2. Population problem of India
3. Economic development of India
4. The India of my dreams

Group-4

1. My favorite author
2. My favorite actor
3. My favorite book
4. My favorite hobby

Group-5

1. Mass media and society
2. Distance education
3. Global terrorism
4. Computers and Man's future

Q2. Develop each of following outlines into the form of complete stories:

a) A school boy one evening Dilip finds that his neighbour's house has caught fire – rings up fire brigade – wastes no time – fits a hose pipe in their water pump and fights fire alone – saves the old lady and her daughter – by the time fire brigade arrives – fire under control – bravery award.

b) Three school boys run off to the nearby river for a swim – the strong current carries away one of the boys – the other two shout for help – a fisherman leaps into the water – the boy saved – fisherman refuses reward from the father of the rescued boy.

c) An English sailor taken prisoner by Napoleon's soldiers on the coast of Bonlogue – the sailor tried to cross the English Channel in a barrel – brought to Napoleon – sailor explained that he longed to see his mother – Napoleon sent him to England in a ship with a flag of truce.

d) A grandmother celebrates the birthday of her 4 year old grandson who is far away in America with his parents – host of guests and relatives arrive – merriment – grandson rings up with his father – grandmother greets happy birthday – guests depart – grandmother breaks down in loneliness.

———————

GEPS S2 04

English for Professional Studies

SEMESTER 2

BCOM/BBA/BCA

BLOCK 1

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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Content Unit 1-6 : In-house editing

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January, 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-781 017

City Office : Housefed Complex, Dispur, Guwahati-781 006; 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.

6.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 2, 1, 4, 3, 5

Ans to Q No 2: (a) topic, (b) central controlling idea
(c) paragraph

Ans to Q No 3: We should not introduce a new idea in the conclusion of the essay because that would require developing it which cannot be done once the essay has reached the conclusion stage.

Ans to Q No 4: (The learner is to write story according to the given outline.)

Ans to Q No 5: i. (a) The niece of Mrs. Seppleton
(b) Mr. Framton Nuttle
ii. He suffers form a nerve disorder
iii. Self possesed

Ans to Q No 6: (The learner is to write story according to the given outline.)

6.12 MODEL QUESTIONS

Q1. Write an essay from each of the following groups:

Group-1

1. Science and daily life
2. The achievements of science
3. Man and environment
4. Pollution

Group-2

1. Village life in Assam
2. Flood in Assam
3. Natural beauty and resources of Assam
4. Tourism potential of Assam

Group-3

1. National Integration of India



CHECK YOUR PROGRESS

Q6. (The beginning of a story may have as many variations as there are writers. Read the following beginning of a story and rewrite it in your own language)

A farmer named Ramu lived with his wife and four sons in a small village. Ramu was not keeping well for some time. A hard working man, he had his own paddy field that provides him and his family a modes way of life. But this illness of his was rather disturbing to him. Lying on his bed, he reflected on the condition of his family if he happened to remain bed-ridden. This year his fields had remained uncultivated. With four lazy sons in the family, Ramu wondered what the future had for him.



6.9 LET US SUM UP

After having gone through the unit, you should be able to discuss the structure and the necessary skills required for essay writing. The unit has also discussed the skills of story writing and the various techniques employed in story writing. The aspects of story writing will encourage the learners to further develop and hone their story writing skills which also has much to do with creative writing. Moreover, the samples of essays and stories will be helpful for you to gain a fair idea on the nuances and important aspects of narration.



6.10 FURTHER READING

Brown M. Herry. (1977). *The Contemporary College Writer*. D Van Nostrand Company, New York.

Dowerah, S. (2005). *A Students' Grammer of English*. Students Stores, Guwahati

Lewis, Roger. (1979). *How to Write Essays*. Heinemann & National Exnt. College, London.

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ENGLISH FOR PROFESSIONAL STUDIES

BLOCK 1

DETAILED SYLLABUS

Page No.

UNIT 1: Some Concepts of Grammar I **7-26**

English Grammar : An Introduction, Nouns—Kinds of Nouns, Forms of Nouns, Functions, The Noun Phrase, Agreement, Determiners—Articles, Demonstratives, Possessives, Quantifiers, Wh-determiner, Pre-determiners, Verb Forms

UNIT 2: Some Concepts of Grammar II **27-45**

Adjectives, Adverbs, Prepositions

UNIT 3: Vocabulary **46-70**

Synonyms and Antonyms, One word Expression, Words used as Different Word Classes, Phrasal Verbs, Distinction between Similar Words Often Confused

UNIT 4: Punctuation, Synthesis and Transformation of Sentences **71-85**

UNIT 5: Common Errors and Phrases & Idioms **86-108**

UNIT 6: Essay and Story Writing **109-132**

COURSE INTRODUCTION

This course deals with English as a subject for study for the Professional courses. English as a global language, with increasing application in an array of professional engagements, has acquired a new importance today. This course aims at equipping the learners with the required knowledge and skill for using English as a medium of communication for diverse professional purposes. Accordingly, the course has been designed to teach the learners the fundamentals of English in terms of grammar, vocabulary and composition, and the division of the units is made to suit that purpose. Relevant emphasis has been given on the general principles of communication as well as the drafting of letters, memos and reports. It goes without saying that the professional executives need adequate linguistic abilities in the transaction of their professional work. The details about the units have been given below.

UNIT 1: Some Concepts of Grammar I
UNIT 2: Some Concepts of Grammar II
UNIT 3: Vocabulary
UNIT 4: Punctuation, Synthesis and Transformation of sentences
UNIT 5: Common Errors and Phrases & Idioms
UNIT 6: Essay and Story Writing
UNIT 7: Précis Writing
UNIT 8: Note making
UNIT 9: Communication
UNIT 10: Introduction to Office Management
UNIT 11: Correspondences I
UNIT 12: Correspondences II
UNIT 13: Business Presentation I
UNIT 14: Business Presentation II
UNIT 15: Writing Curriculum Vitae/Resume

It is expected that after going through these units the learners will have a good command over English and acquire competence in the language that would help them to conduct their diverse professional engagements.

(ii) What aspect of the young man's character is highlighted by the author?

_____

(iii) What aspect of the lady's character is focused here?

_____

In the extract, many concrete details are used to describe the young man. These details help you to form your views about the person's character.

Now, let us look at the description of a scene as observed by a lady from a hotel window in Italy.

''There were only two Americans stopping at the hotel. They did not know any of the people they passed on the stairs on their way to and from their room. Their room was on the second floor facing the sea. It also faced the public garden and the war monument. There were big palms and green benches in the public garden. In the good weather there was always an artist with his easel. Artists liked the way the palms grew and the bright colours of the hotels facing the gardens and the sea. Italians came from a long way off to look up at the war monument. It was made of bronze and glistened in the rain. It was raining. The rain dripped from the palm trees. Water stood in pools on the gravel paths. The sea broke in a long line in the rain and slipped back down the beach to come up and break again in a long line in the rain. The motorcars were gone from the square by the war monument. Across the square in the doorway of the cafe a waiter stood looking out at the empty square.

The American wife stood at the window looking out. Outside right under their window a cat was crouched under one of the dripping green tables. The cat was trying to make herself so compact that she would not be dripped on.

(''Cat in the Rain'': Hemingway)

possessed young lady of fifteen, “in the mean time you must try and put up with me”.

Framton Nuttel endeavoured to say that correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

“I know how it will be,” his sister had said when he was preparing to migrate to this rural retreat; ‘’you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letter of introduction to all the people I know there.Some of them, as far as I can remember, were quite nice.’’

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

“Do you know many of the people round here?” asked the niece, when she judged that they had sufficient silent communion.

“Hardly, a soul”, said Framton. “My sister was staying here, at the rectory, you know; some four years ago, and she gave me letters of introduction to some of the people here.”

He made the last statement in a tone of distinct regret.

(“The Open Window”: Saki)



CHECK YOUR PROGRESS

Q5. Answer the following:

(i) The above extract from Saki’s story contains a description of two persons. They are:

(a) _____

(b) _____

BLOCK 1: INTRODUCTION

English is a compulsory subject for the professional courses. As a global language, its increasing importance and application in an array of professional engagements has been well recognized. Keeping this in mind, the English course for Professional Studies contains 15 units out of which the following 6 units are incorporated in Block 1.

UNIT 1 : Some Concepts of Grammar I
UNIT 2 : Some Concepts of Grammar II
UNIT 3 : Vocabulary
UNIT 4 : Punctuation, Synthesis and Transformation of sentences
UNIT 5 : Common Errors and Phrases & Idioms
UNIT 6 : Essay and Story Writing

In this Block, emphasis has been given on the knowledge of English grammar, vocabulary and composition considered vital for acquiring the required skill of the language on the part of the professionals engaged in various professional works. However, you will also be introduced to the techniques of Essay and Story writing in this Block.

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 Course or 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.

For instance, if you wished to describe a person from an outward perspective only you would give details of the person's dress, build, facial expression, movement and so on. Read the following beginning of a story by Maupassant:

(1) ''Along all the roads around Goderville the peasants and their wives were coming towards the town because it was market day. The men were proceeding with slow steps, the whole body bent forward at each movement of their long twistedlegs, deformed by their hard work, by the weight on the plough which, at the same time, raised the left shoulder and swerved the figure, by the reaping of the wheat which made the knees spread in order to hold the wheat firmly, by the slow and painful labours of the country. Their blue blouses, ornamented with a little design in white at the neck and wrists, puffed about their bony bodies, seemed like balloons ready to carry them off. From each of them a head, two arms and two legs protruded.''

(2) ''Some led a cow or a calf by a cord, and their wives, walking behind the animal, whipped its haunches with a leafy branch to hasten its progress. They carried large baskets on their arms from which chickens and ducks thrust out their heads. And they walked with a quicker and livelier step than their husbands. Their spare straight figures were wrapped in a scanty little shawl, pinned over their flat bosoms, and their heads were enveloped in a white cloth glued to the hair and surmounted by a cop.''

(“A Piece of String”: Maupassant)

On the other hand, you might want to describe what person is essentially, in which case you would refer to qualities of the person's personality, such as intelligence, courage, arrogance, honesty, nervousness and the like. You would use outward details such as mesmerisms, action, relationships and speech, as evidence of his internal traits. You might wish to concentrate on his dominant feature or describe several complementary features.

Read the following beginning of a story:

“My aunt will be down presently, Mr. Nuttel,” said a very self

3. He got up when the cock in the next house crowed; sometimes it had a habit of walking up at three in the morning and letting out a shriek. “Why has the cock lost its normal sleep?” Rama wondered as he awoke, but it was a signal he could not miss. Whether it was three o’clock or four, it was all the same to him. He had to get up and start his day.

(“The Martyr’s Corner”: R.K. Narayan)

The major portion of the three paragraphs is narration of the life of Rama. Note how informal the style is; it seems as if the author is trying to narrate to you an account of Rama’s life, the kind of work he did for a living and the attitudes of other people towards his business. You will see how the author uses vivid details to bring the scene to life.



CHECK YOUR PROGRESS

Q4. Here is the outline of a story:

An old farmer had four sons – all good for nothing – the farmer very anxious about them – the farmer on his death bed – summons his sons – tells them that a huge treasure lies buried in the long neglected fields – then dies – the sons start work in the fields – dig hard – rains come – sow seeds – a rich harvest – got the desired treasure.

Write a beginning for the story narrating the life of the old farmer (you many give a name to the old man) giving an account of the persons’ life and the way of life of his four sons. You do not have to complete the story here.

Another technique used in writing a story is to make use of descriptions. Description brings a scene to life: an object, a landscape or scene, a building, a person or anything else perceivable. Used to put the reader “on the scene”, effective description has two basic principles:

1. Using many concrete details so that the reader can visualise the description.

2. Selecting the important details and arranging them so as to create a cumulative impression.

UNIT 1: SOME CONCEPTS OF GRAMMAR I

UNIT STRUCTURE

1.1 Learning Objectives
1.2 Introduction
1.3 English Grammar : An Introduction
1.4 Nouns
1.4.1 Kinds of Nouns
1.4.2 Forms of Nouns
1.4.3 Functions of Nouns
1.4.4 The Noun Phrase
1.4.5 Agreement
1.5 Determiners
1.5.1 Articles
1.5.2 Demonstratives
1.5.3 Possessives
1.5.4 Quantifiers
1.5.5 Wh-determiners
1.5.6 Pre-determiners
1.6 Verb Forms
1.7 Let us Sum up
1.8 Further Reading
1.9 Answers to Check Your Progress
1.10 Model Questions

1.1 LEARNING OBJECTIVES

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

- explain the essential rules of English Grammar
- identify the different parts of speech of English
- explain nouns in terms of its different forms
- identify the determiners that helps to use English correctly
- use the language grammatically and appropriate to the context or situation

1.2 INTRODUCTION

This is the first unit of the course entitled “English for Professional Studies”. This unit introduces you to some important aspects of English Grammar. Grammar as you all know is a term that refers to a description of the structure of a language. Its a set of rules and conventions that govern language. When you consider the English language, there are sometimes disagreements about what is correct English and what is incorrect. ‘Incorrect’ grammar is often used in common and informal speech. But, there should be a distinction between common usage and opinions about correctness. The various sections of this unit shall help you to consider the issue of grammar in some detailed manner and shall help you to use the English language ‘correctly’.

1.3 ENGLISH GRAMMAR: AN INTRODUCTION

English Grammar includes the different processes by which elements of the language (words, phrases and clauses) combine to form meaningful sentences. Look at the following points.

1. Word class in English :

(a) Nouns : John, book, water, honesty
(b) Verbs : play, eat, am, have
(c) Adjective : beautiful, tall, British, quick
(d) Adverb : slowly, quickly, always, rarely
(e) Preposition : on, at, in, by
(f) Determiner : the, his, much, three
(g) Pronoun : we, you, them, myself
(h) Conjunction : and, but, or
(i) Interjection : Oh! Oh!

2. Phrases :

(a) Noun phrase : a very pretty girl
(b) Verb phrase : was reading
(c) Adjective phrase : very late
(d) Adverb phrase : almost certainly
(e) Prepositional phrase : in the library

6.6 INTRODUCTION TO STORY WRITING

A story is a narrative of an incident drawn from one situation. Hudson observed that a story may be little more than an anecdote working up into literary form. The success of a story depends on how it is narrated. Let us then try to explore the necessary techniques required for the development of story writing skills.

6.7 TECHNIQUE OF STORY WRITING

One of the common techniques used in telling a story is to make use of narration without explicit comment or interpretation. We often make use of narration in telling others about the actual events that had happened. A piece of narration can be a simple narration or an expository narration.

(a) Simple narration: If we just relate the event without interpreting it, we are using simple narration.
(b) Expository narration: If we see the event as making some point, such as illustrating some principle of life or telling us something about people, we are using an expository narration. Stories make use of expository narration.

6.8 SAMPLES OF STORIES

Now read the following extract:

1. Just at that turning between Market Road and the lane leading to the chemist’s shop he had his establishment. If anyone doesn’t like the word ‘establishment’, he is welcome to say so, because it was actually something of a vision spun out of air. At eight you would not see him and again at ten you would see nothing; between eight and ten he arrived, sold his goods and departed.
2. Those who saw him thus remarked: “Lucky fellow! He had hardly an hour’s work a day and he pockets ten rupees… what graduates are unable to earn! Three hundred rupees a month!” He felt irritated when he heard such glib remarks and said, “What these folk do not see is that I sit before the oven practically all day frying all this stuff…”

An essay on given points:

(d) NEWSPAPER

[Points: Introduction – Scope of the Newspaper – Usefulness of Newspaper reading – Conclusion]

A newspaper is a mirror of the world. The first and foremost task of a newspaper is go give news. It presents us with the news and views of the world. The news could be varied-ranging from politics to sports, art to cultures, business and commerce to the latest information on entertainment in town. Besides, newspapers carry a large number of advertisements for jobs, matrimonial advertisements and advertisements for tenders. Thus, we see, the newspaper caters for all sections of the people, notably, those who are looking for jobs, for matrimony, for business and so on.

The usefulness of newspaper reading is immense. Newspapers make us aware of the current affairs. We come to know of the government's policies through newspapers. More importantly, every good newspaper has a reader's column. In this column readers are allowed to give their opinion on or reaction to a particular point of vies. Thus, the newspaper is a forum for exchange of ideas. It is very essential in a democracy to have such a forum.

The newspaper is indeed a powerful medium to reach out to people in distant corners of the country. Its greatest contribution to society is that it helps to form public opinion. Therefore, newspaper editors and reporters have a very sacred duty before them. They should ensure that their news are not twisted for someone's interest. Distorted news could generate a great deal of harm to the people.

So the readers should be careful while reading a newspaper. The Government must also ensure a freedom of the press. But at the same time, it must keep a close watch over how the newspaper is making use of its freedom.

3. Clauses :

(a) Noun clause : What he told me was perfectly true.

(b) Adjective clause : I know the person who came here.

(c) Adverbial clause : When the teacher entered the class the boys stood up.

4. Word order :

1. Subject + Verb = Birds fly.
2. Subject + Verb + Adverbial = He is in the room.
3. Subject + Verb + Complement = He is a teacher. He is tall.
4. Subject + Verb + Object = He kicked the ball.
5. Subject + Verb + Object + Adverbial = He put the book on the table.
6. Subject + Verb + Object + Complement = We painted the door green. We made him leader.
7. Subject + Verb + Object + Object = I gave her a present.

5. Elements of a English Sentence :

(a) Subject : Noun/Noun phrase / Pronoun

(b) Verb : Verb phrase

(c) Object : Noun phrase / Pronoun

(d) Complement : Adjective/Adjective phrase/Noun phrase

(e) Adverbial : Adverb phrase/Prepositional phrase/Noun phrase

Note : The verb is central to the sentence. The words "There" and "It' can be the subject.



CHECK YOUR PROGRESS

Q1. Make sentences of your own using the following patterns:

(a) Subject + Verb + Complement Noun Phrase

(b) Subject + Verb + Complement Adjective Phrase

(c) Subject + Verb + Prepositional Phrase

(d) Subject + Verb + Object + Object

(e) Subject + Verb + Adverb Phrase

Q2. Label the elements of the following sentences:

(a) The train is leaving shortly

(b) The weather is very good

(c) The train left the station at three O'clock

(d) The boy likes chocolates

(e) Come here.

1.4 NOUNS

A Noun is a word class that typically refers to people, animals, places, or things. Nouns can also refer to abstractions or events. A Noun can also be a name.

Examples :

People	:	man, woman, boy, teacher
Animals	:	dog, cow, horse, rhino
Places	:	village, town, city, island
Things	:	book, pen, rice, telephone
Abstractions	:	time, result, beauty
Events	:	theft, landing
Name	:	Guwahati, Ashoka, Zoo Road.

1.4.1 KINDS OF NOUNS

Broadly, Nouns can be proper and common.

Proper Noun : A proper noun is the name given to a particular thing or a person. A proper noun always begins with a capital letter.

Anita, Delhi, Mr. Rajiv Dutta, The Gita

Common Noun : Common Nouns can be countable and uncountable.

(i) Countable Noun: Countable Nouns are those Nouns that have a singular and a plural form.

Singular- Plural	Singular- Plural
cat – cats	man – men
dog – dogs	child – children
horse – horses	ox – oxen

there is a lavish use of figurative language and imagery. One notes that in these songs there are different ways of addressing the beloved. She is referred to as the jewel of the heart, the moon that brightens up the soul's heaven, a flame of the body and many more. Likewise, the lover is addressed in a variety of ways. He is referred to as senaiti, lahori, logori, dhan and so on. Around these forms of address, there floats an emotional atmosphere and in them are enshrined the century old romances of Krishna and Rukmini. No wonder, one can see the religious element in the Bihu songs as distinctly marked.

The religious elements manifest themselves in the numerous invocations to the creator for blessing and good will. Even in the most passionate moods, a lover never ceases to be aware of the power of the creator. This awareness of God as a human form beyond the halo of divinity is embodied in a series of songs. The youthful Lord Krishna, with his fascinating tales of love and romance in the cherished idol, the inexhaustible force from whom a youth gathers strength. In these songs of adoration for the Creator, there is a focus on the religious sensibility of the people of the Brahmaputra valley. Culture, for the Assamese people, has its bearing on religion. That is precisely why a husori begins and ends with hymns in praise for the Creator.

Undoubtedly, as these songs illustrate, the vocabulary of the Bihu songs is largely drawn from the common day-to-day idiom but it is patterned to display a skilful exploitation of alliteration, rhyme and parallelism. Alliteration, that is the repetition of the same sound in the same phonologically defined position, is beautifully made use of in the Bihu songs. Parallelism, that is the use of parallel structures is also basically a variety a repetition; only now, what is being repeated may not be quite as obvious as a general repetition. Through these devices, the Bihu songs celebrate as no other genre do, the potential of natural language to captivate the imagination purely by an exploitation of a linguistic form. This is one reason why a paraphrased Bihu song is much less captivating became the charm of a Bihu song lies in its verbal quality in its given form as a piece of text.

in the rain could be because for an agricultural community the spring rain symbolizes the hope of life. A farmer in the field doesn't fail to perceive his dependence on nature for his agricultural pursuits. The agricultural background explains why the first day of the Rongali Bihu is observed with a ritual known as the Goru Bihu that goes back to the Aryan cult of bull worship, where the bull is venerated as sacred. The bull symbolizes creation and, thus, the ceremonies connected with the ritual are connotative of an enactment of the fertility cult by an agricultural community. The rituals include bathing the cattle and praying for their prosperity.

Another significant perspective of life reflected is the Bihu songs in the practice of weaving and spinning which happens to be a way of life of the Assamese womenfolk. This way of life is the theme of a large number of Bihu songs. One doesn't fail to notice that the vocabulary of these songs is drawn from the culture of weaving and spinning : words like mohura meaning bobbin, paat meaning silken thread, makoo meaning shuttle and taat saal meaning a loom being a few examples. Indeed, activities like weaving and spinning happen to occupy an important place in a woman's domestic life in Assam.

Many, many years later, the Rongmons and Rongilees of today continue to be enthralled by the beating of the Bihu drum and the flute. Cutting across the spans of time, even today, a young woman likes to identify herself with the spring. She adores herself with an orchid, she paints the palms and soles of her feet with the red juice of the jetuka leaves and reddens her lips with the borhomthuree flower. She also likes to wear a red riha. The association of redness in her fingertips, palms, lips and her dress apparently symbolize a maturity and vitality.

Apart from a depiction of the social and cultural life of the Assamese people, what makes the Bihu songs and dances so appealing through the centuries? In spite of the materialistic civilization of today shaking up the age-old traditional way of life and values of the Assamese people the interest in the Bihu has hardly waned. One of the possible reasons could be the skilful exploitation of language. The language of these songs is the language of ordinary day-to-day conversation. However,

We can, for example, make a count of cats, dogs, horses, and say a cat, two cats, ten cats etc. The singular form is used to refer to one person or thing and the plural to refer to more than one person or thing.

(ii) Uncountable Noun : There are certain Nouns that refer to general things like material, mass, a quality or an abstract idea. Such nouns are called uncountable nouns. Uncountable nouns have only the singular form: water, sugar, food, anger etc. Uncountable nouns are generally expressed with the help of a partitive construction. A partitive construction is a phrase that expresses quantity and is used with an uncountable noun :

(a) Measure partitives : a metre of cloth, an acre of land, a glass of water, a cup of tea.

(b) Typical partitives (collocate with particular nouns) : a slice of bread, a stick of chalk, a lump of coal.

(c) General partitives (not restricted to specific nouns) : a piece of paper, a bit of cloth etc.

1.4.2 FORMS OF NOUNS

(a) Plural :

Plurals are usually formed by adding – s, es, or – ies to the singular form.

(i) Most nouns are made plural by adding – s to the singular form: cat – cats, cow – cows.

(ii) The plural of nouns ending in s, ss, sh, ch, x is made by adding –es to the singular form: bus – buses, bench – benches, box – boxes, kiss – kisses.

(iii) Nouns ending in consonant + O usually form their plural by adding as: echo – echoes, hero – heroes.

(iv) Nouns ending in vowels + O usually form their plural by adding – s: radio – radios, cuckoo – cuckoos.

(v) Nouns ending in consonant + y usually form their plural by

dropping 'y' and adding – ies: baby – babies, lady – ladies, story – stories.

(vi) Nouns ending in vowel + y usually take S in the plural form: boy – boys, key – keys.

(vii) Some Nouns ending in – f or – fe form their plural by dropping f or fe and adding –ves: calf – calves, knife – knives, leaf – leaves, wife – wives (exceptions include: belief, chief, cliff, scarf, safe, snife, roof, gulf etc.)

(viii) A few nouns form their plural by vowel change: foot – feet, tooth – teeth, man – men.

(ix) There are three nouns that form their plural by adding –en, ren: child – children, ox – oxen, brother – brethren. (old fashioned plural of Brother.)

(x) Foreign words from Latin and Greek sources have still retained their foreign plural endings: axis – axes, medium – media, basis – bases.

(xi) There are certain nouns with no singular forms: trousers, scissors, drawers, shorts.

(xii) There are a few nouns which have the same form in the singular and plural: sheep, deer, heir etc.

(b) Possessive :

Nouns take the 's to express possessions :

(i) The girl's bag

(ii) A girls' hostel

(iii) John's book

The's is used in both singular and plural nouns and in proper nouns.

(c) By addition of class changing suffixes:

Many nouns are formed by adding a suffix to a word belonging to another word class.

(i) – ment : movement, government

(ii) – ion : invitation, intention

and dances. The mind reflects on the dances of a young woman named Rongilee, her hair bedecked with orchids on a spring morning. She could have been seen dancing at the Rangghar for the pleasure of the Swardageo and his royal court. Her father Satram, a falconer might have entertained the Swargadeo with falcon fights on such a day again at the Rangghar. Rongilee's dances might have charmed the king and the ladies sitting at the background. Not unlike Rongilee, as he rode home on his huge buffalo silhouetted against an orange sky of evening, a young man named Rongmon could have been humming a Bihu song. His tune was charged with an intense yearning for his sweetheart Rongilee. It is natural that Rongilee and Rongmon should express their joys and sorrows, their agonies and ecstasies in songs and dances during the season.

An interesting aspect of the Bihu songs is its oral tradition. Generations of Assamese men, women and children have been singing these songs and dancing these dances. What makes these songs and dances so close to the hearts of the Assamese people could perhaps be due to the fact that these songs and dances present a picture of the emotional, social and domestic life of the Assamese people with their customs and traditions. Activities like agricultural pursuits, weaving and spinning social customs like marriages and religious rituals that make up the rich mosaic of Assamese life, find an artistic expression in the Bihu songs and dances.

The Bihu songs celebrate in enchanting melody the first showers of rain falling in rhythms on a parched land and filling the arid landscape with fresh green leaves and flowers of flaming colours. Such themes always have an abiding interest especially for the rural Assamese folks. This renewing of nature has been the proper climate for the Bihu songs to germinate. The Bihu songs attempt to depict this renewing of nature, the changing of the seasons making the fields resplendent with flowering creepers and greenery. We are not just informed in these songs that a year has passed by; we experience the year changing and the wild jubilation that follows.

There are songs with vivid descriptions of the spring rains. The interest

Jack slid down the flag-staffs for the last time. At sunrise, on the 15th August, 1947, its place was taken up by the Indian Tricolour, the pride and symbol of Independent India. As the world watched the Flag fluttering in the August breeze, across the Indian skyline, the celebrations of a new nation had begun.

Each year, August 15 gives us the reason to celebrate the occasion, to rejoice in our freedom and to pay collective homage to all those people who sacrificed their lives to the cause. True, India has no dearth of religious and community festivals. But till independence, there was no national festival that the whole country could celebrate. Independence Day, beginning as a day to commemorate the greatest moment in Indian history, has now come to signify a feeling of nationalism, solidarity and celebration.

(c) RONGALI BIHU

Perhaps no other festival has been so much eulogized in poetry, songs and folk songs of Assam than the Rongali Bihu. The seasonal change heralded by the cuckoo's song, the feeling of freshness in the air and above all the orchids in the gardens have been enthralling the hearts of the young and old, the rich and poor alike through the centuries. The word bihu is connected with the word Mahavisuva Samkranti meaning Vernal Equinox, an astronomical phenomenon referring to the passage of the sun from one zodiac house to another in mid April to usher in the spring season. Together with the Magh Bihu and the Kati Bihu, the Rongali Bihu constitutes a trilogy of the annual life cycle of the Assamese people with their ethos, culture and civilization. While the Magh Bihu can be called a harvest festival, the Rongali Bihu can be called a spring festival, not unlike similar festivals that are celebrated in various parts of the world. However, the Rongali Bihu remains the spontaneous expression of an innate energy and a native culture: a culture with its bearings on various perspectives of social and domestic life of the Assamese people.

The tradition of the Bihu takes an Assamese mind away to wander in the glorious times of the Swargadeos who had enjoyed the Bihu songs

(iii) – ence : difference, preference

(iv) – ness : kindness, happiness

(v) – ity : security, scarcity

(vi) – ing : lending, beginning

1.4.3 FUNCTIONS OF NOUNS

A noun can function as:

a) the subject of a sentence: John is happy.

b) The object of a sentence: He kicked the ball.

c) The complement of a sentence: He is a teacher.

d) The indirect object of a sentence: I told the boy a story.

1.4.4 THE NOUN PHRASE

In a sentence structure, the constructions into which nouns most commonly enter and of which they are the head words are generally called Noun Phrase (NP). A simple NP may have the following forms:

(a) Noun/Pronoun: John

(b) Determiner + Noun : the book

(c) Determiner + Ordinal + Noun : the first book

(d) Determiner + Ordinal + Quantifier + Noun : the first ten boys

(e) Determiner + Adj. Phrase + Noun : the old man

(f) Determiner + Adj Phrase + Adj Phrase + Noun : the tired old man

(g) Determiner + Classifier + Noun : a stone building

1.4.5 AGREEMENT

Agreement refers to the subject – verb agreement

(a) Singular and plural verbs:
Dipli and Priya have invited us to the party
Ten lakhs is a lot of money

(b) One of, a number of, every, there etc.
A number of problems have arisen
Every boy has a book.

(c) Nouns with a plural form :
Physics is my favourite subject.

(d) Group nouns :
The company is issuing a tender (rarely are)

(e) Principle of proximity :
One of the boys was not present
(The verb must agree with the proper subject and not the noun that precedes it)



CHECK YOUR PROGRESS

Q3. Fill in the blanks with appropriate verbs:

(a) The Headmaster and Secretary ____ present (is/are)

(b) The committee ____ divided on the issue (is/are)

(c) Most of the work ____ over (is/are)

(d) Rice and curry ____ my favourite food (is/are)

(e) None of us ____ perfect (is/are)

Q4. Fill in the blanks with the nouns formed from the words given in brackets.

(a) The army has begun ____ of troops (deploy)

(b) We received an ____ to the party (invite)

(c) There is a ____ of a thousand rupees in the total (differ)

(d) There is a ____ of essential food staff in the market (scarce)

(e) I don't know what his ____ are (intend)

Q5. Rewrite the italicized phrases using possessives:

(a) He is the father of my friend.

(b) The car of the doctor is stolen.

(c) This is Reena, the younger sister of Dilip.

(d) She has been given salary for two weeks.

(e) The photo was taken in the garden of my brother.

1.5 DETERMINERS

The term 'determiner' is used in grammar to refer to a set of

look took the news, sorrow seemed to spread like a stain over his frail wrinkled features.

There was very little that could be done. The tide was for partition and the Viceroy Lord Mountbatten also understood it. Under the provisions of the Indian Independence Act, India and Pakistan were established in independent dominions with predominantly Hindu areas being allocated to India and predominantly Muslim areas to Pakistan. It was not that Nehru and Patel were jubilant over the partition theory either. For Nehru, the great destiny of India was taking shape with travail and suffering and with 'no joy in his heart', he agreed to the partition of India.

Yet there was no going back now; it was necessary to prepare the country for the enormous change that was to take place. It was a stupendous task for Sir Cyril Radcliffe, a brilliant barrister from London to draw his red line on the map of undivided India slicing away vast stretches of wheat fields and desert lands, thickly populated villages and riverine tracts with only maps, population tables and statistics to guide him. But it was an even more stupendous task to divide the armed forces – every soldier, sailor and airman had the right to choose which country he wished to serve, to divide the furniture, equipment, transport, books from library and a host of other things.

All that had become history now. But the dawn of 15th August, 1947 would remain etched in the Indian mind as the most precious of moments. The day dawned like any other day, but a day so different. It was a day for which such intense preparations were needed. By the middle of July, barely a month prior to independence, the draft of the Independence Bill was ready and was sent to London where it required the approval of the two Houses of Parliament. It was a tidy little Bill as Sir Winston was to observe, consisting of 20 clauses and 16 typewritten pages but bearing a great significance as it would draw the curtains on Britain's great Indian Empire representing the end of an era.

On the evening of the 14th August, 1947, in military cantonments across the length and breadth of the country, in the official buildings of the subdivisional, district and state headquarters across the country, the Union

word “independence” is united to the ideas of dignity and virtue while the word “dependence” to the ideas of inferiority and corruption. The writings of Nehru show that Indians under the British rule were subjected to brutalities and a sense of fear had filled their lives. They lacked dignity and were always given to understand their inferiority in the social hierarchy. After three centuries of British subjugation, independence was the greatest thing to have happened to India in the thousands of years of its chequered history in which one ruler got replaced by another and a set of rules by another. For the first time, India had emerged as a democratic republic.

It is a remarkable thing to happen when historical events elsewhere had shown us how the institution of monarchy was the most natural form of Government. Think of the French Revolution with its call for liberty, equality and fraternity. One could see the emergence of democracy after the revolution until there arrived on the scene a military leader Napoleon who perceiving the crown of France lying without a wearer, picked it up with the tip of his sword. Such things never happened in India in spite of the fact that there were no dearth of maharajas to offer mankind a dazzling spectacle of marble palaces, twirled moustaches and countless diamonds and jewels. Instead, this entire flock of golden peacocks quietly faded out of the scene, their palaces turned to hotels and museums and giving way to the rise of the common man with Gandhi, Nehru, Patel and other towering personalities to guide them in the task.

Independence was also the end of nearly a struggle for freedom, battles, betrayals and scarifies. It also created a situation that had brought with it a feeling of jubilation mingled with dignity and honour. The few months prior to independence had been months of tension and crises. Gandhi was strongly opposed to the idea of dividing India. He announced to a crowd of people in one of his prayer meetings that even if the whole of India burnt, they should not concede to Pakistan. But, Gandhiji was slowly drifting away from the centre-stage to the sidelines and on 3rd June, 1947, when he came to know of what is known as the “Mountbatten Plan”, there was very little that he could do. He silently

words that are used with a noun in a noun phrase and which limit the meaning of the noun in some way.

Depending upon their use, the following classes of words are considered as ‘determiner’:

(a) Articles: a / an, the
(b) Demonstratives: this, that, these, those
(c) Possessives: my, your, his, her
(d) Quantifiers : some, any, much, many
(e) Who determines: which, whose, what

1.5.1 ARTICLES

There are two kinds of articles: definite and indefinite

The definite article:

The definite article ‘the’ is used –

(a) to refer to something which is known to both speaker and hearer:

She is in the garden

The book is on the table

(b) to refer backwards to something already mentioned

There is a man outside

Who, the man in the white shirt?

(c) To refer forward to something

The chair in the living room is broken.

(d) To refer to something as a group

The lion is a wild animal.

The indefinite article:

The indefinite article ‘an’ is used before a noun –

o beginning with a vowel sound – an orange, an elephant

o beginning with a mute ‘h’ – an hour

It is used before an individual letter spoken with a vowel sound – An MA, an RCC house.

The indefinite article a is used –

- o before words beginning with a vowel that has a consonant sound : a one hour journey
- o before a singular countable noun beginning with a consonant sound : a bird, a child
- o to show a kind, class : A tiger is a fierce animal
- o to express certain quantity : a dozen eggs, a group of people

1.5.2 DEMONSTRATIVES

The demonstratives in English are: this, that, these and those

- o This / these means near the speaker- This house belongs to my father.
- o That / those means further away from the speaker- That tree can be seen from here.

1.5.3 POSSESSIVES

The possessives in English are: my, your, his –

- o My book is new
- o All my books are new
- o Both my books are new

1.5.4 QUANTIFIERS

Quantifiers are words used before a noun to show quantity. When they occur before a noun, they are treated as determiners.

- o There are some children outside.
- o Have you got any money?
- o I don't have much time.
- o Many years ago there was a shrine in this place.
- o He has little time to spare.
- o She knows a little French.
- o The little money he has was hardly adequate.
- o Every boy got a prize.
- o On each occasion, I missed him.

Another important area in rural development is agriculture. Vigorous steps have been taken for the development of agriculture and a number of schemes have been launched to meet these aims. These schemes include (a) extension of areas for Rabi cultivation (b) implementation of minor irrigation and ground water for agriculture, (c) Providing fertilizers, seeds and single window system of delivery of agricultural outputs and (d) making provision for credit at the door-steps of farmers. Emphasis has also been laid on (a) increasing production through double and multiple cropping, (b) mechanization of agriculture and (c) providing post harvest facilities and better marketing avenues.

Another area of no less importance in rural development is primary health and hygiene. Schemes on family planning and population control have been vigorously implemented through a network of family planning and primary health centers. Hospitals and dispensaries have been set up in interior areas and through various programme like National Malaria Eradication Programme (NMEP) there has been an effort towards developing the primary health of the rural people.

A related scheme on rural development is the programme on drinking water supply and priority has been given on providing safe drinking water supply in rural areas. This is the main aim of the National Drinking Water Supply Mission now renamed "Rajiv Gandhi National Drinking Water Mission". Within the last few years altogether hundreds of villages with no source of water and many more partially covered villages have been provided with clean drinking water. These steps certainly contribute towards rural development.

Indeed, the rural development of Assam is a challenging task. It involves combating elements like floods and drought and cyclones on the one hand and an enormous rise in population on the other. However, with the positive steps taken in this direction it is easy to see that major improvements have been taking place throughout the state.

(b) INDEPENDENCE DAY

One of the greatest of thinking minds of Europe in the last 18th and 19th centuries, Jeremy Bentham has very rightly observed that the

Perhaps, the highest priority that needs to be given for rural development is the eradication of poverty. It is observed that small scale and cottage industries can play a very effective role in this direction. Long back, Mahatma Gandhi had observed that cottage industries can be very effective in removing poverty from our villages. He suggested that every Indian household should pursue some kind of cottage industries like weaving and thread making. This suggestion of Gandhi has found full realization in Assam. According to a census report the country has a total of 38.9 lakh looms and the share of Assam is 41 percent or 12,22,956 looms on which 17,16,440 weavers are working. Apart from weaving, there are many more cottage and small scale industries in Assam like bee keeping, net keeping, handicrafts making and so on. The District Rural Development Agencies (DRDA) and the State Khadi Board have given assistance and credit to thousands of villagers under the scheme of rural development.

A high priority area for rural development is education. The recent statistics on school education in the rural sectors in Assam presents a picture of rapid increase of school enrolment and the fall in school dropout rates. The number of out-of-school children in the state which stood at 13.40 lakh (24.39%) in 2002 before the launching of the Sarve Siksha Abhijan Mission has come down to 3.95 lakh (7.27%) in 2007.

One of the major reasons behind this success story of decline in numbers of out-of-school children is the centrally sponsored Mid Day Meal Scheme (MDM Scheme) which had during 2007-2008 covered 49,420 educational institutions upto class IV. It has been noted that MDM Scheme has resulted in considerable increase in the enrolment of poor students, especially in char and tea garden areas. The Government of India has approved the proposal of the State Government to cover students of upper primary classes of the state from class V to class VIII this year. It is learnt that the Central Government has already released a sum of Rs.11,739.80 lakhs as cooking cost during the year 2006-2007. In 2007-2008 the amount approved under this head is 13,770.52 lakhs. This would imply better enrolment and lower drop out rates at this level of education, especially in rural areas.

1.5.5 WH- DETERMINERS

When words like what, which, whatever, whichever and whose occur before a noun in a sentence, these words are referred to as ‘wh-‘ determines.

- Which book is yours?
- What book are you reading?
- Whatever money he had was exhausted.

1.5.6 PRE-DETERMINERS

Pre-determiners occur before a determiner in a noun phrase.

- All the boys
- Both the boys
- Half of my time etc.



CHECK YOUR PROGRESS

Q6. Put a/an, or, the, in the sentences below where necessary.

(a) Could you close door, please?

_____

(b) I’ve got problem, can you help me?

_____

(c) Have you finished with book I lent you?

_____

(d) We live in small flat near Sentinel building?

_____

(e) There’s small market at end of street where I live?

_____

Q7. Write new sentences using the structure shown in the example:

I am writing to one of my friends

I am writing to a friend of mine.

(a) We met one of your cousins.

_____

(b) Dilip borrowed one of my books

_____

(c) Rina invited some of her friends to the party

_____

(d) I went to the theatre with two of my friends.

_____

(e) I met one of Hari's friends in the market.

_____

1.6 VERB FORMS

Verb is a word class in English grammar which

- occurs as part of the predicate of a sentence.
- carries markers of grammatical categories such as tense, aspect, person, number, mood and
- refers to an action or state (action)

Examples : He bought a book. (action)
Rina is happy. (state)

There are two basic kinds of verbs - (a) Lexical (b) Auxiliary.

Here we will be concerned with two kinds of lexical verbs : regular and irregular.

(a) Regular Verbs : The regular verbs form their past tense and past perticiple by adding ed to the base form (the form without any suffixes).

Present	Past	Past Participle
act	acted	acted
bury	buried	buried
climb	climbed	climbed
dive	dived	dived
earn	earned	earned
fill	filled	filled
hang	hanged	hanged
joke	joked	joked
lie	lied	lied
name	named	named

(c) CONCLUSION

A common error in ending an essay is just to stop, without any conclusion. Another common error is to introduce a new idea in the conclusion and stop without developing it. The function of a conclusion is to wind up the central idea bringing it to a natural firm resolution. To illustrate the above three points we shall look at a few sample essays.



CHECK YOUR PROGRESS

Q2. Complete the following sentences :

a. An essay is constructed much like a paragraph but on a large scale. Just as a paragraph has a central controlling idea or _____ sentence to which each sentence contributes, so an essay contains _____ to which each _____ contributes.

Q3. Say why you should not introduce a new idea in the conclusion part of the essay.

_____

_____

_____

6.5 SAMPLES OF ESSAYS

In this section we shall look at a few samples of essays:

(a) THE RURAL DEVELOPMENT OF ASSAM

The rural development of Assam is a major issue before the Government today. This fact is obvious from the various programmes and policies of the Government on rural development in the past few years. Besides, provincializing the services of the Gaon Panchayat employees, holding regular Panchayat elections and streamlining the structure of the Panchayat Raj system, a number of development blocks have been set up and the existing blocks have been strengthened.

(ii) A curious statement: A statement that occurs some curiosity in the mind of the reader.

e.g. 'Let me imagine for a moment that I am the Prime Minister of India.'

(iii) A bold statement: A statement that makes a bold, unambiguous point

e.g. 'If Gandhiji can be called the "Mahatma", Mother Teresa can undoubtedly be called the greatest Christian saint of her age.'

(iv) A quotation:

"Lives of great men all remind us
We can make our lives sublime…"

(b) THE MAIN BODY OF THE ESSAY

In this section of the essay, you develop the thesis statement that you have used to present your introduction. For example, let us go back to the statement:

'The rural development of Assam is a major issue before the Government today.' In the main body of the essay you will develop this point made in the introduction by stating your views as to why you think it to be important. In the main today you will have several paragraphs.

Introduction : You thesis statement

Topic sentences	information to analyze
	or to support the point
	reason
Topic sentence	reason
	reason

Conclusion

(b) Irregular Verbs : The irregular verbs do not form their past tense and past participle forms like the regular verbs. There are two different types of irregular verbs.

(i) There are some irregular verbs that form their past tense and past participle forms generally by a change of vowels.

Present	Past	Past Participle
begin	began	begun
drink	drank	drunk
ring	rang	rung
shrink	shrank	shrunk
sing	seng	sung
spring	sprang	sprung
stink	stank	stunk
swim	swam	swum

(ii) There are some irregular verbs that do not change their form either in the past tense or in the past participle form.

Present	Past	Past Participle
bet	bet	bet
bid	bid	bid
cast	cast	cast
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
quit	quit	quit
shut	shut	shut

The following are the different forms of the regular and irregular verbs:

I. Base form :

The base form of the verb refers to the form that has no suffix attached to it (-s, ed etc are suffixes).

- Regular verbs like ask, finish, accept, play open etc are in the base form.
- Irregular verbs like begin, sing, run, swim are in the base form.

Functions of base form :

1. Imperative function :

(i) Come here.

(ii) Begin the work tomorrow.

2. Present tense function :

(i) You play very well.

(ii) You must begin the work early.

3. Infinitive function :

(i) I like to play

(ii) I want to go.

II. - s form :

The -s form refers to the form of the verb that consists of the base form + - s suffix added to it in both regular and irregular verbs.

- Examples of the - s forms of regular verbs: asks, finishes, accepts, plays, etc.
- Examples of the - s form of irregular verbs: steals, finds, begins etc.

Functions of –s form :

Agrees with the subject in the third person singular:

(i) She sings very well.

(ii) The boy works very hand.

III. Past form :

The past form of regular verbs is invariably the base form and the -ed suffix attached to the base form. However, while attaching the -ed suffix, the following rules have been noted.

i) Verbs ending in ‘e’ add only ‘d’ to form the past tense : dance-danced, love-loved.

clarity of expression that makes the text easy to understand. If your thoughts are clear and organized, it is much more likely that your style will be lucid. Muddled writing is very often the result of muddled thinking, not only during your wiring, but much more importantly, during your preparation work. Your clarity of thought will be revealed in the way you have made your paragraphing. To illustrate this point let us look at the structure of the essay.

6.4 THE STRUCTURE OF THE ESSAY

Before you write an essay, you have to have a subject you can write about. The scope of your subject is limited by the size of your composition. Your essay may be written in about 350 to 500 words, and your subject must be narrow enough so that you can write an impressive or clear composition about it in these few hundred words. Hence, it becomes important to structure your essay in these following parts –

(a) Introduction

(b) Development of the ideas – the main body

(c) Conclusion

Let us briefly examine each part.

(a) INTRODUCTION

An introduction has two purposes –

- To interest the reader.
- To lead the reader into your subject.

Avoid aimless, vague generalizations and mere decorations. If you cannot work up some special device, just make a sharp direct statement of the points you are going to develop. Some of the methods that may be used include:

(i) A direct statement: You may begin the essay with a direct statement like the following–

‘The rural development of Assam is a major issue before the Government today…’

well-wishers on what to study and where to study. It is all very good to be provided with such inputs on one's career.

3. India is a vibrant country with enormous development strides being taken on all fronts. This fact implies that India is constantly in need for a vibrant work force in order to meet her emerging needs. As the future leaders in these diverse fields of work, the students should be able to equip themselves with the skills and techniques that would make them employable in one field or the other.

c. Secondly, the student should have clear knowledge of the requirements and opportunities and prospects in different courses of studies. Unemployment is a serious problem of our country. But more serious is the fact that millions of unemployable people are coming out of various institutions every year, people who could have made themselves more useful had they chosen a field of study more suited to their competence. There are enormous numbers of young men and women who lack the attitudes, skills or personal goals that constitute employability.

d. However, what is of greater importance is that more than anyone else, it is the student who must have a clear understanding of himself/ herself, his/ her aptitudes and abilities, interests and limitations, resources and facilities. The student should understand that a particular course of studies may be suitable for him/ her or may not be within his/ her easy grasp. Wrong choice of a course due to parental pressure and wrong role-models, often lands many a student in a mess.

Answer : (In the space below write out the sequence numbers in the order by which you feel the passage becomes coherent)

_____

_____

_____

_____

_____

Lucidity is an important feature of a good piece of writing. It means

ii) In verbs ending in a consonant +y, the y changes to 'i' when 'ed' is attached : carry-carried, hurry - hurried.

iii) Verbs ending in ee, ye and oe drop the final e when ed is attached: agree - agreed, dye - dyed.

iv) final base consonants are doubled before -ed when the preceding vowel takes the stress : bar - barred, bag-bagged.

The past forms of irregular verbs are indeed very irregular. There are some irregulars verbs that form their past tense by a change of vowel : begin - began, drink-drank, ring-rang.

There are some irregular verbs that do not change their form in the past tense : cut-cut hit-hit, let-let, rid-rid.

Functions of Past form :

Expresses past tense.

i) I finished the work.

ii) He gave me the book.

iv) - ing form :

The -ing form is produced by adding -ing to the base form of the verb irrespective of whether it is a regular or an irregular verbs : Play-playing, swim - swimming etc.

While attaching the -ing suffix to the base certain rules are noted :

i) The final 'e' in the base form of a verb is omitted before -ing : dance-dancing, love-loving.

ii) Base forms that end in 'ie' change to y when -ing is added: die - dying, lie-lying.

iii) Final consonants in the base form are doubled before - -ing when the preceding vowel is stressed : lag-lagging, bet-betting etc.

Functions of –ing form :

i) Gerundial Function

a) Reading is my hobby.

b) Swimming is a good exercise.

ii) Active participle function

a) You are playing very well.

b) He is reading a book.

V) Past participle form :

The past participle form of the regular verbs is similar to its past tense form :

a) I have worked very hard.

b) The boys have played cricket.

The past participle form of the verb is invariably preceded by a form of 'have'.

The past participle form of irregular verbs is also similar to the past tense form.

i) There are some irregular verbs that form the past participle form by a change of vowels.

begin - began - begun

drink - drank - drunk

ii) There are some irregular verbs that do not change their form even in the past participle form

Cut - cut - cut

hit - hit - hit

Function of Past Participle form :

Expresses perfect tense

i) I have read the book.

ii) He has taken lunch.

VI) Passive participle form :

Like the past participle form, the passive participle form is produced by adding -ed to the regular verbs and a change of vowels to some irregular verbs generally ending with -en :

The thief was chased.

The book was given.

The car was hit.

Function :

Passive voice structure

important for ideas within the essay to "add up" to an overall statement and for each of the paragraphs to have a unity.

Paragraphs should be linked together in as natural a way as possible. Each sentence should be clear and accurate. This is all a part of the craft of writing. This linking together is what is know as cohesion.

Clear thinking also implies that your thoughts are coherent. There should be a logical development of ideas – each sentence leading to the next to form a coherent whole. A passage can be called coherent if it is a series of sentences that develop a main idea in a logical order.



CHECK YOUR PROGRESS

Q1. You have learnt that an essay has to be coherent in the sense that the paragraphs follow a logical order. Here is an essay on the topic 'Choice of a Career'. When you read the essay, you will find that it lacks coherence in the sense that the paragraphs do not follow a logical order. Read the text and re-arrange the paragraphs into a coherent piece of text.

Choice of a Career

a. Today's students have much more educational and career avenues open to them than their counterparts a decade or so ago. They can see a growing linkage between education and work with lots of institutions opening the doors for what is known as campus interviews. What is necessary on the part of each student is that in whatever institution he or she studies, he or she should have the willingness to seriously pursue a field of study and put some extra dedication to the work at hand and not leave everything to luck and chance

b. Soon arte the HSCL/ AHM examination are over, it is time for students to make plans for their future course of studies and take a positive decision on the aim that they would like to pursue in life. At this state of their lives it is obvious that they would be receiving abundance of advice from guardians and neighbours, teacher and

- We need an ability to present our thoughts in a suitable style and format (skill)
- We do need a point of view to tackle the work (attitude)

All this many sound too general for you. But let us move on to specifics.

(a) KNOWLEDGE

The knowledge referred to is the knowledge of the topic or subject matter of the essay that your intend to write. Let us take some of the topics that are commonly taken up for essay writing activities at your level.

(a) Cottage Industries of Assam
(b) Natural beauty and resources of Assam
(c) Life of a great person
(d) Your favorite book
(e) Rural development of Assam
(f) Distance Education

In order to write these essays, you would require to collect materials from different sources notably the newspaper and the electronic media. While collecting the material do not forget to record the sources of your information e.g.

- Author
- Title
- Publisher
- Date of publication
- Chapter and page number

It would be a good idea to arrange your materials in outlines which would be easy to develop further.

(b) SKILLS

The skills used in writing essays irrespective of the topic involves :

- Clear thinking
- Lucid writing
- Ability to group relevant points together

Clear thinking implies an ability to plan the essay as a whole. It is very

i) The thief was caught.
ii) The book is lost.



CHECK YOUR PROGRESS

Q8. Write the verbs in brackets in their correct tenses.

1) He _____ since morning. (work)
2) Wait a minute, I _____ the door. (open)
3) French _____ in many countries of the world. (speak)
4) Several passengers _____ in the collision. (hurt)
5) Pradip _____ his hands, so he went to wash. (dirty)
6) I went to bed early and _____ all night. (sleep)
7) The Bible _____ thatlove of money is the root of all evil. (say)
8) She _____ since morning. (cry)
9) You _____ back, won't you ? (Come)



1.7 LET US SUM UP

From this unit, you have learnt about some important aspects of English Grammar. Grammar usually refers to a description of the structure of a language because grammar is a set of rules and conventions that govern language. 'Incorrect' grammar may be used in common and informal speech. But, there should be a distinction between common usage and opinions about grammatical correctness while using a language. The various sections of this unit must have helped you to consider the idea of grammar in sufficient detail.



1.8 FURTHER READING

Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.

De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.

Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.



1.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (a) Mr. Baruah is a doctor.
(b) Smita is very intelligent.
(c) The doctor is in the hospital.
(d) The teacher gave me a pen.
(e) I shall leave shortly.

Ans to Q No 2: (a) Subject + Verb + Adverbial
(b) Subject + Verb + Complement
(c) Subject + Verb + Object + Adverbial
(d) Subject + Verb + Object
(e) Verb + Adverbial

Ans to Q No 3: (a) is (b) is (c) is (d) is (e) is

Ans to Q No 4: (a) deployment (b) invitation
(c) difference (d) scarcity
(e) intention

Ans to Q No 5: (a) my friend's father
(b) The doctor's car
(c) Dilip's younger sister
(d) two week's salary
(e) my brother's garden

Ans to Q No 6: (a) Could you close the door, please ?
(b) I've got a problem. Can you help me ?
(c) Have you finished with the book I lent you ?
(d) We live in a small flat near the Sentinal building.
(e) There is a small market at the end of the street where I live?

UNIT 6: ESSAY AND STORY WRITING

UNIT STRUCTURE

6.1 Learning Objectives
6.2 Introduction
6.3 Aspects of Essay Writing
6.4 The Structure of the Essay
6.5 Samples of Essays
6.6 Introduction to Story Writing
6.7 Technique of Story Writing
6.8 Samples of Stories
6.9 Let us Sum up
6.10 Further Reading
6.11 Answers to Check Your Progress
6.12 Model Questions

6.1 LEARNING OBJECTIVES

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

- define the importance of both essay and story writing
- grasp the skills involved in writing essays and stories
- employ the techniques of essay and story writing
- distinguish between the language in essay and story writing

6.2 INTRODUCTION

Many of you find essay writing difficult and even after you have written an essay, you feel that your work has not been quite up to the mark. In this unit we shall see how essay writing is a skilled activity, like many other activities that we do every day.

6.3 ASPECTS OF ESSAY WRITING

Whatever we do in our everyday life, we find that our activities are a combination of knowledge, skill and attitude. Essay writing too is a combination of these three factors.

- We need to have something to say (knowledge)

Q3. Frame sentences to illustrate the meaning of the following :

1. at arm's length
2. with open arms
3. behind someone's back
4. to the backbone
5. in cold blood
6. new blood
7. a bone of contention
8. black sheep
9. turn a deaf ear
10. see eye to eye
11. turn a blind eye
12. face to face
13. in the face of
14. have a finger in the pie
15. get one's fingers burnt
16. foot the bill
17. let your hair down
18. at hand
19. to be hand in glove
20. give someone a big hand
21. make head or tail
22. put your heads together
23. break someone's heart
24. a slip of the tongue
25. fight tooth and nail
26. call it a day
27. at the eleventh hour
28. at the last minute
29. on the spur of the moment
30. in no time

———————

Ans to Q No 7: (a) We met a cousin of yours.
(b) Dilip borrowed a book of mine.
(c) Rina invited some friends of hers to the party.
(d) I went to the theater with two friends of mine.
(e) I met a friend of Hari in the market.

Ans to Q No 8: (1) has been working (2) am opening
(3) is spoken (4) were hunt
(5) dinited (6) slept
(7) has changed (8) says
(9) has been crying (10) will come



1.10 MODEL QUESTIONS

Q1. Rewrite the following passage using appropriate determiners where necessary.

Jagan made a wry face at coarse reference. He had outlook of disembodied soul floating above grime of earth. At fifty-five appearance was slight and elfish, brown skin was translucent, brow receded gently into a walnut shade of boldness and beyond fringe his hair fell in couple of speckled waves on his nape.

Q2. Rewrite the sentences using the verbs in brackets in their correct tense forms:

(a) The baby ……(cry) because it is hungry.
(b) He ……(kill) in the battle last year.
(c) They just ……(arrive) from Kolkata.
(d) I ……(have) my hair cut when it gets too long.
(e) As he ……(cross) the road, a car knocked him down.
(f) You ever ……(read) 'Gone with the Wind'?
(g) I wish I ……(accept) the job.
(h) It ……(rain) since dawn.
(i) He ……(go) to Delhi recently.
(j) I ……(buy) a bicycle last week.

Q3. Fill in the blanks to complete the sentences:

(a) She is ……older than Rita.

(b) The lady is ……old to help in the house work.

(c) The tea is not hot ……to drink.

(d) You are ……right in your observation.

(e) I have ……finished my work.

(f) I know him ……well.

(g) ……does your school start?

(h) ……, it is too hot to go out.

(i) He solved the question …….

(j) Her tooth ached ……

Ans to Q No 2: 1. Cheap products are often inferior.
2. Some sick people refuse to take medicine.
3. I'll be ready to leave by 5 O'clock.
4. I'll telephone you when I reach the airport.
5. She always looks beautiful.

Ans to Q No 3: 1. She has to stay in hospital for one more week.
2. Why are you late?
3. She neatly tore the paper— into two halves.
4. It is cheaper to go to Dibrugarh by train.
5. I waited in the queue for two whole hours.

Ans to Q No 4: 1. proud of 2. eligible for 3. hanker after
4. from 5. of

Ans to Q No 5: 1.scarcely... when
2. not only... but also
3. not sooner... than

Ans to Q No 6: 1. Both of us went through thick and thin together in all crises.
2. After the heavy rain, the weak bridge gave way.
3. The flood problem is a burning question in the state of Assam.



5.8 MODEL QUESTIONS

Q1. Rewrite the following sentences correctly :

1. The flowers smell sweetly.
2. The population of London is greater than any town in India.
3. I was very surprised to learn about his success.
4. Hari as well as Ram were present in the meeting.
5. Don't meddle with my affairs.

Q2. Construct sentences with the following phrases and idioms :

1. a low profile
2. black sheep
3. boil down to something
4. fits and starts
5. write off



CHECK YOUR PROGRESS

Q6. Make sentences from the following phrases :

1. Through thick and thin
2. Give way

3. A burning question

Ans. :

1._____

2._____

3._____



5.5 LET US SUM UP

In this unit, you have learnt about the common errors in English. Various types of common errors have been highlighted in this unit through worked out exercises. Phrases and idioms too are a part of vocabulary and their correct use by the students is an important objective of English language teaching. Thus, this unit has helped you to become aware of the common errors in English besides providing sufficient information regarding the use of phrases and idioms as important grammatical items.



5.6 FURTHER READING

Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.

De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.

Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.



5.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 2: 1. Comes, 2. deserves, 3. was, 4. has

UNIT 2: SOME CONCEPTS OF GRAMMAR II

UNIT STRUCTURE

2.1 Learning Objectives
2.2 Introduction
2.3 Adjectives
2.4 Adverbs
2.5 Prepositions
2.6 Let us Sum up
2.7 Further Reading
2.8 Answers to Check your Progress
2.9 Model Questions

2.1 LEARNING OBJECTIVES

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

- acquaint yourself with the essential rules of English Grammar
- identify the different parts of speech of English
- explain the term adjective and adverb and understand their use
- use the language grammatically and appropriate to the context or situation

2.2 INTRODUCTION

This unit is to be studied in connection with the previous unit. This unit also introduces you to English Grammar through an explanation of parts of speech like Adjectives, Adverbs and Prepositions. By the time you finish reading this unit, it is hoped that you will be in a better position to write and speak the English language correctly.

2.3 ADJECTIVES

An adjective is a word class that says something more about a noun. An adjective can take an adverb of degree (intensifier) like 'too' / 'very'. It has a comparative and superlative form as well.

KINDS OF ADJECTIVES

1. Adjectives of quality or qualitative adjectives

   These adjectives describe the shape, size, colour, manner etc of a thing or a person.

   Milk is white.

   He is a tall man.

2. Adjectives of quatity or numerals

   These adjectives refer to ‘how much’ or ‘how many’ of a thing.

   He has done much.

   Very little has been achieved in these years.

3. Demonstrative adjectives

   These adjectives are used to point to a person or a thing.

   This is my book.

   That is Rohim’s house.

4. Interrogative adjective

   These adjectives are used for asking questions

   Which is your book ?

   What is your name ?

5. Participles as adjectives

   Both present participle (-ing) and past participle (-ed) can be used as adjectives.

   An interesting incident occurred yesterday.

   A written statement was called for.

   The tiger is a dreaded animal.

6. Proper adjectives

   These are formed from proper nouns, particularly from names of geographical places.

   I have a Chinese pen.

   He deals in Indian goods only.

POSITION OF ADJECTIVES

a) Adjectives before nouns in a sentence or a phrase structure are called attributive adjectives.

   She is a pretty girl.

   The old man is Dilip’s father.

52. take something as read (regard something as being known) : The Chairman took the proceedings of the last meeting as being read, and moved on to the recommendation part.
53. take someone/ something by storm (make a great impression) : The arrival of Ketreena took Bollywood by storm.
54. take one’s hat off to someone (admire someone’s achievements) : I take my hat off to Khuswant Singh, who at ninety plus could write such wonderful columns.
55. take something in one’s stride (deal with a problem or difficulty calmly) : There’s always a power failure in our part of the city, you must learn to take this in your stride.
56. throw a party (celebrate) : You must throw us a party for your daughter’s success.
57. throw one’s weight around (showing arrogance) : No one in the office likes him because he likes to throw his weight around all the time.
58. tighten one’s belt (spend less money) : After retirement from service, he didn’t have to tighten his belt because of the steady income from his books.
59. turn over a new leaf (change one’s behaviour) : After his return from England and meeting Gandhi, the young barrister Jawaharlal Nehru turned over a new leaf and joined politics.
60. upset the applecart (spoil a plan) : When all the preparations were complete, we didn’t expect him to upset the applecart by rescheduling the date of the programme.
61. wash one’s dirty linen in public (reveal private scandals) : Let us not wash dirty linen in public and instead concentrate on our own work.
62. wipe the floor with someone (triumph over someone) : It was a terrible match; Mohan Bagan wiped the floor with the Railway team.
63. work wonders (have a beneficial effect) : Yoga can work wonders on back pain.

inauguration programme of the company set in the ball rolling for the project.

40. show one's true colours (reveals one's character) : The man showed his true colours when he revealed his un-friendliness to the club.
41. sit tight (wait patiently and see what happens) : When the call for Assam Bandh was given, we had no option but to sit tight.
42. speak for itself/ themselves (something that is clear) : The examination reform programme of SEBA is a great success. The results speak for themselves.
43. spill the beans (let out information) : He told the story in strict confidence and asked me not to spill the beanjs.
44. stand one ceremony (pay too much attention to correct behaviour) : When you talk to the Governor, it is important to stand on ceremony.
45. steal the show (receive more appreciation then anyone else) : The cultural programme was excellent, but Zubeen stole the show with his performance.
46. steen clear of (avoid) : The doctor has warned me to steer clear of fats and spicy food.
47. stick to one's guns (be firm) : Many people will try to influence you, but you must stick to your guns.
48. sugar/ sweeten the pill (make something unpleasant appear pleasant) : The new management is very strict and has already suspended five workers; but to sugar the pill it has announced an ex-gratia allowance.
49. sweep something under the carpet (hide) : The Government is trying to sweep the scandal under the carpet.
50. swim with the tide (conform to general view) : His success in politics is largely due to the fact that he swims with the tide.
51. take a leaf out of one's book (follow someone's good example) : Abhishek is not quite up to the mark as an actor; he should take a leaf out of his father's book for tailor made roles.

b) Adjective occupying a predicate position as a complement in a clause structure are called predicative adjectives.
She is tall
I felt happy.

ORDER OF ADJECTIVES

When more than one adjective occurs in a group before a noun, there is a system or arrangement about their order as exemplified in the table below :

Adjectives

Quality	Size/ Shape/ Length	Colour	Nationality	Noun
1	2	3	4	5
Obedient	little	black	Chinese	eyes
	big	brown	English	dog
Attractive	fat	white	Indian	cow
	Thin	blue	Bhutanese	Print
			Jersey	box

Examples :

i) a big black box.
ii) attractive blue English eyes.
iii) a big brown Bhutanese dog.
iv) a fat while Jersey cow.

Comparison :

There are three degrees of comparison. An adjective can have positive, comparative and superlative degree.

1. Most adjectives change from position to comparative degree by adding -er as suffix and into the superlative degree by adding -est as suffix.

Positive	Comparative	Superlative
old	older	oldest
hot	hotter	hottest
clear	clearer	clearest
dear	dearer	dearest
soft	softer	softest

2. Some adjective are changed into their comparative degree by adding ‘more’ to their positive form and by adding ‘most’ to make their superlative form.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
careful	more careful	most careful
interesting	more interesting	most interesting
hopeful	more hopeful	most hopeful
fertile	more fertile	most fertile

3. Some adjectives are changed into their comparative degree and superlative degree in an irregular way. This irregularity is known as suppletion.

Positive	Comparative	Superlative
Good	better	best
Bad	worse	worst
little	less	least
many	more	most
far	farther	farthest



CHECK YOUR PROGRESS

Q1. Fill in the blanks to complete these sentences.

1) The 22nd December is the _____ day of the year. (Short/ shorter/ shortest)

2) Nagaon is _____ to Guwahati than Dergaon. (Near/ nearer/ nearest)

3) The _____ difficulty would make him lose hope. (little/ less/ least)

4) Who is the _____ of the two boys ? (tall / taller / tallest)

5) Rama was _____ son of Dasaratha. (the oldest/ the eldest / eldest)

6) Shillong is _____ than Guwahati. (Cold/ more cold / colder)

open house here; I donot mind anyone staying.

27. know something inside out (know something very well) : I have been reading ‘Hamlet’ so thoroughly that I know the play inside out.
28. make a mountain of a molehill (treat something as being make difficult or serious that it is) : It was a small matter; but the press made a mountain of a molehill.
29. make amends (compensate) : Hari Singh was sorry to rob Anil that night and was willing to make amends.
30. miss the boat (miss an opportunity) : The last date of application expired yesterday; I am afraid you have missed the boat.
31. nip in the bud (destroy something at early stage) : We saw the little boy smoking, so we decided to nip if in the bud them and there. His tropes to go abroad were nipped in the bud when his father died.
32. put on airs (behave in a self important manner) : She certainly put on airs in her speech.
33. rest on one’s laurels (enjoy a period of inactivity) : After winning the big national award he can afford to rest on his laurels.
34. ring a bell (reminds one vaguely of something) : His name rings a bell; I’ve probably read one of her articles in the newspaper.
35. rise to the occasion (cope with a situation) : Let us rise to the occasion and tackle the problem of terrorism.
36. rock the boat (upset or disturb something) : We were happy with preparation of the conference until the General Secretary of the Steering Committee rocked the boat by proposing last minute changes.
37. roll up ones sleeves (prepare oneself to start working) : The programme for the examinations has been announced today; it’s time you rolled up your sleeves.
38. run in the family (a physical feature, talent or character seen in different generations of a family) : Music runs in his family.
39. set the ball rolling (start something) : With the Minister’s

of dropping names to impress people.

12. feel the pinch (feel an unpleasant change) : Because of the steep rise in prices, everybody is feeling the pinch.
13. fight a losing battle (try hard without much chance of success) : We the Assam seem to be fighting a losing battle against floods.
14. fight shy of (avoid) : She always fights shy of taking a difficult decision.
15. follow suit (do the same as someone else has done) : When the SBI lowered the interest rates, all the other nationalized banks followed suit.
16. get down to brass tacks (moving on to essential details) : It was only when we got down to brass tacks did we realize the difficulty of the project.
17. give vent to (express) : He was so annoyed with his behaviour that he could not stop himself from giving vent to his anger.
18. go the whole hog (do something thoroughly) : Instead of painting a window here and a door there, I suggest you go the whole hog and paint the house.
19. hang fire (get delayed) : Our plans for the excursion are hanging fire because of the examination.
20. have something up one's sleeve (have some secret information) : She looks fairly happy; surely she must have got something up her sleeve.
21. hit the headlines (become a main subject in the media) : The floods in Majuli have hit the headlines.
22. hold water (withstand an investigation) : Your lame excuse for bieng absent will not hold water with the management.
23. keep in touch (continue contacts) : We keep in touch with each other.
24. keep pace with (make progress as fast as others) : India is keeping pace with America in her nuclear programme.
25. keep in appearances (continue to make a good impression in order to hide one's poverty etc.) : He had a hard time in keeping up appearance with his meagre income.
26. keep open house : (welcome visitors at any time) : I keep

Q2. Rewrite the sentences as directed.

1) Mt. Everest is the highest peak in the world. (Turn into positive degree)

_____

2) Iron is the most useful metal.
(Turn into comparative degree)

_____

3) New York is richer than any other city in the world. (Turn into positive degree)

_____

4) Silver is not as valuable as gold. (Turn into comparative degree)

_____

2.4 ADVERBS

An adverb is a word that adds something more to the meaning of a verb. An adverb can modify a verb, an adjective, another adverb or a pronoun. It can even modify a complete sentence.

KINDS OF ADVERBS :

1. Adverbs of time

   These adverbs refer to the time of an action and answers the question 'when' Examples include : Yesterday, today, tomorrow, now, then, already, soon, till, early, late etc.

   She arrived yesterday.

   I have already completed the work.

2. Adverbs of place :

   These adverbs indicate where an action took place or takes place and answer the question 'where'. Examples include here, there, everywhere, nowhere, near, far, in, out, up, down, beside, below etc.

   I shall stand here.

   I have looked everywhere for him.

3. Adverbs of manner

These adverbs tell us how an action took place or the manner in which the action took place. Examples include : boldly, calmly, carefully, distinctly, easily, equally, fast, late, promptly, quickly, simply, sincerely etc.

The bird sang sweetly.

He promptly replied to my letter.

4. Adverbs of frequency

These adverbs tell as 'how often' something is done or will be done. Examples include : always, often, frequently.

I always go for a morning walk.

It has been raining continuously for an hour.

5. Adverbs of degree

These adverbs also called intensifies express 'to what extent' or 'how much'. Examples include very, too, so, almost, enough, entirely, hardly, homely, extremely, really etc.

The coffee is very delicious.

I was quite sure of her success.

6. Interrogative adverbs

These adverbs are used to ask questions about time, manner and place. Examples include when, where, why, how, how many, how long, how big, how much etc.

How did you come here ?

Why are your late ?

7. Sentence adverbs

These adverbs modify the whole sentence. Examples include : evidently, fortunately, luckily, certainly, perhaps, clearly, etc.

Fortunately, the rain has stopped.

Evidently, he was very angry

8. Relative adverbs

There advers like ralative pronouns refer back to their antecedents. Examples include when, where, why etc.

This is the place where Skakespeare was born.

I remember the day when I first went to school.

65. show off (display one's capabilities) : Don't show off your scholarship; others are not interested.
66. stand by (support) : He stood by her in her difficulties.
67. stop over (break a journey) : I shall stop over at Kolkata on my way to Pune.
68. turn down (reject) : He turned down the offer.
69. walk out (strike) : The workers staged a walk out.
70. warm up (become lively) : The party warmed up with the arrival of the film star.
71. wear off (to stop or disappear gradually) : The effects of the medicine will soon wear off.
72. write off (regard as no good) : He was written off by his family as a failure.

C. Verbal Idioms

1. bark up the wrong tree (get wrong ideas) : By putting the blame on Mr. Baruah for the lapse, you are barking up the wrong tree.
2. be a cut above something/ someone (be better) : The new typist seems to be a cut above his predecessor.
3. be no picnic (not easy) : the question paper in English was no picnic.
4. beat about the bush (talk indirectly) : Instead of coming to the point, he wasted a lot of time in beating about the bush.
5. blow one's own trumpet (praise oneself) : He is otherwise efficient, but he too often blows his own trumpet.
6. bring to book (punish) : He was brought to book for his offence.
7. burn the midnight oil (work hard) : He burnt the midnight oil to do well in the examination.
8. bring the hatchet (decide to end hostilities) : Let us bring the hatchet and be friends again.
9. clip someone's wings (limit power) : The Government had decided to clip the wings of the new Director.
10. cross swords (argue) : I didn't like to cross swords with him in this matter.
11. drop names (mention influential names) : He has the habit

43. go down with something (fall ill) : Most of my classmates have gone down with flu.
44. go on (continue talking) : I was tired of listening to him, but he just went on and on.
45. hang on (wait) : Hang on, I will get you some help.
46. hold back (restrain oneself) : The pupils of Socrates tried to hold back their tears when he lifted the cup of poison to his lips.
47. join in (participate) : We are planning a picnic for next Sunday, why don't you join it?
48. keep in (stay indoors) : It's best to keep in when it is very cold.
49. look in (make a short visit) : I shall look in on Rina when I visit Jorhat.
50. look out (be careful) : Please look out when you are crossing the road.
51. look over (examine) : I looked over the house before buying it.
52. look up (improve) : The weather is looking up at last.
53. look someone up (visit someone) : I shall look you up when I happen to visit Delhi.
54. make off (escape) : The thief made off with the valuables.
55. move in (take possession of) : The new neighbour had just moved in.
56. pack up (stop work) : The workers in the building packed up at about five o'clock.
57. push off (leave) : I'll have to push off now.
58. put across (express) : I tried to put my ideas across; but they didn't understand.
59. put off (postpone) : The cricket match had to be put off because of the rain.
60. put by (save) : I put by some money for the trip.
61. put up with (tolerate) : I cannot put up with bad manners.
62. run out (expire) : The contract runs out in March next year.
63. set off (begin a journey) : We set off early in the morning.
64. settle down (establish oneself) : I have settled down in Guwahati.

Formation of adverbs :

1. Adverbs of manner are frequently formed by -ly to an adjective.
   (a) She is a quick worker. (adj).
   She works quickly. (Adv).
   (b) He is a careful driver. (adj)
   He drives carefully. (adv)
2. We cannot add -ly to an adjective which already ends in -ly. Instead, we can either use a prepositional phrase with manner/ way/fashion
   I received a friendly greeting. (adj.).
   I was greeted in a friendly manner (adv).
3. Some adverbs have the same form as the adjectives.
   (a) I caught the fast train. (adj)
   The train was going quite fast (adv)
   (b) I had an early night (adj)
   I went to bed early (adv)
4. Sometimes adverbs can be with or without -ly.
   (a) You can buy fish cheap/cheaply in the market.
   (b) Don't talk loud / loudly .
5. There are some such as hard / hardly which have different meanings.
   He works hard.
   He hardly works.
6. Hourly / daily etc. are formed from hour, day, week, month etc. They are both adjectives and adverbs.
   It is a monthly magazine (adj)
   It comes out monthly (adv)



CHECK YOUR PROGRESS

Q3. Fill in each blank with one of the two adverbs given in brackets.

(a) They arrived _____ for the meeting (late/ lately).

(b) Ramen did well in the examination because he worked _____ (hard / hardly).

(c) Mohan is so lazy; he _____ works. (hard/hardly)

(d) The teacher thinks _____ of him. (high/highly)

(e) Always play _____ (fair/fairly)

(f) They will be here _____ (short/shortly)

Q4. Rewrite the sentences by placing the adverb in the most appropriate place.

a) She goes to school by bus. (always)

_____

_____

b) Do these boys play in the field ? (usually)

_____

_____

c) Everybody came out of the hall . (nearly)

_____

_____

d) They decided to leave the town (secretly)

_____

_____

2.5 Prepositions

Preposition is a word class in English referring to a fixed set of words which normally precedes a noun or a noun phrase to form a sentence structure. Functionally, a preposition shows relationship. It shows in what relation the person or thing denoted by the noun stands to something else.

He arrived on Monday.

He came from his native place.

The same preposition may express different relationships.

23. call for (demand) : His conduct calls for a thorough inquiry.
24. call in (stop somewhere on the way to somewhere else) : I will call in at the shop on my way to office.
25. call off (cancel) : If it rains, the cricket match will be called off.
26. call on (visit) : The company phoned to say that a representative will call on the next Monday.
27. carry on (continue) : Please carry on your work I without anybody disturbing you.
28. come round (recover) : He came round after a long illness.
29. crop up (happen) : Something unexpected had cropped up and I had to postpone my visit.
30. deal in (do business) : The grocer also deals in a variety of cosmetic items.
31. deal with (treat a topic/ subject) : We have been dealing with this firm for a long time.
32. drop in/ by/ over/ round (pay someone a casual visit) : Please drop in when you have the time.
33. dwell on something (discuss) : The speaker has dwelt on the issue of terrorism at great length.
34. end up (finish) : If you don't drive carefully, you will end up meeting with an accident.
35. fall out (quarrel) : The two neighbours have fallen out again.
36. fall through (fail to develop or take place) : Our holiday plans fell through at the last minute owing to her illness.
37. follow something up (pursue) : The story is interesting and deserves to be followed up.
38. get off (escape punishment) : He was lucky; he got off with a minor punishment.
39. get off something (alight from a vehicle) : The conductor will tell you where you will have to get off.
40. get on (make progress) : How are you getting on with your dance classes.
41. give in (surrender) : The mob was at last forced to give in to the police.
42. give up (stop doing something) : He gave up smoking at the doctor's advice.

5. ask someone in (invite someone) : I asked her in at my birthday.
6. ask someone out (invite someone to go out) : We asked them out for dinner at the Ashoka.
7. attend to someone/ something (look after) : Please attend to the work urgently.
8. back out (withdraw) : He promised his support but backed out at the last moment.
9. back someone/ something up (support) : I shall back him up in the college election.
10. bank on someone/ something (rely) : The leader is banking on the tea garden votes for his victory.
11. bear something out (support, confirm) : I hope you will bear me out when I make the statement.
12. blow over (be forgotten) : the storm had blown over and the incident is forgotten now.
13. blow something up (exaggerate) : The incident has been blow up by thepress for publicity.
14. boil down to something (to be reduced to something) : The whole problem boils down to the availability of funds for the project.
15. break down (collapse) : She broke down in sorrow.
16. break into (enter illegally) : Last night robbers broke into the bank.
17. break out (appear and spread rapidly) : Cholera broke out in the village soon after the floods.
18. break through (make a major discovery or advancement) : Science claims to have broken through in several new aspects of the cure for diabetes.
19. break up (come to an end) : Their marriage broke up after the incident.
20. bring something down (reduce something) : The incident of car theft in the city has of late been brought down.
21. build up (develop) : Suspense builds up towards the end of the film.
22. burst in (enter suddenly) : She burst in with the news that she had got the job.

Characterstics of Prepositions :

1. Most of the common English preperitions such as in, on, under, with, at, for, by, from etc. consist of one word. Such preposition are called simple prepositions.
2. Other prepositions consist of more than one word eg. as for, as to, due to, in comperison with etc. such preposition are known as complex prepositions.
3. As a general rule, prepositions show no inflexional contrasts. (Something that is added to a word to change its form, eg, -ly in slowly is an inflexion). However, there are a few words which behave like prepositions and they take inflexional suffixes (-ing), eg, except-excepting, bar-barring, etc.
4. Prepositions have distinctive functions in the clause structure.
5. Prepositions generally take an NP complement.

Uses of prepositions :

1. Prepositions of time and date : in, on, at,by

(a)	in 2009	(b)	on that day
	in May		on Monday
	in time		on 26th July
	in winter		on time
(c)	at 6 o'clock	(d)	by November
	at that very moment		by next summer
	at noon		by morning
	at night		by 6 o'clock

2. Prepositions of time : from, since, for, to, during, till, until.
   (a) from morning to night.
   (b) for a long time
   (c) since Monday
   (d) during the summer holidays
   (e) till 10 o'clock
   (f) until it grew dark
3. Prepositions of travel and movement : From, to, at, in, by, on, into, off, out of.

(a) from Guwahati to Shillong
(b) in Shillong
(c) at the Assam House
(d) by train
(e) on foot

4. Prepositions denoting relative positions : above, over, under, below, beneath, beside, between, behind, in front of, opposite.
(a) (The sky is) above us.
(b) (We looked down from the plane; the clouds were) below us.
(c) under the table.
(d) Mohan is sitting beside Rina.
(e) She is sitting between her parents.
(f) Meena is behind Reena.
(g) There is a tree in front of our house.

A few correct uses of prepositions :

1. since and for : 'Since' is used show when an action began whereas 'for' is used to show how long an action has continued.
(i) We have been at the library since 4 o'clock.
(ii) We have been waiting for an hour.
2. between and among : 'Between' is usually used with reference to two people or things. 'Among' is usually used with reference to more than two people or things.
(i) Divide the sweets between the two girls.
(ii) Divide the sweets among the students in the class.
3. of and off : 'of' expresses origin of cause, things, belonging, connection or quality. 'Off' has the meaning of from, away, etc.
(i) This table is made of teak wood.
(ii) Keep off the grass.
4. in and into, on and onto : In and on show position of things at rest; on the other hand 'into' shows movement from outside to inside and 'onto' from lower to higher level.
(i) He is in the room.

7. foul play (violent offence) : At first we thought that his wife committed suicide; but the neighours suspected foul play and rushed to the police station.
8. a gentleman's agreement (an agreement based on trust) : I borrowed the money from him on a gentleman's agreement.
9. an ivory tower (a way of life or state that is out of touch with the reality) : you must be living in an ivory tower if you ignore the reality of poverty.
10. a left handed complement (of doubtful sincerity) : By suggesting that he looked smart in the wig, he was paying a left handed complement to this.
11. a low profile (quit behaviour) : In spite of his scholarship, Professor Baruah likes to keep a low profile.
12. a meal ticket (reliable provider of money and comfort) : A husband is much more than a meal ticket in the family.
13. a necessary evil (something which is undesirable or unpleasant but still necessary) : Most teachers consider public examinations a necessary evil.
14. an olive branch (a desire for peace) : The extremists offered an olive branch to the Government.
15. an open book (someone straight forward and honest) : His life is an open book; he is one of the simplest person that I know.

B. Phrasal Verbs

1. add up (make sense, be logical) : A lot of evidence was found and they all added up to strengthen the case.
2. agree with someone (suit somebody) : The hostel food did not agree with my health.
3. allow for something (take something into consideration) : We set off an hour later to allow for morning the traffic jam at Chandmari to be over.
4. Answer back (reply in a rude way) : It is impolite to answer back to your elders.

in the street has access to all the information through the RTI Act.

16. the run of the mill (everyday routine thing) : There was nothing special that I did today; just the run of the mill, as far as I could see.
17. a stone's through (a short distance) : The railway station is just a stone's throw from our house.
18. the tip of the iceberg (only the beginning or the small part of a problem) : This incident is just the tip of the iceberg; I am sure there's much more to come.
19. a tower of strength (a person who can be relied upon) : The boy was a tower of strength for his mother after his father's death.
20. the writing on the wall (an event which points to impending danger) : With the Singur incident involving Tata, Corporate Houses have seen the writing on the wall on matters of huge investments.

Adjective and Noun : In the following examples we see the phrase being formed with an adjective and a noun.

1. the acid test (the toughest test) : Rina thinks she is a good dancer. But the acid test will come when she has to face national level contestants.
2. a burning question (an important issue) : The problem of illegal migrants is a burning question for the state.
3. a closed book (subject that a person knows little about) : I am afraid Greek tragedy is more or less a closed book to me.
4. double Dutch (unintelligible language) : I am afraid Dr. Johnson's writing is double Dutch for me.
5. a fair weather friend (a person who stops being a friend when in trouble) : You should avoid your far weather friends because they will not be with you when you are in trouble.
6. a foregone conclusion (an inevitable result) : As the train is running late by 5 hours, it is a foregone conclusion that I shall miss the connecting train.

(ii) The book is on the table.

(iii) I went into the classroom.

(iv) Put the book onto the shelf.

Appropriate prepositions :

(a) Verbs followed by prepositions :

1. abide by : (follow) You must abide by the order.
2. abound in : (exist) Fish abound in the river.
3. abound with : (in great number) The house abounded with rats and cockroaches.
4. abstain from : (hold oneself back) The doctor advised him to abstain from smoking.
5. accede to : (agree) The principal has acceded to my request.
6. account for : (explain) He was asked to account for his absence from office.
7. adapt oneself to : (to adjust) He could easily adapt himself to the new country.
8. adhere to : (follow) Gandhi adhered to a strict time table.
9. agree to : (give consent to a plan) I quite agree to the proposal.
10. agree with : (give consent with a person) I agree with him on this point.
11. aim at : (to have as an object) Dilip aims at becoming a doctor.
12. arrive at : (reach) The plane arrived at Guwahati on time.
13. attend to : (give care to) You must attend to your work regularly.
14. attend on/upon : (serve) which doctor is attending on you?
15. avail onself of : (take advantage of) You must avail your self on every opportunity to learn spoken English.

16. believe in : (trust in) He doesn't believe in ghosts.
17. belong to : (to be owned by) This car belongs to Mr. Baruah.
18. beware of : (be alert against) The witch told Macbeth to beware of Macduff.
19. boast of about : (words used in self-praise) He boasts of about his skill in playing tennis.
20. call on : (Pay a short visit) I called on my uncle at Jorhat.
21. call for : (demand) The situation calls for prompt action.
22. call upon : (appeal) The Chief Minister called upon the youths to work hard.
23. call off : (stop) The strike by the workers was called off last Monday.
24. call in : (bring, fetch) The nurse rushed out to call in the doctor.
25. compare to : (match with a thing) The pen is often compared to a sword.
26. compare with : (match with a person) The historian Surya Kr. Bhuyan has compared Lachit with Nelson.
27. complain to : (make a complain) She complined to me of his rudenes.
28. complain of : (complain of a trouble) He has been complaining of fever for two days.
29. congratualte on : (pay complements) He has congratulated me on my success in the examination.
30. crave for : (wish) I crave for your speedy recovery.
31. contribute to : (pay into) The employees contributed one day's pay to the Flood Relief Fund.
32. deal in : (to trade) My uncle deals in groceries.
33. deal with : (have relations with) The man is very difficult to deal with.
34. depend on/ upon : (rely on) Children depend on their parents for food and clothing.

3. a big fish in a little/ small pond (someone who is important only in a small group or community) : I would prefer to be a big fish in a small pond, so I work here and haven't thought of changing my job.
4. a big hit (something very popular) :The film was a big hit among the rural people.
5. a big mouth (someone who boasts or exaggerates) : don't believe that he has a flat in the city; he is such a big mouth.
6. a big shot (an important person) : He left the village nearly thirty years ago; he is now a big shot in Guwahati.
7. In a big way (on a large scale) : Mrs. Ahmed has invited about a hundred people for her daughter's birthday; she likes to do things in a big way.
8. (give someone) a big hand (applaud) : After her song was over, the entire assembly gave her a big hand.
9. a blessing in disguise (an unlucky event that turns out to be advantageous) : Missing the train turned out to be a blessing in disguise for me when I learnt that the train met with an accident fifteen minutes later.
10. the calm before the storm (a period of calm or inactivity before an unexpected period of trouble) : The boarders are unusually quiet these days; all one hopes is that it is not just the calm before the storm.
11. castles in the air (make impossible plans) : The egg seller lying in the shade of the tree is building castles in the air by thinking about exporting eggs abroad.
12. Child's play (a very easy task) : Solving the flood problem in the state is not a child's play.
13. a drop in the ocean (a very small amount) : The central grant for solving the flood problem in our state is just a drop in the ocean; we need much more than that.
14. the fit of the gab (natural ability of being a fluent speakers) : It was understandable that with his gift of the gab, he would do well in politics.
15. the man in the street (the average person) : Today the man

5.4 PHRASES AND IDIOMS

We often talk about the “idiomatic usage” of English. Let us begin by asking ourselves what an idiom is. Two central features identify an idioms :

(a) The meaning of the idiomatic expression cannot be deduced by examining the meanings of the constituent items.

(b) The expression is fixed, both grammatically and lexically.

Words which already exist can take on an idiomatic meaning in a special context. The expression ‘on the house’ is made up of words which already exist in the language. But these words individually do not help us to get the meaning of the expression. ‘On the house’ means ‘free for the customer, at the expense of the hotel or firm’. Moreover, it is not possible to replace any of the words and retain the idiomatic meaning. We cannot, for example, say ‘on the flat’, ‘on the building’, ‘on the bungalow’ etc. to express the idiomatic meaning deduced from the phrase ‘on the house’. We cannot replace with ‘bugle’ in the expression ‘to blow one’s own trumpet’. We cannot say ‘bag and suitcase’, trumpet in place of ‘bag and baggage’ for the idiomatic meaning.

In this unit we shall look at some common idiomatic expressions in English. The meaning of the idiom is given along with an illustrative sentence as a model of use. You must learn to make sentences of your own to illustrate the meaning of the phrases and idioms. The phrases and idioms have been arranged in the following groups –

a. Idioms with nouns and adjectives
b. Phrasal verbs
c. Verbal idioms etc.

A. Idioms with nouns and abjectives.

1. a fine kettle of fish (an afterward state of affairs) : Your behavior has put the office in a fine kettle offish. (also : a pretty kettle of fish)
2. another cup of tea (something or someone very different from that which has been discussed) : The new Director’s way of enforcing discipline in the company is quite another cup of tea.

35. deprive of : (take away from) The emergency had deprived people of their fundamental rights.
36. die of : (to die) The old man died of cholera.
37. differ from : (be different) He differs from his brother in his looks.
38. differ with : (disagree with) I differ with you on this point.
39. dream of : (to look forward to) He often dreams of owning a house in Delhi.
40. escape from : (run away) The prisoner escaped from jail at midnight.
41. fall on : (attack) The soldiers fell on the enemy under the cover of darkness.
42. feed on : (live on) Cows feed on grass.
43. fight for : (struggle) India fought for her freedom.
44. fight off : (drive away) He took aspirin to fight off the cold.
45. hanker after : (run after) A greedy man hankers after money.
46. hunt for : (search for) He spent the whole morning hunting for the book.
47. hunt out : (find by searching) He hunted out his old diary.
48. hush up : (prevent something from becoming public) They tried to hush up the scandal.
49. indulge in : (get into) We must never indulge in loose talk.
50. inform of : (to let one know) The police was informed of the matter immediately.
51. inquire into : (to make an inquiry) The police is inquiring into the matter.
52. insist on/upon : (to take a stand) He insisted on meeting the Principal.
53. interfere with : (meddle with) The principal always

interfered with the vice principal in his work.

54. involve in : (to get into) Students must not get involved in activities that could affect their normal work.

55. knock down : (to strike a person violently) The passer-by was knocked down by a black car.

56. knock out : (render incapable of fighting any further) The previous year's boxing champion was knocked out in the eighth round.

57. keep away : (avoid) He kept away from the sight of his friends when he failed in the examination.

58. keep off : (to remain at a distance) You must keep off drugs.

59. keep out : (to remain outside) We must always keep out of danger.

60. keep up with : (tolerate) He couldn't keep up with the insult and left the room.

61. live on : (feed on) Cows live on grass.

62. live by : (earn living) Anil lived by writing for the news papers.

63. long for : (wish) Everybody longs for peace and happiness in life.

64. make for : (move in the destination) The ship made for the open sea.

65. make off : (to go awa) The thief make off in a hurry when he heard a noise in the bed room.

66. part with : (to be separated from) I hate to part with my books.

67. part from : (to be separated from a person) It is hard to part from those we love.

68. run after : (hanker after) People always run after the pleasures of life.

69. run over : (to crash) The boy was run over by a speeding car.

70. run into : (to get into) With his heavy expenses,

When a sentence or part of a sentence consists of two equal units, we link the two units with 'and', 'or', or 'but'. When there are three or more co-ordinates, we link the last two.

(ii)* I am interested in poetry, drama and in music.

- I am interested in poetry, drama and music.

There should be a consistency in our expression. There is nothing wrong with 'in music' but in that case there should have been an 'in' before drama.

- I am interested in (poetry, drama and music)
- I am interested (in poetry, in drama and in music)

(iii)* She both lost her money and her passport.

- She lost both her money and her passport.

Note that when we use coordinating conjunctions like either...or, neither...nor, both... and, not only... but also, etc., we must ensure that they co-ordinate the two alternatives only and not the verb.

(iv)* And on the whole, the editors have scored a success.

- On the whole, the editors have scored a success.

We must avoid the common mistake of beginning a fresh sentence with 'and'. The function of 'and' is to join one word or one clause with another.



CHECK YOUR PROGRESS

Q5. Correct the following sentences :

1. Scarcely had we reached the station than the train left.

2. He is not only hard working even intelligent.

3. No sooner had he seen us when he ran away.

Ans. :

1._____

2._____

3._____

We do not use on before a time expression beginning with last, next, this, that, every etc.

(ii)* On this photograph you can see me in my naval uniform.

● In this photograph you can see me in my naval uniform.

Note that before things which have three dimensions such as a room or a photograph, we use 'in'. Before things which have two dimensions such as a map, we use 'on'.

(iii) * My teachers congratulated me for my success.

● My teachers congratulated me on my success.

Note that we congratulated someone on (doing) something, not for doing something.

(iv)* Don't meddle with my affairs.

● Don't meddle in my affairs.

'Meddle' takes the preposition 'in' when we talk about meddle in one's affairs. e.g. Meddle in politics. But we can say: Don't meddle with the files.



CHECK YOUR PROGRESS

Q4. Correct the following :

1. We are proud for our country.
2. He is eligible to the post.
3. It is bad to hanker for wealth.
4. Steel is made of iron.
5. He died for cancer.

Ans. :

1._____

2._____

3._____

4._____

5._____

5. Errors in conjunctions

(i)* The table was filled with books, pictures, posters.

● The table was filled with books, pictures, and posters.

my brother is sure to run into debts.

71. run against : (to dash) The car ran against a lamp post and got overturned.
72. search for : (to look for) The old man was searching for his lost purse.
73. stand by : (to help) A true friend will always stand by you in your difficult days.
74. stand against : (to oppose) People stood against the cruelties of the ruler.
75. struggle for : (to fight for) India struggled for her freedom by following the principle of non-violence.
76. struggle against : (to fight against) Every one must struggle against injustice and violence.
77. talk of : (talk about) When we have nothing to say we talk of the weather.
78. talk over : (discuss) Let us talk over the matter.
79. think of : (remember) I often think of my days in school.
80. think over : (consider) He thought over the problem very seriously.
81. wait for : (to wait) Wait for me till I come back.
82. wait on : (attend to) The maid waited on the old lady for five years.
83. wonder at : (to be surprised) I wonder at the marvels of science.
84. wish for : (desire for) I wish for a life of peace and happiness.
85. yield to : (submit to) We must not yield to corruption.

(b) Nouns followed by Prepositions :

1. ability for : (capacity for) The man has no ability for such a responsible job.
2. affection for : (love for) I have great affection for my parents.

3. acquaintance with : (familiarity with) I have no acquaintance with the secretary of your club.
4. control over : (check against) He has no control over the employees of his office.
5. fondness for : (love for) He has a great fondness for children.
6. Precaution against : (careful measures) We must take precaution against the cold.
7. regard for : (respect for) He has great regards for his teacher.
8. trust in : (have faith in) We must always have trust in God.
9. want of : (scarcity) There is no want of funds if you are willing to work.
10. zest for : (zeal for) A sick person has no zest for pleasure.

(c) Adjectives followed by prepositions :

1. angry at : (displeased at something) The teacher was angry at his rude behaviour in the class.
2. angry with : (displeased with a reason) The teacher was angry with Rajen for his unruly behaviour in the class.
3. deaf to : (indifferent to) The secretary was deaf to his request for leave.
4. famous for : (known for) Guwahati is famous for the Kamakshya Temple.
5. jealous of : (envious of) Rajen's friends were jealous of his success.
6. proud of : (happy about) I am proud of my country.
7. responsible for : (to have responsibility) He is responsible for completing the project.
8. short of : (in scarcity) We are short of food stuff for this year.
9. sorry for : (to feel sad about) We are sorry for her exclusion from the Indian Olympic team.
10. worthy of : (deserving) The conduct of the boy was really worthy of praise.

Some adverbs express our attitude to what we are about to say e.g. sadly, unfortunately, surprisingly, luckily, undoubtedly, frankly, apparently, in short, of course etc.

They are normally placed at the beginning of a sentence.

Many of these can also be used in the middle position also

- We would naturally be delighted to see you
- You are undoubtedly in the wrong.

(iv)* He told us to read carefully the questions

- He told us to read the questions carefully.

Note that an adverb does not normally come between a verb and its object.

Take note of the structure sub+verb+ object+ Adverb.

(v)* I shall be every afternoon available

- I shall be available every afternoon.

An adverb does not normally come between a verb and a complement.

Note the order: Sub + Verb + Comp + Adv



CHECK YOUR PROGRESS

Q3. Correct the following :

1. She has to stay for one more week in hospital.
2. Why you are late?
3. She tore the paper into two halves neatly
4. It is cheaper to go by train to Dibrugarh.
5. I waited for two whole hours in the queue.

Ans. :

1._____
2._____
3._____
4._____
5._____

4. Errors in Prepositions

(i)* On last Sunday I visited the zoo.

- Last Sunday I visited the zoo.

The structure is S+V+O+ A as in 'I painted the door green'.

(iv)* If you will turn on the radio, it makes a strange noise.

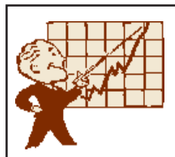
● If you turn on the radio, it makes a strange noise.

When 'if' means every time or whenever, we normally use the simple present tense in both parts of the sentence i.e. the 'if' clause and the main clause.

However, when we are talking about something in the future, we normally use the simple present in the if clause.

(v)* If you will go to Delhi, you can stay in Assam House.

● If you go to Delhi, you can stay in Assam House.



CHECK YOUR PROGRESS

Q2. Correct the following :

1. Cheap products are often more inferior.
2. Some ill people refuse to take medicine.
3. I'll be ready for leaving by 5 O' clock.
4. I'll telephone you when I will reach the airport
5. She always looks beautiful

Ans :

1._____
2._____
3._____
4._____
5._____

3. Errors of order

(i)* When you are going home?

● When are you going home?

In interrogative sentences, the 'be' verb precedes the subject.

(ii)* Last week happened to me something very strange.

● Last week something very strange happened me.

In a statement, we put the subject before the verb. The normal word order does not change when the verb is 'happen'.

(iii)* He was too busy unfortunately to see me yesterday.

● Unfortunately, he was too busy to see me yesterday.



CHECK YOUR PROGRESS

Q5. Fill in the blanks with prepositions :

1. The police ran _____ the thief.
2. He came here _____ Thursday last.
3. Cows live _____ grass.
4. He will come _____ an hour.
5. He has been absent _____ yesterday.
6. Milk is good _____ children.
7. The Taj Mahal stands _____ the Jumna.
8. The train left _____ noon.
9. Divide the mango _____ the three boys.
10. What are shoes made _____ ?

Q6. Fill in the blanks with prepositions :

1. I was born (a) _____ the year 1632, (b) _____ the city (c) _____ York, (d) _____ a good family. My father has become very wealthy (e) _____ a merchant and married my mother whose family name was Robinson.
2. About one year later I was (a) _____ the seaport (b) _____ Hull. One of my friend was going (c) _____ London (d) _____ One (e) _____ his father's ships.



2.6 LET US SUM UP

This unit has introduced you to English Grammar through an explanation of parts of speech like Adjectives, Adverbs and Prepositions. By this time, you must have gained sufficient ideas regarding the use of grammar while speaking and writing English correctly.



2.7 FURTHER READING

Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.

De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.

Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.

2.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (i) shortest (ii) nearer
(iii) least (iv) taller
(v) the eldest (vi) colder

Ans to Q No 2: (i) No other peak in the world is as high as Mt Everest.
(ii) Iron is more useful then any other metal.
(iii) No other city is as rich as New York.
(iv) Gold is more valuable than silver.

Ans to Q No 3: (a) late (b) hand
(c) hardly (d) highly
(e) fair (f) shortly

Ans to Q No 4: (a) She always goes to school by bus.
(b) Do these boys usually play in the field ?
(c) Nearly everybody came out of the hall.
(d) They decided to leave the town secretly.

Ans to Q No 5: (i) after (ii) on
(iii) on (iv) in
(v) since (vi) for
(vii) by (viii) at
(ix) among (x) of

Ans to Q No 6: 1. (a) in (b) in (c) of (d) of (e) as
2. (a) in (b) of (c) to (d) in (e) of

Otherwise, we use a. In most cases, the letters ‘e’ ‘o’ and ‘u’ are vowels; but sometimes they are pronounced as consonants e.g. a European, a one – hour journey, a University.

2. Adjective

(i)* I was two frightened to move
- I was too frightened to move

Note : Many adjectives are past participles i.e. frightened, scared, pleased, proposed

(ii)* The medicine made me feel more better.
- The medicine made me feel much better.

We do not use-er/est form and more/much together. Thus. ‘more’ and ‘better’ do not correlate.

(iii)* My most favourite subject is English.
- My favourite subject is English.

Some adjectives are not normally used with- er/-est or with more/most because they already have a comparative/superlative meaning.

3. Adverb

(i)* I want to go to France for learning French.
- I want to go to France to learn French.

We use for + ing when we mention the purpose of an object. For example: ‘This knife is for cutting bread’. But when we mention the purpose of an action, we normally use a to-clause.

(ii)* He behaved rather silly.
- He behaved in a rather silly way.

Some words ending in-ly are adjectives not adverbs. Commonly-ly adjectives include:

brotherly, cowardly, elderly, fatherly, friendly, likely, lively, lonely, lovely, manly, motherly, silly, sisterly, ugly, womanly.

Since these-ly adjectives do not have a corresponding adverb, we have to use either a different structure or an adverb with a similar meaning.

(iii)* I pulled the string tightly
- I pulled the string tight.

If the word that follows an object describes the object, we use an adjective.

When the plural noun is a proper name for some collective unit or a single object, the verb is singular.

4. Subject followed by "as well as":

* Rimlee as well as Momee have arrived

● Rimlee as well as Momee has arrived.

5. Subjects connected by "either....or"/ "neither.... nor"

(i)* Either you or I are in the wrong.

● Either you or I am is the wrong.

(ii)* Neither he nor you was in the wrong.

● Neither he nor you were in the wrong.

When two singular pronoun of different persons are connected by "either...or"/"neither...nor", the verb according to the rule must agree with the one nearest to it.



CHECK YOUR PROGRESS

Q1. Correct the following sentences:

1. Many a man come and go
2. None but brave deserve the fair.
3. The house with all its furniture and valuable antiques were sold for thirty lakhs.
4. In the Gulf War the United States have no friend expect Britain.

Ans :

1. _____
2. _____
3. _____
4. _____

2. Errors of construction

1. Article

* I am studying for a MA in History

● I am studying for an MA in History

Note : We use 'an' before a vowel sound. MA begins with a vowel sound.



2.9 MODEL QUESTIONS

Q1. Fill in the blanks with prepositions :

(a) He is devoted ……his work.

(b) I refrain ……saying more.

(c) Don't boast ……your success.

(d) I do not hanker ……riches.

(e) Please call ……a doctor.

(f) The train is running ……time.

(g) He died ……his country.

(h) He is true ……his words.

(i) I congratulate you ……your success.

(j) Butter is made ……milk.

Q2. Correct the use of adjectives in the following sentences:

(a) This book is more better than that one.

(b) My hair is shorter than my sister.

(c) Fish is more preferable to meat.

(d) He is more wiser than all the people in the hall.

(e) A bicycle is much more cheaper than a scooter.

(f) Which is the hottest month? June or July?

(g) Which is best college in the city?

(h) This route is the most shorter than all.

(i) Death is preferable than dishonour.

(j) The Brahmaputra is the longer river in the state.

UNIT 3: VOCABULARIES

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Vocabulary

3.3.1 Synonyms and Antonyms

3.3.2 One word Expressions

3.3.3 Words used as Different Word Classes

3.3.4 Phrasal Verbs

3.3.5 Distinction between Similar Words Often Confused

3.4 Let us Sum up

3.5 Further Reading

3.6 Answers to Check Your Progress

3.7 Model Questions

3.1 LEARNING OBJECTIVES

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

- develop your vocabulary
- find out the synonyms and antonyms of words
- find out the one word appressions and phrasal verbs
- identify the words used as Different Word Classes
- make a distinction between similar words often confused

3.2 INTRODUCTION

This unit deals with an important grammatical items known as vocabulary. A person's vocabulary is usually constituted by a set of words within a language that are familiar to that person. A person's vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and knowledge acquisition. But, acquiring an extensive vocabulary is one of the largest challenges in learning a second language like English in a country like India. The objective is to help you to develop vocabulary that includes antonyms

- Errors of order
- Errors in Prepositions
- Errors in conjunctions

1. Errors in concord

1. Two singular subjects followed by a singular verb

(i)* The principal and secretary are absent.

- The principal and secretary is absent.

When two singular nouns refer to the same person or thing and have only one article, the verb is singular.

But when the two singular nouns refer to two different persons, the verb is plural.

The principal and the secretary are absent.

(ii)* His power and influence are immense.

- His power and influence is immense.

When two singular nouns are practically synonymous one being added to the other for emphasis, the verb is singular.

(iii)* Bread and butter are what they have for breakfast.

- Bread and butter is what they have for breakfast.

When two singular nouns are not synonymous but are intended to express jointly a single idea, the verb is singular.

2. Singular subject followed by a plural verb :

(i)* The cattle is grazin in the field.

- The cattle are grazing in the field.

(ii)* The whole group does not agree on the point.

- The whole group do not agree on the point.

When the singular noun is a mass/collective noun, the verb is always in the plural.

3. Plural subject followed by a singular verb:

* "The Human Seasons" are prescribed in class IX.

- "The Human Seasons" is prescribed in class IX.

UNIT 5 COMMON ERRORS, AND PHRASES AND IDIOMS

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Common Errors

5.4 Phrases and Idioms

5.5 Let us Sum up

5.6 Further Reading

5.7 Answers to Check Your Progress

5.8 Possible Questions

5.1 LEARNING OBJECTIVES

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

- learn how to write correct sentences and detect errors
- make use of phrases and idioms in sentences

5.2 INTRODUCTION

The ability to detect common errors in sentences is sought to be developed in the learners by giving different types of errors usually committed by students in writing English. Therefore, various types of common errors have been highlighted through worked out exercises. Phrases and idioms are a part of vocabulary and their correct use by the students is an important objective of English language teaching. Therefore, this unit deals with phrases and idioms as important grammatical items.

5.3 COMMON ERRORS

In this section we shall look at some of the common errors in the use of English and present their acceptable forms. The errors have been listed under the following heads:

- Errors of concord
- Errors of construction

and synonyms, different word classes etc. which can enable you to use correct English words according to need and contexts.

3.3 VOCABULARY

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

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.

3.3.1 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
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	uncivilized	civilized
bare	naked	clothed, dressed
barricade	barrier	open

(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

Q2. Rewrite the following as directed:

(i) The enemy attacked while it was right. (Make it a simple sentence)

(ii) He knows me. (Change into passive voice)

(iii) He is a fine gentleman. (Change into exclamatory)

(iv) He achieved success in his attempt. (Use the verb form of 'success')

(v) The boy is too weak to move about. (remove 'too')

Q3. Synthesize 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).

———————

(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 No 3: (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 4: (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 No 5: 1. Has anybody seen her smile?
2. I have found the book which I lost yesterday.
3. How stupid he is to do this!
4. No other boy in the class is as good as he.
5. The teacher asked me to go home immediately.
6. It is known that the earth is round.



4.9 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

benevolent	charitable	malevolent
betray	deceive	loyal
bewilder	puzzle	enlighten
bleak	cheerless	warm
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
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

4.6 LET US SUM UP

In this unit, you have learnt about some other important grammatical items like punctuation, synthesis and transformation of sentences. The contents of the unit must have enabled you to use correct punctuation marks in compositions. Your knowledge about synthesis and transformation of sentences, that you have acquired from this unit, should have helped you to acquire the skills of precision in English composition.



4.7 FURTHER READING

Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.

De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.

Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.



4.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (1) Aparna said, "Hello', Is it International Hospital?"
(2) Utpal said to Neseem, "Let us visit the Zoo next Sunday".
(3) "Did you watch Oliver Twist in the History Channel last night?, I asked Dipali.
(4) "No, I did not", she relied.
(5) You enjoyed the film, didn't you?
(6) "Mr Dutta", the Director said," I have an important meeting today".

Ans to Q No 2: (1) Reaching home very late at night, we went to bed at once.

Compound: The patient is too weak and he cannot walk.

(f) Positive to Comparative and Superlative:

1. Positive: No other girl in the class is as pretty as Mary.
   Comparative: Mary is prettier than any other girl in the class.
   Superlative: Mary is the prettiest girl in the class.
2. Pos: Few countries are as hot as India.
   Comp: India is hotter than most of the countries.
   Super: India is the hottest among many of the countries.
3. Pos: No other food is as nourishing as milk.
   Comp: Milk is more nourishing than any other food.
   Super: Milk is the most nourishing food.
4. Pos: No other virtue is as great as truthfulness.
   Comp: Truthfulness is greater than any other virtue.
   Super: Truthfulness is the greatest virtue.



CHECK YOUR PROGRESS

Q5. Transform the following sentences as directed:

1. Nobody has seen her smile. (Change into interrogative)
   .....
2. I lost a book yesterday but I have found it. (Make it a complex sentence)
   .....
3. He is very stupid to do this. (Change it into an exclamatory sentence)
   .....
4. He is the best boy in the class. (Change the degree of comparison from superlative to positive)
   .....
5. My teacher said to me, “Go home immediately”. (Change into indirect speech)
   .....
6. We know that the earth is round. (Change into passive voice)
   .....

fabulous	false	real
fallacy	deception	truth
fantastic	fanciful	real
feeble	weak	strong
felicity	joy	sorrow
finite	limited	infinite
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
insanity	lunacy	sanity
insipid	tasteless	tasty
intricate	complicated	straightforward
jeopardize	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

Neg: He was not present yesterday.

Aff: I missed the bus.

Neg: I could not catch the bus.

(b) Assertive to Interrogative:

Ass: Everybody has heard of Nehru.

Int: Who hasn't heard of Nehru?

Ass: I will always remember you.

Int: How can I ever forget you?

Ass: Nobody has seen God.

Int: Has anybody seen God?

(c) Assertive to Imperative:

Ass: I request you to bring the book.

Imp: Please bring the book.

Ass: I order you to close the gate.

Imp: Close the gate.

Ass: If you do not work hard, you will fail.

Imp: Work hard or else you will fail.

(d) Assertive to Exclamatory:

Ass: He is a fine gentleman.

Excl: What a fine gentleman he is!

Ass: A little learning is a dangerous thing.

Excl: What a dangerous thing a little learning is!

Ass: The scenery is very lovely.

Excl: How lovely the scenery is!

(e) Simple to Complex and Compound:

1. Simple: Being idle, he could not attend the meeting.
   Complex: As he was ill, he could not attend the meeting.
   Compound: He was ill and he could not attend the meeting.
2. Simple: Inspite of being old, he has maintained good health.
   Complex: Though he is old, he has maintained good health.
   Compound: He is old and yet he has maintained good health.
3. Simple: The patient is too weak to walk.
   Complex: The patient is so weak that he cannot walk.

(5) Newton was a great scientist. He made many discoveries.

.....

Q3. 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.

.....

Q4. 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.

.....

4.5 TRANSFORMATION OF SENTENCES

English sentences can be changed from one form to another without changing their meanings. It is called transformation of sentences. Here are some examples:

(a) Affirmative to Negative: Look at the following sentences. They are changed from affirmative to negative without changing their meanings.

Aff: Man is mortal.

Neg: Man is not immortal.

Aff: He was absent yesterday.

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
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
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

3. 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.

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

Q2. 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.

.....

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.

2. 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.

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



CHECK YOUR PROGRESS

Q1. Fill in the blanks with appropriate words.

Word	Synonyms	Antonyms
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	_____

3.3.2 ONE WORD EXPRESSIONS

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
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

5. you enjoyed the film didn't you
.....
6. mr. dutta the director said i have an important meeting today.
.....

4.4 SYNTHESIS OF SENTENCES

Synthesis means combination. In 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.

1. SYNTHESIS OF SIMPLE SENTENCES INTO SIMPLE SENTENCES :

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

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.

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

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

The Bible
The times of India

(g) For the names of organizations, 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 Dikhaw
The Himalayas



CHECK YOUR PROGRESS

Q1. Punctuate the following adding capital letters where necessary

1. aparna said hello is it international hospital

.....

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

.....

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

.....

4. no i didn't she said

.....

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.

_____

3.3.3 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,	argue argumentative
authority	authoritarian,	authorize authoritative
barbarism	barbaric	barbarize
bliss	blissful/blessed	bless
blood	bloody	bleed
capital	capitalist	capitalize
censor	censorial	censor
choice	choice	choose

clearness	clear	clarify	
collection	collective	collect	
compulsion	compulsory,	compel	compulsive
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)	economize	
emphasis	emphatic (al)	emphasize	
energy	energetic	energize	
enthusiasm	enthusiastic	enthuse	
equality	equal	equalize	
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	

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

(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

(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 ("……")

Quotation marks are used :

(a) To enclose direct speech

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

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

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,	industrialize, industrious
injury	injurious	injure
ink	inky	ink
joy	joyous	enjoy
judge	judicial	adjudicate
justice	just	jump
knowledge	knowledgeable	know
law	lawful/legal	legalize
length	lengthy	lengthen, elongate
life	lively	live
liquid	liquid	liquidate
machine	mechanical	mechanize
man (hood)	manly	to man
mass	massive	amass
medicine	medical, medicinal	medicate
mobility	mobile	mobilize
moisture	moist	moisten
mother	motherly	to mother
mystic (ism)	mystic (cal)	mystify
nation	national	nationalize
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	penalize
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)	realize
rebellion	rebellious	rebel
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	serialize
sharpness	sharp	sharpen
sickness	sick	sicken
simplicity	simple	simplify
slavery	slavish	slave, to enslave
strange	strange	estrange
stupidity	stupid	stupefy
table	tabular	tabulate

(ii) Therefore, the statement is true

(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 ed 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

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 Mauria 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

terror	terrible	terrify
theory	theoretical	theorize
thought	thoughtful	think
thrift	thrifty	thrive
timidity	timid	intimidate
title	titular	entitle
tribute	tributary	attribute
union	unitary	unite
universe	universal	universalize
urgency	urgent	urge
utility	utilitarian	utilize
vacancy	vacant	vacate
validity	valid	validate
vice	vicious	to vitiate
vigour	vigorous	to invigorate
warmth	warm	warm
wax	waxen	wax
whiteness	white	whiten



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)

   _____

3.3.4 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
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

UNIT 4: PUNCTUATION, SYNTHESIS AND TRANSFORMATION OF SENTENCES

UNIT STRUCTURE

4.1 Learning Objectives
4.2 Introduction
4.3 Punctuation
4.4 Synthesis of Sentences
4.5 Transformation of Sentences
4.6 Let us Sum up
4.7 Further Reading
4.8 Answers to Check Your Progress
4.9 Model Questions

4.1 LEARNING OBJECTIVES

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

- identify different punctuation marks and their use
- transform one kind of sentence form to another
- synthesise different sentences into one.

4.2 INTRODUCTION

This unit deals with some other important grammatical items like punctuation, synthesis and transformation of sentences. The objective of this unit is to enable you to use correct punctuation marks in compositions. Synthesis and transformation of sentences, about which you will also read in this unit, are also important for you to learn so that you acquire the skills of precision in composition.

4.3 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.

4. confidence- I have confidence in your ability.

5. depth- Water was found at a depth of twenty feet.



3.7 MODEL QUESTIONS

Q1. 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

Q2. Frame sentences using the following phrases:

(i) make up (ii) break out

(iii) back out (iv) run into

(v) keep off (vi) look into

Q3. Give the synonyms and antonyms of the following:

Calm, tacit, zenith, verbose, solace

Q4. 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)

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 geting 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 handedover 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.

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.

texts. Vocabulary serves as a useful and fundamental tool for communication and knowledge acquisition.



3.5 FURTHER READING

Dowerah, Sawpon. *A Students' Grammar of English*. Students' Stores, Guwahati.

De Sarkar, P. K. *Higher English Grammar and Composition*. Book Syndicate, Kolkata.

Wren and Martin. *High School English Grammar and Composition*. S. Chand & Company, New Delhi.



3.6 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. capitalize-	The Indian cricket team failed to capitalize on the early lead.

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.
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 weightof the box is 20 kgs.



3.4 LET US SUM UP

In this unit you have learnt what vocabulary is, and how to increase your vocabulary. You have learnt that vocabulary is an important grammatical item. A person's vocabulary is usually constituted by a set of words within a language that are familiar to that person. Vocabulary usually develops as a person attains age. In this unit, you have learnt about antonyms and synonyms, different word classes etc. which can enable you to use correct English words according to need and con-

take down-	The students took down what the teacher said.
take for-	I took him for Rahim.
take off-	He took off his shirt.
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)

3.3.5 DISTINCTION BETWEEN SIMILAR WORDS OFTEN CONFUSED

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

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.
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 Sivsagar 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.
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.