 Parts of Speech
1.5 Formation of Parts of Speech
1.5.1 Formation of Nouns from Verbs
1.5.2 Formation of Nouns from Adjectives
1.5.3 Formation of Verbs from Nouns
1.5.4 Formation of Adjectives from Nouns
1.5.5 Formation of Verbs from Adjectives
1.5.6 Formation of Compound Words
1.6 Let us Sum up
1.7 Answers to Check Your Progress
1.8 Model Questions

## 1.1 LEARNING OBJECTIVES

After going through this unit, you will be able to :

- distinguish between formal and functional constituents of grammar
- learn the functions of different grammatical units
- acquaint yourselves with the different parts of speech so as to learn their functions
- familiarise yourselves with the techniques of formation of different parts of speech

## 1.2 INTRODUCTION

This unit has the grammatical title ‘’ Parts of Speech”. The term “Parts of Speech” implies that language is primarily speech. We use different words in our speech. These words are parts of our speech. Since the words that we use in our speech belong to different categories or classes, the

traditional term 'parts of speech' is also referred to as word- classes' or word class. The different word classes are units of grammar. These units have different forms or structures. At the same time, they perform certain functions. In these units on grammar, we propose to look at the different units of grammar basically in terms of their function. However, in doing so, we need also to refer to their grammatical forms.

What do we mean by 'form' ? The term 'form' in the context of grammar refers to the grammatical characteristic of units such as the sentence, clause, phrase and word. We shall discuss the grammatical characteristics of these units in course of our units. You will note that these characteristics are essentially structural. A word has a definite structure. Similarly, phrases, clauses and sentences have their distinctive structures. These structures are the formal properties of these grammatical elements.

There is another word that we used: function. The term 'function' refers to the role that a grammatical unit plays in expressing meaning. As we have stated, language is primarily speech and we use speech to communicate messages. In other words, these grammatical elements need to be meaningful in social contexts. You will see how these grammatical elements have a functional role in the context of their social use.

Considering that grammatical units like the sentence, clause, phrase and word have a hierarchical structure, with the sentence as the largest unit, we shall begin with the sentence.

## 1.3 GRAMMATICAL UNITS OF A SENTENCE

Let us begin with the following sentence.

(1) John plays football.

This is a simple sentence consisting of only one finite verb 'plays'. We can also say that it is a sentence consisting of a single clause. It is a monoclausal sentence unlike the following sentence:

(2) John plays foot ball when he finds time.

This is a complex sentence consisting of two clauses

(i) John plays football

(ii) When he finds time





## 8.5 COMBINING SENTENCES

Combining sentences is known as synthesis in grammar. The word 'synthesis' means building up or putting together of parts into a whole. In grammar, it means joining two or more simple sentences to form either a simple or a complex or a compound sentence.

This is a useful technique for you to develop. You should be able to compress your thoughts or express more than one thought in one sentence. Understanding the rules of synthesis can help you to achieve this.

**1. Simple sentences into one simple sentence.**

In order to combine two or more simple sentences into one simple sentence, we can use several techniques or forms.

**(i) Participles before subject :**

I finished the book. I returned it to the library.

Having finished the book, I returned it to the library.

**(ii) By using having + past participle construction after subject:**

The rain stopped. We left for home.

The rain having stopped, we left for home.

**(iii) By using prepositions with nouns or gerunds :**

The thief stood still. The sound of someone approaching made him do so.

The thief stood still on hearing the sound of someone approaching.

**(iv) By using infinitives :**

That man deceived everybody. He must be very clever.

That man must be very clever to have deceived everybody.

**(v) By using noun phrases in apposition :**

I live in Guwahati. It is a beautiful city.

I live in Guwahati, a beautiful city.

**(vi) By using adverb or adverbial phrases :**

The college team won the prize. It was interesting.

Interestingly, the college team won the prize.

**(a) Positive to Comparative**

1. No other girl is as pretty as Papori.
   Papori is prettier than any other girl.
2. A bird cannot fly as fast as an aeroplane.
   An aeroplane flies faster than a bird.
3. Few countries are as hot as India.
   India is hotter than most countries.

**(b) Superlative to Comparative:**

1. Papori is the best singer in the class.
   Papori is better than any other singer in the class.
2. Sita is the best student in the class.
   No other student is better than Sita in the class.
3. This is the longest snake that I have ever seen.
   This is longer than any other snake that I have ever seen.



**CHECK YOUR PROGRESS**

**Q7.** Rewrite the sentences as directed:

(a) London is the richest city in the world.
(Change it into the comparative degree)

(b) Only a fool can act thus.
(Make it negative without changing the meaning)

(c) Please do your homework. (Make it assertive)

(d) We hope that better times will come.
(Make it a simple sentence)

(e) He wants me to go. (Turn it into a complex sentence)

(f) We can prove that the earth is round.
(Rewrite it as a compound sentence)

Answers:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____





We find that each of the clauses has a finite verb 'plays' and 'finds'. For the time being let us accept that the finite verb is an obligatory element of a clause.

Let us rephrase sentence (1) below:

(3) That boy in the corner plays football.

Like sentence (2) above, this sentence also has seven words. But this is not a complex sentence. In this sentence 'That boy in the corner' has the same status as John. Both are phrases. A phrase is a group of words but it doesn't have a finite verb. A single word in a sentence like (1) above can be a phrase. Let us go back to sentence 1 and make these statements.

(a) "John plays football" is a simple sentence.
(b) It has one independent clause
(c) It has two noun phrases: John and football
(d) It has one verb phrase: plays.

The above is a formal description of a simple sentence. In our description of a sentence in terms of form, we use levels like Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase and Prepositional Phrase. These are grammatical units of a sentence when we describe a sentence in terms of form.

Let us go back to sentence (1) again and look at the sentence from the functional point of view. We now state that:

(a) "John plays football" is a statement. It is an assertive sentence (We also use the word' declarative')
(b) John is the subject of the sentence
(c) plays football is the predicate of the sentence
(d) plays is the verb
(e) football is the object of the sentence

This is a functional description of sentence "John plays football. In a description of a sentence in terms of functions, we use labels such as subject, verb, object complement, adverbial, linking verb, transitive verb etc. These are the functional units of a sentence.

### 1.3.1 Formal Constituents of a Sentence

In 1.3 we had indentified the labels that we use when we analyse a sentence in terms of form. Let us take the following sentences and label them by using formal terms.

| | | | | | |
|---|---|---|---|---|---|
| 1. | Birds | fly | | | |
| | NP | VP | | | |
| 2. | John | is | in the room | | |
| | NP | VP | Prop Ph | | |
| 3. | John | is | a teacher | | |
| | NP | VP | NP | | |
| 4. | John | plays | football. | | |
| | NP | VP | NP | | |
| 5. | He | put | the book | on the table | |
| | NP | VP | NP | Prep Ph | |
| 6. | His teacher | | considered | him intelligent | |
| | NP | | VP | NP | Adj |
| 7. | His teachers | | gave | his | a prize |
| | NP | | VP | NP | NP |

The above examples show that even a single noun or a pronoun in a sentence structure can be a noun phrase. Similarly, we find that a single verb is labelled as a verb phrase. It is useful to remember that a verb in a sentence structure always carries the tense. We shall learn more about these forms as we go along.

### 1.3.2 Functional Constituents of a Sentence

We had also identified the labels that we use when we analyse a sentence in terms of function. Let us take the same sentences that we had used in 2.3.1 and provide functional labels to the consituents of the sentences:

| | | | |
|---|---|---|---|
| 1. | Birds | fly | |
| | S | V | |
| 2. | John | is | in the room |
| | S | V | Adv |
| 3. | John | is | a teacher |
| | S | V | C |





### 8.3.5 Simple to Complex and Compound

(a) Simple to compound

1. In spite of old age, he can run fast.
   He is old but he can run fast.
2. You must work hard to succeed in life.
   You must work hard or you will not succeed in life.
3. Owing to bad weather, I could not go out.
   The weather was bad and so I could not go out.
4. You must walk fast to avoid being late.
   You must walk fast or you will be late.
5. He must work hard to win a scholarship.
   He must work hard or he cannot win a scholarship.
6. For all his good points he cannot be trusted.
   He has many good points, yet he cannot be trusted.

(b) Simple to complex

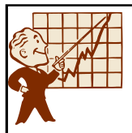
1. I am sure of my success.
   I am sure that I will succeed.
2. I wish you to succeed.
   I wish that you may succeed.
3. Ignorance of the law is no excuse.
   It is no excuse that one is ignorant of the law.
4. Good students are obedient to their teachers.
   The students who are good are obedient to their teachers.
5. He broke Rina's pencil.
   He broke the pencil that belonged to Rina.
6. He could not complete his education because of poverty.
   Because he was poor, he could not complete his education.

## 8.4 DEGREES OF COMPARISON

**There are three degrees of comparison:**

| | | | |
|---|---|---|---|
| (i) | Positive | : | tall |
| (ii) | Comparative | : | taller |
| (iii) | Superlative | : | tallest |

2. The blind can't see.
   Can the blind see?
3. A mother loves her children.
   Doesn't a mother love her children?



**CHECK YOUR PROGRESS**

**Q6.** Transform the sentences into interrogative

a. I cannot stay in this room.

_____

b. Nobody asked you to come here.

_____

c. The earth is round.

_____

### 8.3.3 Assertive to Imperative

Imperatives are orders or directions to do something.

1. I request you not to make a noise.
   Please don't make a noise.
2. I ask you to stand up.
   Please stand up.
3. You are asked to leave the room.
   Please leave the room.
4. If you do not hurry up you will miss the bus.
   Hurry up or you will miss the bus.

### 8.3.4 Assertive to Exclamatory

Exclamatory sentences are exclamations.

1. It is a lovely morning.
   What a lovely morning!
2. She has a very sweet voice.
   What a sweet voice she has!
3. He is a fine gentleman.
   What a fine gentleman he is!
4. He runs very fast.
   How fast he runs!





| | | | | | |
|---|---|---|---|---|---|
| 4. | John | plays | football | | |
| | S | V | O | | |
| 5. | He | put | the book | on the table | |
| | S | V | O | | Adv |
| 6. | His teachers | | considered | him | intelligent |
| | S | | V | O | C |
| 7. | His teachers gave | | him | a prize | |
| | S | | V | O | O |

There are basically five main functional constituents of a sentence structure. They are subject, verb, complement, object and adverbial. It may be useful for us to know the difference in meaning between an adverb and an adverbial.

An adverb is a part of speech or what we call, a word class, Some adverbs are single indivisible words such as yet, down, then, too, soon etc. Others are obviously formed from adjectives by the addition of a suffix -ly eg. happily, quickly, clearly etc. Others are formed from two words eg sometimes, however etc but have become so fused together that the two parts have made a word whose meaning is different from the meaning of the individual parts. In some cases, this fusion has not been complete and we still have adverbs consisting of two or three individual words eg. next morning. in front, at first etc.

One the other had, the term adverbial is used as an element of the structure of a clause wherein that element or constituent performs a modifying function. In a constituent labelled as an adverbial we may not discover an adverb that we can identify from its form or appearance. In sentences 2 and 5 above, we find two constituents that have been labelled as adverbial. These constituents have the following three parts of speech.

(a) in the room
prep det noun

(b) on the table
prep det noun

But in the above sentence structure, these constituents perform the function of an adverb of place. Hence, they are called adverbials.



**CHECK YOUR PROGRESS**

**Q1.** Give functional labels to the constituents of the following sentences :

(a) Her younger sister is a Kathak dancer.

(b) Her examination results have made us happy.

(c) The sun rises in the east.

(d) Dilip bought a book from that shop.

(e) Mr and Mrs Das live in Jorhat.

(f) The brown dog jumped over the fence.

## 1.4 PARTS OF SPEECH

"Parts of Speech" is a traditional grammatical term to describe the different types of words which are used to form sentences. These types of words have been categorised as noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. Form time to time, other parts of speech have been proposed, such as the determiner. Parts of speech in a sentence may be indentified by their form, meaning and function. However, in their basic forms we have identified nine parts of speech out of which the first eight given below are main and the ninth called 'interjections' refer to a small class of words that express strong feelings.

(1) Noun: A noun is a word which typically refer to people, animals, places, things or abstractions. Functionally they can occur as the subject or object of a verb or the complement to express meaning of the sentence. Examples include book, school, river.

(2) Pronoun: It is a word that may replace a noun or a noun phrase in a sentence. In spoken or written discourse (units large than sentences eg paragraph) the pronoun performs a cohesive function. eg. he, she, its.

(3) Determiner: It is a word which is used with a noun whose function is to limit the meaning of the noun in some way. eg. a book, the school

(4) Verb: It is a word which functionally occurs as the part of the predicate of a sentence and carries markers of grammatical categories





2. The knife is sharp.
   The knife is not blunt.
3. He attended the meeting.
   He did not fail to attend the meeting.
4. As soon as the teacher came, we all stood up.
   No sooner did the teacher come than we all stood up.
5. I was doubtful of your sincerity.
   I was not sure of your sincerity.



**CHECK YOUR PROGRESS**

**Q5.** Transform the sentences into negative without changing the meaning:

1. He is too poor to buy a car.
   _____
2. I am too busy to come.
   _____
3. He loves all his sons equally.
   _____

However, you can transform an assertive sentence into negative by giving a negative meaning also.

1. Mr. Phukan has a car
   Mr. Phukan doesn't have a car.
2. She wrote the letter.
   She didn't write the letter.

Note the following contracted forms :

| | |
|---|---|
| will not = won't | must not = mustn't |
| is not = isn't | have not = haven't |
| shall not = shan't | had not = hadn't |
| was not = wasn't | do not = don't |
| were not = weren't | does not = doesn't |

### 8.3.2 Assertive to Interrogative

An assertive sentence can be transformed into a question. Such questions are called rhetorical questions.

1. Everybody has heard of Gandhi.
   Who hasn't heard of Gandhi?

3. I order you to return the book
   Return the book.
4. Papori is a pretty girl.
   What a pretty girl Papori is!
5. Being ill, he could not attend the meeting.
   As he was ill, he could not attend the meeting.
6. Rina is as tall as Binita.
   Binita is not taller than Rina.
7. He gave her a ring.
   She was given a ring by him.
8. He said, "I live in Guwahati"
   He said that he lived in Guwahati.

In each of the above pairs, you will see that the basic meaning has not changed. In other words, transformation is a method of expressing the same meaning/ concept in a different way.



**CHECK YOUR PROGRESS**

**Q4.** What is the difference in each sentence in a pair in the above eight sentences? One is done for you.

a. It is a transformation from affirmative to negative.
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____

### 8.3.1 Affirmative to Negative

Affirmative sentences are statements containing a positive form. Such sentences can be transformed into negative by adding 'not'. But, when we want to transform them to negative without changing the meaning, a few words may have to be changed.

1. The girl was absent today.
   The girl was not present today.





such as tense, aspect, person, number and mood and refers to an action or state eg. begin, play, be.

(5) Adverb: It is a word whose function in a sentence is to describe or add to the meaning of a verb, an adjective, another adverb, or a sentence and which answers such questions as how?, when?, where?, etc. eg. here, carefully, slowly

(6) Adjective: It is a word whese function in a sentence is to describe the thing, quality, state or action which a noun refers to eg. tall, fat, heavy.

(7) Preposition: It is a class of words used with nouns, pronouns and gerunds whose function in a sentence is to link these elements grammatically to other words, eg. at, on, by etc.

(8) Conjunction: It is a word class whose function in a phrase or clause is connective. Depending upon their function, conjunctions can be co-ordinating eg. and, but, or and sub-ordinating eg. because, when, unless etc.

(9) Interjection: It is a small class of words that are unproductive, i.e., they lack a creative capacity to change forms or class. Besides they do not enter into any syntactic relation with other parts of speech. Its function is purely emotive. eg. includs oh! ah! wow! etc.

There are the nine parts of speech in English grammar. In view of the fact that each of these categories of words constitute a distinct class of words, modern grammar prefers the term ‘word class’ to ‘ parts of speech’. However, It is useful for us to note that a word can be used in the same form as another word class as the word reading in these three sentences indicates:

(a) Your reading is slow
(b) Where did I leave my reading glasses?
(c) He is reading a detective novel

Depending upon the position that a word occupies in a sentence structure, the word gets its identity as a distinct word class. In sentence (a) reading is a verbal noun or a gerund, in (b) it is an adjective qualifying the noun glasses and in (c) it is a verb in the present progress tense form.

A word which is considered to be a noun in the traditional definition of the word (name of a person, place, thing etc.) can be used as another part of speech.

(a) He writes with his left hand.
(b) He handed me the letter

You can frame many of such sentences from the nouns like back, arm, eye, head, palm, etc.



**CHECK YOUR PROGRESS**

**Q2.** (a) Frame sentences using the following words as nouns and verbs. The first two have been done for you:

(i) advance (ii) boast (iii)care
(iv) dance (v) edge (vi) file
(vii) ground (viii) help

(i) Advance

Noun : With the advance of his retirement
he lost interest in his work

Verb : The date of the examination was
advanced from 6th June to 1st June.

(ii) boast

Noun: It was the ship-builder's boast that
the Titanic was unsinkable

Verb : He often boasts to his neighbours
about his daughter's achievements

(b) Name the parts of speech of each of the words in the following sentences:

(i) The tall boy is a tennis champion
(ii) He is always getting into trouble.

## 1.5 FORMATION OF PARTS OF SPEECH

Among the nine parts of speech listed above with examples, there are only four parts of speech that are referred to as content words. They are: noun, verb, adjective and adverb. They are distinguished from the other five parts of speech that are referred to as function words.





4. By using illative conjunctions :
   (a) It is time for studies. Let us go home.
   It is time for studies so let us go home.
   (b) You must take rest. You are ill.
   You must take rest for you are ill.



**CHECK YOUR PROGRESS**

**Q1.** Combine each set of sentences into a simple sentence:
(1) We reached home very late at night. We went to bed at once.
(2) The sun had set. We returned home.
(3) I have heard of you achievement. I am very happy.
(4) I can do the job. I don't need your help.
(5) Newton was a great scientist. He made many discoveries.

**Q2.** Combine each set of sentences into a complex sentence:
(1) I put my purse somewhere. I don't remember it.
(2) I know the person. He came here.
(3) It rained heavily. The town was flooded.
(4) No goals were scored. It was an excellent match.
(5) Work hard. You will pass the examination.

**Q3.** Combine each set of sentences into a compound sentence:
(1) He is clever. He is intelligent. He is shy.
(2) He was punished. He was also fined.
(3) Pay me the money. I shall report against you.
(4) He is rich. He is unhappy.
(5) He plays football. He plays tennis.

## 8.3 TRANSFORMATION

Transformation is a process of changing the form or pattern of a sentence without changing its basic meaning. Let us take a look at the following pairs of sentences:

1. I missed the bus.
   I could not catch the bus.
2. Nobody has seen God.
   Has anybody seen God?

**B. Synthesis of Simple Sentences into Complex Sentences:**

1. By using a noun clause :
   (a) The earth is round. Everyone knows it.
   Everyone knows that the earth is round.
   (b) She is still alive. It is a consolation.
   That she is still alive is a consolation.
2. By using an adjective clause :
   (a) I know the person. He came here.
   I know the person who came here.
   (b) I brought the magazines.
   They were lying on the table.
   I brought the magazines which were lying on the table.
3. By using an adverb clause :
   (a) I lent him the money. He needed it.
   I lent him the money for he needed it.
   (b) I left early. I had to catch a train.
   I left early so that I could catch a train.

**C. Synthesis of Simple Sentences into Compound Sentences:**

1. By using cumulative conjunctions :
   (a) He worked hard. He passed the examination.
   He worked hard and passed the examination.
   (b) The day dawned. The birds began to sing.
   The day dawned and the birds began to sing.
2. By using alternative conjuctions :
   (a) Hurry up. You will miss the train.
   Hurry up or you will miss the train.
   (b) Take the umbrella. You will be wet in the rain.
   Take the umbrella or you will be wet in the rain.
3. By using adversative conjunctions :
   (a) Rina dances. Her sister sings.
   Rina dances but her sister sings.
   (b) He is poor. He is happy.
   He is poor yet he is happy.





- Content words are words which refer to a thing, quality, state or action and which have independent meaning i.e., when the words are used alone. For example, we can say pen is a noun, red is an adjective etc. Besides when we say that the vocabulary of a language increases over the years, it is the content word that increases. In the sentences 'Anthrax is weaponised' we have two new words "Anthrax" wich is a noun and "weaponised" which is a verb.
- Function words are words which have little meaning on their own, but which show grammatical relationships in and between sentences. They express grammatical meaning whereas content words express lexical meaning. Function words are also called form words, empty words, grammatical word structural words or structure words whereas content words are called full words or lexical words.

The number of function words is fixed in the language unlike the content words. We cannot create another article or a preposition or a pronoun in English. But we can create more and more content word in English. Eminent authors of English like Shakespeare, Millon, Dr. Johnson, Matthew Arnold and T.S. Eliot have created new words in English. But that is a part of another story.

Here, instead we shall see how words of one part of speech undergo some modification of forms to become words of other parts of speech. They are distinguished from the case of same words used as different parts of speech as in the following:

(a) Back:
   (i) His friends are at his back (noun)
   (ii) He somehow managed to escape through
   the back door (adjective)
   (iii) I' m sure my friends will back me. (verb)
   (iv) The boy didn't come back (adverb)

(b) Fast:
   (i) Gandhi's mother used to observe fasts on many occasions.
   (noun)
   (ii) Rajdhani Express is a fast train. (adjective)
   (iii) She fasts on Thursdays.
   (iv) She walks very fast (adverb)

(c) For :

(i) The police has been sent for. (adverb)

(ii) I have sent for the police. (preposition)

(iii) I stopped, for I was tired. (conjunction)

(d) Past :

(i) Assam has a glorious past (noun)

(ii) The past days are always golden. (adjective)

(iii) The storm swept past. (adv)

(iv) His condition is now past all hopes (preposition)

(e) Right :

(i) She has done the right thing by joining the post. (adj)

(ii) The wrongs done to her were righted. (verb)

(iii) I was right on time (adv)

(iv) Might is right (noun)

(f) Some :

(i) Some men are born great. (adj)

(ii) I brought some of my old photographs. (pron)

(iii) Some thirty persons were present. (adv)

There examples show that the placement of a word in a particular position in a sentence changes the part of speech. The form of the word does not undergo any major change except those of number in case of their use as nouns or third person singular number in case of their use as verbs. But there are other cases where prefixes and suffixes are used in changing a word from one part of speech to another. We shall discuss a few of them.

### 1.5.1 Formation of Nouns from Verbs

In this section we shall see how nouns are formed by adding suffixes like -once-, -ion, -ment, -age, -ure, -ee/-eer/er etc. to a verb.

| Suffix | verb | noun |
|---|---|---|
| -ance | abound | abundance |
| | accept | acceptance |
| | allow | allowance |
| | attend | attendance |





1. By using participles :
   (a) He completed the work. He went home.
   Completing the work, he went home.
   (b) I saw it was raining. I boarded a bus.
   Seeing it was raining, I boarded a bus.
2. By using participial phrases :
   (a) The seminar was over. The participants went out. They boarded the bus
   The seminar having been over, the participants went out and boarded the bus.
   (b) I locked the door, I went out.
   Having locked the door, I went out.
3. By using infinitive :
   (a) He was very poor. He could not own fine furniture.
   He was too poor to own fine furniture.
   (b) He was very tired. He could not proceed further.
   He sank on the ground.
   He was too tired to proceed further and sank on the ground.
4. By using prepositions with nouns :
   (a) I completed my college education. Then I took up a teacher's job.
   After completing my college education, I took up a teacher's job.
   (b) I bought a ticket. Then I entered the theatre.
   After buying a ticket, I entered the theatre.
5. By using noun phrases in opposition :
   (a) Bassanio was a friend of Antonio. He married Portia.
   Bassanio, a friend of Antonio, married Portia.
   (b) Delhi is the capital of India. It is a beautiful city.
   Delhi, the capital of India, is a beautiful city.
6. By using adverbs or phrases :
   (a) We were annoyed by his behaviour. It is understandable
   Understandably, we were annoyed by his behaviour.
   (b) I would not like to take the job. I tell you seriously.
   Seriously, I would not like to take the job.

# UNIT 8: SYNTHESIS AND TRANSFORMATION OF SENTENCES

## UNIT STRUCTURE


8.1 Learning Objectives

8.2 Synthesis of Sentences

8.3 Transformation

8.3.1 Affirmative to Negative

8.3.2 Assertive to Interrogative

8.3.3 Assertive to Imperative

8.3.4 Assertive to Exclamatory

8.3.5 Simple to Complex and Compound

8.4 Degrees of Comparison

8.5 Combining Sentences

8.6 Let us Sum up

8.7 Answers to Check Your Progress

8.8 Model Questions


## 8.1 LEARNING OBJECTIVES

After going through this unit you will be able to :

- grasp the meaning and importance of synthesis and sentence transformation
- transform different structures from one pattern to another
- synthesise and combine sentences for stylistic effect
- use different sentence patterns to suit a context or situation

## 8.2 SYNTHESIS OF SENTENCES

Synthesis essentially means ‘combination'. In English grammar, it refers to the process of combining two or more simple sentences into one sentence. The resultant sentence can be simple, complex or compound.

**A. Synthesis of Simple Sentences into Simple Sentences :**

Simple sentences can be combined into a simple sentence by using the following methods.





| | | |
|---|---|---|
| | maintain | maintenance |
| | defy | defiance |
| | rely | reliance |
| | vary | variance |
| -on | allude | allusion |
| | assume | assumption |
| | compel | compulsion |
| | concede | concession |
| | oblige | obligation |
| | occupy | occupation |
| | omit | omission |
| | decide | decision |
| | destroy | destruction |
| | repeat | repetition |
| | satisy | satisfaction |
| | solve | solution |
| | prepare | preparation |
| | recognise | recognition |
| | reduce | reduction |
| | vary | variation |
| -ment | attain | attainment |
| | conceal | concealment |
| | judge | judgement |
| | move | movement |
| | punish | punishment |
| | amaze | amazement |
| | employ | employment |
| -age | carry | carriage |
| | leak | leakage |
| | marry | marriage |
| | pass | passage |
| | break | breakage |
| | bind | bondage |
| -ure | mix | mixture |
| | please | pleasure |
| | depart | departure |

| | | |
|---|---|---|
| | fail | failure |
| | seize | seizure |
| | sign | signature- |
| -ee | employ | employee |
| | pay | payee |
| | train | trainee |
| -eer | auction | auctioneer |
| | hunt | hunter |
| | sell | seller |

### 1.5.2 Formation of Nouns from Adjectives

In this section, we shall see how nouns are formed by adding suffixes like- ity/-ety, -cy,-ness -th etc.

| suffix | adjective | noun |
|---|---|---|
| -ity | able | ability |
| | brutal | brutality |
| | certain | certainty |
| -ity/ety | brief | brevity |
| | chaste | chastity |
| | civil | civility |
| | curious | curiosity |
| | double | duplicity |
| | human | humanity |
| | local | locality |
| | mortal | mortality |
| | necessary | necessity |
| | noble | nobility |
| | notorious | notoriety |
| | pure | purity |
| | equal | equality |
| | ferocious | ferocity |
| | gay | gaiety |
| | various | variety |
| | grave | gravity |
| | generous | generosity |





## 7.5 FURTHER READING

1) Dowerah, Sawpon, *A Students' Grammar of English*, Guwahati : Students' Stores.
2) Sarkar, P. K. De, *Higher English Grammar and Composition*, Kolkata: Book Syndicate.
3) Wren and Martin, *High School English Grammar and Composition*, New Delhi : S. Chand & Company.

## 7.6 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1 :**

(a) Aparna said, "Hello', Is it International Hospital?"
(b) Utpal said to Neseem, "Let us visit the Zoo next Sunday".
(c) "Did you watch Oliver Twist in the History Channel last night?" I asked Dipali.
(d) "No, I did not", she replied.
(e) You enjoyed the film, didn't you?
(f) "Mr Dutta", the Director said," I have an important meeting today".

## 7.7 MODEL QUESTIONS

**Q1.** Punctuate the following:

(a) do not misunderstand me della he said lovingly such a simple thing as a haircut need not disturb me there is nothing in the world that can make me get vexed with you but only open the packet and you shall know why i was upset for a while

(b) (i) may i come in sir she said
(ii) tell me he said why did you do it
(iii) why are you shouting ramen said to me
(iv) god said see the light and follow the path of honesty and truth you will find a heaven on the earth
(v) you said it is your duty now

* * * * *

(f) For the names of books, journals etc.

The Bible

The Times of India

(g) For the names of organisations, schools, colleges etc.

UNO

The Congress Party

Cotton Collegiate Higher Secondary School

(h) For the names of roads, rivers, mountains etc.

The Grand Trunk Road

The Brahmaputra

The Himalayas



**CHECK YOUR PROGRESS**

**1.** Punctuate the following adding capital letters where necessary.

a. aparna said hello is it international hospital

b. utpal said to naseem let us visit the zoo next Sunday

c. did you watch oliver twist in the history channel last night I asked dipali

d. no i didn't she said

e. you enjoyed the film didn't you

f. mr.dutta the director said i have an important meeting today.



## 7.4 LET US SUM UP

After having gone through the unit, you will be able to discuss the importance of punctuation and define the various punctuation marks. A thorough study of the unit will enable you to grasp the functions of punctuation marks. The purpose of the unit is to basically enable the learner to gain an idea and identify the correct use of punctuation marks in any form of text source.





| | | |
|---|---|---|
| | hostile | hostility |
| | vain | vanity |
| | real | reality |
| | timid | timidity |
| -cy | accurate | accuracy |
| | bankrupt | bankruptcy |
| | decent | decency |
| | elegant | elegance |
| | private | privacy |
| | vacant | vacancy |
| | secret | secrecy |
| | supreme | supremacy |
| -ness | dry | dryness |
| | fond | fondness |
| | happy | happiness |
| | hard | hardness |
| | red | redness |
| | white | whiteness |
| | weak | weakness |
| | weary | weariness |
| -th | broad | breadth |
| | young | youth |

### 1.5.3 Formation of Verbs from Nouns

In this section, we shall see how verbs are formed from nouns by adding prefixes and suffixes to a noun. The prefixes are -em, en-, be- and the suffixes are -ise, -fy.

| prefix/suffix | noun | verb |
|---|---|---|
| -en | act | enact |
| | cage | encage |
| | camp | encamp |
| | cirde | encircle |
| | courage | encourage |
| | force | enforce |
| | joy | enjoy |

| | | |
|---|---|---|
| | roll | enroll |
| | slave | enslave |
| | throne | enthrone |
| em- | bed | embed |
| | body | embody |
| | power | empower |
| | balm | embalm |
| -ise | apology | apologise |
| | authority | authorise |
| | character | characterise |
| | economy | economise |
| | colony | colonise |
| | monopoly | monopolise |
| | harmony | harmonise |
| | sympathy | sympathise |
| | system | systematise |
| | patron | patronise |
| | memory | memorise |
| | theory | theorise |
| | nation | nationalise |
| -fy | beauty | beautify |
| | class | classify |
| | glory | glorify |
| | horror | horrify |
| | justice | justify |
| | peace | pacify |
| | person | personify |

## 1.5.4 Formation of Adjectives from Nouns

Here we shall see how adjectives are formed from nouns by adding suffixes such as -ful, -y, -ly

| suffix | noun | adjective |
|---|---|---|
| -ful | beauty | beautiful |
| | bounty | bountiful |
| | doubt | doubtful |





(c) Between two numbers to indicate inclusion
   i. Deluxe rooms 603 - 615 (read as 603 to 615)
   ii. William Shakespeare (1564-1616)

(d) Between compound words
   i. sister - in - law
   ii. man - of - war

(e) Between certain prefixes
   i. Co-operative
   ii. Non-technical

**10. Ellipses (……)**

It is used

(a) To indicate a break or interruption
   i. He said, "you may not . . . "
   ii. So Hardy felt . . . bored

(b) To indicate an omission of a word or phrase from a quotation

Grow old along with me . . .

(here the three dots indicate the omission of "the best is yet to be".)

**11. Capital letters**

A capital letter is used

(a) At the beginning of every sentence

(b) At the beginning of sentence within quotes
   i. He said, " May you be happy"
   ii. I said, "Come here, Please".

(c) At the beginning of every line in a poem

Behold her single in the field
Yon solitary Highland lass.

(d) To write a proper noun, the Personal Pronoun' & Proper Adjective
   i. John
   ii. Guwahati
   iii. The Assamese Language

(e) At the beginning of a day / month / religion / festival / special day

Monday, July
Hinduism
Holi, Republic day

Quotation marks are used :

(a) To enclose direct speech

(i) He said, "It's a lovely morning"

(ii) The teacher said, "Don't make noise"

(b) To enclose a quotation

(i) Orwell said, "The only good human being is a dead one".

(ii) Kennedy said: "The greater our knowledge increases, the more our knowledge unfolds".

(c) To enclose titles of articles, stories, poems etc.

(i) Wordsworth wrote the poem "Tintern Abbey."

(ii) "The Last Leaf" is a story by O' Henry.

(d) Single inverted commas are used to enclose quotations within quotations

(i) Dr..Radhakrishnan states: "It is wrong to think as Blake said, 'the tree of life is sustained by art, the tree of death by science.'"

(ii) Gardiner wrote the essay "On Saying 'Please.'"

**8. Apostrophe (')**

It is used

(a) to indicate possession

i. Dipali's water bottle

ii. Her husband's scooter

(b) To indicate contraction in the form of a word.

i. Do not - don't

ii. Cannot - can't

iii. It is - it's

iv. I will - I'll

**9. Hyphen (-)**

It is used

(a) In writing out compound numbers

i. Twenty - five (not twentyfive)

ii. Fifty - nine (not fiftynine)

(b) Between cardinal and ordinal numbers

i. One - third

ii. Three - fourths





| | | |
|---|---|---|
| | joy | joyful |
| | mouth | mouthful |
| | use | useful |
| | youth | youthful |
| -y | blood | bloody |
| | dew | dewy |
| | fault | faulty |
| | grass | grassy |
| | hand | handy |
| | heart | hearty |
| | hill | hilly |
| | silver | silvery |
| | sun | sunny |
| | water | watery |
| -ly | body | bodily |
| | brother | brotherly |
| | day | daily |
| | earth | earthly |
| | coward | cowardly |
| | friend | friendly |
| | god | godly |
| | heaven | heavenly |
| | home | homely |
| | king | kingly |
| | maiden | maidenly |
| | mother | motherly |
| -cy | accurate | accuracy |
| | bankrupt | bankruptcy |
| | decent | decency |
| | private | privacy |
| | secret | secrecy |
| | supreme | supremacy |
| | urgent | urgency |
| | vacant | vacancy |

| | | |
|---|---|---|
| -ish | boy | boyish |
| | child | childish |
| | fool | foolish |
| | girl | girlish |
| | red | reddish |
| | style | stylish |
| -ous | contempt | contemptous |
| | danger | dangerous |
| | fame | famous |
| | joy | joyous |
| | luxury | luxurious |
| | miracle | miraculous |
| | ruin | ruinous |
| | study | studious |
| | vice | vicious |

### 1.5.5 Formation of Verbs from Adjectives

Here we shall see how verbs are formed from adjectives by adding prefixes such as em-, en-, a-, re-,as-, de- and suffixes such as -fy, -en, -ise, -en

| prefixes/suffixes | adjectives | verbs |
|---|---|---|
| em- | bitter | embitter |
| en-+-en | bold | embolden |
| en-/-en | able | enable |
| | dear | endear |
| | deep | deepen |
| | glad | gladden |
| | grave | engrave |
| | hard | harden |
| | large | enlarge |
| | mad | madden |
| | noble | ennoble |
| | strong | strengthen |
| | sure | ensure |
| | thick | thicken |





(d) To separate question tags
  (i) You play tennis, don't you?
  (ii) He doesn't sing, does he?

**3. Semi-colon (;)**

The semi colon is used when a greater pause is required than is indicated by a comma.

(a) To separate the clause of compound sentences when they contain a comma
  (i) He was a decent, kind hearted man; and we all respected him.

(b) To separate a series of loosely related clauses
  (i) The miller's heart was pure; his life serene.

**4. Colon ( : )**

The colon is used

(a) To introduce quotation
  (i) Shakespeare said: "All that glitters is not gold"

(b) To introduce a list of items
  (i) The list of things we need is as follows: two cups of flour, 100gms of butter, 250gms of sugar, 4 eggs and baking powder.

**5. Question Mark ( ? )**

The question mark is used

(a) At the end of a direct question
  (i) Is she pretty?
  (ii) What is your name?

(b) At the end of a question tag
  (i) It's a lovely morning, isn't it?
  (ii) You didn't come yesterday, did you?

**6. Exclamation mark ( ! )**

The exclamation mark is used

(a) At the end of an exclamation
  (i) How lovely!
  (ii) How silly of you to do it !

**7. Quotation marks ('…….')**

They are also called inverted commas. They can be of two types :

  (i) Single inverted commas ('…….')
  (ii) Double inverted commas ("…….")

**1. Full stop ( . )**

The full stop, also called period, is the most common mark of terminal punctuation. It is used -

(a) At the end of a statement
  (i) This is my book
  (ii) I live in Guwahati
  (iii) Yes
  (iv) Indeed

(b) At the end of a command
  (i) Please close the door
  (ii) Don't go there

(c) At the end of an indirect question
  (i) She asked me where I lived
  (ii) She asked me what I was reading

(d) With abbreviations
  (i) Dr. P.K. Dutta, M.B.B.S., M.D.
  (ii) Prof. M.M. Choudhury

(e) To separate hour from minute
  (i) 9.30 am
  (ii) 5.15 pm

(f) To separate date from the month/year
  (i) 7.7.2008
  (ii) 31.3.2009

**2. Comma ( , )**

The comma is probably one of the most misused marks of punctuation. It is used

(a) To separate more than two words in a series
  (i) I bought a pen, a book, a packet of pins and a ruler.
  (ii) John, David and Maurice are brothers.

(b) To separate phrases and clauses
  (i) The village, where he lives, is five miles away
  (ii) If you work hard, you will do well in the examination.

(c) To separate adverbials in a clause structure
  (i) However, you may try
  (ii) Therefore, the statement is true





| | | |
|---|---|---|
| | white | whiten |
| | wide | widen |
| -fy | ample | amplify |
| | false | falsify |
| | pure | purify |
| | simple | simplify |
| | just | justify |
| | stupid | stupify |
| -ise/ ize | equal | equalise |
| | familiar | familiarise |
| | fertile | fertilise |
| | special | specialise |
| | particular | particularise |
| | popular | popularise |
| -re | fresh | refresh |
| -ate | different | differentiate |
| | necessary | necessitate |
| | perpetual | perpetuate |

## 1.5.6 Formation of Compound Words

It may interest you to know that the words that are parts of our speech can be categorised as simple words, complex words and compound words. You can draw a distinction between simple words and complex words. Simple words are words that contain no prefixes and suffixes. They are words in their basic forms and not derived words. eg pen, book, take, able, dear, deep etc.

On the other hand, words that are formed by adding prefixes and suffixes are complex words. Pen is a simple word, pens is a complex word containing the plural suffix -s. Able is a simple word, enable is a complex word containing the en- prefix to form the words.

Compound words are words that are made up of a combination of two or more words to function as a single word. Let us look at the formation of a few compound words here.

(a) Formation of Compound nouns:

Noun+Noun: Goldsmith, newspaper, headache, homeward, rainbow, cupboard

Pronoun+Noun: he-goat, she-wolf.

Adj + Noun: blackboard, highway blackbird, nobleman

Verb+ Noun: pickpocket, breakfast, cut-throat

Gerund + Noun: blotting-paper, looking-glass, drinking water

Noun+ Gerund: hand-writing, bird-watching

Verb + Adv/ Prep: lock-up, go- between, fare-well

(b) Formation of Compound adjectives:

Noun+Adjective: home-sick, milk-white
word-wide, colour- blind

Noun + Participle: home-made, self-styled
heart-rending

Adj+Adj : red- hot, blue-frock

Adj+ Participle: full- grown, ready-made

Adv/Part + Noun: up-hill, under-growth

**CHECK YOUR PROGRESS**



**Q3.** (a) Make nouns from: allow, deny, expel, stupid, familiar, accept, behave, timed, blind, poor

(b) Make verbs from: black, circle, dark, office, blood, body, sure, glad, glory, authority

(c) What is a simple word? Give two examples.

(d) What id a complex word? Give two examples.

(e) What is a compound word? Give two examples.



## 1.6 LET US SUM UP

In this unit, we learnt the different labels that we need to apply when we describe the constituents of a sentence and see how they differ when we use functional labels while describing the constituents of a sentence. We have used the terms 'parts of speech' and class' synonymously to describe the components that we use in our speech.

We looked at nine parts of speech and made an attempt to describe them functionally. We categorised the words of English in terms of content words and function words and attempted to explain the distinction between these two categories of words.



# UNIT 7: PUNCTUATION

## UNIT STRUCTURE

7.1 Learning Objectives
7.2 Introduction
7.3 Punctuation
7.4 Let us Sum up
7.5 Further Reading
7.6 Answers to Check Your Progress
7.7 Model Questions

## 7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- discuss the meaning of punctuation
- define the various punctuation marks
- grasp the functions of punctuation marks
- gain an idea on the correct use of punctuation marks in any written text

## 7.2 INTRODUCTION

This unit discusses the types and functions of punctuation. The objective is to enable the learners to use correct punctuation marks while reading, as well as, writing compositions. The purpose of punctuation is to use the proper punctuation marks (as discussed in the following subsection) particularly while writing in the English language.

## 7.3 PUNCTUATION

Punctuation marks are indicators that are used in written texts to :

- mark the end of sentences
- express joy, praise, wonder etc.
- separate words, pairs of words, phrases and clauses
- indicate pause, a break in a sentence etc.

(v) keep off (vi) look into

**Q.3.** Give the synonyms and antonyms of the following:

Calm, tacit, zenith, verbose, solace

**Q.4.** Use the following words in grammatically correct sentences as directed:

Arrive (use the noun form) Harm (use the adjective form)

Battle (use as a verb) Fast (use as an adverb)

Heart (use the verb from)

* * * * *





We also discussed how we use words belonging to one part of speech in other parts of speech in different sentences with examples. Further, we presented several ways of formation of words in different parts of speech and spent some time looking at the concept of compound words with illustrative examples.

## 1.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:**

(a) Her younger sister is a kathak dancer
S V C

(b) Her examination results have made us happy
S V O C

(c) The sun rises in the east
S V A

(d) Dilip bought a book from that shop
S V O A

(e) Mr and Mrs Das live in Jorhat
S V A

(f) The brown dog jumped over the fence
S V A

**Ans to Q No 2:**

(i) advance
Noun: He allowed me an advance of my salary
Verb: The data of the exams is advanced by a few days.

(ii) boast
Noun: His boast about his work get on my nerve
Verb: He boasted of his wealth.

(iii) care:
*noun: You should take more care of your studies.
*verb: He doesn't care much about his work.

(iv) dance
* noun: I like Bihu dance.
*verb: I could have danced in the programme.

(v) edge
*noun: He was caught with a knife with a sharp edge.
*verb: She edged the hankerchief with pink lace.

(vi) file

*noun: He put the letter in the file.

*verb: He filed the letter.

(vii) ground

*noun: The old man sat exhausted on the ground.

* verb: The aircraft was grounded by fog.

(viii) help

*noun: I need some help to complete the task.

*verb: She helped me with my work.

2.(b)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| (i) | The | tall | boy | is | a | tennis | champion |
| | Det | Adj | N | v | Det | Adj | Noun |

(ii) (To try yourself)

**Ans to Q No 3:**

(a) allowance, denial, expulsion, stupidity, familiarity acceptance behaviour, timidity, blindness, poverty.

(b) blacken, encircle, darken, officiate, bleed embody, ensure, gladden, glorify, authorise

(c), (d) and (e) : look up 1.5.6

## 1.8 MODEL QUESTIONS

**Q.1.** (a) Which of the following is not a functional label Subject, Noun phrase, Complement, Adverbial.

(b) Which of the following is not a formal label Noun phrase, Verb phrase, Prep phrase, Complement.

**Q.2.** (a) Label the constituents of the following sentences using formal terms.

(i) The man bought the mangoes from the workers

(ii) The girls visited the book fair





## 6.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1:

| | | | |
|---|---|---|---|
| 1. | Sudden | 2. | ill-treat, praise |
| 3. | decay | 4. | solicit |
| 5. | disable, healthy | 6. | reduce, increase |
| 7. | jolly | 8. | unfriendly, friendly |
| 9. | hate | 10. | common |

Ans to Q No 2:

| | | | |
|---|---|---|---|
| 1. | bankrupt | 2. | omnipotent |
| 3. | autobiography | 4. | aviary |
| 5. | spinster | | |

Ans to Q No 3:

| | | | |
|---|---|---|---|
| 1. | called on | 2. | ran into |
| 3. | give in | 4. | carry out |
| 5. | passed off | | |

Ans to Q No 4:

| | | |
|---|---|---|
| 1. | airy- | The room is very airy. |
| 2. | bless- | May God bless you. |
| 3. | capitalise- | The Indian cricket team failed to capitalise on the early lead. |
| 4. | confidence- | I have confidence in your ability. |
| 5. | depth- | Water was found at a depth of twenty feet. |

## 6.7 MODEL QUESTIONS

**Q.1.** Write sentences to illustrate the difference in meaning between the following pairs of words/ phrases:

(i) corrigible; curable (ii) eligible; illegible

(iii) site; cite (iv) sale; sell

(v) access; excess

**Q.2.** Frame sentences using the following phrases:

(i) make up (ii) break out

(iii) back out (iv) run into

29. stationary, stationery:
    (a) The sun is stationary
    (b) The shop deals in stationery.
30. team, teem:
    (a) Our team won the match.
    (b) The teeming millions of India paid their homage to Nehru.
31. waist, waste:
    (a) Her waist is 26 inches only.
    (b) we must not waste food.
32. wait, weight:
    (a) I waited for her at the bus stop.
    (b) The weight of the box is 20 kgs.



## 6.4 LET US SUM UP

After having gone through the unit, you will be able to grasp the importance of vocabulary and discuss the various items of vocabulary. A detailed study of the various items will enable the learner to differentiate between the use of synonyms and antonyms, learn one word expressions and words used as different word clauses,learn about phrasal verbs and differentiate between similar types of words. Thus, the unit will enable the learner to develop an interest in building up vocabulary and emphasise on reading and listening, as well as, speaking and writing skills.



## 6.5 FURTHER READING

1) Dowerah, Sawpon, *A Students' Grammar of English*, Guwahati : Students' Stores.
2) Sarkar, P. K. De, *Higher English Grammar and Composition*, Kolkata: Book Syndicate.
3) Wren and Martin, *High School English Grammar and Composition*, New Delhi : S. Chand & Company.





(b) Label the constituents of the following sentences using functional terms.

(i) The girl in the car is his sister

(ii) Mr Das teacher English.

**Q.3.** (a) Give functional definition

(i) noun (ii) verb (iii) adjective (iv) adverb

(b) Define with examples:
(i) Content words (ii) Function words

**Q.4.** Discuss the distinctions between content word and function words.

**Q.5.** Write a note on compound words.

* * * * *

# UNIT 2 : PARTS OF SPEECH II

## UNIT STRUCTURE


2.1 Learning Objectives
2.2 Introduction
2.3 Nouns, Pronouns and Determiners
  2.3.1 Nouns
  2.3.2 Numbers
  2.3.3 Possessive-'s
  2.3.4 Pronouns
  2.3.5 Determiners
2.4 Verbs
  2.4.1 Finite and Non-Finite Verbs
  2.4.2 Infinitives
  2.4.3 Participles
  2.4.4 Gerunds
2.5 Let us Sum up
2.6 Answers to Check Your Progress
2.7 Model Questions


## 2.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- develop an idea on the basic forms of some of the parts of speech and the inflections that can be made from them.
- learn the network of associations between various parts of speech.
- appreciate the meaning value or semantic value of words in communication.

## 2.2 INTRODUCTION

In this unit we propose to introduce you to the nine parts of speech in English grammar. Our aim is to highlight the function of these parts of speech in the process of communication.

You will note that in section 2.3. we have taken the noun, pronoun and the determiner together because they formally constitute the Noun Phrase; while the determiner and the noun constitute the most basic noun phrase,





18. loose, lose:
    (a) The shirt is too loose for me.
    (b) Don't lose the pen I gave you.
19. mail, male:
    (a) The letter was mailed yesterday.
    (b) She gave birth to a male child.
20. oar, ore:
    (a) The boatman uses oars to paddle his boat.
    (b) Goa produces iron ore.
21. piece, peace:
    (a) A crow stole a piece of meat.
    (b) After murdering the king, Macbeth lost his peace of mind.
22. prescribe, proscribe:
    (a) The book is prescribed by the Board for classes IX-X.
    (b) Satanic Verses by Salman Rushdie has been proscribed in several countries.
23. principal, principle:
    (a) The principal is the head of an educational institution.
    (b) He is a man of principles.
24. quiet, quite:
    (a) He kept quiet.
    (b) It is quite cold outside.
25. reins, reign:
    (a) He pulled the reins to control the horse.
    (b) The Ahoms reigned in Assam for six hundred years.
26. sail, sale:
    (a) The ship sailed to the island.
    (b) The car is for sale.
27. soar, sore:
    (a) The skylark soars in the sky.
    (b) We were sore at his behaviour.
28. suit, suite:
    (a) He wore a dark suit to attend the party.
    (b) A new suite of rooms has been added to the hotel.

6. aught, ought:
   (a) For aught I know, he is honest.
   (b) We ought to love our country.
7. bare, bear:
   (a) We entered the temple with bare feet.
   (b) He has to bear the burden of the family.
8. berth, birth:
   (a) I reserved an upper berth.
   (b) She gave birth to a boy.
9. check, cheque:
   (a) He is checking the accounts
   (b) He gave me a cheque for Rs. 2,000.
10. cite, site
   (a) He cited an example to support his view.
   (b) The school is located in a pleasant site.
11. defer, differ:
   (a) The meeting has been deferred.
   (b) I differ with you on this point.
12. desert, dessert:
   (a) The Sahara desert is in North Africa
   (b) We had fruit for dessert.
13. dose, doze:
   (a) I take a dose of this medicine after food.
   (b) Rina was caught dozing in class.
14. fair, fare:
   (a) She is tall, slim and fair.
   (b) The bus fare from Guwahati to Sivasagar is Rs. 160/-.
15. gait, gate:
   (a) She walks with a graceful gait.
   (b) Please close the gate.
16. heard, herd:
   (a) I have heard that you are married.
   (b) A herd of cows trampled on my garden.
17. idle, idol:
   (a) We should not remain idle
   (b) The idol was placed on the altar.





the pronoun can also be the element of the NP. Again, the noun and the pronoun can constitute two of the obligatory elements of the NP.

In this unit, we have minimally introduced you to the concept of the verb by briefly dwelling on the finite and non finite forms of the verb. Other elements like time, tense, aspect have been taken up in a separate unit for a more comprehensive treatment.

## 2.3 NOUNS, PRONOUNS AND DETERMINERS

The three parts of speech- nouns, pronouns and determiners- are taken up in this section together primarily because of the mutual syntactic relationship that these parts of speech share. A determiner combines with a noun to form a noun phrase which performs the functions of a subject, object, complement etc. of a sentence. A pronoun, on the other hand, can be used in place of a noun or a noun phrase in a sentence to form similar functions. To illustrate this information about the ‘’mutual syntactic relationship’’ of nouns, pronouns and determiners read the following extract:

> The officials felt powerless without Gandhi’s cooperation He helped them regulate the crowd. He was polite and friendly. He was giving them concrete proof that their might, hitherto dreaded and unquestioned, could be challenged by Indians.

In the first sentence given in the box, “The officials’ is a noun phrase performing the function of the subject of the sentence. In the second sentence “He” performs the function of the subject of the sentence. In the second sentence the pronoun “He” refers back to Gandhi is the first sentence. Similarly, the pronoun “them” refers back to the noun phrase “The officials”. The pronoun not only replaces the noun phrase but also establishes a cohesive relationship between the sentences. We shall now consider the distinctive features of these three parts of speech in the sub-sections that follow.

### 2.3.1 Nouns

In 2.3 above we have stated that a noun (or a noun phrase) functions as the subject, object, complement of a verb. Let us elaborate on this point further with illustrative examples.

The first thing that we notice about nouns is that they have a specific distribution in a sentence. It means that nouns occur in certain pre-determined positions in the sentence structure. Nouns can commonly enter into constructions known as the noun phrase (NP). We shall see elsewhere that nouns combine with other elements like the determiners which include articles, demonstratives, possessives, quantifiers etc in a fixed sequence besides pre-determiners. From their pre determined position, we find that a noun or an NP performs the following functions:

1. A noun can function as the subject of a sentence eg.
   (a) Birds fly
   (b) John plays chess

In these two sentences “Birds’ and ‘John’ are subjects of the sentences at (a) and (b) respectively.

2. A noun can function as the object of a sentence eg.
   (a) I know John
   (b) I know the boy

In these two sentences ‘John’ and ‘the boy’ are the objects of the sentences.(a) and (b) above.

3. A noun can function as the complement of a sentence. eg.
   (a) John’s mother is a teacher
   (b) We made him our leader

In these two sentences “ a teacher” and “our leader” are NPs performing the function of complements.

4. A noun can function as the indirect object of a sentence. eg.
   (a) John gave Mary a present.
   (b) He gave the girl a book.

In the above two sentences “Mary” and ‘the girl’ are indirect objects whereas “a present” and “a book” are direct objects of the given sentences respectively.

5. A noun can follow prepositions to form a prepositional phrase. eg.
   (a) I gave the book to Mary
   (b) I gave the book to the girl.

In the above two sentences “to Mary” and ‘to the girl’ are prepositional phrases functioning as prepositional objects.





| | |
|---|---|
| turn down- | The boy turned down the job of the company. |
| turn into- | Water may be turned into ice. |
| take to- | Don't take to drinking wine. |
| turn over- | He turned over a page of the book. |



**CHECK YOUR PROGRESS**

**Q4.** Fill in the gaps in the following sentences by using the appropriate phrasal verbs:

1. He ……the Minister in the Circuit House. (called on, called at, called for)
2. I ……an old friend yesterday. (ran to, ran into, ran about)
3. You must not ……to his unreasonable demands. (give up, give in, give out)
4. The employee refused to ……the Principal's order. (carry through, carry out, carry on)
5. The function …….. well. (passed off, passed on, passed out)

## 6.3.5 Distinction Between Similar Words Often Confused

1. accept, except:
   (a) He has agreed to accept the offer.
   (b) Everyone except Rina has come.
2. access, excess:
   (a) He has access to the Minister.
   (b) Excess of everything is bad.
3. adopt, adapt:
   (a) The government has adopted steps to remove poverty.
   (b) We must adapt ourselves to changes.
4. affect, effect:
   (a) Sunlight affects life.
   (b) Water boils under the effect of heat.
5. altar, alter:
   (a) Offerings were placed on the altar of Goddess Saraswati.
   (b) We must alter the plan.

| | |
|---|---|
| pass away- | His father passed away in June. |
| pass for- | He spoke English so well that he could pass for an Englishman. |
| pass off- | The festival passed off peacefully. |
| pick out- | He picked out a pen from the box. |
| point out- | He pointed out the bird on the tree. |
| put down- | The army jawans are trying to put down the ULFA militant. |
| put off- | We have put off our journey to Delhi. |
| put in- | He has put in an application for the post. |
| put out- | Put out the fire before it spreads. |
| put up with- | I can not put up with such insult. |
| run after- | The dog ran after the fox. |
| run up (against)- | The decision of the Government has to run up against a lot of opposition. |
| see through- | I can see though your idea. |
| see off- | I have gone to the aerodrome to see off my friend. |
| sit for- | He will sit for the HSLC examination this year. |
| sit out- | He sits out the theatrical performance. |
| set apart- | I set apart some money to buy books. |
| set aside- | The appeal was set aside. |
| set in- | The spring has set in. |
| set off- | My father set off to Bristol. |
| set up- | He has set up a factory there. |
| stand by- | My friend stood by me in time of need. |
| stand for- | He stood for his party. |
| sit up- | My mother had to sit up the whole night for my illness. |
| stand on- | Try to stand on your own foot. |
| stand off- | He stood off the quarrel among his friends. |
| stand on- | Guwahati stands on the Brahmaputra |
| stand to- | This does not stand to reason. |
| take after- | The boy is taking after his father. |
| take down- | The students took down what the teacher said. |
| take for- | I took him for Rahim. |
| take off- | He took off his shirt. |





6. A noun can occur as the antecedent of a relative pronoun eg.

(a) The plane which brought the Prime Minister was two hours late.

(b) The boy who broke the window is absent today.

In these two sentences, the NPs “the plane” and “The boy” occur as antecedents of the relative clauses that follow.

While we are discussing the functions of the noun in a sentence structure, we may also refer to the gerund which is a verb form ending in -ing, but which is used in a sentence to function as a noun:

(a) Jogging is good for you.
(b) I don’t like smoking.

The words ‘jogging’ and ‘smoking’ occur in predetermned positions of a noun. We can replace ‘jogging’ and ‘smoking’ in these two sentences with ‘coffee’ and see how coffee fits the structure neatly.

## 2.3.2 Numbers

In the English number system, the term “plural” is used to denote the idea of “more than one” and is contrasted with the term singular which denotes the idea of “one”. Only countable nouns can be used in the plural form.

(a) The plural of regular countable nouns is invariably the base form and the sibilant suffix -s or es. th writing the plural suffix is spelt -s as in

book- books
cat- cats

In the following words the plural suffix -s is pronounced as [2]

dog- dogs
bird- birds
boy- boys

(b) The following words that end with -s, -sh, -ch, -x and -z, take the -es plural ending and is pronouned [iz]

glass- glasses
brush- brushes
church-churches
box- boxes

(c) Most words that end in 'o' take the-es ending eg.

potato- potatoes

hero-heroes

But there are exceptions eg piano- pianos, cuckoo- cuckoos etc.

(d) The ending -f or -fe of most singular nouns is changed to -ves with a corresponding change in pronunciation. of [f] to[v] es in

leaf- leaves

wife- wives

thief- thieves

However, there are many words ending in 'f' or 'fe' that simply add the -s to form the plural as in

roof-roofs

gulf- gulfs

(e) There is a small group of eight nouns which form their plural by a change of vowels. eg

man-men

tooth-teeth

foot-feet

mouse-mice

(f) There are three nouns that have still retained the Old English Plural ending -en eg.

child- children

ox- oxen

brother-brethren

(g) A few foreign words from Latin and Greek have still retained their foreign plural forms eg

axis-axes

medium-media

analysis-analyses

(h) There are a few nouns with no singular forms. eg scissors, trousers, drawers etc

(i) There are a few nouns with no plural forms eg deer, sheep, hair. scenery etc.

(j) The proper noun belongs to a grammatically distinct class of nouns which characteristically function alone as the subject of a sentence





| | |
|---|---|
| break in- | The thief broke in to the room. |
| carry on- | He carried on the business with much difficulty. |
| carry out- | He carried out the order of his Principal. |
| catch up- | He was absent for long and tried to catch up with other students of the class. |
| close down- | The factory was closed down. |
| come across- | I came across the man after a long time. |
| come off- | The game came off suddenly. |
| come about- | I could not think that such an incident would come about. |
| come of- | Gandhiji came of a good family. |
| fall back- | The enemy fell back. |
| fall on- | The Assamese army fell on the Mughals in Saraighat Battle. |
| fall through- | My advice fell through. |
| Fix up- | The club has fixed up a cultural show. |
| get away- | The man got away quickly after the incident. |
| get on- | He is getting on with his business. |
| give in- | He is giving in after his first attempt. |
| give out- | The Board has given out the names of the candidates. |
| go down- | Prices of essential commodities are not going down. |
| go for- | The two boys went for each other. |
| go into- | The police have gone into the murder case. |
| hand over- | He handed over the charge of the committee to Hari. |
| hold on- | He holds on the telephone to hear his brother. |
| hold up- | Their payments of salary has been held up. The robbers hold up the train. |
| keep off- | Please keep off the fire. |
| keep on- | He keeps on drinking liquor. |
| keep up- | He could not keep up his reputation. |
| lay out- | The architect laid out the structure. |
| live on- | We live on rice. |
| look after- | He had no time to look after his children. |
| make up- | He made up his mind to go there./He made up a story on the issue. |



**CHECK YOUR PROGRESS**

**Q3.** Interchange the following words as directed. Write a sentence each to illustrate its use:

1. air (into adjective)
2. bliss (into verb)
3. capital (into verb)
4. confident (into noun)
5. deep (into noun)

### 6.3.4 Phrasal Verbs

A verb can combine with an adverb or a preposition. When it combines with an adverb, it is called phrasal verb. Eg.

Break out- War broke out between the two countries.

Below a list of phrasal verbs is given with illustrative examples.

| | |
|---|---|
| bring up- | Oliver was brought up in a poor house |
| break out- | War broke out between the two countries. |
| call on- | I called on the Minister in the Circuit House. |
| call in- | Please call in a doctor immediately. |
| fall out- | The brothers have fallen out after their father's death. |
| give up- | Gandhi gave up his attempt to become an English gentleman. |
| go out- | The light has gone out. |
| get along- | She couldn't get along with her mother-in-law. |
| look into- | The officer looked into the matter. |
| look for- | He looked for the pen in the cupboard. |
| make out- | I couldn't make out what the teacher had said. |
| run over- | The man was run over by a car. |
| run into- | I ran into an old friend yesterday. |
| turn out- | The boy will turn out to be famous one day. |
| ask for- | The labourers are asking for more money. |
| back out- | Hari promised to help me but now he has backed out. |
| blow out- | The wind blew out the lamp. |
| break down- | The robbers broke down the door |





or the head of an NP serving as proper names as John or London. It may interest you to note that proper names may not be proper nouns but they can serve as the head of on NP eg:

- Chief Minister is a proper name but not a proper noun.
- In the sentence 'The Khans are great actors, 'the Khans' is not a proper noun but a proper name.

(k) Proper nouns can take the definite article in certain contexts:

Bordoloi is the Scott of Assam.

There are other situations where 'The' is used before proper nouns which are treated under the word class Determiners.

### 2.3.3 Possessive-'s

Possessive-'s refers to the apostrophe-s taken by a noun to express possessive relationship with another noun or noun phrase in a sentence. Note that the possessive-'s is also called genitive inflection. Here are three examples:

(a) A tiger's tail (ie. a tail of a tiger)

(b) A girl's hostel (ie. a hostel for girls)

(c) John's book (ie. a book that belongs to John)

The above examples slow that the possessive-'s is suffixed in different ways in singular and in plural nouns. It is also suffixes with proper nouns.

### 2.3.4 Pronouns

A pronoun as a part of speech can replace a noun, noun phrase, a sentence or a clause in a piece of connected text. We mentioned this print by referring to the extract from Louis Fischer's book *The Life of Mahatma Gandhi* in section 2.3. Depending on the function that a pronoun performs, we can classify pronouns as follows:

(a) Personal Pronouns: Personal pronouns I, we, you, he, she, it and they refer back to someone or something that has already been mentioned as illustrated in the following example:

"Gandhi protested against the delay.

He read a statement pleading guilty"

In this example 'He' refers back to Gandhi' in the first sentence.

(b) Possessive Pronouns: These pronouns refer to the owner of an object or item etc. Words like my, mine, his, her, hers, its, their, theirs, your, yours belong to this category of pronouns. Here is an example:

"When a people are enslaved, as long as they hold on the their language it is as if they have the key to their prison."

(c) Demonstrative Pronouns: These pronouns point to a physical object or identify people / refer to a particular person or thing eg this, that, these and those. Here is an example:

These are mine and these are yours.

(d) Relative Pronouns: These pronouns introduce relative clauses. Words like who, whom, that which, when, where, whose belong to this category.

e.g. This is the house that Jack built.

(e) Reflexive Pronouns: In order to state that an object is the same person or thing as the subject in the same clause or sentence, a reflexive pronoun is used. Words like myself, yourself, himself, herself, themselves, our self, itself belong to this category of pronouns.

e.g. He did the work himself.

These pronouns also emphasise the person or thing that is being referred to.

(f) Reciprocal Pronouns: When we require to express the idea of two persons doing the same thing we use reciprocal pronouns like each other, one another as in

They love each other.

(g) Indefinite pronouns: These pronouns are used to refer to people or things without saying exactly who or what they are.

I haven't got a pen. Can you lend me one?

(h) Interrogative pronouns: These pronouns are used to ask questions. They are collectively known as who - words eg who, whom, whose, what, which, why, etc. as in

Who built the Taj Mahal?

## 2.3.5 Determiners

Determiners refer to one of the nine parts of speech that are a close set of words used with a noun whose function is to limit the meaning





| | | |
|---|---|---|
| red (ness) | red, reddish | redden |
| reliance | reliant | rely |
| repulsion | repulsive | repel |
| revolution (ary) | revolutionary | revolt |
| ruin | ruinous | ruin |
| sadness | sad | sadden |
| saint | saintly | sanctify |
| selection | selective | select |
| series | serial | serialise |
| sharpness | sharp | sharpen |
| sickness | sick | sicken |
| simplicity | simple | simplify |
| slavery | slavish | slave, to enslave |
| strange | strange | estrange |
| stupidity | stupid | stupefy |
| table | tabular | tabulate |
| terror | terrible | terrify |
| theory | theoretical | theorise |
| thought | thoughtful | think |
| thrift | thrifty | thrive |
| timidity | timid | intimidate |
| title | titular | entitle |
| tribute | tributary | attribute |
| union | unitary | unite |
| universe | universal | universalise |
| urgency | urgent | urge |
| utility | utilitarian | utilise |
| vacancy | vacant | vacate |
| validity | valid | validate |
| vice | vicious | to vitiate |
| vigour | vigorous | to invigorate |
| warmth | warm | warm |
| wax | waxen | wax |
| whiteness | white | whiten |

| | | |
|---|---|---|
| justice | just | jump |
| knowledge | knowledgeable | know |
| law | lawful/legal | legalise |
| length | lengthy | lengthen, elongate |
| life | lively | live |
| liquid | liquid | liquidate |
| machine | mechanical | mechanise |
| man (hood) | manly | to man |
| mass | massive | amass |
| medicine | medical, medicinal | medicate |
| mobility | mobile | mobilise |
| moisture | moist | moisten |
| mother | motherly | to mother |
| mystic (ism) | mystic (cal) | mystify |
| nation | national | nationalise |
| navy | naval | navigate |
| necessity | necessary | necessitate |
| nerve | nervous | enervate |
| night | nightly | benight |
| nullity | null | to nullify |
| obedience | obedient | obey |
| offence | offensive | offend |
| option | optional | opt |
| penalty | penal | penalise |
| peace | peaceful | pacify |
| people | popular | people |
| peril | perilous | imperil |
| pest | pestiferous | pester |
| port | portable | deport |
| poverty | poor | impoverish |
| propriety | proper | appropriate |
| quarrel | quarrelsome | quarrel |
| quickness | quick | quicken |
| reality | real (isable) | realise |
| rebellion | rebellious | rebel |





of the noun in some way. Depending on their use, the following category of words are determiners.

(a) Articles, (b) Demonstratives, (c) Possessives (d) Quantifiers and (e) Wh- determiners. Illustrations of each of the above categories follow:

(a) Articles: Articles are words like a, an, the, and which are used with nouns. Their use depends on three factors:

(i) The countability and unaccountability of a noun

(ii) Whether the noun referred to belongs to a general class (trees, boys, students) or a particular/specific member or item of the general class (three, a boy, a student)

(iii) Whether the noun referred to is a particular member of a class, whether it is definite or indefinite.

(i) Countability and Uncountability

Nouns are classified into countable and uncountable nouns. A countable noun can take an indefinite article a/an whereas an uncountable noun does not take an indefinite article. Note the usage of a and an.

(a) We use a before nouns and houn phrases that begin with a consonant sound.

a University, a European

a one rupee coin

(b) We use an before words that begin with a vowel sound including silent h

an orange, an umbrella

an Assamese, an hour

(c) We use an before abbreviations said as individual letters that begin with A,E,F, H, I, L, M, N,O, R, S or X.

an MA an IOU

(d) A generic countable noun can take either the definite article the or a/ an

(e) A generic uncountable noun can take no articles

The tiger the dog

(b) Demonstratives: Demonstratives one words like this, that, these, those

This book is mine
That book is yours.
These pencils are new.

(c) Possessives: Words like my, your, our, their etc. which can be used before both singular and plural nouns are possessives.

This is my book.
India is our Country
His/Her father is a teacher

(d) Quantifiers: Words like some, any, much, many are quantifiers.

I want some time to complete it.
I don't have any time to waste.

(e) Wh-determiners: Words like what and which used before nouns in questions are wh- determiners.

Which house is yours? or What book are you reading?



**CHECK YOUR PROGRESS**

**Q1.** Give brief examples of the following:

(a) A noun phrase as the object of a sentence.
(b) A noun phrase as the complement of a sentence.
(c) A noun phrase as the antecedent of a relative pronoun.
(d) Two examples of nouns which form their plural by change of vowels. (do not give the examples given-2.3.2(e))
(e) Two examples of proper nouns that take an article before them.
(f) Two examples of reflexive pronouns.
(g) Two examples of the use of 'an' before abbreviations.
(h) Two examples of much and many as determiners.
(i) Two examples of few and a few as determiners.
(j) Two examples of little and a little as determiners

## 2.4 VERBS

We have two units following Unit 3 that are exclusively concerned with the verb. Unit 4 deals with time and Tense and Unit 5 with the Present, Past and Future Tenses. In this Unit, the verb appears in a section only as a member of the parts of speech. In this section we shall draw a distinction between two kinds of verbs:





| | | |
|---|---|---|
| enthusiasm | enthusiastic | enthuse |
| equality | equal | equalise |
| error | erroneous | err |
| evasion | evasive | evade |
| eye | (ocular) | eye |
| face | facial | face, to deface |
| falsehood | false | falsify |
| fame | famous | defame |
| fear | fearful | fear |
| feebleness | feeble | enfeeble |
| finery | fine | refine |
| fool (ishness) | foolish | befool |
| force | forceful | enforce |
| friend | friendly | befriend |
| fullness | full | fill |
| fury | furious | infuriate |
| gladness | glad | gladden |
| glory | glorious | glorify |
| gold | golden | gild |
| grass | grassy | graze |
| grief | grievous | grieve |
| guile | guileless | beguile |
| habit | habitual | habituate |
| hardship | hardy | harden |
| haste | hasty | hasten |
| heart | hearty | hearten |
| heir | hereditary | inherit |
| ignorance | ignorant | ignore |
| impulse | impulsive | impel |
| industry | industrial, industrious | industrialize |
| injury | injurious | injure |
| ink | inky | ink |
| joy | joyous | enjoy |
| judge | judicial | adjudicate |

### 6.3.3 Words Used as Different Word Classes

| Nouns | Adjectives | Verbs |
|---|---|---|
| ability | able | enable |
| activity | active | activate |
| advice | advisable | advise |
| allusion | allusive | to allude |
| argument (ation) | arguable, argumentative | argue |
| authority | authoritarian, authoritative | authorise |
| barbarism | barbaric | barbarise |
| bliss | blissful/blessed | bless |
| blood | bloody | bleed |
| capital | capitalist | capitalise |
| censor | censorial | censor |
| choice | choice | choose |
| clearness | clear | clarify |
| collection | collective | collect |
| compulsion | compulsory, compulsive | compel |
| confidence | confident | confide |
| courage | courageous | encourage |
| custom | customary | accustom |
| danger | dangerous | endanger |
| decision | decisive | decide |
| depth | deep | deepen |
| destruction | destructive | destroy |
| device | devisable | device |
| devil | devilish (diabolical) | bedevil |
| dew | dewy | bedew |
| dog | doggish (canine) | dog |
| economy | economic (al) | economise |
| emphasis | emphatic (al) | emphasise |
| energy | energetic | energise |





(a) Finite Verb/ Finites

(b) Non- finite Verb/ Non-Finites

### 2.4.1 Finite and Non-Finite Verb

The finite verb is a type of verb that is related to a subject in person and/or number. Besides, it has tense, as well

(a) I play football

(b) He/She plays badminton

(c) They play basketball

From the three examples we noted that the subject and the finite verb that follows the subject depend on each other. Depending on the subject and the tense that a finite verb carries, there can be four forms of a finite verb:

(a) walk- walks- walked-walking

(b) play- plays- played-playing

Some finite verbs have five forms:

(c) give- gives-gave- given- giving

(d) eat- eats-ate-eaten-eating

The 'be' verb has six forms:

(e) be- one- is- are- was- were

A finite verb is an essential ingredient in a sentence.

A non-finite verb form is not marked according to differences in the person or number of the subject and has no tense. Nor can we say that the non-finite verb is an essential ingredient of a sentence. The non-finite verb is used to express various kinds of meening. There are three kinds of non-finites:

(a) Infinitive

(b) Participles and

(c) Gerund

Each of them are briefly discussed in the following subsections.

### 2.4.2 Infinitives

An infinitive can be of the following types:

(1) to- infinitive

(2) bare infinitive

The functions of each catagory of infinitives follows.

**(1) To infinitive:**

(a) The to + verb infinitive can be used as the subject of a sentence:

(i) To Travel hopefully is better than to arrive

(ii) To smoke in a public place is an offence.

(b) To to+verb infinitive can be used as a complement:

(i) The object of the paper is to acquaint you with the culture of Assam.

(ii) My hobby is to collect stamps.

(c) An infinitive can be used as the object of a verb:

(i) I want to buy the book.

(ii) I like to walk in the Park.

(d) An infinitive can be used as an object complement:

(i) I would like you to see the Principal.

(ii) He wants me to see the Principal.

**(2) Bare infinitive:**

(a) A bare infinitive is used as a complement of the following verbs bid,behold, feel, find, hear, know, let, make, notice, see, watch, have

(i) I heard her sing.

(ii) Why did you let him go?

(iii) I would have them reach in time.(have in the sense of want/ wish)

(b) The bare infinitve is used after better/had better, but/except etc.

(i) I better leave than work under you.

(ii) She does nothing but watch TV all day.

**(3) Split infinitive**

An infinitve consists of two items namely to + verbs when an adverb is placed between to and verb, the construction is called split infinitive.

Examples:

(i) May I request you to kindly grant me leave.

(ii) He asked me to briefly say a few words.

## 2.4.3 Participles

A participle is a non-finite verb form which functions as an adjective. A participle can have the following forms:





| | |
|---|---|
| changeable- | that can be changed |
| corrigible- | that can be corrected |
| curable- | that can be cured |
| describable- | that can be described |
| edible- | that can be eaten |
| fatalist- | a person who believes in fate |
| herbivore- | an animal that lives on gross |
| ignorant- | one who lacks knowledge |
| illegal- | that which is against law. |
| illiterate- | one who can neither read nor write |
| invisible- | that which cannot be seen |
| irreparable- | that which cannot be repaired |
| monotheism- | a person who worships one god |
| movable- | that which can be moved |
| non-vegetarian- | a person who takes animal food |
| omnipotent- | all powerful |
| opaque- | through which light cannot pass |
| orphan- | a child whose parents have died. |
| pessimist- | one who looks at the dark side of life. |
| polytheist- | a person who worships many gods |
| theist- | a person who believes in god |
| widow- | a woman whose husband has died. |
| zenith- | point in heaven directly above the observer. |



### CHECK YOUR PROGRESS

**Q2.** Give the meanings of the following expressions in one word :

1. A person who cannot pay off his debts.
2. One who is all- powerful.
3. Life story of a person written by himself/ herself.
4. Place for keeping birds.
5. An unmarried woman.



**CHECK YOUR PROGRESS**

**Q1.** Fill in the blanks with appropriate words

| | Word | Synonym | Antonym |
|---|---|---|---|
| 1. | abrupt | _____ | gentle |
| 2. | abuse | _____ | _____ |
| 3. | bloom | flush | _____ |
| 4. | canvass | _____ | leave alone |
| 5. | cripple | _____ | _____ |
| 6. | decrease | _____ | _____ |
| 7. | grim | sullen | _____ |
| 8. | hostile | _____ | _____ |
| 9. | malice | _____ | love |
| 10. | unique | unmatched | _____ |

### 6.3.2 One Word Expressions

In your units on précis writing of the BPP course you must have noticed how one word expressions help to reduce the length of a piece of text without affecting meaning and thereby giving a compactness to your style. Here we shall look at some one word expressions:

| | |
|---|---|
| alien- | a person living in a country of which he is not a citizen |
| amphibian- | an animal that lives both in land and water |
| animate- | having life |
| antidote- | a medicine that destroys the effect of poison |
| atheist- | a person who does not believe in God. |
| audience- | an assembly of hearers |
| annual- | coming once a year |
| autobiography- | life story of a person written by himself/herself |
| audible- | that can be heard |
| bankrupt- | a person who cannot pay off his debts |
| biennial- | coming off after every two years |
| biography- | life-story of a person |
| brittle- | that can be broken |
| carnivore- | an animal that lives on flesh |





1. Present participle form: verb+ ing
   (a) He jumped off a running train.
   (b) A barking dog seldom bites
2. Past participle form: verb+ d/ed/en
   (a) He is a retired teacher
   (b) I appeared in a written test.
3. Perfect participle form: having + past participle
   (a) Having finished his work, he went home.
   (b) Having passed the exams, he started work.

### 2.4.4 Gerunds

The gerund is indistinguishable in form from the present participle, but whereas the participle is a verbal adjective, the gerund is a verbal noun. In other words, the gerund has most of the characteristics of a noun. Thus, it can be:

1. The subject of a sentence:
   Swimming is a good exercise.
2. The complement of a sentence:
   Seeing is believing.
3. The object of a sentence:
   I remember seeing him
4. The object of a preposition:
   He began by explaining the theory.



**CHECK YOUR PROGRESS**

**Q2.** State whether the following statements are true or false:

(a) In the sentence 'I play football', 'play' is a finite verb. T/F

(b) In the sentence 'I like to play football', both 'like' and 'play' are non-finite T/F

(c) A non-finite verb is not an essential ingredient in a sentence. T/F

(d) A participle can also be called a verbal noun. T/F

(e) A gerund can be used as the subject of a sentence. T/F



## 2.5 LET US SUM UP

In this unit, we have introduced all the nine parts of speech. You have so far learnt that most parts of speech have distinct forms and functions. You learnt the functions of different parts of speech in the process of communication. You have learnt the mutual relationship of nouns, pronouns and determiners in the formation of the noun phrase.

The unit has discussed the structure of the verb and both the finite and non-finite verbs of English in a detailed manner. The verb forms, we have learnt, require an exhaustive treatment which would be taken up in the subsequent unit.



## 2.6 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:**

(a) He wrote a letter

(b) She is a doctor

(c) The boy who stood first in the exams is her brother.

(d) louse- lice, goose-geese

(e) (i) A Daniel is come to judgement .

(ii) Kalidas is often called the Shakespeare of India.

(f) I wrote the poem myself. (The other: Try yourself)

(g) This is an RCC bridge.

An M.Phil degree is a research degree.

(h) Try yourself (j) Try yourself

**Ans to Q No 2:**

(a) True (b) False (c) True (d) False (e)True



## 2.7 MODEL QUESTIONS

**Q.1.** Discuss the different functions of the noun in the sentence structure.

**Q.2.** Discuss the rules of plural in English nouns.





| | | |
|---|---|---|
| scatter | sprinkle | gather |
| seductive | alluring | repelling |
| sensual | carnal | spiritual |
| smite | strike | spare |
| sober | calm | excited |
| solace | peace | pain |
| solitary | lone | sociable |
| sordid | dirty | clean |
| splendid | gorgeous | shabby |
| squander | waste | save |
| stout | strong | thin |
| stray | wander | stay |
| sublime | exalted | depressed |
| subdue | check | incite |
| sumptuous | costly | cheap, simple |
| superfluous | redundant | useful |
| superlative | highest | lowest |
| synonymous | equivalent | dissimilar |
| tacit | implied | explicit |
| tedious | wearisome | agreeable |
| terse | brief | lengthy |
| trivial | petty | important |
| turbulent | stormy | calm |
| unanimous | agreed | discordant |
| valiant | brave | cowardly |
| vanish | disappear | appear |
| venerable | revered | trifling |
| verbose | wordy | terse |
| vivid | clear | hazy, dark |
| whimsical | fanciful | serious |
| wretched | misfortunate | fortunate |
| wrinkle | crease | smooth |
| yearn | long, hanker | contended |
| yoke | link | likely |
| zenith | apex, top | base, bottom |

| | | |
|---|---|---|
| oppress | harass | relieve |
| outstanding | distinguished | mediocre |
| pacify | peaceful | violent |
| paltry | little | great |
| paramount | supreme | inferior |
| paucity | scarcity | abundance |
| pensive | thoughtful | active |
| prejudiced | biased | unbiased |
| prey | victim | captor |
| profuse | lavish | meagre |
| prohibit | ban | permit |
| prone | inclined | averse |
| propel | press | discourage |
| proscribe | outlaw | forgive |
| prosecute | indict | defend |
| provident | foreseeing | extravagant |
| prudent | judicious | imprudent |
| quash | cancel | restore |
| quell | calm | subdue |
| queues | random | casual, formal |
| rancid | sour | fresh |
| reciprocal | mutual | selfish |
| reckless | rash | cautions |
| rectify | repair | destroy |
| redeem | recover | return |
| relinquish | abandon | retain |
| repulsive | abhorrent | admirable |
| reveal | disclose | conceal |
| revive | renew | depress |
| robust | strong | weak |
| rustic | rural | urbane |
| sacred | holy | temporal |
| sad | dejected | happy |
| saucy | rude | polite |
| scandal | shame | praise |
| scanty | meagre | abundant |





**Q.3.** Discuss the genitive inflection in English.

**Q.4.** Distinguish positive pronoun and demonstrative pronouns with determiners by citing examples.

**Q.5.** What are infinitives? Illustrate with examples.

**Q.6.** Write short notes on:

(a) Participles

(b) Gerunds

* * * * *

# UNIT 3 : PART OF SPEECH III

## UNIT STRUCTURE


3.1 Learning Objectives
3.2 Introduction
3.3 Adjectives and Adverbs
  3.3.1 Adjectives
  3.3.2 Adverbs
3.4 Prepositions
  3.4.1 Functions of Prepositions
3.5 Conjunctions
  3.5.1 Coordinating Conjunctions
  3.5.2 Correlative Conjunctions
  3.5.3 Sentence Connector Conjuctions
  3.5.4 Subordinating Conjunctions
3.6 Interjections
3.7 Let us Sum up
3.8 Answers to Check Your Progress
3.9 Model Questions


## 3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- gain an idea on the functions of adjectives and adverbs
- learn the functions of prepositions and its proper use
- grasp the functions of interjections

## 3.2 INTRODUCTION

In this unit, you will note that the adjectives and adverbs have been taken up together mainly because of their mutually shared characteristics. In some cases we have seen that they even share the same form.

He is a hard worder (adjective)

He works hard. (adjective)

We have taken prepositions, conjunctions and interjections separately in different sections of this unit. Both the prepositions and the conjunctions





| | | |
|---|---|---|
| insanity | lunacy | sanity |
| insipid | tasteless | tasty |
| intricate | complicated | straightforward |
| jeopardise | endanger | secure |
| jolly | jovial | miserable |
| juvenile | youthful | old |
| kindle | ignite | extinguish |
| laborious | tiresome | easy |
| lack | dearth | abundance |
| lament | wail | rejoice |
| lofty | high | low |
| lucrative | profitable | unprofitable |
| luminous | bright | dark |
| lunacy | insanity | sanity |
| malice | spite | love |
| malign | defame | praise |
| massive | enormous | minute |
| meagre | scanty | plentiful |
| melancholy | sad | joyous |
| melodious | musical | tuneless |
| mingle | mix | dissolve |
| migrate | emigrate | remain |
| misery | sorrow | joy |
| moderate | limited | excessive |
| monotonous | dull | exciting |
| monstrous | horrible | normal |
| mortal | perishable | immortal |
| mutable | changeable | unchanging |
| mutiny | revolt | loyalty |
| mystify | puzzle | illuminate |
| native | aboriginal | alien |
| nervous | restless | steady |
| obedient | dutiful | disobedient |
| oblivion | forgetfulness | remembrance |
| obscene | indecent | decent |
| obscure | darken | clear |

| | | |
|---|---|---|
| flimsy | slight | substantial |
| fluctuate | waver | constant |
| forgo | give up | preserve, keep |
| fortify | strengthen | weaken |
| fragile | brittle | strong, tough |
| fraudulent | dishonest | honest |
| frivolous | silly | serious |
| furtive | stealthy | open |
| futility | useless | profitable |
| ghastly | horrible | pleasing |
| genuine | real | artificial |
| gloomy | dark | cheerful |
| grudge | envy | good-will |
| harmony | concord | discord |
| heed | pay attention | neglect |
| hobby | pursuit | profession |
| humane | gentle | cruel |
| hostile | unfriendly | cordial |
| humorous | comical | gloomy |
| immerse | plunge | draw out |
| impatient | restless | patient |
| impeach | accuse | pardon |
| impediment | hindrance | facility |
| impertinent | irrelevant | pertinent |
| implicate | entangle | exclude |
| impel | drive | prevent |
| implicit | implied | explicit |
| imposter | cheat | honest |
| imitate | copy | deviate |
| inaccessible | unapproachable | approachable |
| incite | arouse | hinder |
| inevitable | unavoidable | avoidable |
| infirm | sickly | strong |
| infinite | boundless | limited |
| infringe | break | submit |





have a linking function. We know that a preposition is used with nouns, pronouns and gerunds to link then grammatically to other words in a prepositional phrase structure. Conjunctions too have a connective function.

The last section is the interjection which are used to express strong feelings of emotion eg. Hurrahl! We have won. Several of the interjections appear to be archaic in use.

## 3.3 ADJECTIVES AND ADVERBS

Both adjectives and adverbs have a qualifying/ modifying function. Besides, it is difficult to identify an adjective or an adverb in isolation. We can identify them only in the sentence structures. They are two different parts of speech mainly because they have their distinctive functions in their relationship with other parts of speech and in the structure of a sentence or phrase. Let us briefly look at the adjectives first.

For example:

### 3.3.1 Adjectives

An adjective as a part of speech has a describing function. It describes the thing, quality, state or action which a noun refers to. For example, the noun that car can be used to signify any car. Adjectives in front of the noun can qualify the noun car by giving it a more specific meaning.

- 'the new car' tells us more about the car. We know, it is not the 'old' one that is being referred to. Likewise,
- 'the new green car' tells us still more about the car that is being referred to. Again,
- 'the big, new, green car can narrow down the description of the car by making it more specific.

In English, adjectives usually have the following properties:

(a) They can be used before a noun eg. a new car

(b) They can be used after a noun in a predicate position in an S+V_C sentence structure as the complement of the sentence. eg.

John's car is new.

Her hair is long.

(c) They can be used after a noun in a predicate position in an S+V+O+C sentence structure as the complement of the object eg.

The gift made many happy.

He painted the door green.

(d) They can be modified by an adverb. eg.

The gift made Mary very happy.

The work made me rather tired.

(e) They can have degrees of comparison. eg.

strong-stronger-strongest

good-better- best

little- less-least

beautiful- more beautiful-most beautiful

(f) They can appear in a definite sequence together to qualify a noun eg.

A beautiful tall young fair English teacher

A big, brown Labrador dog.

(g) They can appear as head of a noun phrase with the qualifying noun absent eg.

Only the brave deserve the fair.

The rich are not always happy.

(h) Adjectives can be used after a noun in a noun phrase eg

The Chairman asked the members present to express their views.

Adjectives are of five kinds namely:

1. Adjectives of quality:

Examples include: tall, short, big, small, black, blue, hot, cold etc. as in:

- Kolkata is a big city.
- The river is very wide in Dibrugarh

2. Proper adjectives:

These are formed from proper nouns, especially from names of places etc.

Hamlet is an Elizabethan play.

He is an officer in the Indian Navy.

3. Intensifying adjectives:

These adjectives heighten or reduce the effect of the noun they modify eg.

He is mere student; how can he shout at his teacher.





| | | |
|---|---|---|
| destitute | needy | well-provided |
| devoid | empty | full |
| devout | pious | profane |
| dexterity | skill | clumsiness |
| diligence | industrious | laziness |
| discern | perceive | misunderstand |
| disgrace | debase | praise |
| dogmatic | authoritative | liberal |
| dreadful | awful | harmless |
| dwell | reside | move on |
| dwindle | decrease | increase |
| eager | keen | uninterested |
| ecstasy | rapture | calmness |
| edible | eatable | inedible |
| elegant | graceful | ungraceful |
| embarrass | confuse | enable |
| embezzle | steal | be honest |
| encroach | intrude | keep away |
| endorse | approve | disapprove |
| endow | furnish | deprive |
| enormous | gigantic | small |
| ensue | follow | precede |
| envy | jealousy | good-will |
| escape | flee | submit |
| exalt | raise | lower |
| excel | surpass | fail |
| explicit | express | implicit |
| exquisite | delicate | clumsy |
| extenuate | lessen | heighten |
| fabulous | false | real |
| fallacy | deception | truth |
| fantastic | fanciful | real |
| feeble | weak | strong |
| felicity | joy | sorrow |
| finite | limited | infinite |

| | | |
|---|---|---|
| bliss | happiness | unhappiness |
| brevity | shortness | lengthy |
| brutal | cruel | humane |
| captivity | bondage | freedom |
| cease | stop | begin |
| cede | surrender | refuse |
| celebrated | famous | unknown |
| censure | blame, condemn | praise |
| cheer | gladden | depress |
| clamour | outcry | silence |
| coarse | rough | smooth, fine |
| colossal | gigantic | small |
| combat | fight | peace |
| comprehend | understand | exclude |
| comprehensive | inclusive | exclusive |
| conceal | hide | reveal |
| concise | short | large |
| concord | accord | discord |
| condemn | blame | praise |
| confer | give | refuse |
| conspiracy | plot | counter plot |
| contradict | oppose | agree |
| corroborate | strengthen | weaken |
| counterfeit | spurious | authentic |
| cruel | harsh | gentle |
| cursory | careless | careful |
| danger | hazard | safety |
| debar | prevent | allow |
| debase | degrade | exalt |
| declare | announce | conceal |
| decrease | decline | increase |
| defame | malign | praise |
| defray | settle | be in debt |
| descend | drop | climb, ascend |
| desist | stop | continue |





4. Participle adjectives:

When the present participle drinking, running etc. and the past participle experienced, spoken etc. are used in the adjective position in a noun phrase, they are called participle adjective. eg.

The culprits who threw stones at the running train were arrested.

An experienced teacher was selected for the post.

5. Noun as adjective:

When a noun function as a modifier to another noun, describing a quality, the noun becomes an adjective in the noun phrase.

The gold necklace was missing.

A stone wall doesn't make a prison.

Moreover, it was stated earlier that adjective have degrees commonly known as degree of comparison. The three degree of comparison are positive- comparative and superlative.

(i) The adjectives are comparative in the following examples.

The climate of Shillong is colder than that of Guwahati

The girl is more beautiful than her sister.

(ii) The adjectives are superlative in the following examples

He is the tallest boy in the class.

Winter is the coldest season of the year.

(iii) In the positive degrees of comparison, we can have the following forms.

Asoka was as brave as a lion.

The man is as cunning as a fox.

## 3.3.2 Adverbs

An adverb, like the adjective, is a part of speech that has a describing function. That is, it adds to or modifies the meanings of verbs, adjectives or other adverbs.

1. Adverbs as modifier of Verbs:

He walks slowly.

John, come here.

The underlined adverbs modify the verbs that they follow.

2. Adverbs as modifier of adjectives:

It is very hot in June.

I am quite happy with my new job.

The adverbs 'very' and 'quite' modify the adjectives that they precede.

3. Adverbs as modifier of adverbs:

She did extremely well in the exams.

You walk too slow.

The adverbs 'well' and 'slow' are modified by the adverbs 'extremely' and 'well'.

4. Adverbs as modifier of nouns:

The up train is late by two hours today.

The above lines are an extract from Shelley's poem 'Ozymandias'.

5. Adverbs as modifier of Sentence:

Fortunately, we reached the bus station in time.

Obviously, we would be there for the party.

In English, adverb can have the following forms:

(a) Some adverbs are single, indivisible words eg

I always go for a walk in the morning.

It is too hot to go out now.

(b) Some adverbs are formed from an adjective by the addition of the -ly suffix. eg- quick-quickly, happy- happily etc.

The birds sang sweetly.

He could easily work out the sum.

(c) We cannot add -ly to an adjective which already and in -ly. Instead we can use a prepositioned phrase with manner/fashion/way or we can use another adverb.

Adj: I received friendly greetings.

Adv: I was greeted in a friendly manner.

(c) Some adverbs have the some form as adjectives. It is the sentence structure that determines the part of speech of the words. eg

Adj: I caught the fast train.

Adv: The train was going quite fast.

Adj: I have an early night.

Adv: I go to bed early.

(e) Some adverbs can be with or without -ly. It is more informal to leave out -ly.

You can buy fish cheap/ cheaply at the Railway Colony Bazar.

Don't talk so loud/ loudly.





| | | |
|---|---|---|
| adjourn | postpone | advance |
| alliance | union | separation |
| altercation | quarrel | agreement |
| amiable | lovable | unlovable |
| analogy | likeness | difference |
| annihilate | destroy | restore |
| annul | cancel | ratify |
| antagonistic | opposed | friendly |
| anticipate | forecast | miss |
| antique | ancient | modern |
| apparent | clear | implicit/invisible |
| applaud | cheer | cry down |
| apprise | inform | keep secret |
| arbitrary | dictatorial | reasonable |
| arduous | difficult | easy, simple |
| ardent | fiery | calm, cool |
| arrogant | haughty | humble |
| ascendancy | superiority | inferiority |
| assail | attack | defend |
| assuage | calm | excite |
| audacious | bold, daring | timid, humble |
| augment | increase, enlarge | decrease, lessen |
| authentic | genuine, true | unauthentic |
| auspicious | lucky, favourable | unlucky, unfavourable |
| avenge | retaliate, punish | forgive, pardon |
| aversion | dislike | willingness, like |
| awkward | clumsy, rude | graceful, refined |
| baffle | puzzle | inform, |
| barbarous | uncivilised | civilised |
| bare | naked | clothed, dressed |
| barricade | barrier | open |
| benevolent | charitable | malevolent |
| betray | deceive | loyal |
| bewilder | puzzle | enlighten |
| bleak | cheerless | warm |

## 6.3 VOCABULARY

In this section we shall look at the following Vocabulary items as categorised below:

1. Synonyms and Antonyms
2. One word expressions
3. Words used as different word-classes
4. Phrasal verbs.

The examples taken are from the common day to day use.

### 6.3.1 Synonyms and Antonyms

The term synonym refers to similarity or sameness of meaning of a word. Though it is difficult to get examples of total synonymy, the illustrations are examples of near synonymy. On the other hand, antonyms refer to oppositeness of meaning. In the list given below, you will get the synonym and antonym of the same word.

| Word | Synonyms | Antonyms |
|---|---|---|
| abandon | leave, give up | stay, retain |
| abate | lessen | increase |
| abhor | dislike | approve |
| abnormal | unusual, unnatural | natural, normal |
| abjure | disclaim | accept |
| aboriginal | native | immigrant |
| abortive | futile, unsuccessful | successful |
| abridge | condense, shorten | expand, enlarge |
| abrupt | sudden | gentle |
| abscond | decamp | remain |
| abundant | plentiful | meagre |
| abuse | injure | praise |
| accede | assent | refuse |
| accomplish | finish | fail |
| accord | agreement | discord |
| acute | sharp | blunt |
| addicted | devoted | unaddicted |





(f) There are some pairs of adverbs where the addition of the -ly suffix creates different meaning.

He works hard.

He hardly works

Fish is scarce in the market these days

He scarcely knows me.

(g) Adverbs like adjectives form comparative and superlative degree.

(i) Positive degree

He works as hard as his boother.

A kite can't fly as high as a plane

(ii) Comparative degree

He works harder than his brother.

A plane flies higher than a bird.

(iii) Superlative degree

He ran fastest of all.

She behaves most politely.

Finally, it is useful to note that adverbs may express time, place, degree, frequency, interrogation. A few example of each function are given here:

1. Time:

(a) I will do the work tomorrow.

(b) The train arrived a few minutes early.

(c) What shall we do next.

Adverbs of time include after, already, before, immediately, once, presently, shortly soon etc.

2. Place:

(i) I shall sit here waiting for you.

(ii) I went downstairs to see him.

(iii) I've looked everywhere for my glasses.

Adverbs of place include above, abroad, across, along, away, back, below, in, on somewhere, there etc.

3. Degree:

(i) The weather today is very hot.

(ii) I was completely wet in the rain.

(iii) I was utterly disappointed by her performance.

Adverbs of degree include words like absolutely, completely, deeply, entirely, extremely, greatly, equally, much, partly. perfectly etc.

4. Frequency:

(i) I always do my work sincerely

(ii) He generally reaches school by nine.

(iii) I rarely meet him these days.

Adverbs of frequency includes words like continually, frequently, occasionally, regularly, scarcely.etc.

5. Interrogation:

(i) How did you come here?

(ii) When will you visit us?

(iii) Why are you late today?

Adverbs of interrogation include words like what, when, where, whose, how etc.

6. Quantity/ Amount

(i) I have little time to spare.

(ii) There is much water in the jug

(iii) Rushdie received the prize twice.

Adverbs of quantity/ amount include words like little, much, once, few, and so on.

7.Manner

(i) I wrote the letter hurriedly.

(ii) He behaved arrogantly.

(iii) She sang sweetly.

Adverbs of manner include the following adverbs:

actively, anyhow, boldly, calmly, carefully distinctly, easily, equally, fast, gladly, promptly, quickly, simply, suddenly etc.

In addition to these seven types, we have adverbs that express affirmation, negation, probability etc. Here are a few examples:

(1) Do you play cricket?

Yes, I do.

(2) Have you got a pen?

No, I don't.

(3) Will you help me?

Sure.

Words like absolutely, certainly, indeed, obviously etc. belong to this category.



# UNIT 6: VOCABULARY

## UNIT STRUCTURE

6.1 Learning Objectives
6.2 Introduction
6.3 Vocabulary
6.3.1 Synonyms and Antonyms
6.3.2 One word Expressions
6.3.3 Words Used as Different Word Classes
6.3.4 Phrasal Verbs
6.3.5 Distinction Between Similar Words Often Confused
6.4 Let us Sum up
6.5 Further Reading
6.6 Answers to Check Your Progress
6.7 Model Questions

## 6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- grasp the importance of vocabulary
- discuss the various items of vocabulary
- differentiate between the use of synonyms and antonyms
- learn one word expressions and words used as different word clauses
- learn about phrasal verbs
- differentiate between similar types of words
- develop an interest in building up your vocabulary

## 6.2 INTRODUCTION

This unit deals with important grammatical items like vocabulary. The objective is to allow the learners to develop vocabulary that includes antonyms and synonyms, one word expressions, different word classes, phrasal verbs and confusing similar type of words.

**Q.2.** Answer the following questions.

(a) Give at least five verb forms of expressing future time

(b) Conjugate the present progressive tense in the passive voice by using a table.

(c) List the primary auxiliaries with examples.

**Q.3.** Answer the following questions.

(a) Give the form of the simple present tense and describe its functions.

(b) There are two classes of verbs that are rarely used in the continuous tense. Give examples of these two classes of verbs and illustrate their use in sentences from each group. (At least 4 from each group.)

* * * * *







## CHECK YOUR PROGRESS

**Q1.** Answer the following questions.

(a) Frame a sentence by using the following structure:
S+V+O+Adjective

(b) Correct the following sentence

Tom is a brown big cat

(c) Give an example of an adjective used in a noun phrase modified by an adverb.

(d) Give an example of a noun behaving as an adjective in a noun phrase.

(e) Transform the following sentences as directed

(i) He is the tallest boy in the class.
(Rewrite in the comparative degree)

(ii) Papori is the best singer in her class.
(Rewrite in the positive degree)

(f) Form adverbs or adverb equivalents from the following adjectives.

(i) skilful, (ii) easy, (iii) friendly

## 3.4 PREPOSITIONS

A preposition is a part of speech that is usually placed before a noun or a pronoun to show or to express the idea of place, time, cause, purpose or means. eg:

(i) I live in Guwahati, (place)

(ii) I shall meet you at six o'clock. (Time)

(iii) You must work hard to shine in life. (purpose)

(iv) I sharpened the pencil with a pen-knife. (means)

In terms of form, prepositions are of two types (a) simple prepositions and (b) complex or compound prepositions.

(a) Simple prepositions: Preposition that consist of one one word are called simple preposition,eg at, by, for, from, in, of, to, up etc. as in

(i) The car is in the garage.

(ii) The book is on the table.

(iii) I go to school by bus.

(b) Complex/Compound prepositions: Prepositions 'that consist of more than one word as in the following list are referred to as complex/ compound prepositions eg. according to, along with, because of, but for, by virtue of, with regard to, in spite of, in search of, as in

(i) He left for the city in search of a job.

(ii) The match had to be postponed due to rain.

### 3.4.1 Functions of Preposition

(a) Prepositions function as adjuncts in the clause structure S+V+A as in

(i) He is in the room.

(ii) The book is on the table

(b) Prepositions/ Prepositional phrases can function as post-modifiers in a noun phrase eg.

(i)The girls in the room were singing

(ii) The books on the shelf are new.

(c) Prepositions can function as complementation of a verb eg.

(i) We were looking at his beautiful painting.

(ii) We were gazing at the sunset scene.

(d) Prepositions can function as complementation of an adjective eg:

(i) I am happy at the news.

(ii) She was tired of his behaviour.

(e) Prepositions can function as adverbs. eg.

(i) He put the book on the table. (preposition)

(ii) I put the radio on. (adverb)

(iii) You must be here before five. (preposition)

(iv) We've had this trouble before.(adverb)

(v) She is in the room (preposition)

(vi) I opened the door and she walked in. (adverb)

(f) Certain verbs are used with certain prepositions

| | | |
|---|---|---|
| (i) abide by | (ii) abstain from | (iii) account for |
| (iv) attend to | (v) begin with | (vi) care for |
| (vii) confer with | (viii) contribute to | |







## 5.3 LET US SUM UP

The passive form of the verb is another way of expressing the relationship between a noun phrase and the verb although this does not mean that the passive form is a counterpart of the active. The passive has its own specific uses.

Modal verbs need to be considered in the discussion on time, tense and aspect considering that each modal has more than one communicative function which involues eliciting responses (asking questions) making responses, requests seeking permission and so on.Thus, the unit has provided you with a detailed idea on the transformative functions of passive verb forms.



## 5.4 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:**

(a) (i) The Taj Mahal is always admired.

(ii) The plate has been broken by someone.

(iii) I was given a present by her.

(iv) Our natural resources must be taken care of.

(v) A lot of money shall have been saved by that time.

(b) (i) Does your teacher speak English in the Class?

(ii) Does the Principal know you?

(iii) How could you do such mistakes?

(iv) We should have told the Headmaster about the matter.

(v) We should tell the boys to came for their oral exams.



## 5.5 MODEL QUESTIONS

**Q.1.** Give brief answers:

(a) Define the term 'base form' with an example.

(b) How do irregular verbs form their past tense?
Give two examples.

(c) What is the form of the future perfect tense?
Give an example.

(b) Active: Can I send this packet by air mail?
Passive: Can this packet be sent by air mail?

(c) Active: Will the District Board hold the exams?
Passive: Will the exams be held by the District Board?

2. **Wh- type Questions:**

We begin a wh- type question with a wh- word both in the active and passive forms:

(a) Active: Who wrote the book?
Passive: By whom was the book written?

(b) Active: Why should I read this book?
Passive: Why should this book be read (by me)?

(c) Active: How could you say such thing?
Passive: How could such things be said by you?

(d) Active: Why should we object to this proposal?
Passive: Why should this proposal be objected by us?

(e) Active: Why do you want the money?
Passive: Why is the money wanted by you?

You will note from the examples that the modals in wh- questions invariably follow the wh- word. There are contexts in our real life situations where passive have a definite use and where active may not be suitable and vice versa. You should be cautious in your use of active and passive forms.



**CHECK YOUR PROGRESS**

**Q1.** Answer the following questions:

(a) Change the following sentences into passive:
(i) People always admire the Taj Mahal.
(ii) Someone has broken the plate.
(iii) She gave me a present.
(iv) We must take care of our natural resources.
(v) We shall have saved a lot of money by that time.

(b) Change the following sentences into active:
(i) Is English spoken by your teacher in the class?
(ii) Are you known to the Principal?
(iii) How could such mistakes be done by you?
(iv) The Headmaster should have been told about the matter.
(v) The boys should be told to come for their oral exams.





(g) Certain adjectives are used with certain prepositions:
(i) acceptable to (ii) anxious about (iii) based on
(iv) deaf to (v) liable to/for (vi) partial to
(vii) popular with (viii) vexed with

(h) Certain nouns are used with certain prepositions.
(i) ability for (ii) appetite for (iii) accent to
(iv) conversation with (v) faith in (vi) fancy for
(vii) relation with (viii) revolt against

A list of appropriate preposition will be annexed at the end of the block for your reference marked as 3.6.2



**CHECK YOUR PROGRESS**

**Q2.** (a) Fill in the blanks with prepositions to complete the sentences.

(i) A : Is Dipa..... work?
B : No, She's .....holiday.

(ii) A: Do you always go..... college..... bus
B: No, Sometimes I go..... my bike

(b) Frame sentences with
(i) abide by (ii) abstain from
(iii) appetite for (iv) vexed with

## 3.5 CONJUNCTIONS

In this section, we shall take up the part of speech known as conjunction. The function of conjunctions is to join words, phrases and clauses. There are primarily four different kinds of conjunctions. They include:

- Coordinating conjunction
- Correlative conjunction
- Sentence connections
- Subordinating conjunctions

Each of these types are discussed below:

### 3.5.1 Coordinating Conjunctions

Coordinating conjunction join words, phrases or clauses of co-ordinate (in equal) rank. These conjunctions include and, but, or, nor, neither, for, yet, so. eg.

1. Ravi and his wife are coming to visit us.
2. He tried hard but was unsuccessful
3. Is your car black or grey?

The conjunction in each of the sentence above joins two similar parts in the sentence. In sentence 1 and joins two nouns (Ravi and his wife) in sentence 2 but joins two clauses.

'He tried hard' with ' he was unsuccessful' to contrast each other. In sentence 3, the conjunction 'or' joins the two colour adjectives 'black' and ' blue' as alternatives. As they join two grammatical units of the some kind these conjunctions are called coordinating conjunctions.

### 3.5.2 Correlative Conjunctions

Conjunctions used in pairs are called correlative conjunctions. Read the following examples:

1. either.....or.....: You can use either a pen or a pencil.
2. neither.....nor: He is neither kind nor honest.
3. both.....and : He is both honest and hard-working.
4. though.....yet: Though he is hardworking, yet he is poor.
5. Whether.....or: I cannot say whether he will come or not.
6. not only..... but also: He not only quarrelled with me but also took away the book.
7. so..... that: It is so hot that I cannot go out.
8. as/so..... as: Dimpi is not as beautiful as her sister.
9. hardly..... when: Hardly had I reached the school when it began to rain.
10. no sooner..... than: No sooner had I reached the station than it began to rain.
11. Such.....as: Such men as are honest are respected everywhere.
12. Scarcely..... when: Scarcely had I reached school when it began to rain.

### 3.5.3 Sentence Connector Conjunctions

Sentence connectors are cohesive devices that establish connections between sentences in a paragraph or any piece of spoken or written





4. Note that we can use a modal verb with a passive in the following pattern modal + be + passive participle
   (a) Cakes can be made even without eggs.
   (b) At this time you should really be seen at school.
   (c) The room ought to be cleaned every day.
5. A modal verb can also go with the perfect and the passive verb together in the following pattern:
   modal + have been + passive participle

we can use this structure when we transform the following types of active voice structures into the passive.

1. (a) Active: They ought to have paid the mobile bill yesterday.
   (b) Passive: The mobile bill ought to have been paid yesterday.
2. (a) Active: Seema must have written this poem.
   (b) Passive: The poem must have been written by Seema.
3. (a) Active: He will have reached the airport by now.
   (b) Passive: The airport will have been reached by him now.

### 5.2.3 Change of Voice in Interrogative Sentences

Though, we have given a few examples in the earlier section of interrogative sentences, it may be useful for you to note the following points concerning interrogative sentences. We can form interogative sentences in two ways:

(a) In the case of yes-no type questions we begin with an auxiliary

(b) In the case of who questions, ie., questions beginning with a question word (eg. what, who, when, why, where, whose etc.) we begin with a 'wh' word.

1. **Yes-no type questions :**

We begin a yes-no type question with both primary and modal auxiliaries both in the active and passive voice. The forms of primary auxiliaries are given at the beginning of 4.5.2. Here are a few examples of transformations from active to passive voice:

(a) Active: May I borrow your pen?
   Passive: May your pen be borrowed by me?

3. Do

(a) auxiliary: I do not play tennis.

(b) main verb: She does all the housework herself.

Modals, on the other hand, do not have a main-verb function. However, each modal expresses more than one communicative function. We can use modals to tell or allow people to do things; or we can use them to say how certain or uncertain we are. The modals are will, would, shall, should, can, could, may, might,must, need, ought to and dare. How these modals have a communicative function is illustrated below from an example quoted from professor Frank Palmer's *The English Verb* (p24) wherein Professor Palmer quotes Finth, This is a conversation between two persons.

A: Do you think he will?

B: I don't know. He might

A: I suppose he ought to, but perhaps he feels he can't.

B: Well, his mothers have. They perhaps think he needn't,

A: Perhaps eventually he may. I think he should,

and I very much hope he will.

[The key to this code is join the army]

Let us see have how these modals behave in passive forms of verbs.

1. (a) Active: You should tell John to join the army.
   (b) Passive: John should be told to join the army
   (c) Negative: John shouldn't be told to join the army
   (d) Interr. : Should John be told to join the army?
   (e) Tag q: John should be told to join the army, shouldn't he?
2. (a) Active: You should have told John about it.
   (b) Passive: John should have been told about it.
   (c) Negative: John shouldn't have been told about it.
   (d) Interr. : Should John have been told about it?
   (e) Tag q: John should have been told about it, shouldn't he?
3. (a) Active: You should have been telling John about it.
   (b) Passive: John should have been being told about it.
   (c) Neg: John shouldn't have been being told about it.
   (d) Int. : Should John have been being told about it?
   (e) Tag: John should have been being told about it, shouldn't he?





text larger than a sentence. Firstly, secondly, thirdly, next, then, besides, moreover, hence, therefore etc. are sentence connectors.

Read the following passage and note the sentence connectors and their function in making the passage cohesive.

One morning, 17 year old Geeta Sharma wake up to find that she could not get out of bed because of a severe back pain. Her parents were stunned when they were told that Geeta had suffered a slip disc. Most doctors put the blame squarely on the life-style of youngsters. First , they hold the view that girls exercise little than boys. Secondly, they also blame the schools for not laying so much importance on sports and physical activity. Moreover, there are hardly any parks or proper places for the children to play. So where can they go?

You will see how sentence connectors help to bring a unity in the passage.

### 3.5.4 Subordinating Conjunctions

Subordinating conjunctions are used to introduce the dependent or subordinate clauses to form a complex sentence structure. Words like after, although, as, because, before, if, unless. however, till etc. are conjunctions of this category. Here are a few examples:

(a) Subordinating conjunctions used in noun clauses of complex sentences:

(i) That you will refuse the offer is quite unlikely

(ii) How the prisoner escaped is a complete mystery.

(iii) He asked me where I lived.

(iv) He only laughed at what we said.

Noun clauses are introduced with subordinators like that, how, where and what.

(b) Subordinating conjunctions used in adjective clauses of complex sentences:

(i) That is the house that Jack built

(ii) The student who answered the question was Dipa.

Subordinating conjunctions used in adjective clauses in complex sentences include that, who, which and whose.

(c) Subordinating conjunctions used in adverb clauses of complex sentences.

(i) Please wait till the rain stops.
(ii) I will find her wherever she may be.
(iii) I didn't come because I wasn't well.
(iv) We left early as that we might avoid the rush.

Subordinating conjenctions in adverb clauses include when, as, while, till, before, after, since, whesre, wherever, because, now that, so that, so as to, if, unless etc.



**CHECK YOUR PROGRESS**

**Q3**. Fill in the blanks with the appropriate choice from the alternatives given.

(a) I have read about the Education Policy in the newspaper,.....
I haven't got the details.(but/however)
(b) It all seems sensible to me..... the proposal has the support of the NCERT. (What's more/One the other hand)
(c) I like the idea of reviewing the non detention policy.
.....the EM may run into rough weather. (Although/However)

## 3.6 INTERJECTIONS

A part of speech, the interjection is a word or a sound used to express some sudden feeling or emotion. Among the most usual interjections are

1. Oh! (to express suprise or pain)
2. Ah! (to express surprise or satisfaction)
3. Hey! (to attract attention)
4. Alas! (a 'literary form to express sorrow or disappointment.)

An interesting point that we notice about interjections is that interjections have no grammatical connection with any other word or words in the sentence. It is merely an exclamatory sound, brought into a sentence to denote feelings or emotions. The relation between the interjection and the sentence is governed by meaning. For example, if the sentence is an exclamation of joy eg: "We have won the match!" the interjection that will precede the sentence will be "Hurrah!" We can't say:

* "Alas ! we have won the match.





**(6) Past Perfect Tense:**

(a) Active: had told
Seema had told me that she was a singer.
(b) Passive: had been told
I had been told that Seema was a singer.

**(7) Simple Future Tense:**

(a) Active: will tell
Seema will tell me that she is a singer
(b) Passive: will be told
I will be told (by Seema) that Seema is a singer.

**(8) Future Perfect Tense:**

(a) Active: will have told.
Seema will have told me that she is a singer
(b) Passive: will have been told
I will have been told that Seema is a singer.

Other forms like present perfect progressive, past perfect progressive and future progressive forms are rare in the passive forms in normal language use and hence, these forms have not been taken up in this section.

### 5.2.2 Modal Verbs with Passives

Modal verbs also called 'modals' a 'modal auxiliaries are distinguished from the primary auxiliaries be, have and do. The primary auxiliaries have these forms.

1. be: am, is, are, was, were
2. have: has, had
3. do: does, did.

What distinguishes primary auxiliaries from the modals is that the primary auxiliaries can both be used as auxiliary verbs and main verbs as the following examples show.

1. Be
(a) auxiliary: I am waiting for you.
(b) main verbs: I am in the library.
2. Have
(a) auxiliary: I have written the essay.
(b) main verb: I have the essay with me.

the robber. When you are reporting a bank robbery, definitely the sentence in the passive is appropriate. In this section, we shall place the different verb forms of the passive against their active counterparts to enable you to see the changes that take place in the forms during the process of transformation.

### 5.2.1 Differences in Active and Passive Forms

Note the differences between the active and passive verb forms in the different types of tenses:

**(1) Simple Present Tense:**

(a) Active : tall (s)

Seema tells me that she is a singer.

(b) Passive : am/is/are told

I am told(by Seema) that she is a singer.

**(2) Present Progressive Tense:**

(a) Active: am/is/are/telling.

Seema is telling me that she is a singer

(b) Passive: am/is/are being told

I am being told that Seema is a singer

**(3) Present Perfect Tense :**

(a) Active: have/has told

Seema has told me that she is a singer.

(b) Passive: have/has been told

I have been told (by Seema) that Seema is a singer.

**(4) Simple Past Tense :**

(a) Active: told

Seema told me that she was a singer.

(b) Passive: was/were told

I was told that Seema was a singer.

**(5) Past Progressive Tense :**

(a) Active: was/were telling

Seema was telling me that she was a singer

(b) Passive: was/were being told

I was being told that Seema was a singer.





There are certain phrases or expressions that are used like interjections to express some feelings or emotions. The most common ones are.

(a) Hi ! (It is a form of address to someone while meeting for the first time)

(b) Bye ! or Good bye (It is an expression of leave taking)

(c) Oh/O dear! (It expresses surprise)

(d) By god ! (It expresses wonder)

(e) How sad ! (It almost replaces Alas!)

(f) Good heavens! (Expresses surprise)

Readers may come across many more of such variations of interjections in British novels. In one of Joseph Conrads novelles titled *The Secret Sharer*, the chief mate had the habit of using interjections like “Bless my soul!” to express surprise.

## 3.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:**

(a) Her behaviour made me angry

(b) Tom is a big brown cat

(c) He is a very honest man.

(d) An iron gate

(e) (i) He is taller than any other boy in the class.

(ii) No other girl in the class is as good as Papori in her class

(f) (i) skilfully (ii) easily (iii) in a friendly manner

**Ans to Q No 2:** (a) i. at, on ii. to, by, on

(b) i. We should abide by the traffic rules while driving in the city.

(ii) We must abstain from bad habits.

(iii) I have a huge appetite for classical music.

(iv) I was indeed vexed with this problem

**Ans to Q No 3:** (a) But (b) What’s more (c) However



## 3.8 LET US SUM UP

In this unit, you have learnt the functions of the adjectives and the adverbs and their relative closeness. At the same time we noted their individual distinctiveness - how adjectives in spite of their shared features have their own function in the sentence structure.

You have learnt to study the parts of speech- prepositions, conjunctions and interjections separately and note each of their communicative functions. You are aware of the importance of the knowledge of appropriate prepositions.

Likewise, you noted the importance of a knowledge of conjunctions in making our spoken and written discourse cohesive. You also looked at the small group of words known as the interjections and noted their communicative functions.



## 3.9 MODEL QUESTIONS

**Q.1.** Give the meaning of the following pairs of sentences

(a) He stopped to smoke a cigarette

He stopped smoking cigarettes

(b) Please remember to bring the book.

I remember bringing the book.

**Q.2.** Frame sentences with: put out, put by, make after, make off. make away with

* * * * *



# UNIT 5: TIME AND TENSE- II

## UNIT STRUCTURE

5.1 Learning Objectives
5.2 Passive Verb Forms
5.2.1 Differences in Active and Passive Forms
5.2.2 Modal Verbs with Passives
5.2.3 Change of Voice in Interrogative Sentences
5.3 Let us Sum up
5.4 Answers to Check Your Progress
5.5 Model Questions

## 5.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- gain a basic idea on the passive verb forms.
- distinguish between active and passive verb forms.
- acquaint yourself with the primary auxiliaries and modals and their active and passive voice structures.

## 5.2 PASSIVE VERB FORMS

The passive verb forms commonly called passive voice contrasts with the verb forms of the active voice. But what exactly is voice? Voice refers to the ways in which a language expresses the relationship between a verb and the noun phrases which are asssociated with it. Two sentences can differ in voice and yet have the same basic meaning. However, there may be a change in emphasis and one type of sentence may be more appropriate than the other for a particular situation. Let us look at the following sentences.

(a) The police arrested the robber.

(b) The robber was arrested (by the police)

In the first sentence ‘the police ‘ is the subject of the verb ‘arrested’. In the second, the robber is the subject of the verb’ was arrested’ which is in the passive voice. The first sentence in the active voice lays more focus on the police when the  situation of robbery in a bank demands more focus on

I had lived here for five years and

The future perfect tense as in:

They will have finished the work by now.

(c) The form of the perfect progressive tense is have/had/ will have + been+ (V+ ing) eg:

I have been doing the work since morning.

(d) The difference between the present perfect tense and the past tense is brought out by taking the following two sentences:

(a) I have seen the Taj Mahal.

(b) I saw the Taj Mahal a few years ago.

In the first sentence, given in the present perfect tense we refer to the past event of my seeing the Taj Mahal in order to connect if with something I have in mind now; I can describe the Taj Mahal.

The second sentence in the simple past tense refers to the action of seeing the Taj Mahal completed in the past.

(e) We use the past perfect tense to refer to the earlier of two actions in the past.

The train had left before we reached the station.

(f) My brother is arriving tomorrow.



## 4.7 MODEL QUESTIONS

**Q1.** Differentiate between time and tense. Give examples

**Q2.** Define the following: a. Simple Past Form b. The Future Form

* * * * *



# UNIT 4 : TIME AND TENSE - I

## UNIT STRUCTURE

4.1 Learning Objectives
4.2 Introduction
4.3 Time and Tense
4.3.1 Simple Present Form
4.3.2 Simple Past Form
4.3.3 The Future Form
4.4 Aspect
4.4.1 The Perfective
4.4.2 The Progressive
4.4.3 The Perfect Progressive
4.5 Let us Sum up
4.6 Answers to Check Your Progress
4.7 Model Questions

## 4.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- familiarise yourself with the concepts of time and tense
- gain a brief idea on the perfective, progressive and the perfect progressive aspects
- distinguish between active and passive verb forms.
- acquaint yourself with the primary auxillaries and modals and their active and passive voice structures.

## 4.2 INTRODUCTION

The unit aims to help you to distinguish between the concepts of time and tense. We shall see that while time is a universal concept having the time divisions of past, present and future in a continuous, tense is grammatical concept realised through verb forms. We shall discuss the present, past and future tense forms of English with illustrative example.

The unit also introduces you to the concept of aspect as a grammatical category expressed through the progressive, perfective and perfect progressive forms of the verbs. For example, we shall see that

- progressive indicates that an action is in progress.
- perfective or perfect shows a relationship between are state or event and
- perfect progressive establishes a link between the past and the present (present perfect) but it is used to indicate that the action which began in the past is in progress or was in progress or will be in progres.

The unit also introduces you to the passive verb forms so as to bring out a distinction between the verb form in the active voice and that in the passive voice. These forms may help you to understand that as far usage is concerned, the active and the passive and not merely counterparts of one another. Each has its own distinctive use in a social situation. There is the question of grammaticality and appropriateness in the use of English.

Moreover, we shall take up the auxiliaries which include the primary auxiliaries and the modals and illustrate the use of the modals in passive constructions. We have illustrated the more frequently used forms by keeping aside those forms that have very rare use.

## 4.3 TIME AND TENSE

In this unit we shall discuss the concepts of time and tense and to understand the relation between these two terms. We shall understand that time is a universal concept with three divisions:

Past time---Present time---Future time

The concept is universal in that the units of time exist independently in the grammar of a language. The representation of time above indicate that time is a continuum: the past time, the present time and the future time constitute some kind of a continuum.

On the other hand, tense is grammatical concept that is realised through forms of the verb. There are grammatical forms that express present time past time and future time. We shall discuss tense by taking up the different tenses of English as we have done in the case of the first three units by highlighting their forms and functions.







## 4.5 LET US SUM UP

In this unit we have learnt the difference between time and tense. While time is a universal concept with three divisions past, present and future, tense is a grammatical concept realised through verb forms. It is important to note that there is no one-to-one relation between time and tense. A simple present tense form of the verb may not always refer to a present time; it may also refer to a future time as well. Moreover, there are several ways through which we can express future time.

Aspect is a grammatical category which refers to a progressive/ continuous action, a perfective action and a perfect progressive action taking place in the present, past and future.



## 4.6 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q1:**

(a) see 4.3.1.(b) see 4.3.1. (c) The Prime Minister arrives tomorrow. (d) He is leaving on Monday (e) (i) I love classical music. (ii) He came yesterday.

**Ans to Q2:**

(a) The progressive aspect in English is a form of the verb consisting of an auxiliary verb BE (am/is/are/was/ were) and the present perticiple (v-ing) form as in :

She is wearing a new dress.

They were crossing the road when I saw them.

They will be reaching here by 9.30.

When the progressive aspect is used with the present tense we call it present progressive tense or present continuous tense; when it is used with the past tense we call it past progressive or past continuous tense, and so on.

(b) The perfective aspect is formed by using the auxiliary verb 'have' (has/had/ will have) with the past participle form of the verb. In the different tense uses, we have the present perfect tense as in:

I have finished my work.

The past perfect tense as in :

On the other hand, for is used to refer to a period of time an action has been going on.

(v) The boys have been studying for five hours.

(vi) We have been living in this house for a long time.

**(2) Past Perfect Progressive Tense:**

This tense is formed by had been + present perticiple. It is used.

(a) to express the duration of an action up to a certain time in the past.

(i) I had been waiting for an hour but he didn't turn up.

(ii) She had been acting in mobile theatres for several years before she decided to join politics.

(b) to express present perfect continuous in reported speech.

(i) I said to her, "How long have you been working in this office?"

I asked her how long she had been working in that office.

**(3) Future Perfect Progressive Tense:**

This tense is formed by the future tense shall/will + have+ been + a present participle. It is used to express a duration of an action up to a certain time in the future. eg

(i) In January 2020, I shall have been working in this college for ten years.

(ii) In another year's time the girl will have been living in this house for five years.



**CHECK YOUR PROGRESS**

**Q2.** Answer the following questions:

(a) What is the progressive aspect?

(b) What is the perfective aspect?

(c) What is the form of the perfect progressive aspect?

(d) What is the difference between present perfect tense and simple past tense. Give an example each

(e) When do we use a past perfect tense? Give an example

(f) Give an example of a present progressive sentence that expresses future time.





### 4.3.1 Simple Present Form

The simple present form is generally the base form of the verb. The term 'base form' means the form of a word without the prefixes and suffixes added to it. The word 'play' is the base form of the words playing, played, playful and plays. In the simple present tense form except in the case of the form in the third person singular number, we use the base form of the verb as the following table indicates:

| Person | Number | |
|---|---|---|
| | Singular | Plural |
| 1st person | I play | We play |
| 2nd person | You play | You play |
| 3rd person | He/She plays | They play |

The above is a conjugation table. A conjugation table shows the way in which a particular verb changes (conjugates) for tense, person or number.

Let us now examine the functions of the simple present tense forms:

1. We use the simple present tense for: habitual actions as the following examples show.

(a) Every morning I get up at 5 o' clock.

(b) I leave for school at 7.30.

(c) I go by the school bus.

(d) Our school starts at 8 o'clock.

2. For general statement or proverbs

(a) The earth moves round the sun.

(b) Necessity is the mother of invention.

(c) I live in Guwahati.

3. To describe and action happing in the instantaneous present in sports commentaries and in exclamations:

(a) Here comes the VIP.

(b) John kicks the ball straight to the goal.

4. To describe future action.

(a) Our school reopens on the 1st August.

(b) The Prime Minister arrives tomorrow.

(c) The next train leaves at 8 o' clock in the evening.

5. For past time reference.

(a) Your father tells me that you have not done wall in the exams.

(b) The teacher says that our exams start on the 18th February

6. In subordinate clauses of time or condition expressing a future action

(a) When you see him, remember me to him.

(b) Don't write until the bell rings.

## 4.3.2 Simple Past Form

The simple past form of regular verbs is always the base form and the -ed suffix eg. play-played, open- opened. But in the case of irregular verbs we find two variations.

(a) Some irregular verbs form their past tense by a change of vowels. eg. eat-ate, give-gave ring-rang.

(b) Some irregular verbs do not change their form in the past tense. eg. cut- cut, hit- hit.

The following are the functions of the past tense form of the verb:

1. To express an action wholly completed at some point or during some period, in the past, eg.

(a) I worked in this office for three years.

(b) He arrived last evening.

2. To express suppositions

(a) If he worked hard he would pass the exams.

(b) If I were you, I should accept the offer.

(c) It would be better if you went there yourself.

## 4.3.3 The Future Form

The future tense is formed by using the auxiliary will and shall. These are forms of the pure future. But these are several other forms that





(b) draw attention to a continuous activity that went on during a certain period of time in the past.

(iii) What were you doing yesterday afternoon between four to five o' clock?

(iv) I was doing my homework then.

**(3) Future Progressive Tense:**

The future progressive tense is formed by using shall/will + be + present perticiple. It is used to

(a) express a future activity, beginning before and finishing after some given time in the future.

(i) This time tomorrow I shall be flying to Delhi

(ii) John will be waiting for me at the airport.

(b) express an action that will take place at an indefinite time in the future.

(iii) We shall be visiting Agra during our stay in Delhi.

(iv) I'll be writing to you after I reach Hyderabad.

## 4.4.3 The Perfect Progressive

The perfect progressive is a grammatical aspect which indicates that an action that began in the past is/was/will be continuing. It contrasts with the progressive which does not indicate the point of time or the period of time the action has been going on.

**(1) Present Perfect Progressive Tense:**

This tense is formed by the present perfect of the verb to be and the present participle. It is used to express the duration of an action up to the present. The tense suggests that the action is still continuing at the moment of speaking. The action may continue into the future.

(i) I have been teaching in this college for six years now

(ii) She has been teaching in the university since 2014.

Both the sentences are the same except for the use of since and for. It is notable that since is used to describe a point of time when an action began and is still continuing.

(iii) The boys have been studying since morning.

(iv) We have been living in this house since 2009.

The conjugation table shows how the 'be' verb takes different forms in different persons. The following are the uses of the present progressive tense. It is used

(a) to express an action in progress at the time of speaking.

(i) Today I am wearing a blue shirt.

(It is present tense; progressive aspect)

(ii) He is having breakfast.

(b) to express an action which is in progress but which may not necessarily be going on at the time of speaking.

(iii) She is practising Yoga these days.

(iv) He is writing a book on Assam tea.

The actions described in these two sentences do not necessarily take place at the time of speaking.

(c) to express future time (for a pre- planned activity), to refer to a planned activity to take place in the future.

(v) He is arriving tomorrow.

(vi) We are leaving for New York next month.

There are two classed of verbs that are namely used in the continuous tense.

(a) Verbs which express activities of the mind or of the senses which express fealings or emotions. These include: admire, believe, care, dislike. expect, feal, forget, hate, hear, imagine, know, like, love, notice, realise, recognise, remember, see, small, taste, think, want, wish.

(b) Verbs which express a state or condition eg: appear, belong, consist, cost, have (possess) include, possess, remain, resemble etc.

In the present tense, we use these verbs in the simple present and not in the present progressive tense.

**(2) Past Progressive Tense:**

The past progressive tense in formed by using was/ were and the present perticiple. We use this form of the verb to:

(a) express an action or state which was continuing at a certain point of time in the past.

(i) When I was going to school, I met Rumi.

(ii) We were watching the programme when the lights went off.





are used to express future i.e., to express the idea that something is going to happen in the future . Example.

(a) I shall do what I like

(b) He will come tomorrow

(c) It is going to rain

(d) He is coming by the end of the week.

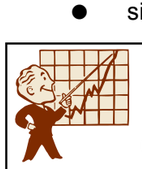
(e) The train leaves at 8 o'clock.

(f) We are about to leave

(g) The meeting was to be held the following week.

The above examples show that we can use

- shall / will to express future
- present progressive to express future
- simple present to express future
- be + about to to express future
- going to to express future
- simple past to express future.



**CHECK YOUR PROGRESS**

**Q1**. Answer the following:

(a) What is base form?

(b) What is a conjugation table?

(c) Give an example of a sentence in simple present tense expressing future time.

(d) Give an example of a sentence in the present continuous (progressive) tense to express future time.

(e) Correct the sentences :

(i) I am loving classical music.

(ii) He has come yesterday.

## 4.4 ASPECT

Aspect is a grammatical category which refers to the manner in which the verb action is regarded or experienced. The choice of aspect is a comment on or a particular view of the action. English has the following three types of aspects: (a) perfective, (b) progressive (or continuous) and

(c) perfect progressive (or perfect continuous). We shall note the different forms that the verb takes to indicate these different aspects and also identify their functions.

### 4.4.1 The Perfective

The perfective, also called perfect tense in grammar is an aspect which shows a relationship between one state or event and a later state, event or time. In English the perfect is formed from the auxiliary verb have and the past participle form of the verb

**(1) Present Perfect tense**

I have finished the work.

He has done the work.

(a) The present perfect tense is often used to talk about past actions and events which are completely finished. However, instead of the simple past tense, the present perfect tense in used if the action/ event has current relevance, that is, related to the speaker's present experience. The following sentence may be examined

I have read the book.

The present perfect indicates that now I know what the book is about.

(b) The present perfect tense is used for an action just completed when the resulting state is still present:

I have lost my pen, (I am unable to do my homework)

She has made the tea (it's ready new)

(c) This tense is also used when the time of the action is indefinite.

I have visited Delhi.

I have seen the film.

We can compare these two sentences with the following sentences

I visited Delhi last year

I saw the film yesterday.

**(2) Past Perfect tense**

The tense is formed by had+ past participle. It is used

(a) to speak of an action concluded before a certain time in the past or before the occurence of another action.

(i) Before I reached the station the train had left.

(ii) I told her that I had come by bus.





(b) to express duration up to a certain time in the past:

(iii) By the time I left the college I had. worked there for twelve years.

(c) to express a past condition or supposition with an implied negative.

(iv) if I had known that you would be coming, I would have come earlier.

**(3) Future Perfect Tense**

The tense is formed by the use of shall/ will + have + a past participle. It is used to indicate.

(a) An action that will be completed before a certain time or another action in the future. This tense is always associated with the preposition 'by' and the construction 'by the time'.

(i) By the time you finish your breakfast, the taxi will have arrived.

(ii) In another year or so you will have forgfotten all about him.

(b) Duration up to a time in the future eg.

(iii) When I leave the school next week, I shall have worked here for fifteen years.

(iv) On 4th July next, we shall have been married for twenty years.

(c) Possibility or assumption eg.

(v) It is 9.30; the Shatabdi Express from Jorhat will have arrived Guwahati by now.

### 4.4.2 The Progressive

The Progressive or the Progressive Tense also called in traditional grammar as continuous tense is a grammatical aspect which indicates that an action is incomplete, in progress or developing. The progressive in English is formed with the auxiliary 'be' and the '-ing' form of the verb.

**(1) Present Progressive Tense:**

This tense is formed by using the simple present tense of the verb to be and as stated above the '-ing' form (or the present participle form) as in the table.

| Person | Number | |
|---|---|---|
| | Singular | Plural |
| 1st person | I an playing | We are playing |
| 2nd person | You are playing | You are playing |
| 3nd person | He/She is playing | They are playing |