



'Where the Mind is Without Fear'

Rabindranath Tagore

The original poem bears the title 'Prarthana' i.e. prayer. The poem is a prayer to a universal father-figure, presumably, God.

The poem was written by Rabindranath Tagore during the time when India was under the British Rule and people were eagerly waiting to get their freedom from the British Rule. This poem had given a lot of strength to the people who were struggling for India's independence. It is a prayer to the Almighty for a hassle free nation free from any kind of manipulative or corrupted powers.

The poet wishes to be awakened to a heaven where the mind can work fearlessly and the spirit can hold its head high, where one can acquire knowledge in all freedom of choice, where the big world of man is not fragmented or restricted to small mutually exclusive compartments, where everybody speaks his/her heart clear, where actions flow in the form of various streams moving from success to success, where petty conventions do not stagnate the course of judgment, where manhood is not pieced, where God himself leads us in all acts, all thoughts, and all sources of delight. We need a strong motivating slap by God to be elevated to that heaven.

Rabindranath Tagore sketches a moving picture of the nation; he would like India to be. In lines 1-2, the poet pledges to the Almighty that his country should be free from any fear of oppression or forced compulsion. He wants that everyone in his country should be free to hold their heads high in dignity. He dreams of a nation where knowledge or education would be free that is education should not be restricted to the upper class only but everybody should be free to acquire knowledge. There should not be any caste distinctions or gender distinction when it comes to education.

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls

Tagore, in his poem 'Where The Mind Is Without Fear' wishes for a world which is not 'fragmented' by prejudices based on caste, creed, color, religion or other baseless superstitions. Prejudices and superstitions should not divide the people in groups and break their unity (line 4). He wants a nation where people are truthful, not superficial and words should come out from the depth of their hearts (line 5). The sixth line of 'Where The Mind Is Without Fear' talks about the poet yearning for a country where people would strive without getting tired to reach perfection leaving behind prejudices and old traditions. In the next line, line 7, Tagore wants the power of reason to dominate the minds of his countrymen, he does not want the 'stream of reason' to be lost amongst outdated customs and traditions and only that can direct the mind towards selfless thoughts and everlasting action

Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit

In the final line of the poem, Tagore asks the 'Father', presumably God to awaken his country into such a heaven of freedom.

Where the mind is led forward by thee
Into ever-widening thought and action



Into that heaven of freedom, my Father, let my country awake.

The poem is patriotic in nature considering the independence and the happiness of the countrymen as the most important factor. If a country lacks such requirements, the countrymen can never be at peace. Consequently, the society will be full of disharmony and social unjust. The poem sends a message that the society should be free from all social evils, only then it can lead to progress. Therefore, Tagore prays to God to create such an ideal society for his motherland. Make sure you go through the critical analysis of Where the Mind is Without Fear.

Tryst with Destiny **Jawaharlal Nehru**

"**Tryst with Destiny**" was a speech made by Jawaharlal Nehru, the first Prime Minister of independent India, to the Indian Constituent Assembly in The Parliament, on the eve of India's Independence, towards midnight on 14 August 1947. It focuses on the aspects that transcend India's history. It is considered to be one of the greatest speeches of all time and to be a landmark oration that captures the essence of the triumphant culmination of the largely non-violent Indian independence struggle against the British Empire in India.

Jawaharlal Nehru was the first prime minister of India. He was a great statesman who is responsible for all the progress of India. As the prime minister of India, Nehru shaped the foreign policy of the country and gave support for the development of science and technology. Nehru was originally a lawyer but he was also an expert in most other subjects. The people of India respected his vast knowledge and called him 'Pundith Nehru'.

India won Independence from England on the 15th August, 1947. At the very stroke of midnight in the clock, Nehru announced the happy news of the freedom of India to the entire world. During the colorful ceremony held at New Delhi, the flag of England was pulled down and the new tricolor national flag was hoisted. After that, Nehru delivered a historic speech which is known as "Tryst with Destiny".

Nehru began his speech by referring to the pledge made by Indians long years ago to win the freedom for the homeland. Freedom has finally come and the long suppressed soul of the nation is liberated. Nehru asks the people of India to dedicate themselves to the service of India and to the service of the whole mankind.

India emerged as a new nation in the early hours of 15th August, 1947. Behind this success lies the long and great sacrifice done by the freedom fighters of many generations. According to Nehru, the people in India will collect their courage from the principles of the past. The success celebrated on the 15th August is only an opportunity for great successes in future. He asks the people on India to accept this challenge and to serve the future generation of India.

Nehru reminds the people of India that freedom and power bring responsibility. Before 1947, India used to depend upon England for leadership and guidance. After 1947, India is her own master. The country has to take its own decisions, learn from mistakes and move forward. India has to grow into a mature and wise nation and be a model to other nations.



Nehru feels that all Indians should work hard for the development of their dear nation. Doing service to India means doing service to million of poor people who suffer all over the county. Nehru feels that the past is over and it is the future that has to be taken care of. It is for the future generations that we have to dedicate ourselves. Nehru urges the people to labor and to work hard to give reality to the dreams of the nation. Those dreams are not only for India but for the entire world. According to Nehru, all the countries in the world are closely connected. No one can live in isolation. Peace, freedom and prosperity are the common property of all humanity. Nehru warns the people that disaster in one part of the world can affect everyone else, because the world cannot be divide into small isolated pieces.



WILLIAM WORDSWORTH : THE SOLITARY REAPER

The Solitary Reaper

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.
Will no one tell me what she sings?--
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?
Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;--
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

A Brief Background

William Wordsworth is one of the most important English poets and a **founder of the Romantic Movement of English literature**, a style of writing that focuses on **emotion and imagination**. Wordsworth became known as a 'Lakeland Poet' because of the area where he lived, which is renowned for its beautiful, wild landscapes, charming pastures, and countless lakes. He was often called a 'nature poet' because of his emphasis on the connection between humans and the natural world. He became widely successful and was named poet laureate of England in 1843.

'The Solitary Reaper' was written on November 5, 1805 and published in 1807 in the collection *Poems, in Two Volumes*. This poem is unique because, while most of Wordsworth's work is based closely on his own experiences, 'The Solitary Reaper' is based on the experience of someone else: author and friend Thomas Wilkinson, as described in his *Tours to the British Mountains*.



The poem, like most of Wordsworth's poetry, is distinguished by its straightforward use of language and meter as well as its natural theme and imagery. It reflects Wordsworth's belief in the importance of the natural world, the power of memory and the human mind, and his first principle of poetry: that poetry should be written to provide pleasure through a rhythmic and powerful expression of emotion and leave readers with 'a spontaneous overflow of powerful feelings' long after it is read. Let's take a look at the text of the poem and then discuss what it might mean.

Summary

Wordsworth came across a lovely maiden at work in the fields all alone during his tour of Scotland. Her lovely song and presence in a foreign language of some local dialect had a deep impression and moved the poet to compose these verses. The poem expresses emotion that is aroused by girl's song. This sweet and melodious song is full of romantic passion and appears to maintain his reflective mood till the end. This shows Wordsworth's love for nature and the natural objects. The lovely singer appeared to be a part of beauty of nature representing its sweetness, joy and mystery. Her song captivated the poet's ears as well as the imagination. The poet felt from the tone that the song was melancholy. The song was more charming than the song of nightingale or a cuckoo bird. There was thrill in it although the words did not convey any meaning because the poet did not know the dialect. The poet wished that he might know the contents of the songs to intensify its impact. The poem does not give a definite meaning to the song of the girl. The meaning is as unknown to the reader as it is to the poet as he asks, will no one tell me what she sings? The poet describes feelings of beauty, charm and mystery in the poem. An imagination reader enjoys the same intoxication as was experienced by the poet. However, it seems that Nature impresses the poet not only where he is in direct contact with that but also in moments when he recollects its beauties. The song of the girl leaves no unloosing impression on his mind. He listens to it motionless and heard no more making the poem romantic in nature and a thing of beauty to enjoy forever.

Line/Stanza Wise Explanation

Lines 1-4

Explanation

In these lines the poet tells us about a young girl of Scotland. He tells us to look at the girl who is reaping grain and also singing a sweet song. He advises the passerby to stop short and listen to her song or pass very silently by here, so that she is not disturbed.

Lines 5-8

The poet says that the highland girls cut and bind the grain in sheaves. She is also singing a sad song. She is very busy in her song as well as her work. The poet once again advises to listen to her song. He says that the whole deep valley is echoing with her sweet song. The whole dale is listening to her sweet voice. We should also listen to her song and enjoy it.

Lines 9-12

In the given lines the poet compares the sweet voice of the girl to that of a nightingale. Nightingale is considered as a sweet-voice bird. The poet says no night angle has so far sings melodious a song as the girl sings when some group of tired travelers reaches a shady place, in the Arabian deserts the night angel welcome the caravan with its sweet song it's obvious that commonly there is no night angle in the deserts. But if there is some oasis it is but natural that a night angle is found there. So when a tired caravan reaches any ceases or shrubby area the night angle welcomes it. The poet says that the voice of the singing girl is rather sweeter than that of a night angle.



Lines 13-16

These lines show a comparison between the song of the girl and the song of the cuckoo. He says that such a sweet voice was heard from the cuckoo even in the spring season. The song of the cuckoo is always very sweet but the voice of the girl, who was singing, was sweeter than the cuckoo's. The voice of the girl was so sweet that it broke the silence of the seas and of the far off Islands on the north western coast of Scotland. These islands are never disturbed by any storm but the voice of the girl brought her into the silence of this group of Islands. This was because of the praise worthy song of the girl which even affected the seas.

Lines 17-20

In these lines the poet tells us about the language of the song. He does not understand the alien language of the song. He says will no one tell him the meaning of the song of the girl. He says that perhaps the girl is singing some sad song of the past. He guesses the language and the meaning of the song. Perhaps the girl is singing some unhappy song or singing about events that have taken place in the past perhaps she is singing about battles which have been fought in the far off past.

Lines 21-24

These lines are an expression of the un-understandable language of the song. The poet again guesses at the theme. Perhaps she is singing a simple song on some ordinary matter of the age. Perhaps she is singing simple sorrow of loss or of some misery. Maybe she is singing for the lover who has lured her. Probably the incident of loss or pain has taken place and it may be experienced again in future.

Lines 25-28

These lines also show that the poet did not know the theme of the song. He says whatever theme she sang irrespective of that it seems that the song of the young girl would not come to an end. The poet says that he saw the girl busy at her work and also singing while reaping with a sickle in bent motion.

Lines 29-32

These are the concluding lines of the poem. The poet says that first he listened to her song standing still and motionless. But as he mounted up the hill of Scotland the tune of the song was so sweet that it struck the heart of the poet. He was so impressed that he carried the melody of the song with him long after the song was ended by the girl. Actually, the poet of nature was profoundly impressed by this natural scene. He remembered this song for its natural melodious effect.



PORTRAIT OF A LADY

By: Khushwant Singh

The story is an insight of Khushwant Singh of his grandmother through his own eyes. Khushwant Singh remembers his grandmother as an everlastingly old person. She was an extremely religious person. He finds it difficult to conceptualise that once she too was young and pretty like other women. The stories about her childhood games were like fairytales to him. She was short, fat and somewhat hunched in stature. Her silvery white hair used to spread out on her wrinkled face.

Khushwant Singh remembers her limping around the house in spotless white clothes with one hand resting on her waist to balance her stoop and the other busy in telling the beads of her rosary. Her lips constantly moved inaudibly in prayers. Perhaps she was not beautiful in a temporal sense but she looked extremely beautiful with the peacefulness, serenity and the contentment her face exhibited.

Khushwant's relationship with his grandmother experienced several switches when he was a small boy. In the first stage Khushwant lived in a village with her as his parents were looking for the chance to settle down in the city. In village grandmother took care of all the needs of the child. She was quite dynamic and active. She woke him up in the morning, got him ready for the school, coated his wooden slate, prepared his breakfast and accompanied him to the school. They fed street dogs with stale chapatias on their way to school which was a great fun for them. She helped him in his lessons also. It was her realm and she was the queen of her realm. In this period she was the exclusive undisputed custodian, mentor and architect of the child Khushwant.

The critical point came in their relationship when they came to city to stay with Khushwant's parents. In city Khushwant joined an English School and started to go to school in a bus. Here the role of his grandmother in his bringing up was cut back a little bit. Now she could not go with him to the school. In spite of her immense interest in his studies, she could not help him in his lessons as he was learning English, laws of gravity, Archimedes' principle and many more such things which she could not understand and this made her distressed. She found herself at loss. Another thing which disquieted her much was that the kids were not learning about God and scriptures in the school instead they were given music lessons which was not a respectable thing in her belief. To her music was not meant for gentlemen. It was intended for beggars and prostitutes only. She highly disdained the music lessons. She was dismayed and withdrew herself to some level. Perhaps she realised that in the reforming of the child her role was finished and this very thought affected her most.

After finishing school Khushwant went to university. He was given a separate room. The common nexus of their friendship was ruptured. His grandmother confined herself to a self imposed reclusiveness. She spent most of her time in reciting prayers and by sitting beside her spinning wheel. She rarely talked to anyone. The only diversion for her was in the afternoon when she relaxed for a while to feed the sparrows. A kind hearted person, in village she used to feed street dogs, here in city she concentrated on birds and they too became very friendly with her. This was the stage when she found herself altogether sequestered and aloof but she weathered this closing off with grace and self-respect.

Khushwant's grandmother was a firm person. Whatever she experienced in her heart she always held back herself from showing her emotions. He recalls that when he went abroad for further studies his grandmother was there to see him off on railway station quite calm busy telling the beads of her rosary and reciting prayers as ever. When he came back after five years he found her more and more religious and more and more self-possessed. She spent even more time in prayers and spinning the wheel. Feeding the birds was her only happy pursuit. But just the day before her death for the first time she



broke this routine and abandoned her prayers. That day she sang the songs of the home coming of the warriors on a withered drum along with the ladies of neighborhood in order to celebrate her grandson's return from abroad.

Next morning she became ill. The doctor said it was a mild fever and would disappear she could anticipate that her end was approaching. She was disconcerted that she neglected her prayers just before the final exit from the world. She did not want to waste any more time talking to anybody. She lay peacefully in bed praying and telling the beads till her lips stopped moving and rosary fell from her lifeless fingers.

Thousands of sparrows flew in to mourn her death and sat dispersed around her body in complete silence. They even disregarded the breadcrumbs thrown for them by Khushwant's mother. They only flew away after the corpse was carried away for final ritual

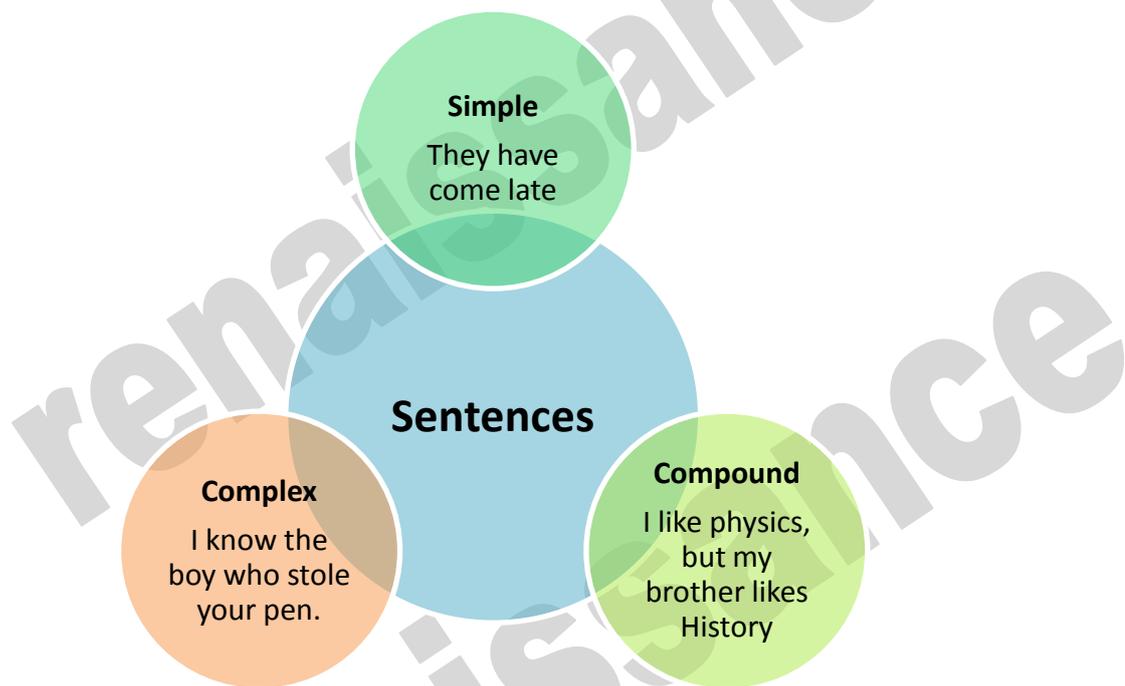


SENTENCES

A Sentence is a group of words that make sense on their own.

Example: color Pink favorite is my. (Makes no sense, therefore it is not a sentence)

My favorite color is Pink. (Makes complete sense, therefore it is a sentence)



Sentence 1 is a simple sentence. It has one finite verb. A finite verb as you already know, is a verb which agree with the number and person of the subject. No sentence is complete without a finite verb.

Sentence 2 is a compound sentence. It has two finite verbs. It has been formed by combining the following two simple sentences using the conjunction but:

I like physics. My brother likes History Each one of these sentences is called a clause when it is part of the compound sentences. Each one of them is independent, and they are of equal rank in the sentence. They are, therefore, called coordination clauses.

A compound sentences will have two or more than two finite verbs. It has been formed by combining the following two simple sentences by sing the relative pronoun who:

Sentence 3 is a complex sentences. It has two finite verbs. It has been formed by combining the following two simple sentences by using the relative pronoun who:

I know the boy. The boy (who) stole your pen.

Each of these sentences is called a clause when it is part of the complex sentences.

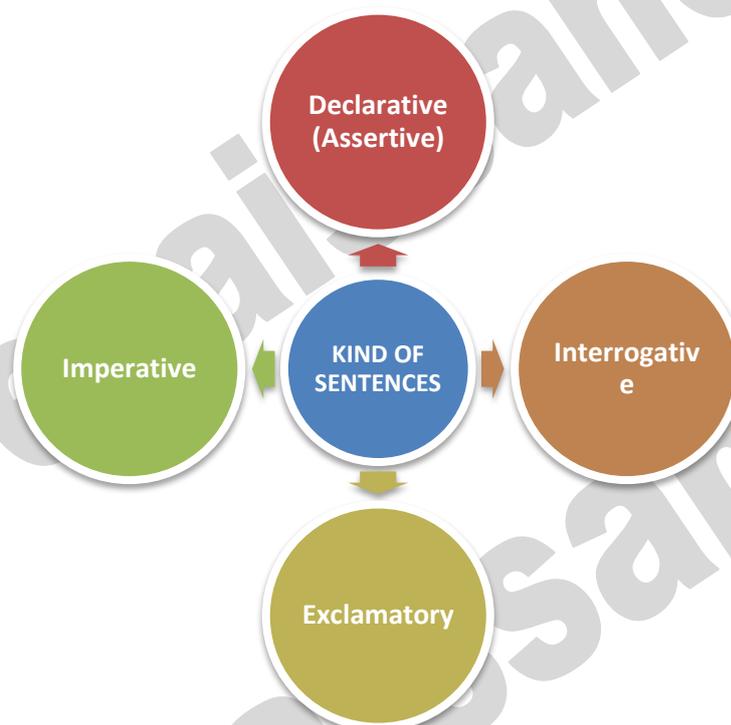
These two clauses are not of equal rank in the sentences. The clause I know the boy is an independent clause because it can stand by itself as a complete sentences. It is called the principal, or the main clause.



The clause who stole your pen is a dependent (or subordinate) clause because it cannot stand by itself as a complete sentence.

Like a compound sentence, a complex sentence will have two or more than two verbs. A complex sentence will have two or more clauses. It will have only one principal clause. It may have one, or more than one subordinate clauses.

KIND OF SENTENCES



Declarative (Assertive) - A declarative sentence makes a statement. These are the simple sentences.
Example: Maria lives in India.

Interrogative - An interrogative sentence asks a question. An interrogative sentence ends with a question mark.

Example: How did you get into the car?

Exclamatory - It is a sentence that expresses sudden and strong feelings, such as surprise, wonder, pity, sympathy, happiness, or gratitude. An exclamatory sentence ends with an exclamation mark.

Example: The monster is attacking!

Imperative - Imperative sentence gives a command, makes a request, or express a wish.

Example: Cheryl, try the other door.

Sometimes the subject of an imperative sentence (you) is understood.

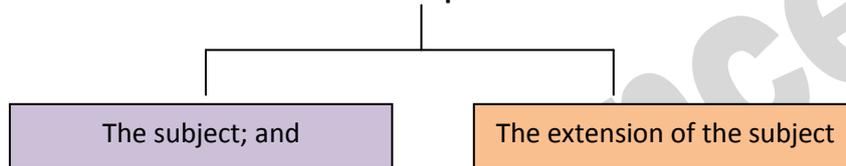
Example: Look in the closet. (You, look in the closet.)

A Sentences consists of two sections



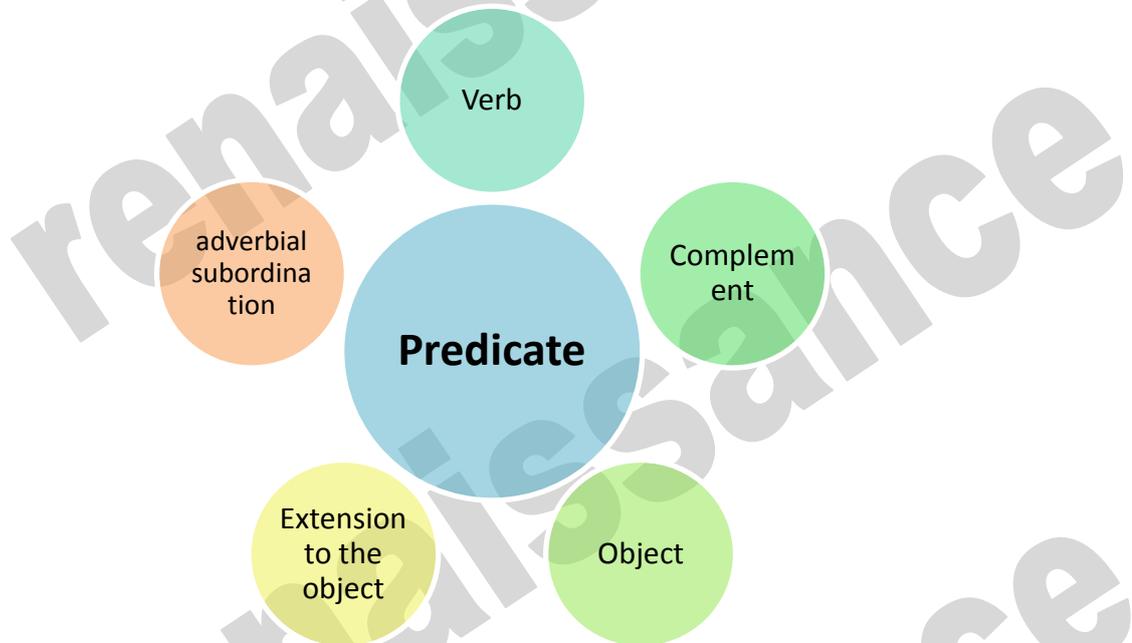


The Subject of a sentence may have two parts:



The part which names by person or thing we are speaking about is called the subject of the sentence.

The predicate is the part which tells something about the subject. The predicate section of the sentence may have five parts:



SUBJECT AND PREDICATE

Subject: Who or what the sentence is about. The noun, pronoun, or group of words acting as a noun, that performs the action indicated in the predicate of the sentence or clause.

The subject of a sentence typically

1. Occurs at the beginning of the sentence (position),
2. Consists of a noun phrase (form), and
3. Indicates the topic of the discussion (meaning).

Predicate: Basically, the rest of the sentence or clause other than the subject; it usually has a verb, and thus indicates some action, but may have other functions such as modifying the subject.

The predicate

1. follows the subject,
2. Starts with a verb indicating an action or state of being, and
3. Conveys a thought about the subject.

Example: I rode the bus to school today In this the subject is "I"



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Subject- English

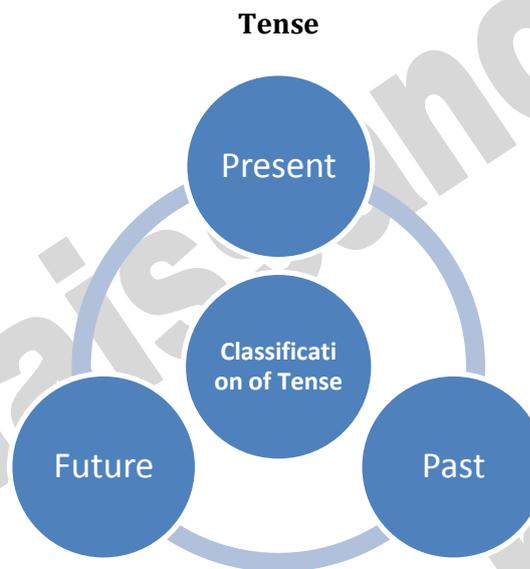
Predicate is "rode the bus to school today."

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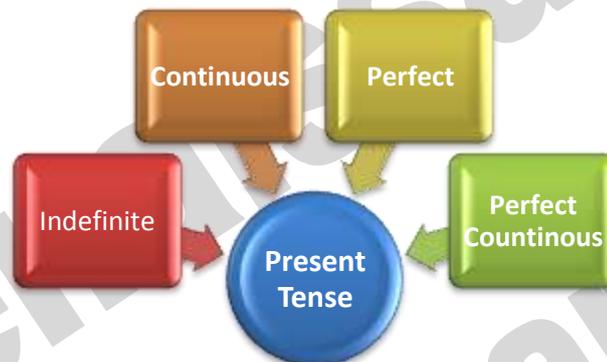


TENSES

Tenses denote time of action. Time can be divided into three parts: Present Past and Future.



Present Tense



Present Tense Simple Present Tense:

The Simple Present

The Simple Present is a tense that expresses action in the present time, habitual actions, or general truths.

Example: The sun rises in the east.

Present Continuous:

It describes an incomplete ongoing present action that is in the middle of happening, but will finish at some point. This tense is formed by using the auxiliary verb be (am/is/are) with the present participle verb form ending in "ing".

Example: The boys are playing cricket.

Present Perfect Tense:



It signifies that an action started in the past and continued to present time, in which it is completed. This tense is formed by using the auxiliary verb have (have/has) with the past participle form of the verb.

Example: I have finished my work.

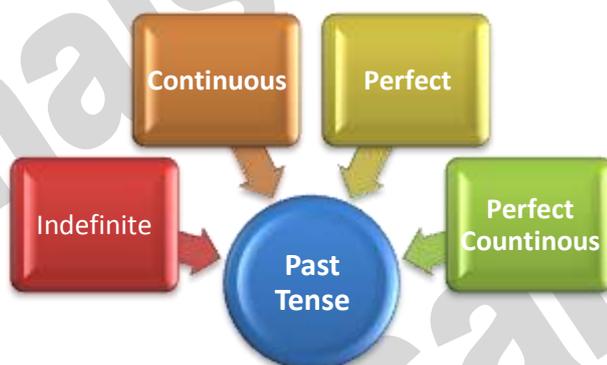
Note: Present perfect is never used with adverbs of past time.

Present Perfect Continuous:

It describes an action that began in the past and continued up to present time, in which it is (or most of it) is completed. This tense is formed by using the auxiliary verb have (have/has) together with the auxiliary verb been and the present participle form of the verb ending with "ing"

Example: They have been doing the work since Eight o'clock.

Past Tense



Simple Past Tense

It is an action or situation that was finished in the absolute past and has no connection with the present. Most past Simple verbs end in "ed" (regular verbs).

Example: I learnt French in Delhi.

Past Continuous It describes action which went on during a stretch of time in the past and finished. This tense is formed by using the verb be (was/were) with the present participle form of the verb ending in "ing"

Example: when I met him, he was reading a novel.

Past Perfect Tense:

It describes an action completed in the past before certain point in time or an action which happened in the very distant past. This tense is formed by using the auxiliary verb have (had) with the Past participle form of the verb.

Example: you had studied English before you moved to New York.

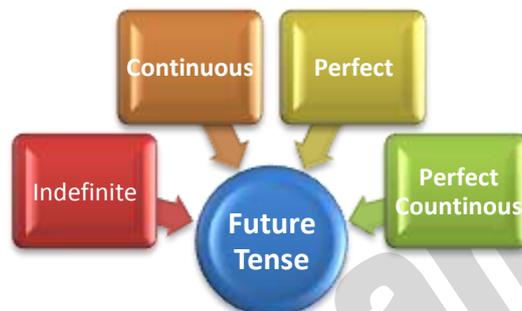
Past Perfect Continuous:

It describes an action that began before a certain point in the past and continued up to that time in past. This tense is formed by using the auxiliary verb have (had) together with the auxiliary verb been and the present participle form of the verb ending with "ing".

Example: She had been working at that company for three years when it went out of business:



Future Tense



Simple Future Tense:

It describes an action or situation that has still to take place. This tense is usually formed by using the auxiliary verb will with the base form of the verb.

Example: I will call you when I arrive.

Future Continuous:

It describes an ongoing action that will be in process around a point of time in the future. This tense is usually formed by using the auxiliary verb will together with the auxiliary verb be and the present participle form of the verb ending in "ing".

Example: He will be waiting for her when she arrives home tonight.

Future Perfect Tense:

It describes that a future action will be completed before a point in time or before another action in the future. This tense is formed by using the auxiliary verb will together with the auxiliary verb be and the past participle form of the verb.

Example: BY next November, I will have received my promotion.

Future Perfect

It describes an along future action that will continuous and will be completed before point in time or before another action in the future. This tense is formed by using the auxiliary verb will, the auxiliary verb have (have), and the auxiliary verb been together with the present participle form of the verb ending in "ing".

Example: They will have been talking for ever an hour by the time Madam arrives.

Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	Form: S + V in the Present He + reads + a book	Form: S + am/is/are + ing form He + is + reading a book	Form: S + has/have + P.P He +has + reads + a book	Form: S + has/have + been + ing form He + has + been + reading + a book
Past	Form: S + V in the Past He + reads + a book	Form: S + was/were + ing form He + was + reading + a book	Form: S + had + P.P He +had + read + a book	Form: S + had+ been + ing form He + had + been + reading + a book
Future	Form: S + will/shall + verb root He + will +read + a	Form: S + will/shall + be + ing form root He + will + be +	Form: S + will/shall + have + P.P He +will + have +	Form: S + will/shall + have been + ing form



book

reading + a book

read + a book

He + will + have +
been + reading + a
book

ACTIVE AND PASSIVE VOICE

ACTIVE VOICE

When the verb speaks of its subject as acting, it is said to be in the Active Voice.

Example: He wrote a letter.

PASSIVE VOICE

When the verb speaks of its subject of being acted upon or having something done to it, is said to be in the Passive Voice.

Example: A letter was written by him.

Note:

1. Only transitive verbs (verbs that need an object to complete their sense) can ever be in the Passive.
2. In Active Voice, the subject is given supreme importance.
3. In Passive Voice, the object is given supreme Importance.

Example: Tom killed a snake (Active Voice)

A snake was killed by Tom. (Passive Voice)

Rules for Changing the Voice:

General Form of Active Voice-Subject + Verb

General Form of Passive Voice-Object + 'Be' form + P.P

Rule 1: The Object of the Active Voice is changed into Subject in the passive.

Rule 2: The Subject of the Active Voice is changed into Object in the passive preceding 'by'. Note that the Object is often omitted in the passive.

Rule 3: After the subject, use proper form of 'Be' & cording to the tense and number of the subject. 'Be' forms-am/is/are/was/were

Transformation of Sentences-Voice Change

PRESENT TENSE

(1) Simple Present tense- He + writes + a letter. (A.V)

A letter + is + written + by him (P.V)

Form -Subject + am/is/are + Past Participle.(P.V)

(2) Present Continuous Tense -He + is+ writing + a letter. (A.V)

A letter + is + being + written + by him. (P.V)

(3) Present Perfect Tense - He + has + written + a letter (AV)

A letter + has + been + written + by him (PV)

Form -S + has/have +been + Past Participle. (P.V)

Note: Present Perfect Continuous tense has No Passive Voice.



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PAST TENSE

(1) Simple Past- He + wrote + a letter. (A.V)

A letter + was + written + by him (P.V)

Form-S + was/were + Past Participle. (P.V)

(2) Past Continuous — He + was + writing + a letter. (A.V)

A letter + was + being + written + by him. (P.V)

Form-S + was/were + being + Past Participle. (P.V)

(3) Past Perfect- He + had + written + a letter. (A.V)

A letter + had + been + written + by him (P.V)

Form-S + had + been + P.P. (P.V)

Note: Past Perfect Continuous tense has No Passive Voice

FUTURE TENSE

(1) Simple Future Tense- He + will + write + a letter. (A.V)

A letter + will be+ written+ by him. (P.V)

Form-S +will/shall +be +Past Participle. (P.V)

(2) Future Perfect- He + will + have + been + written + a letter (A.V)

A letter +will have+ been+ written +by him. (P.V)

Form-S+ will/shall +have +been +Past Participle. (P.V)

Note: The future continuous and future perfect continuous have No Passive Voice.

Rule: When an imperative 'command' is to be transformed, the form will be:

Let + S + Be + Past Participle.

Hang him. (A.V)

Rule: When interrogative sentence is to be formed, the form will be:

Q. word + auxiliary verb + S + P.P

Who killed the snake? (A.V)

By whom +was +the +snake +killed? (P.V)



Summary of Rules with Examples in Tabular Form:

Tense	Simple	Continuous	Perfect	Perfect Continuous
A.V. Present	S + V in the Present He + reads + a book	S + am/is/are + ing He + is + reading a book	S + has/have + PP He + has + read + a book	S + has/have + been + ing He + has + been + reading + a book
P.V.	S + am/is/are + PP A Book + is + read + by him	S + am/is/are + being + PP A book + is + being + read + by him	S + has/have + been + PP A book + has + been + read + by him	No Passive
A.V. Past	S + V in the Past He + read + a book	S + was/were + ing He + was + reading + a book	S + had + PP He + had + read + a book	S + had + been + ing He + had + been + reading + a book
P.V.	S + was/were + PP A book + was + read + by him	S + was/were + being + PP A Book + was + being + read + by him	S + had + been + PP PP A book + had + been + read + by him	No Passive
A.V. Future	S + Will/shall + root of the verb He + will + read + a book	S + will/shall + be + ing He + will + be + reading + a book	S + will/shall + have + PP He + will + have + read + a book	S + will/shall + have + been + ing He + will + have + been + reading + a book
P.V.	S + Will/shall be + PP A letter + will be + read + by him	No Passive	S + will/shall + have + been + PP A letter + will + have + been + read + by him	No Passive



Conversion of a Simple Sentence into a Compound Sentence

A simple sentence consists of just one subject and one predicate. A compound sentence consists of two or more co-ordinate clauses, each of which has its own subject and predicate.

Compare:

Simple: Climbing up the tree, he plucked some mangoes. (One finite verb – One main clause)

Compound: He climbed up the tree and plucked some mangoes. (Two finite verbs – Two main clauses)

Here the simple sentence is transformed into a compound sentence by changing the participial phrase 'climbing up the tree' into the clause 'he climbed up the tree'. Thus a simple sentence can be converted into a compound sentence by expanding a word or phrase into a clause and by using a coordinating conjunction to connect the clauses. More examples are given below:

Simple: Being ill, he didn't attend the party.

Compound: He was ill and didn't attend the party.

Simple: Besides being pretty, she is clever.

Compound: She is not only pretty but also clever.

Simple: In spite of his illness he attended the class.

Compound: He was ill, but he attended the classes.

Simple: He must run fast to catch the train.

Compound: He must run fast or he will not catch the train.

Exercise

Convert the following simple sentences into compound sentences:

1. Being guilty he went into hiding.
2. Being innocent, he never thought of running away.
3. Besides being sent to prison, he was heavily fined.
4. The old man sat in a corner, drinking.
5. Owing to a friend's intervention, he was later released from jail.
6. Being lazy, he failed.
7. He fled for fear of being arrested.

Answers

1. He was guilty and went into hiding.
2. He was innocent and never thought of running away.
3. He was not only sent to prison but also heavily fined.
4. The old man sat in a corner and drank.
5. A friend intervened and he was later released from jail.
6. He was lazy and failed.
7. He feared that he would be arrested and fled.

How to convert a simple sentence to a compound sentence?

A simple sentence consists of just one clause. As the name itself indicates, it is the simplest type of sentences.

A compound sentence has at least two main clauses. It doesn't have a subordinate clause. Note that the clauses in a compound sentence are connected by a coordinating conjunction.

A simple sentence can be converted into a compound sentence by expanding a word or a phrase into a clause.

Study the example given below.

She must come in time to avoid punishment.



It can be converted into a compound sentence by expanding the infinitive phrase 'to avoid punishment' into a clause.

She must come in time or she will be punished.

More examples are given below.

Having taken his meals he threw away the crumbs to the sparrows. (Simple sentence)

He took his meals and threw away the crumbs to the sparrows. (Compound sentence)

Besides looting the shop, the robbers set it on fire. (Simple sentence)

The robbers not only looted the shop, but also set it on fire. (Compound sentence)

In spite of working hard, he failed. (Simple sentence)

She worked hard, still she failed. (Compound sentence)

DECLARATIVE SENTENCE

Definition: the declarative sentence or declaration is the most important type. You can, and often will write entire essays or reports using only declarative sentences, and you should always use them far more often than the other four types of sentences (declarative, interrogative, imperative, and exclamatory). A declarative sentence simply states a fact or argument, states an idea, without requiring either an answer or action from the reader, it does not give a command or request, nor does it ask a question. You punctuate your declarative sentences with a simple period.

Formation:

Subject + predicate

Declarative sentences consist of a subject and a predicate. The subject may be a simple subject or a compound subject.

For example:

- his name is jhon.
- In this sentence, the subject is "his name" and the predicate is "is jhon".
- Examples:
- mario plays the piano.
- i hope you can come tomorrow.
- we've forgotten the sugar.
- ottawa is the capital of canada.

COMPOUND-COMPLEX SENTENCES

Definition:

A sentence that contains an independent clause and at least one dependent clause. The complex sentence is one of the four basic sentence structures. The other structures are the simple sentence, the compound sentence, and the compound-complex sentence.

Examples and Observations:

- In the complex sentence John left when his sister arrived, the clause when his sister arrived is a dependent clause because it is preceded by the word when, which is subordinating. Dependent clauses are not complete sentences; they cannot stand alone as a complete sentence. For example, *When his sister arrived cannot stand alone. Dependent clauses must be attached to independent clauses in order to form a complete sentence. In the complex sentence above, John left is the independent clause."



- A complex sentence is one in English in which includes, at minimum, one clause and one independent clause. The dependent clause, which is also known as a subordinate clause, is connected by either a relative pronoun or a subordinate conjunction.
- The complex sentence can be contrasted with a simple sentence, which has no dependent clause. Other types of sentences include the compound sentence, which need to have at least two independent clauses, and the complex-compound sentence, which need to have at least two independent clauses, and at least one dependent clause.
- An independent clause, one of the two critical parts of a complex sentence, is on its own a simple sentence. It is a clause which is complete in-and-of itself, with both a subject and a predicate. For example, the sentence, *I like to write letters*, is an independent clause. Two independent clauses may be linked together to form a compound sentence, as in, *I like to write letters, and she sure likes to tango*. In the compound sentence, two individual sentences, *I like to write letters*. and *She sure likes to tango*. are connected via a coordinating conjunction, *and*.
- Complex sentence. For example, the dependent clause may act as the subject in a complex sentence.
- The word "and" is simply a conjunction that joins the two clauses together, while "before" in the complex sentence above was part of the independent clause. A complex-compound sentence can then be formed by joining these two elements together, allowing for two or more independent clauses and at least one dependent clause to form a single sentence.

ACTIVE AND PASSIVE VOICE

There are two ways to express an action of a subject in relation to its object

- Active voice
- Passive voice

In "active voice" subject acts upon object, while in "passive voice" object is acted upon by subject. It can also be said, in "active voice" subject does a work on object, while in "passive voice" object is worked on by subject. The normal structure of an active voice sentence is *subject+verb+object* but in passive the normal structure of sentence is reversed according to certain rules and becomes like *object+verb+subject*. The real meaning of a sentence does not change if the sentence is expressed either by active voice or by passive voice. The **active voice** is mostly used in writing because it gives a direct and more concise meaning. Passive voice is used sometimes due to the following reasons.

1. When intentionally hiding the subject of sentence. For example, a student who failed in exam might say, *some chapters were not studied*.
2. Another example. *Women were not treated as equals*
3. When passive voice better explain thought of sentence. For example, to say, *cloth is sold in yards*, is more meaningful than to say, *Shop keepers sell cloth in yards*.
4. When passive voice better emphasizes the main though of the sentence. For example, a man who is being teased by another person might say in anger, "*you will be beaten by me*"
5. When subject is not exactly known. For example, *His watch was stolen*. It is not known that who stole his watch, the subject (thief) is not exactly known so it is better to use passive voice for such sentence. There are certain rules for expressing a thought in passive voice or for changing a sentence from active voice to passive voice.

Fundamental Rules for changing from active voice to passive voice



1. The places of subject and object are interchanged i.e. the object shifts to the place of subject and subject shifts to the place of object in passive voice.**Example.**
Active voice: I write a letter.
Passive voice: I letter is written by me.
Subject (I) of sentence shifted to the place of object (letter) and object (letter) shifted to the place of subject (I) in passive voice.
2. Sometimes subject of sentence is not used in passive voice. Subject of sentence can be omitted in passive voice, if without subject it can give enough meaning in passive voice.**Examples.**
Passive voice: cloth is sold in yards
3. **3rd form of verb (past participle)** is always used as main verb in sentences of passive voice for all tenses. Base form of verb or present participle will be never used in passive voice. The word "by" is used before subject in sentences in passive voice.**Example.**
Active voice: He sings a song.
Passive voice: A song is sung *by* him.
4. The word "by" is not always used before subject in passive voice. Sometimes words "with, to, etc" may also be used before subject in passive voice.
Examples.
Active voice: The water fills the tub.
Passive voice: The tub is filled *with* water.
Active voice: He knows me.
Passive voice: I am known *to* him.
5. Auxiliary verbs are used passive voice according to the tense of sentence.

Note: First 5 rules are usually same for all tenses in passive voice. Rule No. 6 is about the use of auxiliary verb in passive voice which differs for each tense. The auxiliary verbs of passive voice are used according to tense of sentence of its active voice form. The auxiliary verb for each tense is given in the following table with explanation and examples.



CLAUSE

Clause

"A clause is a group of related words containing a subject and a predicate"
For example, *he laughed*.

A clause refers to a group of related words (within a sentence **or** itself as an independent sentence) which has both subject and predicate.

Example

I will meet him in office.

The part of above sentence "I will meet him" is a clause because it has a subject(I) and a predicate(will meet him). On the other hand, the rest part of above sentence "in office" lacks both subject and predicate(verb) such group of word is called phrase.

A clause may stand as a simple sentence or may join another clause to make a sentence. Therefore, a sentence consists of one, two or more clauses.

Examples.

- He is sleeping. (one clause)
- The kids were laughing at the joker. (one clause)
- The teacher asked a question, but no one answered. (two clauses)
- I am happy, because I won a prize. (two clauses)
- I like Mathematics, but my brother likes Biology, because he wants to become a doctor. (three clauses)

Clauses are divided into **main clause (also called independent clause)** and **subordinate clause (also called dependent clauses)**.

Types of Clauses

There are two major types of clauses main (or independent) clause and subordinate (or dependant) clause.

Main Clause and Subordinate Clause - Comparison

1. He is buying a shirt which looks very nice.

The above sentence has two clauses "He is buying a shirt" and "which looks very nice". The clause "He is buying a shirt" expresses a complete thought and can alone stand as a sentence. Such a clause is called **main or independent clause**.

While the clause "which looks very nice" does not express a complete thought and can't stand as a sentence. It depends on another clause (main clause) to express complete idea. Such a clause is called **subordinate or dependent clause**.

Main or Independent Clause

"Main (or independent) clause is a clause that expresses a complete thought and can stand as a sentence.

Examples

I met the boy who had helped me.



She is wearing a shirt which looks nice.
The teacher asked a question but no one answered.
He takes medicine because he suffers from fever.
He became angry and smashed the vase into peaces.

In the above sentences each underlined part shows main clause. It expresses complete thought and can stand as a sentence that is why a main or an independent clause is normally referred as a simple sentence.

Subordinate or dependent Clause

Subordinate (or independent) clause is a clause which does not express complete thought and depends on another clause (main clause) to express complete thought. Subordinate clause does not express complete idea and can't stand as a sentence. A sentence having a subordinate clause must have a main clause.

Example

He likes Chinese rice which tastes good.

The clause "which tastes good" in above sentence is a subordinate clause because it does not express complete thought and can't stand as a sentence. It depends on main clause (he likes Chinese rise) to express complete thought.

Examples.

I met the boy who had helped me.
I bought a table that costs \$ 100.
He takes medicine because he suffers from fever.
The teacher asked a question but no one answered.

Subordinate (or dependent) clauses are further divided into three types,

1. Noun Phrase, 2. Adjective Phrase, 3. Adverb Phrase



REPORTED SPEECH

Direct Speech

In direct speech we reproduce the actual words of the speaker. The words of the speaker are put within inverted commas when they are written down.

The school will open on Monday.

Indirect Speech

In indirect speech we do not reproduce the actual words of the speaker; we report the speech after making some changes.

Example – Naresh told me that the school would open on Monday.

Direct speech : I Play cricket every day.

Indirect speech : He said that he played cricket every day.

Direct Speech : She'll ring me up tomorrow.

Indirect Speech : She said that she would ring me up the following day.

Direct Speech : I did not sing well yesterday

Indirect Speech : My friend told me that he had not sung well the previous day.

There are two ways by which we may report or narrate what a speaker said.

Direct Speech In direct speech (Narration/quotation) the speaker's exact words are given.

Example: John said, "I am trying for a job here."

Indirect Speech

In indirect speech (Narration) only the substance of what the speaker said is given and not the exact words.

Example: John said that he was trying for a job there.



Rules for Changing Direct into Indirect Speech

He said, "I write a letter."

Said-Reporting verb

"I write a letter."- Reported speech

Rule 1: If the reporting verb is In the Past Tense, the Reported Speech (Indirect speech) also must be in the Past.

(a) Simple present becomes simple past.

Example: He said, "I write a letter." (Direct)

He said that he wrote a letter. (Indirect)

(b) Present continuous becomes past continuous

Example: He said, "I am writing a letter." (Direct)

He said that he was writing a letter. (Indirect)

(c) Present Perfect becomes past perfect

Example: He said, "I have written a letter." (Direct)

He said that he had written a letter. (Indirect)

(d) Present Perfect continuous becomes Past Perfect continuous

Example: He said, "I have been writing a letter." (Direct)

He said that he had been writing a letter. (Indirect)

(e) Simple past becomes Past perfect

Example: He said, "I wrote a letter." (Direct)

He said that he had written a letter. (Indirect)

(f) Past continuous becomes Past perfect continuous

Example: He said, "I was writing a letter." (Direct)

He said: that he had been writing a letter. (Indirect)

(g) Past perfect and Past Perfect continuous-No change

Example: He said, "I had written a letter." (Direct)

He said that he had written a letter." (Indirect)

(h) Future tense becomes future conditional tense

Example: He said, "I will write a letter." (Direct)

He said that he would write a letter. (Indirect)

Will is changed into would

Shall is changed into should

Can is changed into could

may is changed into might

has/have is changed into had

am/is/are is changed into was/were

Rule 2: If the Reporting verb Is in the Present or Future Tense the tense of the verb is not changed in the indirect.

Example: He says, "I write a letter." (Direct)

He says that he writes a letter. (Indirect)

Rule 3: If it is a statement, the conjunction 'that' is used after the reporting verb.

Example: He said, "I am happy." (Direct)

He said that he was happy. (Indirect)



Rule 4: The First and Second persons in the Direct speech should become Third in the Indirect.

Example: He said, "I watch a film." (Direct)

He said that he watched a film. (Indirect)

I (is change into) he/she

We-they

You-they/he/she

My-his/her

Our-their

Your-their/his/her

Me-him/her

Rule 5: If the person addressed to, reports the speech, The Second person In the direct becomes First person in the Indirect.

Example: He said to me, "You are a fool." (Direct)

He said to me that I was a fool. (Indirect)

Rule 6: Words expressing Nearness in time and place are generally changed into words expressing Distance.

Example: He said, "I am ready here now." (Direct)

He said that he was ready there then. (Indirect)

Now becomes then

This becomes that

These becomes those

Here becomes there

Ago becomes before

Thus becomes so

To-day becomes that day

To-morrow becomes the next day, following day etc.

Yesterday becomes the day before, the previous day etc.

Last-night becomes the night before

Next week/year becomes the following week/year last week/year becomes the previous week/year

Rule 7: To report Question in Indirect speech, the Reporting Verb Is changed Into 'Asked', 'Enquired', 'Wanted to know, etc.

Example: He said, 'Who are you?' (Direct)

He asked him who he was. (Indirect)

Form-Reporting verb + suitable object + Question word + subject + verb

Rule 8: If it is a Yes/No Question, then If or whether is used after the Reporting verb.

Example: He said, "Are you happy here?" (Direct)

He enquired if they were happy there. (Indirect)



Rule 9: If it is a command, change the reporting verb to-told, ordered or commanded.

Example: The father said to his son, "Go and pay your fees at once." (Direct)
He told his son to go and pay his fees at once. (Indirect)

Rule 10: Negative Commands are changed into Indirect by not + Infinitive

Example: The Captain said to his soldiers, "Don't return the fire." (Direct)
The captain ordered his soldiers not to return fire. (Indirect)

Rule 11: When 'Let' is used for some suggestion, the Reporting verb can be changed to 'Suggested' in the Indirect.

Example: He said, "Let's listen to the music." (Direct)
He suggested our listening to the music. (Indirect)

Rule 12: To report an entreaty/request, the reporting verb is changed into, entreated, requested, begged, pleaded etc.

Example: The hungry child said, "Please give me some food." (Direct)
The hungry child begged them to give him some food. (Indirect)

Rule 13: To report an entreaty/request, the reporting verb is changed into, entreated, requested, begged, pleaded etc.

Example: The hungry child said, "Please give me some food." (Direct)
The hungry child begged them to give him some food. (Indirect)

Rule 14: To report a wish or an exclamation, the Reporting verb is changed Into- exclaimed, praised, called to witness, applauded, blamed, desired, wished etc.

Example: The boy said, "How happy I am!" (Direct)
The boy exclaimed that he was very happy. (Indirect)



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IDIOMS

What are Idioms?

Idioms are words, phrases, or expressions that are either grammatically **unusual**, as in, "Long time, no see!", or their **meaning cannot be taken literally**, as in, "It's raining cats and dogs!" This expression does not mean that cats and dogs are falling from the sky, but it is a metaphorical expression (word picture) that means that it is raining very heavily.

SOME EXAMPLES OF ENGLISH IDIOMS

- After John had broken the window, he decided to **face the music** and tell his mother.
Meaning: 'to accept the unpleasant consequences of one's actions'
- Mary had to **learn** a very long poem **by heart**.
Meaning: 'to rote-learn something'
- When John asked Mary out, she **showed him the cold shoulder**.
Meaning: 'to show deliberate coldness or disregard'

WHY SHOULD YOU LEARN ENGLISH IDIOMS?

Idioms are an important part of **every** language. Therefore, as a language learner, knowing idioms is useful in at least two ways:

- 1) The more idioms you know, the more native-like your language will sound;
- 2) By learning idioms, you learn a lot about the culture of the community speaking the language you are learning.

Online idiom dictionaries: <http://dictionary.cambridge.org/> and <http://idioms.thefreedictionary.com/>.

Practice with Idioms

Choose the correct meaning of each idiom in the following multiple choice questions. Check your answers at the bottom.

1. Wow! It's raining cats and dogs today! I wish I'd brought my umbrella to school!
a. I forgot my umbrella today.
b. It's raining heavily.
c. Cats and dogs are falling from the sky.
2. When I told my mom I would be home around 2 am, she had a cow!
a. My mom bought a baby cow.
b. My mom is really strange.
c. My mom was really upset.
3. Jean: How did you know it was my birthday today.
Susan: Oh, a little birdie told me!
a. Jean told Susan it was her birthday.
b. An unnamed person told Susan about Jean's birthday.
c. Susan told Jean it was her birthday.
4. I never learned how to use a computer, so I lost my job. It's a dog-eat-dog world.
a. Only the strong or the best survive.
b. Dogs are eating dogs at the office.
c. Dogs like to eat dogs for lunch.
5. The "cream of the crop" means it is ___.



- a. the worst
b. the best
6. To "egg on" means to ____.
a. encourage
b. discourage
7. If it's "just your cup of tea", it is ____.
a. perfect
b. all wrong
8. If you are "cool as a cucumber", you are ____.
a. panicked
b. calm
9. If you "have a finger in the pie", you are ____
in something.
a. involved
b. disinterested
10. "Use your noodle" means ____.
a. act
b. think

Answers: 1) b, 2) c, 3) b, 4) a, 5) b, 6) a, 7) a, 8) b, 9) a, 10) b.

KINDS OF IDIOMATIC EXPRESSIONS

Phrases that carry different meanings than the literal definition of their component words are called idiomatic expressions or idioms. Idioms appear in all languages, and speakers use them to communicate ideas cleverly or quickly. Using and decoding idiomatic expressions helps non-native speakers sound more fluent and aids them in understanding others more efficiently. Learn about different kinds of idiomatic expressions used in English and when to use them.

Simile Idioms:

- Many idiomatic expressions get their meaning by comparing one object or action to another using the words "like" or "as." Over time, certain similes become standard methods for illustrating certain ideas. For example, when you use the expression "like two peas in a pod" you are describing how two things are similar or close in nature, by comparing them to peas which grow together in a pod. "Light as a feather" and "busy as a bee" are two other examples of simile-based idiomatic expressions.

Phrasal Verbs:

- Some idiomatic expressions function as verbs. Phrasal verbs usually contain one or more individual verbs and prepositions that, when used together in a sentence, act as a single verb. For example, people use the phrasal verb "to get away with" to mean "avoid punishment" as in the sentence, "She will get away with stealing that car." Because phrasal verbs are so widely used and seamlessly integrated into standard sentences, many people do not recognize them as idioms.

An idiom, also known as idiomatic expression, is a phrase or sentence, whose meaning is completely different from the literal meaning of the words comprising the idiom or idiomatic expression. However idioms and idiomatic expressions have become widely used because they convey clear and meaningful messages in very few words that would otherwise be lengthy to explain in non-idiomatic



manner. Idioms are previously considered informal expressions but because of their widespread use idiomatic expressions have found acceptance in formal communications as well.

Here are examples of idioms and the meaning behind these idiomatic expressions:

Above and beyond – more than what is normally required. The off-duty policeman chased and caught the bag snatcher; his action was above and beyond what was expected of him since he was not on duty at that time.

Beyond the call of duty – in addition to what is required in the normal course of performing one's job. The fireman went back to the burning house to rescue the cat; he acted beyond his call of duty.

Above suspicion – having a reputation for honesty that no one would suspect you of wrongdoing. The teacher was elected club treasurer because she is known to be completely above suspicion.

Ace in a hole – something or someone held in reserve to turn things around later. The new recruit is the team's ace in the hole to improve their standing in the sports competition this year.

Acid test – a test whose result is considered to be conclusive or beyond doubt. The DNA result will be the acid test that will determine if the authorities caught the real culprit in the crime.

Across the board – Shared equally by everyone. The company management decided to give salary increases to the employees across the board.

Act as someone – to act or perform, temporarily or permanently, in the capacity of someone else. I'll act as your interim trainer until your regular trainer comes back from his business trip in the province.

Act of God – an event for which no person is responsible for; a natural event such as typhoon, earthquake, volcanic eruption, lightning, and similar acts of nature. The insurance company did not pay for the damage to their properties because it was caused by an act of God.

Act of war – an intentional act of hostility or violence so severe that war is considered to be an appropriate response. The attack on the Twin Towers in New York was considered by the Americans as an act of war by the terrorists.

Add fuel to the fire – to do something that makes a bad situation worse. The customer is already agitated so do not add fuel to the fire by ignoring his plea for help.

Afraid of one's own shadow – easily suspicious or frightened. Since you told him of the hair-raising urban legend about the jail escapee he has become afraid of his own shadow.

After all is said and done – when everything is discussed and acted on. After all is said and done, everyone went home satisfied with the result of the town meeting.

After hours – after the regular or normal time. Jim and Tom hang around the cocktail lounge after hours.

After the fact – after an incident has occurred. Jake expressed remorse for his crime after the fact.



Against someone's will – to do something without a person's agreement or consent. You cannot force him to join your activities against his will.

Against the clock – in a race with time; to get something done with urgency. The doctors operated on the accident victim against the clock

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What is an Antonym?

Antonyms are words that have opposite or nearly opposite meanings. They are called opposites.

Below is a list of common antonyms:

Above	Below
Accident	Intent
Add	Subtract
Admit	Reject
Advance	Retreat
Afraid	Confident
Alive	Dead
Alone	Together
Amuse	Bore
Annoy	Soothe
Argue	Agree
Arrogant	Humble
Attack	Defend
Awake	Asleep
Back	Front
Bare	Covered
Before	After
Better	Worse
Birth	Death
Black	White
Body	Soul
Bottom	Top
Break	Repair
Absent	Present
Achieve	Fail
Admire	Detest
Adore	Hate
Affirm	Deny
After	Before
Allow	Forbid
Amateur	Professional
Ancient	Modern
Arrive	Depart
Ascend	Descend
Attract	Repel
Awkward	Graceful
Bad	Good
Beautiful	Ugly
Bent	Straight
Big	Small
Bitter	Sweet
Blunt	Sharp
Bold	Timid
Brave	Cowardly
Brief	Long
Bright	Dull
Boy	Girl
Buy	Sell

Cause	Effect
Center	Edge
Cheap	Expensive
Chilly	Warm
Close	Open
Command	Obeys
Compliment	Insult
Continue	Interrupt
Copy	Original
Crazy	Sane
Cruel	Kind
Curse	Bless
Dark	Light
Day	Night
Destroy	Create
Dim	Bright
Doubt	Trust
Dull	Sharp
Earth	Sky
Rasy	Hard
End	Begin
Evening	Morning
Exceptional	Common
Fail	Pass
False	True
Fancy	Plain
Fat	Thin
Find	Lose
Firm	Flabby
Bring	Take away
Busy	Idle
Capute	Release
Cautious	Careless
Change	Remain same
Child	Adult
Clean	Dirty
Cold	Warm
Countrymen	Foreigner
Crooked	Straight
Cry	Laugh
Damage	Improve
Dawn	Sunset
Deep	shallow
Difficult e	Easy
Divide	Unite
Drunk	Sober
Dumb	Smart
East	West

Elementary	Advanced
Even	Odd
Evil	Good
Expand	Shrink
Failure	Success
Famous	Unknown
Fast	Slow
Fiction	Fact
Finish	Start
Fix	Break
Follow	Lead
Forward	Backward
Fresh	Stale
Funny	Sad
Gain	Lose
Gentle	Harsh
Give	Receive
Gloomy	Cheerful
Greed	Generous
Ground	Sky
Guess	Know
Happy	Sad
hate	Love
Head	Foot
Heavy	Light
Help	Hinder
High	Low
Him	Her
His	Hers
Horrible	Pleasant
Hurry	Slow
Idle	Active
Individual	Group
Inside	Outside
Jolly	Serious
Keep	Lose
Knowledge	Ignorance
Last	First
Leading	Following
Left	Right
Let	Prevent
Forgive	Blame
Free	Restricted
Friend	Enemy
Full	Empty
Generous	Stingy
Get	Give
Glad	Sad



Glossy	Dull
Great	Small
Grief	Joy
Guard	Attack
Handsome	Ugly
Hard	Soft
He	She
Heaven	Hell
Height	Depth
Hero	Coward
Hill	Valley
Hire	Fire
Hot	Cold
Huge	Tiny
Hurt	Help
In	Out
Innocent	Guilty
Intelligent	Stupid
Joy	Sadness
Kind	Cruel
Large	Small
Laugh	Cry
Leave	Arrive
Less	More
Level	Uneven
Lie	Truth
Like	Dislike
Liquid	Solid
Lively	Inactive
Loose	Tight
Loud	Soft
Major	Minor
Male	Female
Many	Few
Mature	Immature
Mess	Tidiness
Mistake	Accuracy
Moist	Dry
Move	Stay
Nasty	Nice
Never	Always
No	Yes
Noise	Quiet
North	South
Now	Then
Obvious	Hidden
Offend	Please
Often	Seldom
On	Off
Ordinary	Uncommon
Over	Under

Pain	Pleasure
Part	Whole
Particular	General
Passive	Active
Perceive	Ignore
Life	Death
Likely	Unlikely
Little	Big
Lonely	Crowded
Lost	Founded
Love	Hate
Make	Destroy
Man	Women
Marvelous	Terrible
Melt	Freeze
Miscellaneous	Specific
Mix	Separate
More	Less
Mother	Father
Naïve	Sophisticated
Near	Far
New	Old
Nobody	Everybody
None	All
Nothing	Something
Obese	Thin
Odd	Even
offer	Refuse
Old	Young
One	Several
Other	Same
Pacify	Agitate
Panic	Calm
Partial	Complete
Pass	Fail
Peace	disturbance
Permanent	Unstable
Permit	Refuse
Physical	Spiritual
Plain	Fancy
Plentiful	Sparse
Polish	Dull
Pollute	Purify
Positive	Negative
Praise	Criticism
Pretty	Ugly
Pride	Modesty
Problem	Solution
Prohibit	Allow pupil
Push	Pull
Quick	Slow

Quit	Start
Random	Specific
Rare	Common
Ready	Unprepared
Reduce	Increase
Relax	Tighten
Repair	Destroy
Revenge	Forgiveness
Right	wrong
Rise	Sink
Rude	Polite
Satisfy	Displease
Segregate	Integrate
Send	Receive
Servant	Master
Shame	honor
She	Trusting
Silence	Sound
Pessimistic	Optimistic
Place	Misplace
Play	Work
Plump	Thin
Polite	Rude
Poor	Rich
Powerful	Weak
Preceding	Following
Prevent	Encourage
Private	Public
Profit	Loss
Teacher	
Quality	Inferiority
Quiet	Noisy
Raise	Lower
Rapid	Slow
Raw	Cooked
Rear	Front
Regret	Rejoice
Remember	Forget
Retain	Lose
Ridiculous	Sensible
Rigid	Flexible
Rough	Smooth
Same	Different
Secluded	Public
Seldom	Often
Sensational	Dull
Shade	Light
Show	Hide
Sick	Healthy
Single	Married
Singular	Plural



Salve	Master
Slow	Fast
Soak	Dry
Some	None
Sour	Sweet
Spend	Earn
Start	Stop
Stay	Leave
Sterile	Fertile
Still	Moving
Stop	Go
Strength	Weakness
Sturdy	Weak
Superb	Inferior
Survive	Die
Take	Give
Tame	Wild
Temporary	Permanent
There	Here
Thorough	Incomplete
Tidy	Messy
Timid	Bold
Together	Apart

Top	Bottom
Tragic	Comic
Transparent	Opaque
True	False
Ultimate	Primary
Unique	Common
Upset	Stabilize
Vacant	Full
Sit	Stand
Slender	Fat
Small	Large
Sober	Drunk
Something	Nothing
Speechless	Talkative
Stale	Fresh
Started	Finished
Steal	Provide
Thaw	Freeze
Thin	Thick
Thrifty	Wasteful
Tie	Loosen
To	From
Told	Asked

Toward	Away
Transform	Retain
Triumph	Defeat
Truth	Lie
Union	Separation
Up	Down
Urge	Deter
Vague	Definite
vanish	Appear
Vertical	Horizontal
Visitor	Host/hostess
Wake	Sleep
Weep	Laugh
Wet	Dry
Wild	Tame
With	Without
Vast	Limited
Villain	Hero
Waive	Require
Wealth	Poverty
Well	Badly
White	Black
Win	lose

Synonyms:-

A word or Phrase that means exactly or nearly the same as another word or Phrase in the same language. Thus it is a word that has a meaning similar or identical to that of another word.

Synonyms for some most commonly used words are-

Amazing	Incredible, unbelievable, improbable, fabulous, wonderful, fantastic, astonishing, astounding, extraordinary
Anger	Enrage, infuriate, exasperate, madden,
Angry	Mad, furious, enraged, wrathful, indignant, exasperated
Answer	reply, respond, retort, acknowledge
Ask	Question, inquire of, demand, require, query, interrogate,
Awful	Dreadful, terrible, abominable, bad, unpleasant
Bad	evil, immoral wicked, corrupt, sinful, rotten, contaminated, spoiled, harmful, defective, substandard, faulty, improper, unsuitable, disagreeable, unpleasant, horrible,
Beautiful	Pretty, lovely, handsome, attractive, gorgeous, magnificent, fine, pleasing,
Begin	Starts, open, launch, initiate, commence
Big	Enormous, huge, immense, large, grand, great,
Brave	Courageous, fearless, daring, heroic, bold, valiant,
Break	Shatter, smash, wreck, crash, demolish,
Bright	Shiny, gleaming, brilliant, sparkling, shimmering, radiant, luminous, intelligent,
Calm	Quiet, peaceful, still, tranquil, mild, composed, unexcited,
Come	Approach, advance, near, arrive, reach
Cool	Chilly, cold, frosty, wintry, icy
Crooked	Bent, twisted, curved, hooked, zigzag
Cry	Shout, yell, scream, weep, wail,
Cut	gash, slash, slice, slit, chop, crop, reduce,
Dangerous	Perilous, hazardous, risky, unsafe,



Dark	Shadowy, unlit, gloomy, dim, sunless black, dismal, sad,
Decide	Determine, settle, choose, resolve,
Definite	Certain, sure, positive, determined, clear,
Delicious	Tasty, palatable, delightful, enjoyable
Describe	Portray, characterize, picture, narrate,
Destroy	Ruin, demolish, raze, waste, kill, end
Difference	Disagreement, contrast, dissimilarity, incompatibility,
Do	Execute, enact, carry out, finish, accomplish, achieve, attain
Dull	Boring, tiring, tiresome, uninteresting, tedious, plain, monotonous, humdrum
Eager	Keen, enthusiastic, interested,
End	Stop, finish, terminate, conclude, close, halt,
Enjoy	Appreciate, delight in, be pleased, indulge in, relish, like,
Explain	Elaborate, clarify, interpret, justify,
Fair	Just, impartial, unbiased, unprejudiced,
Fall	Drop, descend, plunge,
False	Fake, counterfeit, spurious, untrue, deceptive,
Famous	Well-known, renowned, celebrated, famed, eminent, illustrious, distinguished
Fast	Quick, rapid, speedy, hasty, swift, quick,
Fat	Stout, plump, chubby, burly, bulky,
Fear	Fright, dread, terror, scare, awe, horror, panic, apprehension,
Fly	Soar, hover, flee, glide, sail, cruise,
Funny	Humorous, amusing, comic, comical, laughable, silly,
Get	Acquire, obtain, secure, procure, gain, fetch, find
Go	Recede, depart, fade, disappear, move, travel
Good	Excellent, fine, superior, wonderful, marvelous, proper, pleasant, well-behaved
Great	Worthy, distinguished, remarkable, grand, considerable, powerful,
Happy	Pleased, delighted, joyful, cheerful, glad, blissful, overjoyed,
Hate	Despise, loathe, detest, abhor, dislike,
Have	Hold, possess, own, contain,
Help	Aid, assist, support, benefit,
Hide	Conceal, cover, camouflage, screen
Hurry	rush, run, hasten
Hurt	Damage, harm, injure, wound, distress,
Idea	Thought, concept, conception, notion, view, plan, belief,
Important	necessary, vital, critical, valuable, essential, significant, well-known
Interesting	fascinating, exciting, entertaining, engrossing, enthralling, captivating
Keep	Hold, retain, preserve, maintain, sustain
Kill	Slay, execute, assassinate, murder, destroy,
Lazy	Indolent, slothful, idle, inactive, sluggish
Little	Tiny, small, miniature, limited, minute,
Look	Gaze, see, glance, watch, search for, glimpse, stare, observe, view, perceive, notice, love, - like, admire, care for, cherish, adore
Make	Create, invent, from, construct, design fabricate, manufacture, produce, build
Mark	Label, imprint, stamp, note
Mischievous	Prankish, playful, naughty,
Move	go, crawl, drag, walk, jog, run, rush, dash, travel, wander, roam, slip, glide, slide,
Moody	Temperamental, short-tempered, irritable, touchy,
Neat	Clean, orderly, tidy, well-organized, well-kept
New	Fresh, unique, original, unusual, novel, modern, current, recent
Old	Ancient, weak, aged, former, outmoded, traditional, stale, obsolete,
Part	Portion, share, piece, section, fragment,
Place	Space, area, spot, location, site,
Popular	Well-liked, approved, accepted, favourite, celebrated
Put	Place, set, attach, keep, save,



Quiet	Silent, still, soundless, tranquil, peaceful, calm
Right	Correct, accurate, factual, true, lawful, proper, suitable,
Run	Race, speed, hurry, hasten, rush, escape,
Say/Tell	Narrate, disclose, declare, speak, utter, express, voice, deliver, convey
Slow	Display, exhibit, present, indicate, demonstrate, expose,
Scared	Afraid, frightened, alarmed, terrified,
Show	Unhurried, gradual, leisurely, behind,
Stop	Cease, halt, stay, pause, discontinue, end, finish,
Story	Tale, legend, fable, account, narrative,
Strange	Odd, peculiar, unusual, unfamiliar, uncommon, queer, weird,
Take	Hold, catch, grasp, acquire, pick, choose, select, purchase, buy, consume,
Think	Believe, consider, contemplate, reflect, mediate,
Trouble	Distress, consider, contemplate, reflect, mediate,
True	Accurate, right, proper, exact, genuine, real, actual, loyal, sincere,
Ugly	hideous, horrible, unpleasant, unsightly, repulsive,
Unhappy	Miserable, sorrowful, depressed, dejected, sad,
Use	Employ, utilize exhaust, spend, consume
Wrong	Incorrect, inaccurate, mistaken, erroneous, improper
Yearn	Long, want
zeal	Eagerness, passion, enthusiasm

Similar Words with Different Meaning

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

Types of Homophones

There are different types of homophones:

Homographs

Some homophones are similar in spelling, but different in meanings. They are called homographs. For instance hail vs. hail. One hail means ice storm and the second means something that occurs in large number (eg a hail of bullets).

Homonyms

Some of them have the same pronunciation but different meanings and these are called homonyms. For instance, cite, sight and site.

Heterographs

The homophones that have different spellings but are pronounced in the same way are called heterographs. For instance, write vs. right.

List of Some Common Homophones

- 1) Whir- of a machine, make a continues noise
Wore- simple past tense or wear; having clothes on
Were- singular and plural past of to be
- 2) Whirred- past tense of whirl
Word- these very bunch of letters together, forming what you read and comprehend
- 3) to - preposition



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Sub. - English

- Too - also
Two - 2
- 4) Flour- A kitchen supplement
Flower- a beautiful plant
- 5) Pause- bring to momentary stop
Paws- the feet of an animal, usually, containing pads and claws
- 6) Affects-make a difference. Used as a verb.
Effects- with the same meaning used as noun
- 7) Through- moving in one side and out of the other side of
Threw- simple past of throw
- 8) Throe- an intense or violent pain
Throw-propel with force through the air
- 9) Knot- a fastening made by tying a lace
No- Negative
- 10) Know- become aware of
No- negative
- 11) Bow- bend the body as a sign of respect
Bough- the main branch of a tree
Bo- a name
- 12) Sow- plant by scattering seeds on the surface
So- Submodifier
Sew- fasten or join threads together with a needle
- 13) Wright- maker or builder
Right- direction or correctness
Rite- religious or any solemn ceremony
Write- mark letters on surface
- 14) Wrought- simple past of work
Rot- become bad in quality
- 15) Would- indicate the possibility of an imagined event
Wood- What trees are made of
- 16) You- a pronoun
Ewe- female sheep
- 17) New- in a good condition
Knew - past of know
- 18) Feat- an achievement requiring great courage
Feet- Plural of foot
- 19) Flew- simple past of fly
Flu- deadly disease
Flue- a duct for waste smoke produced by any fuel- burning installation
Dye- give a different color to (usually hair)
Die- stop living; lack of vitality; mana
- 21) Four- 4
For- in support or in favor of
Fore- situated in front
- 22) Fourth-out from a starting point
Fourth-4th
- 23) Way- Method of doing something; path
Weigh- act of finding out how heavy something is
Weight- a body's quantity of matter
- 24) Wait- delay someone's actions
Weight- a body's quantity of matter



- 25) I- first person pronoun
Aye - yes
Eye- You need them to read all this
- 26) See- act of using your eyes
Sea- the ocean
- 27) Liar- someone who tells untruthful stories
Lyre- a musical instrument
- 28) Cite- mention
Site- an area
Sight- point of view; power of seeing
- 29) Coal- black rock used to fuel
Cole- cabbage, kale or rape
- 30) course- the route of something

Confusing and the Most Misused Words in English

In English language, there are several words which sound alike though these are spelled differently and have different meanings. Hence, one has to be very careful in using these words because they are not only confusing but are likely to be misused. Some of the most commonly confused and misused words in English with their meanings and usage in sentence are given below:

Advice/Advise- Advice is a noun: John gave Naresh good advice.
Advise is a verb: John advised Sheela to avoid the questionable chicken salad.

Affect/Effect- Affect is verb and effect is noun.
Example- Downed electricity affect citizens.
The effect of lazy daily routine is not good for health.

Among/Amongst- Among is the preferred and most common variant of this word in American English.
Amongst is more common in British English.

Among/Between - Among expresses a collective or loose relationship of several items: Harish found a letter hidden among the papers on the desk.
Between expresses the relationship of one thing, to another thing or to many other things: Suresh spent all day carrying messages between Harish and the other students.
The idea that between can be used only when talking about two things is a myth-it's perfectly correct to use between if you are talking about multiple binary relationships.

Assure/Ensure/Insure - Assure means to tell someone that something will definitely happen or is definitely true: Naresh assured John that no one would cheat at Chess.
Ensure means to guarantee or make sure of something: Aditya took steps to ensure that no one cheated at Chess.
Insure means to take out an insurance policy: Prakash was glad the Chess hall was insured against damage caused by rowdy people.

Breath/Breathe- Breath is a noun; it's the air that goes in and out of your lungs: John held his breath while his kid was going down the stairs.
Breathe is a verb; it means to exhale or inhale: After Apoorva's safe landing, Pratibha had to remind herself to breathe again.



Capital/Capitol- Capital has several meanings. It can refer to an uppercase letter, money, or a city where a seat of government is located: Sheela visited Delhi, the capital of India.

Capitol means the building where a legislature meets: Naresh visited the cafe in the basement of the capitol.

Complement/Compliment- A complement is something that completes something else. It's often used to describe things that go well together: his black shoes were a perfect complement to his jacket.

A compliment is a nice thing to say: she received many compliments on her purple dress.

Disinterested/Uninterested - Disinterested means impartial: A panel of disinterested judges had never met the accused before.

Uninterested means bored or not wanting to be involved with something: she was uninterested in attending John's kiting class.

Defence/Defense- Defense is standard in American English. Defence is found mainly in British English.

Emigrate/Immigrate - Emigrate means to move away from a city or country to live somewhere else:

Example- His grandfather emigrated from Canada sixty years ago.

Immigrate means to move into a country from somewhere else:

Example- Her sister immigrated to Ireland in 2004.

E.g./I.e. - These two Latin abbreviations are often mixed up, but e.g. means "for example," while i.e. means "that is."

Empathy/Sympathy- Empathy is the ability to understand another person's perspective or feelings.

Sympathy is a feeling of sorrow for someone else's suffering. A sympathizer is someone who agrees with a particular ideal or cause.

Farther/Further- Farther refers to physical distance: She can run farther than him.

Further refers to metaphorical distance: Prof. Subramanian is further away from finishing his project than Prof., Martin is.

Flaunt/Flout- Flaunt means to show off: Example- He flaunts his stylish new dress.

Flout means to defy, especially in a way that shows scorn:

Example- She flouted the institute's dress code by wearing a saree.

Gray/Grey- Gray is the standard American English spelling. Grey is the standard British English spelling.

Historic/Historical - Historic means famous, important, and influential: He visited the beach in Kitty Hawk where the Wright brothers made their historic first airplane flight.

Historical means related to history: She visited the historical tomb of I Lumayun.

Imply/Infer- Imply means to hint at something without saying it directly: She implied that Naresh was in trouble, but he wouldn't tell her why.

Infer means to deduce something that hasn't been stated directly: Satya inferred that John was nervous about something from the way he kept looking over her shoulder.



It's/Its - It's is a contraction of "it is".

Lay/Lie - To lay means to put or to place. One way to remember this is that there is an a in both to lay and to place. For example- She will lay out her overcoat before she goes to bed.

To lie means to recline. For example- She will lie down for a nap.

Lead/Led - Lead, when it rhymes with "bed," refers to a type of metal. Led is the past tense of the verb to lead, which means to guide or to be first.

Example- He led the way.

Loose/Lose - Loose is usually an adjective.

For example- Katy discovered that the cows were loose.

Lose is always a verb. It means to misplace something or not to be victorious in a game or contest.

Example- John was careful not to lose his ticket.

Principal/Principle- Principal can be a noun or adjective. As a noun, it refers to the person in charge of a school or organization. He was called into the principal's office.

As an adjective, it means most important: The principal reason for this meeting is to make plans for conducting the examination.

A principle (always a noun) is a firmly held belief or ideal: She doesn't like surprise parties as a matter of principle.

Inquiry/Enquiry- Inquiry and enquiry both mean "a request for information." Inquiry is the standard American English spelling. Enquiry is the British spelling.

Stationary/Stationery- Stationary, means un moving: The revolving door remained stationary because he was , pushing it the wrong way.

Stationery refers to letter writing materials and especially to high quality paper: John printed his resume on his best stationery.

Than/Then- Than is used for comparisons: He runs faster than John.

Then is used to indicate time or sequence: She took off running. and then John came along and finished her breakfast.

Their/There/They're - Their is the possessive form of "they": Students took their time.

There indicates a place: It took them an hour to get there.

They're is a contraction of "they are": Are Suresh and Sheela coming? They're almost here.

To/Too - To is a preposition that can indicate direction: She walked to school. She said hello to John when she saw him.

Too is used as an intensifier, and also means "also": Sheela waited too long to do her homework.

Toward/Towards - Toward is standard in American English. Towards is standard in British English.

Who's/Whose- Who's is a contraction of "who is": Who's calling John at this hour?

Whose is a possessive pronoun that means "belonging to (someone)": Sheela, whose phone hadn't stopped ringing all moinin , barely ate anything for breakfast.)



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Heterographs

The homophones that have different spellings but are pronounced in the same way are called heterographs. For instance, write vs. right.

Examples of Homophones in Literature

Example-1

"Sole owner am I of this sorry soul...

pour out corruption's slag from every **pore-**
whole slates scrape clean! they leave no gaping **hole**.

Role that I've played, loose grip! while back I **roll**,
or dodge each wave, or with firm grip on **oar**
bore through this sea, snout down, just like the **boar**,
(Where Truth's Wind Blew by Venicebard)

This poem is filled with examples of homophones. The homophones are marked in bold. They create a humorous effect in the poem through having the same pronunciation but altogether different meanings.

Example-2

'When Thou hast **done**,
Thou hast not **done** for I have more.
That at my death Thy **Son**

Noun

A Noun is a part of speech that is used to name a person, place, thing, quality, or action. A noun can function as a subject, object, complement, appositive, or object of a preposition.

Types of Nouns

There are several ways to classify that exist in the English language, In traditional grammar, nouns are taught to be words that refers to people, places, things , or abstract ideas.

Classification of nouns

Proper nouns

Proper nouns are nouns that refer to specific entities

Writers of English capitalize proper nouns like London, Lucknow, Madhya Pradesh, he JNU or the Taj Mahal to show their distinction from common nouns.



Common nouns

Common nouns refer to general, unspecific categories of entities. Whereas Madhya Pradesh is a proper noun because it signifies a specific states, the word state itself is a common nouns because it can refer to any or the 29 states in India.

JNU refers to a particular institution of higher learning, while the common noun university can refer to any such institution.

Material nouns

Material nouns refer to materials or substances from which things are made. While cotton is an adjective when used in cotton dress, cotton is a material nouns when used to describe a crop being grown- The farm grew cotton.

Compound nouns

A compound noun contains two or more words which join together to make a single noun, Compound nouns can be words written together (closed form) such as *softball* and *toothpaste*, words are hyphenated (hyphenated form) Such as *Softball* as a *Six-packs* and *Son-in-Law*, or separate words (open form) Such as *Post Office* and *upper class* that go together by meaning.

Countable nouns

These count nouns can occur in both single and plural forms, can be modified by numerals, and can co-occur with quantificational determiners like *many*, *most*, *more*, *several* etc. For example, the noun *bike* is a countable noun. Consider the following sentence:

There is a *bike* in that garage.

In this example, the word *bike* is singular as it refers to one bike that is presently in a particular garage.

However, *bike* can also occur in the plural.

There are *six* broken *bikes* in that garage.

In this example, the noun *bikes* refers to more than one bike as it is being modified by the numeral six. In addition, countable nouns can occur with determiners showing quantity.

In that garage, *several* bikes are broken.

This Sentence is grammatical, as the noun *bike* can take the modification of the determiner which shows quantity.

Plural vs singular

As we have seen, nouns can be singular or plural. The plural form of a nouns is usually form by adding s at the end of the noun. But this is not always t he case. There are exceptions to the rule. Some plurals are irregular:

Singular

Hair

Child

Man

Women

Plural

hair

children

men

women

Uncountable nouns or Mass nouns

Conversely, some nouns are not countable and are called uncountable nouns or mass noun. For example the word clutter is a mass noun.

That garage is full or clutter.

This sentence makes grammatical sense. However, the following example does not.

That garage is full or clutters.



Mass nouns cannot take plural forms, and therefore a sentence containing the word clutters is ungrammatical. Substances, liquids and powders are entities that are often signified by mass nouns such as wood, sand, water, and flour, other examples would be milk, air, furniture, freedom, rice, and intelligence.

Collective nouns

In general, collective nouns are nouns that refer to a group of something in a specific manner. Often, collective nouns are used to refer to groups of animals. Consider the following sentence.

Look at flock or birds in the sky. There is a herd of cattle in the field. A school of fish is swimming in the pond. A colony of ants live in the anthill.

In the above examples, *flock*, *herd*, *school* and *colony* collective nouns.

Concrete nouns

Concrete nouns are that can be touched, smelled, seen, felt, or tasted. *Curry*, *table*, *dog*, *Maya*, *salt* and *wool* are all examples of concrete nouns.

Can I pet your dog? Please pass the salt. Your sweater is made of fine wool.

Concrete nouns can be perceived by at least one of our senses.

Abstract nouns

Abstract nouns refer to concepts, ideas, quantities etc. Concepts like freedom, love, power, and redemption are all examples of abstracts nouns.

They hate us for our freedom. All you need is love. We must fight the power.

In these sentence, the abstract nouns refer to concepts, ideas, philosophies, and qualities that cannot be concretely perceived.

2. Verb

Verbs are “the little motors of action”—the principal vehicles or out thoughts and feeling, without which to communicate will be rather difficult.

The verb is a word that expresses an action or a state of being. As:

- Baldev threw the ball.
- The beggar felt sad.
- Akbar was a great king.

Kinds of verb

- Transitive verb
- Intransitive verb
- Linking verb
- Auxiliary verb/helping verb

Transitive verb

Transitive verb needs an object to complete its sense. It is SVO(subject, verb, object,) As:

- Dinesh saw a film.
- We love our country.
- Sunaina sings beautiful songs.
- India will win the match.



In these sentence –

Verbs are- saw, love, sings and will win.

Object are- a film, our country, beautiful. Songs, and the match.

Note: If we combine subject and verb and ask the question “what” or “whom” and get an answer (object), it is Transitive verb.

Examples:

S+verbs

Dinesh saw

We love

Sunaina sings

Question

What?

Whom

What?

Answer(Object)

a pen

our country

beautiful songs

Transitive verb can have two objects:

- One object
- Two objects

Transitive verb with one object

- She is taking milk.
- I like coffee.
- Anand plays chess.
- Our teachers teach us.

In these sentence milk, coffee, chess, and us are objects.

Transitive verb with Two object

In such cases one is the indirect object which is usually a human being and one is direct object which is usually a thing, idea or thought etc.

- Ms. Mamta teaches us English.
- My friend gave me a book.
- The stranger asked him a question.
- She wrote me a letter.

In these sentence Indirect objects are- us, him, me , me and Direct object are-English, a book, a question and a letter.

Intransitive verb

An intransitive verb has two characteristics. First, it is an action verb, expressing a doable activity like arrive, go, lie, sneeze, sit, die, etc. Second, unlike a transitive verb, it will not have a direct object receiving the action.

Here are some examples of intransitive verbs:

Meera arrived late in the class.

Arrived= intransitive verb.

James went to the library today.

Went= intransitive verb

The cats often lie in the shade under out cars.

Lie= intransitive verb

Shreya was grinding peppers so she sneezed with violence.

Sneezes= intransitive

In the ecenings, Geeta sits in her garden.

Sits= intransitive verbs. Many people die in road accidents everyday.

Dies= intransitive verb.

Linking verb



It is called Intransitive verb of incomplete predication also. It is used as complement to make the sense complete. As: In other words we can say that linking verb connects a subjects and its complement. As:

- Komal is a doctor.
- Geeta looks happy.
- The sun is a star.
- Karina is beautiful.
- My friend is present.
- Music sounds sweet.

Linking verbs: is, am, are, was, were, looks, taste, feel, consider, sound, appear, remain, seem, grow, get, come, go, run, become, has/have, had+been.

Auxiliary verb or Helping verb

An auxiliary verbs are—

(i) Primary auxiliary- Be(is, am, was, were, been, being,), has ,have, had ,do, does, did,

(ii) Modal auxiliary- Should, shall, will, should, may, might, can, could.

Primary Auxiliary

Varun is reading a novel.

Madhvi was singing a song.

I have done my work.

She has betrayed us.

They do not waste their time.

Do you like the film

Modal Auxiliaries

We shall come tomorrow.

You should study.

It may rain today.

She can drive a car.

You need not worry.

Would you lend me some moey?

Conjugation of verb

Verb has four forms:

- Present (first form)
- Past (second form)
- Past participle (third form)
- Present participle (ing form)

First Form

Accept

Act

Agree

Buy

Bleed

Call

Cry

Close

Drink

Enter

Free

Give

Help

Insult

Kill Killed

Lay Laid

Make

Meet

Pay

Second Form

Accepted

Acted

Agreed

Bought

Bled

Called

Cried

Closed

Drank

Entered

Freed

Gave

Helped

Insulted

Killed

Laid

Made

Met

Paid

Third Form

Accepted

Acted

Agreed

Bought

Bled

Called

Cried

Closed

Drank

Entered

Freed

Gave

Helped

Insulted

Killing

Laying

Made

Met

Paid

Four Form

Accepting

Acting

Agreeing

Buying

Bleeding

Calling

Crying

Closing

Drinking

Entering

Freeing

Giving

Helping

Insulting

Making

Meeting

Paying



Push

Pushed

Pushed

Pushing

Determiners

Determiners or Fixing words are the words which fix or modify the nouns before which they are used.

- **This** is a boy.
- **My** birthday falls in August.
- She is **a** doctor.
- Everybody enjoyed **the** film.
- Did you buy **any** book?

In these sentence the Determiners are-

This, my, a, every and any,.

The nouns they modify are *boy, birthday, doctor, body and book,.*

Kind of Determiners are of five kinds:

1. Article Determiners
2. Demonstrative Determiners
3. Possessive Determiners
4. Numeral Determiners
5. Quantitative Determiners

1. Article Determiners

There are three Article in English- **A, An, The,**

Articles are of two types:

- (i) Indefinite Article
- (ii) Definite Article

(i) Indefinite Article: A, and An, are called Indefinite Article because they do not refer to any particular person or thing.

Usage of A

- **Before a singular number which starts with a consonant or a vowel with a consonant sound.**
Example:
- A boy, a cat, a girl, a horse, a month, a year, a pencil etc.
- A unit, a university, a European, a useful thing, a uniform etc.
- A one-eyed person, a one-way ticket, a one-rupee note etc.

Usage of An

For example-

- An egg, an eagle, an apple, an ink-pot, an orange, an island, an uncle, an umbrella, an army, an elephant etc.
Before a singular number starting with a consonant that gives the sound of a vowel.
- An hour, an honest person, an heir, an M.L.A., an M.P., an S.S.P., an M.A., an S.O.S.

(ii) Definite Article: The is called definite article because it refers to a particular person or thing.

Usages

- **Before the names of heavenly bodies.**
The sun, the earth, the moon, the stars, the sky etc.
- **Before the directions.**
The east, the earth, the south, the north,
- **Before a noun which is already mentioned:**
I met a man in the train. The man was very interesting.
The children you met were naughty.
- **Before the names of the ocean, rivers, mountains, gulfs, plains, deserts, bays, etc.**



The Indian Ocean, The Ganga, The Himalayas, The Persian Gulf, The Gangetic Plain, The Sahara Desert, The Bay of Bengal etc.

- **Abbreviated names of states, countries etc.**
The U.S.A. The M.P., The Punjab, The UAE etc.
- **Before the superlative Degree of Adjective:**
She is the best student of the class.
Australia is the largest island in the world.
- **Before two or more comparative degrees of Adjectives:**
The earlier, the better.
The higher you go, the cooler it is
- **Before the epithets used before the names of the person:**
Ashoka the Great, Alexander the Great, Charles the First
- **Before the names of holy books:**
The Adi Granth, the Gita, the Koran, the Bible etc.
- **Before the names of big organisations:**
The Taj Mahal, the Qutub Minar, the Agra fort
- **Before the clans:**
The Marathas, the Rathores, the Sikhs etc.
- **Before the names of big organization:**
The BJP, the CPI, the UNO etc.
- **Before the names of big offices:**
The Air Marshal, the Prime Minister, the President etc.



THE OTHER DETERMINERS

Demonstratives

Demonstratives point out or specify the nouns. The nouns they point out come immediately after the demonstratives. They answer the question: which? 'This', 'these', 'that', are demonstratives, They change according to number. 'This' and 'that' are used with singular nouns, 'these' and 'those' with plural nouns. This '(singular) and 'these' (plural) are used to indicate nearness and 'that' (singular) and 'those' (plural) are used to indicate distance.

Example: This is an electronic watch. I got it from Japan.
These apples in front of us are sweet.

That tall tree in the garden over there was planted by the oldest student of this college.

Those women at the roundabout have come to see out town.
I am very fond of this kind of flowers.
We never associated with that sort of people.
Take that book away.
Tell those boys to come tomorrow.
This boy is a good cricketer.
That is a new church building.
Those books were presented to me by my sister.
These children are very noisy.

The Possessives

The possessives indicate possession, 'My, our, your, his, her, its, their' are used before a noun to identify it.
That is my bag.
That is your pen. This is our college.
Her umbrella is on the table.
His book is on the bench.
Their books are on the shelf.

Adjectives and pronouns of indefinite number and quantity

Here are some determiners of indefinite number and quantity. Let us differentiate them with correct usage.

(1) Some, Any

'Some' and 'any' are used before nouns, 'Some' means an unknown and indefinite number or quantity, but not very large, 'some' is used in affirmative sentence and also in interrogative sentences. 'Any' like 'some', expresses an indefinite number or quantity, ;Any; is used in negative and interrogative sentence:

Example: I shall buy some apples.
Some pictures are very good.
There is some butter in the cupboard.
He bought some oranges.
Give me some more coffee.
Will you buy some clothes?
Will you spare some time for me?
He had not got any book.
I did not give him any butter.
He did not buy apples.
Have you bought any mangoes?
Do you have any butter?



(2) Each, Every

'Every' and 'each' both mean 'all' and are similar in meaning, But 'every' is a stronger word than 'each', with the use of 'each' and 'every', persons or things are considered individually, whereas 'all' refers to the group as a whole (not to the individuals that comprise the groups. 'Every' and 'each' are followed by a singular verb.

Each can be used for two or more persons taken one by one. It means one of two or more things.

Every is used only in speaking of more than two, It refers to the total groups, It is used when the number in the group is limited and definite, it gives a collective sense. It means, 'each without exception'.

Example:

The two soldiers had each a gun.
Each of the four boys got a prize.
Last week, it rained each day.
Five boys stood in each row.
India expects every man to do his duty.
Every Seat was occupied.
Every boy has paid his fees.
Every one of these chairs is broken.
It rained everyday during my stay at Shimla.

(3) Either, Neither

Either refers to anyone of two things or persons. 'Either' has two meanings- One of the two; the both, *i.e.* each of two. It is used in speaking of two persons or things. 'Neither' is the negative of 'either' and means neither the one nor the other. Either and neither are followed by a singular noun. They take a singular verb.

Example:

Either of these two will do.
Either of you can go.
The trees grew on either side (both sides) of the road.
You can go by either road. (by one road or the other)
Neither plan is practicable.
Neither side is winning the match.
There are two mango trees in my garden.
Neither tree bears fruit.

(4) No, Enough

No, like other determiners, heralds nouns and limits the meaning of noun to nothing.

Example: I have silk saris but I have no cotton saris.

There was drought in this area. There was no water in wells or ponds.

(Like no, enough is also used for sufficient quantity or number)

Example: The army has dropped food packets in the marooned areas. Now there is enough food for everyone.

There are more than enough reference books in the library.

(5) Less, Fewer

Less is used with reference to quantity; fewer with reference to number.

Example: He does not sell less than five kilograms of sugar.

This boy weight no less than forty kilograms of sugar.

No fewer than forty soldiers were wounded.

(6) Much, Many



'Much' denotes 'a large quantity of'. It is used with singular uncountable nouns with affirmative, e.g. There is much milk in the bottle.

Much is not very often used with affirmative verbs.

'Many' means 'a large number of'. It is used with plural countable nouns.

Much is generally replaced by other words for expression in affirmative sentence:

Example: (a) In negative sentences.

There isn't much tea in the pot.

She hasn't or she doesn't have much money.

There isn't much sense in what you are saying.

They haven't or they don't have much choice in the matter.

He didn't invite many people to his wedding.

He haven't or we don't have many books.

(b) In general questions to which the answer is 'yes' or 'no'.

Did you have much difficulty in finding our house?

Were there many people present?

Has he or does he have many friends in the town?

(c) In 'whether' or 'of' clauses.

I wonder whether she has many friends to help her.

(d) After 'so', 'as', 'too' and 'few'.

Take as much as you want?

Don't eat too many sweets.

How many do you want?

How much money do you want?

In affirmative sentence, in modern English, much is particularly objectionable, but 'many' is less so, though objectionable. In affirmative sentence many and much are generally replaced by other words or expressions.

Words and expressions that may be used instead of 'many' are:-

A great many, a good many, a great number (of), plenty (of), a lot (of), lots (of).

Words and expressions that may be used instead of 'much' are :

a great deal (of); a good deal (of); a large quantity (of); plenty (of); a lot (of).

Avoid the use of many and much in affirmative sentence.

For example, say, "There are a lot of books in the library" instead of "There are many books in the library".

Similarly say, "He has a lot of money or plenty of money" instead of "He has much money" and say "we have plenty of time" instead of "We have much time."

(7) Little, a little, the little,

Little is used before uncountable nouns, Little means hardly any or not Much, It has a negative meaning. The use of 'little' is normally confined to written English or formal speech, In normal conversation, It is more usual to use 'hardly any' or 'not much', e.g. There is hardly any tea in the pot.

There is little hope of his recovery.(= he is not likely to recover)

There is little food in the house.

I had little sleep last night.

It has little money.

'A little' denotes 'some at least' or 'some though not much'

It has an affirmative or positive meaning.

There is a little hope his recovery (= he may possibly recover). He has a little money.

A little tact would have saved the situations.

A little knowledge is a dangerous thing.

'The little' means not much, but all there is. It denotes 'the small quantity'. It has both a positive and a negative meaning.

He wasted the little money he had.



It means:-

(i) The money he had was not much. (Negative)

(ii) He wasted all the money he had. (positive)

The little information she had was not wholly reliable.

He lost the little hope he had.

(8) Few, a few, the few -

Few is used before countable nouns. Few means not many (hardly any). It has a negative meaning.

[The use of few is normally confined to written English or formal speech. In normal conversation it is more usual to use 'not many', e.g.,

'Not many people go to see Charminar' instead of 'Few people go to see Charminar']

He has read few books

Few women can keep a secret.

Few men cross the age of one hundred years.

'A few' denotes 'some at least'. It has a positive meaning. It is opposed to 'none'.

He has a few friends.

A few men live a pious life.

He has lost a few rupees.

'The few' denotes 'not many, but all there are'. In other words, it means all of a small number. The few' has an affirmative or positive meaning.

He lost the few friends he had.

The few are rich, the many are poor.

The few remarks that he had made were very suggestive.

The few clothes they had were all tattered and torn.

(9) Many, Many a, A great many -

Many, many a, a great many have practically the same meaning. Many is followed by a plural noun. It takes a plural verb.

Many animals were killed in the storm.

'Many a' is followed by a singular noun. It takes a singular verb.

Many a student has attended the class.

'A great' 'many' is used just like 'many'.

A great many people have attended the meeting.

(10) All, whole -

'All' is used with singular uncountable nouns and with plural countable nouns.

She lost all hope of recovery.

All horses are animals but not all animals are horses.

All newspapers cover important new items.

'Whole' is used with singular uncountable nouns.

He spent the whole money.

The whole milk was spilt on the floor.

He ate the whole loaf.

(11) Other, the other and another -

'Other' means 'not the one mentioned'.

Example : Robert and Hari are here. Other players are expected soon.

One of the twins is a girl and the other is a boy.

'Another' means 'one more' or 'some more'.

Example : Have another cup of tea.

I'll have it another time.



No, it was not this bag; it was another bag.

(12) Each other, one another -

'Each other' relates to two persons only and 'one another' relates to more than two persons.

Example : Jaya and Maya always help each other.

Ram, Lakshman, Krishna always help one another.

All of the students in that class consult one another for everything.

renaissance
renaissance
renaissance



Modal Auxiliaries

Modal auxiliaries are words that help the main verb in communicating the speaker’s compulsion, willingness, necessity, possibility, prediction, promise, speculation, deduction, and so on.

Can, could, may, might, must, need ought o, ought not, shall, should, will, would, used to, are modal auxiliaries.

Examples:

- A. I will go to office today (certainty)
- B. I might go to office today. (possibility)
- C. I can go to office today. (ability)

Non-modal auxiliaries, such as *do, have* and forms of *be*, can be used as the main verb in some sentences. Modal auxiliaries can only be used in the helping form, and not as the main verb in a sentence.

Structure

Modal auxiliaries are used along with the base form of the main verb. The base form of a verb, without *to*, is known as the *bare infinitive*.

Examples:

A. I can help you.
 modal aux Bare infinitive

B. Will she go tomorrow?
 modal aux Bare infinitive

C. What shall I do now?
 modal aux Bare infinitive

D. You may not go now.
 modal aux Bare infinitive

Note:

The modal verb in each example is used along with the base form of the main verb, that is, can help, will go, shall do and may not go. We may therefore say that the structure of a sentence, using a modal auxiliary is as follows:

- Affirmative sentences – Subject + modal auxiliary + bare infinitive (sentence A)
- Interrogative sentences – modal auxiliary + subject + bare infinitive (sentence B)
- *wh* questions – *wh* – word + modal auxiliary + subject + bare infinitive (sentence C)
- negative sentences – modal auxiliary + *not* + bare infinitive (sentence D)

Modal Auxiliary	Function	Example	Use
	ability in general	My brother can cook.	<ul style="list-style-type: none"> • Informal • denotes a surer tone than <i>could</i>
	permission	You can use the dictionary.	
	future	She can secure a very good	



Modal Auxiliary	Function	Example	Use
can	possibility	rank.	<ul style="list-style-type: none"> negative form – cannot/can't
	request	Can you help me find my way?	
	offer	I can tell you how to get there.	
	suggestion	You can buy a car instead of hiring one every day.	
	willingness	I can do it, if you like.	
could	past ability	I could eat three pizzas when I was in college.	
	condition	you could have done well, had you tried harder.	
	conclusion	it could be true.	
	possibility	There could be trouble ahead.	
	request	could you help me find my way?	
	seeking permission	could I please attend your lecture?	
	offer	I could solve the problem	
Making suggestion	We could take a walk.		
dare	braveness	Dare I fight with him? She daren't go against those hooligans.	<ul style="list-style-type: none"> in questions negative sentences
	indignation	How dare you?	



The non-modal auxiliaries – may, might, must, need and have to –

Modal Auxiliary	Function	Example	Use
may	granting and seeking permission	you may join their group for this task. May I go out for a while?	<ul style="list-style-type: none"> • Very formal and official • Indicates social distance and hierarchy between communicators • Tentativeness • Can replace will for lesser certainty
	prayer/wish	May god bless you.	
	prediction	It may rain tonight.	
	strong possibility	The principal may visit our school today.	
might	past form off may in reported speech	The inspector said that he might visit our school soon.	<ul style="list-style-type: none"> • tentative tone • less certain than may but more certain than could
	weak possibility	I might join you later but I'm not sure.	
must	compulsion/necessity	You must abide by the rules of the school	<ul style="list-style-type: none"> • compulsive tone • both formal and informal • speaker's personal tone • internal obligation • stronger than should and ought to
	Strong obligation/duty	I must listen to what my mother says.	
mustn't	prohibition	you mustn't litter here.	authoritative tone
have to	compulsion	all students have to return their report cards after getting it signed by their parents.	<ul style="list-style-type: none"> • external obligation • to state facts
	obligation	I have to return Gunjan's book to her.	
don't have to	absence of obligation	you don't have to come early.	informal
need	obligation	need you worry about your lost purse?	usually in questions
needn't	absence of obligation	you needn't come for practice tomorrow.	both formal and informal.

Modal Auxiliaries – Ought to, Ought not, Shall and Should

Modal Auxiliary	Function	Example	Use
ought to	obligation	I ought to help her.	<ul style="list-style-type: none"> • always followed by the infinitive to • formal • authoritative • no past form • less strong than must
	advice/recommendation	you ought to stop eating	
	assumption/expectation	he ought to get the promotion	
	logical deduction	the prime minister's convoy is just around the corner. He ought to be here within five minutes.	
	probability	the price of necessary goods ought to come down further	



Modal Auxiliary	Function	Example	Use
		in the next two months.	
ought not	advise against something	you ought not smoke so much.	Usually to is not used after ought when followed by not
shall	simple future actions	I shall meet you at the coffee shop.	<ul style="list-style-type: none"> • first person without emphasis • second and third person with emphasis • obligation • more direct form of should • higher degree of politeness and formality • negative contracted form - shan't
	polite question or offer	shall we get you something to drink?	
	suggestion/asking for advice	shall we inform the police about the recent theft?	
	obligation	the candidates shall report to the front office thirty minutes before the interview.	
should	advice	you should buy a flat.	<ul style="list-style-type: none"> • as an alternative to ought to, though in certain contexts should is more commonly used • used after if to denote weak possibility • less strong than must • personal judgement and reactions
	prohibition	you should quit smoking immediately.	
	request for advice	What do you suggest I should do now? Should I talk to the principal directly/	
	weak possibility	If I should see Afsana, I will give her the packet.	
will	future actions/facts	She will arrive tomorrow	<ul style="list-style-type: none"> • most commonly used • simple future actions • typical behavior • greater degree of certainty • speaker's willingness, intentions and authority to instruct
	certainty of an action in future	The examination will be held next Monday.	
	intention	We will help you complete the task.	
	willingness	I will drop you at the station.	
	prediction	It will rain tonight.	
	formal announcement	The Principal will address the assembly.	
would	usually to talk about the past	George would work out for more than four hours every day.	<ul style="list-style-type: none"> • softer and less definite form of will • as the past form of will in indirect speech • sometimes used as an alternative of used to refer to a past habit • conditional when followed by <i>if</i> clause.
	Polite request	Would you make a presentation on your project for our students?	
	condition	They would if they could	



QUESTION - TAGS

During the conversation we often make statement and we, sometimes wish that our statements are confirmed by others. Such conformation is made in the shape of 'Question Tag'. Thus, 'tag questions' are questions attached to the end of a statement in order to draw attention to it or to give it added force. They are used only in conversation and in letters between friends.

Rules for using questions tags

1. Only the short form 'n't' is used in question tag; a comma is added after the statement; the tag begins with a small letter and there is a question mark at the end of the tag. In question tag, only the verb and subject are retained. The subject of the tag is always a subjective form of pronoun, never a noun. Don't change the tense. Use the same auxiliary verb as in the independent clause. If there is no auxiliary, use to, does or dis.
Example - It is very cold today, isn't it?
She came home
2. An affirmative or positive statement has a negative tag and a negative statement has a positive tag.
Example - He is coming, isn't he?
He is not coming, is he?
3. A suitable pronoun is used in the tag as its according to the number, gender, and person of the subject of the statement.
Example - Kamla is in the house, isn't she?
4. In the tag, as in short answer questions, the verb is shifted to the front,
Example - You are a nice boy, aren't you?
5. (a) The 'be' forms (are, is, was and were) are repeated in the tag.
Example - He was here yesterday, wasn't he?
(b) In the case of 'be' form 'am' in the positive statement, "aren't I" issued in the tag but not 'amn't I."
Example - I am a doctor, aren't I?
(C) But when am is used in the negative statement, the tag is "am I".
Example - I am not a magician, am I?
However, in American English (A.E.) the auxiliary forms do, does or did must be used in the tag. When the verb; have', 'has', 'had' is used as a main verb or an auxiliary.
6. The appropriate form of do (do, does, did) is used according to the subject and tense of the statement.
Example - She look ill, doesn't she?
7. If the verb of the statement is a compound tense, then only the auxiliary, (for, if the auxiliary itself is a compound form, only the first word of it) is repeated in the tag.
Example - We have finished our work, haven't we?
They haven't paid for their seats, have they?
8. (a) Imperative verbs are a class apart. Question tags are at times used with an imperative to make it sound more polite.
Pass me the newspaper, will you, please.
(b) With imperative expressing an order or request, modal auxiliary verbs like will, would, can and could are used in the tag.
Help me with this bag, could you?
(c) After a negative imperative, we use will you?
Don't make any noise, will you?
(d) If the imperative express invitations or suggestions, they may also take will you? But won't you? Is used to give more urgency.
Have another cup of tea, will you?



Have another cup of tea, won't you?

(e) After let's (short for let us) we use shall we in the tag to make suggestions.

Example - Let's go for a walk, shall we?

9. (a) Although 'everybody' and 'everyone', 'somebody' and 'someone'; 'nobody' and 'no one', are singular, for the purposes of the tag they are usually treated as plural, and referred to by they.

Example - No one phoned for me, did they?

(b) 'None of', followed by a plural noun, is also treated as a plural, and takes 'they'.

Example - None of the workmen arrived to time, did they?

(c) 'None of us' has 'we' as the subject of the tag.

None of us knew the way, did we?

(d) 'Some of us' takes 'we' if the speaker includes himself in the number, but they, if he does not.

Example - Some of us wanted to stay longer, didn't we?

10. A negative statement with a positive question tag can also be used to ask people for things, or to ask for help or information.

Example - you could'nt lend me some money, could you?

11. A positive tag can also be used with a positive statement when the speaker wants to show his/her reaction to what someone has just said (by expressing interest, surprise, doubt or anger):

A: I'm sorry, but I,ve had an accident.

12. A negative statement does not necessarily mean one with a negative verb. If any have a positive verb, with a negative subject, object or complement, or a negative verb that modifies the verb. So long as there is a negative idea in it, it is a negative statement, and needs a positive tag.

Example - None of the food was wasted, was it?

13. (a) Semi-negative or depreciative words like 'little, few, hardly, scarcely, rarely seldom' are treated as negative, and take a positive tag.

Example - Few people knew the answer, did they?

(b) Though few and little are negative, 'a few' and 'a little' are positive, and therefore need a negative tag.

A few people knew the answer, didn't they?

(c) The adverb 'only' may take either a positive or a negative tag. But the positive is more usual.

There were only six people present, were there?

14. The positive forms 'need' and 'dare' are rarely heard in the affirmative with question tags, but when so used, are treated as full verbs.

Example - You need to come earlier, don't you? (= must)

15. A form of tag is frequently used when one person wishes to pass a truculent, sarcastic or incredulous comment on another person's remark. This is done by repeating the remark and adding a tag, both being positive or negative.

Example - A: "I've broken a cup."

B: "Oh you won't, won't you?"



SHORT RESPONSES TO VERBAL QUESTIONS

Questions tags resemble the verbal questions (i.e., short response questions). The short answer questions begin with the auxiliary verbs. The positive answer to the verbal question is yes + pronoun + auxiliary. The negative answer to the verbal question is 'no + pronoun + auxiliary. The negative answer to the verbal question is 'no + pronoun + auxiliary + n't (not)'

Verbal Questions	Short answers	
	Positive	Negative
Is she a good girl?	Yes, she is.	No, she isn't.
Are you going to school?	Yes, I am	No, I am not.
Was he a teacher?	Yes, he is	No, he isn't.
Were they good players?	Yes, they were	No, they weren't

Short responses with Agreements and disagreements with Statements

I. Agreement with sentences

- i. Short responses to positive statements are given with 'Yes/so/of course + pronoun + auxiliary

Example:	Positive Statement	Short Response
	It is a good Firm	Yes, it is
	She looks pretty	Yes, they have.
	He can speak many languages	Of course, he can.
	Mohan has already come	Yes, he has

- ii. Short response of agreement with negative statements are made with 'No + Pronoun + Auxiliary + n't/not'

Example:	Negative Statement	Short Response
	The mangoes aren't good.	No, they aren't
	They haven't sung well	No, they haven't
	He doesn't like sweets.	No, he doesn't
	He can't help coughing	No, he can't

II. Disagreement with statements

- i. Disagreements with affirmative statements are made with No/Oh no + pronoun + auxiliary + n't/not. But is used in disagreement with a question or an assumption.

Example:	Affirmative Statement	Short Response
	He is drunk	No, he isn't
	You are playing	Oh no, I'm not
	Why did you go there?	But I didn't.
	I suppose you know him	But I don't

- ii. Disagreements with negative statements are made with "Yes/Oh, Yes/oh but + pronoun + Auxiliary

Example:	Negative Statement	Short Response
	You don't know him	Oh yea, I do
	You can't understand it.	Yes, I can
	I didn't bring it.	Oh but you did
	He won't come again	But he will



THE ESSENTIALS OF A BUSINESS

Technological advancements have not reduced the importance of a business letter though most software helps and guides us in producing one. In any case they are only a tool and may be used if necessary. However, we must understand the mechanical details of a business letter.

Letterhead

A letterhead is the printed stationery, which carries the essential information about the company or the organisation. Since the first contact with a company is usually made through its letterhead, therefore companies spend considerable time, effort and money on getting it designed. A letterhead generally carries a Logo, the name and postal address of the company and its contact numbers. Following the revolution in information technology and popularity of e-commerce, more and more letterheads carry the website and e-mail addresses of the company as well. Some companies even choose to have different email addresses for their different departments to enable easier access.

Reference Number

A Reference number helps us in retrieving the letter at a later stage. It may contain the initials of the letter writer, the department from which the letter originates, and the distinctive number allotted to it. For example, AK/Per/629 may be the reference number of a letter written by Amit Khanna of Personnel department. It is for an organisation to decide what the contents of a reference number should be. Some business letters show the reference numbers of both the correspondents or display printed pre-numbered stickers for the purpose.

Date

The date must be written in full without abbreviating the name of the month. For example, 1.6.2000 may preferably be written as 1 June, 2000. This removes the possibility of any misunderstanding as Americans are likely to read the date given in numerals as 6th of January, 2000. The date may be written either below the Reference Number or to its extreme right.

Special Markings

A few spaces below the date, one may show special markings such as Confidential, Air Mail, through Registered Post/Courier/Speed Post etc. When the contents of a letter are confidential, then care should be taken to super scribe the envelope also with the same marking.

Inside Address

The complete name and address of the recipient is written below the special markings. It must be ensured that the inside name and address is exactly the same as that used on the envelope.

Attention Line

If the letter is addressed to a company or one of its departments but the sender wishes it to be dealt with by a particular individual, then an Attention Line may be inserted either above or below the Inside address. This may read like:

For the Attention of Mr. Harish Arora, Manager (Industrial Credits)

Salutation

The choice of a salutation depends on the extent of formality one wishes to observe. The following list shows different salutations in descending order of formality:

Sir

Dear Sir/Madam

Dear Mr./Ms X



Dear Sir may be used as a standard salutation. Letters addressed to firms or companies use "Dear Sirs" as a salutation. When informality is aimed at, then the surname of the addressee is preferred for use by most correspondents. The use of first name was traditionally avoided in business letters but salutations in business now are becoming increasingly direct.

The use of 'Respected' should also be avoided, as the word 'respected', not being an adjective, is grammatically unacceptable.

Subject Heading

It is useful to provide a subject heading in longer letters. This helps the reader find out in the first instance what the contents of the letter are. Subject headings may be written in initial capitals with rest in lower case and underscored or in capitals as shown: Sub:

Erection Work of Bikaner Project

(or)

Sub: ERECTION WORK OF BIKANER PROJECT

The usual place for a subject heading is either above or below the salutation. In brief letters, a subject heading may be redundant, in some circumstances a subject heading may also be useful in short letters as it would ensure that the letter reaches the right person, at the earliest, who would be dealing with that subject matter. It would be of immense help especially if it is addressed to a large organisation which has a central department where all mail are received and sorted.

Main Body

The main body of letter may be divided into three parts. Most business letters begin with a brief introduction, which states the purpose of the letter.

This is followed by a longer middle section, which presents relevant facts in a logical and coherent manner. This section may be divided into several paragraphs, each dealing with a separate point and written coherently.

The conclusion is a polite rounding off. It may mention the feedback required. Some of the expressions are given below:

We thank you in anticipation.

We look forward to a favourable response.

We will be glad to furnish additional information.

We expect you will continue to extend patronage to us.

We hope it is the beginning of a long business relationship.

We regret it may not be possible to deliver the goods immediately.

It is inadvisable to round off every business letter with the phrase "Thanking You". If the intention is to really thank the recipient, then a complete sentence may be used since a phrase beginning with an "ing" word is neither a complete sentence nor grammatically acceptable. This again would depend largely on the practice being followed in an organisation.

Complimentary Close

The Complimentary Close should match the Salutation in terms of formality or lack of it. The following table may be helpful:

Salutation	Complimentary Close
Sir	Yours truly
Dear Sir	Yours faithfully
Dear Mr. X	Yours sincerely

A common error is to use an apostrophe in Yours (Your's). Care must be taken to avoid it. "Truly" and "sincerely" are often misspelt. It should be remembered that truly does not have an 'e' in it while "sincerely" retains both the 'e's.

Signatory



After leaving four to five spaces for the signature, the name of the sender may be written in capitals within brackets followed by the designation as shown below:

(AMBUJ CHANDNA)
Regional Sales Manager

Enclosures/Copies Circulated

List of enclosures or details of those to whom copies of the letter are being circulated may be given below the designation of the sender. In some cases, copies of the letter may require circulation while keeping the original recipient in the dark. The abbreviation in such cases is suitably changed to bcc in the letters being circulated alone.

Annexure

If we wish to annex some documents with the letter, then information about these may be listed at the end.

PARAGRAPH WRITING (BASED ON EXPANSION OF AN IDEA)

Paragraph writing is an exercise that requires thinking over an idea and its proper expression. It may be considered as the first exercise in good essay writing or article/paper writing. A student is advised to select a topic in which he has a genuine interest and of which he has a considerable knowledge. The most important thing about paragraph writing is that it should not exceed the given word limit. Furthermore, it should also be kept in mind that there is a difference between 'paragraph writing' as an independent form of writing and dividing an essay or article into paragraphs. A paragraph of an essay contains an idea relevant to the given topic, but a paragraph (when a student is asked to write a paragraph on a given topic) should include all matter relevant to the given topic expressed in a brief and concise manner. The topic is generally a popular, well-known proverb or saying which is to be expanded in a paragraph.

PRINCIPLES OF PARAGRAPH WRITING

A good paragraph must possess:-

- (1) **Unity:** - A paragraph should not contain more than one main theme. All sentences in a paragraph must develop or expand the main idea or theme.
- (2) **Order:** - The arrangement of thoughts in a paragraph should be clear and logical.
- (3) **Emphasis:** - Emphasis should be laid on the most important sentence of a paragraph by placing it in the beginning of the paragraph.
- (4) **Variety:** - Good deal of variety may be introduced by making the sentences vary in length and structure.

GUIDELINES FOR PARAGRAPH WRITING

- (1) Sorting of matter involves inclusion of important points in a paragraph and leaving out lesser important ideas for the sake of maintaining desired word limit.
- (2) One should bear in mind that a paragraph does not describe but only states the views of its writer.
- (3) Examples in support of an idea or statement should be avoided as it may add to the length of the paragraph and an important point or idea may have to be sacrificed.
- (4) A paragraph should not exceed its given word limit. A few words less or a few words more may not matter but a 100 words paragraph should not extend into 200 words.
- (5) Simple and precise expressions should be used. Idiomatic expressions should be avoided for the sake of clarity of expression.
- (6) Grammatical mistakes and spelling mistakes should be avoided and proper punctuation marks should be used for effective writing.
- (7) A paragraph should have a good beginning and an equally effective ending.