



SYLLABUS

B.Com I Year (2019-20)

Subject – English

UNIT – I	1. Where the mind is with out fear: Rabinranath Tagore 2. The Hero : R.K.Narayan 3. Tryst with Destiny: Jawahar lal Nehru 4. The Portrait of a lady: Khushwant Singh 5. The Solitary Reaper :William Wordsworth
UNIT – II	Basic Language Skills: Vocabulary, Synonyms, Antonyms, Word Formation, Prefixes. Suffixes.
UNIT – III	Basic Language Skills: Uncountable Nouns, Verbs, Tenses, Adverbs.
UNIT – IV	Comprehension/Unseen Passage.
UNIT – V	Composition and Paragraph Writing.



UNIT I

'Where the Mind is Without Fear' Rabindranath Tagore

Text of the poem

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
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
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.

Glossary:-

1. Domestic- related to family
2. Tireless- without getting tired
3. Dreary- dull
4. Dead habit- old customs
5. Thee- you
6. Striving- try hard, motivated

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.

A HERO. R.K. NARAYAN

Glossary:-

- Apparition- ghost or spirit
- Tenacity- the state of holding tightly
- Mumbled- to speak indistinctly
- Proposition- difficult to deal with



- Slunk- to move in a secret manner

SUMMARY

Swami is a young child living in Malgudi with his parents and grandmother

Swami portrays the growing up pangs of a boy who despises school, as he makes excuses and roams around Malgudi with his friends. Swami's father works in a government office and his mother is a housewife. At home, Swami shares his adventures with his aged granny, who lovingly addresses him as "Chamy." Swami also has two close friends: Mani and Rajam

Once while reading the newspaper, his father reads an article about the bravery shown by an 8-year old boy and feels that Swami should do something similar

Swami has the habit of sleeping with his grandmother after listening to a story told by her. This irritates Swami's father. Swami's father then challenges, or rather forces, him to sleep in his office.

When Swami tells his friends of the ordeal, his friends warn him about a ghost living near the office.

Swami ask his friends for advice on how to escape from his father's challenge. They tell him to go to bed before his father comes home from work.

However, his father does not let him sleep at home, wakes him and takes him there

Swami tries to negotiate with his father to let him sleep in the house in a separate room. But his father refuses. However, he lets Swami sleep with the door and windows open

When Swami sleeps in his father's office he has nightmares about the ghost and wakes up with a start. At the same time, Swami spots an intruder breaking into the office. Mistaking him for the ghost, Swami grabs the intruder's leg and yells for help.

The family members catch the thief and hand him over to the police.

The police appreciate him and want him to join the police force but Swami wants to work as an Engine driver or Bus conductor.

Critical Appreciation of 'The Hero'

In A Hero by R.K. Narayan we have the theme of fear, insecurity, control, powerlessness, bravery and independence. The story is narrated in the third person by an unnamed narrator and after reading the story the reader realises that Narayan may be exploring the theme of fear. Though Swami has agreed to sleep in his father's office it is clear to the reader that he is afraid. He would much prefer the security of sleeping by



his grandmother's side. However Swami's father is attempting to impose his will on Swami. The reader left suspecting that Swami's father thinks that Swami needs to grow up and sleep alone without the comfort of sleeping by his grandmother's side. If anything Swami's father is not only hoping that he is able to teach Swami a lesson about growing up but he may also be hoping that Swami will develop the independence that he thinks Swami should have. In reality Swami's father considers Swami to be molycoddled by both his mother and his grandmother.

It is interesting that Swami despite promising to sleep in his father's office tries his best to avoid doing so as this would further highlight the fear that Swami feels about sleeping in his father's office. It appears to be an alien environment to Swami which may be the point that Narayan is attempting to make. Symbolically he might be suggesting that the office is the domain of his father. It is a place where his father's rules must be obeyed. Just as Swami must obey his father when he is issued with the challenge (command) by his father. Swami is absolutely powerless when it comes to his father. He must obey him regardless of how Swami might feel. Something which would again play on the theme of control. There is only one master in Swami's home and that is his father. Everybody is answerable to him whether they like it or not.

The fact that Swami bites the burglar's ankle may also be important as though Swami doesn't really know what he is doing he still nonetheless is displaying an element of bravery. He might be driven by fear but he still takes action just as the boy did with the tiger. Swami's actions also elevate him to the status of hero though some readers may suggest that Swami may have been fortunate. Should he have known what was really happening it is unlikely that Swami would have come out from underneath the Bench? Regardless of this Swami is hailed as a hero though he may be no more than an accidental hero. He is happy enough to take the adulation he receives from others. As far as Swami is concerned it is better to be seen as a hero than not to be seen at all. He enjoys the praise that he gets from others and the reader suspects that Swami's ego is being soothed by all the praise.

Tryst with Destiny:- Jawaharlal Nehru

Glossary-

- Tryst- meeting
- Pledge- promise
- Utterance- speech
- Redeem- compensate
- Substantially- a lot

Summary and Critical Appreciation:

"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 of 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 country. 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 divided into small isolated pieces.



PORTRAIT OF A LADY

By: Khushwant Singh

Glossary:

- Hobble- to walk in an awkward way
- Rosary- a string of beads
- Puckered- wrinkled
- Serenity- calmness
- Lewd- crude and offensive
- Harlot- prostitute

Summary:

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 chapaties 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 an respectable t 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 recollects 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

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.

Glossary:

- **Yon – an archaic word for 'that'**
- **Melancholy – sad**
- **Vale- valley**
- **Notes- songs**
- **Shady haunt- a cold region in the desert**
- **Hebrides- a group of islands lying west of the North**
- **Numbers- verses, songs**
- **Plaintive- sorrowful**

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 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 fired 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 sweet voice was heard from the cuckoo even in the spring season. The song of 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 north western coast of Scotland. These islands are never distributed by any storm but the voice of the girl 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 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 expression of the unknown 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. May be she is singing for the lower who has lilted 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 the natural melodious effect.



Unit II

Synonyms:

They are different words with almost identical or similar meanings. Synonyms can be any part of speech e.g. nouns, verbs, adjectives, adverbs or prepositions, for e.g.

Noun- student, pupil

Verb- buy, purchase

Adjective- sick, ill

Preposition- on, upon

List of Synonyms:

Abduct	kidnap
Admit	confess
Aggravate	worsen
Also	too
Answer	response
Bliss	happiness
Calamity	disaster
Celestial	heavenly
Conclude	deduce
Dumb	mute
Egocentric	self-centered
Luminous	bright
Malice	ill will
Epoch	era
Rough	coarse
Reckless	rough
Vogue	fashion

Word	Synonym	Synonym
Narrow	Confined	restricted
Nature	Aspect	character
Necessary	Mandatory	requisite
Negate	Contradict	refute
Negligent	Careless	remiss
Negotiate	Bargain	deal
Nice	Affable	benign
Noble	Aristocratic	distinguished
Novice	Beginner	nonprofessional
Nuisance	Annoyance	offense
Obedient	Faithful	loyal
Objection	Disapproval	protest
Obligatory	Compulsory	required
Observe	Notice	watch
Obvious	Conspicuous	definite



Offend	Anger	irritate
Offer	Bid	proposal
Omen	Premonition	sign
Omit	Exclude	remove
Opportune	Advantageous	auspicious
Pacify	Appease	placate
Pain	Ache	discomfort
Paramount	Chief	leading
Partisan	Biased	dogmatic
Passive	Inactive	lethargic
Pause	Break	cease
Permeate	Diffuse	disseminate
Perpetuate	Endure	preserve
Perplex	Astonish	baffle
Persecute	Afflict	harass
Radiate	Effuse	emanate
Radical	Basic	fundamental
Range	Anger	furor
Rank	Arrange	classify
Realize	Accomplish	fulfill
Recalcitrant	Obstinate	stubborn
Receptacle	Container	repository
Reconcile	Atone	conciliate
Regret	Deplore	grieve
Reliable	Dependable	trustworthy
Sanction	Approval	permit
Scope	Aim	extent
Section	Division	portion
Settle	Adjust	compromise
Shallow	Superficial	trivial
Shrewd	Careful	calculating
Significant	Distinctive	important
Slight	Delicate	slender
Spontaneous	Impromptu	unplanned
Spread	Announce	broadcast
Stabilize	Balance	steady
Tame	Domesticate	subdue
Tangle	Intertwine	twist
Temper	Mood	nature
Tendency	Inclination	trend
Term	Cycle	duration



Thrift	Conservation	prudence
Tough	Aggressive	unyielding
Transfer	Convey	exchange
Tumult	Agitation	commotion
Turbulent	Disordered	violent
Vain	Boastful	inflated
Valid	Authorized	legitimate
Variety	Assortment	diversify
Verify	Authenticate	substantiate

Antonyms:-

They are more commonly known as opposites.

Cheap	expensive
Quite	noisy
Generous	mean
Messy	tidy
Asleep	awake
Shallow	deep
Sharp	blunt
Wise	foolish
Wet	dry
Odd	even
Flexible	rigid
Brave	cowardly
Ride	polite
Shiny	dull
Tame	wild

Antonym Examples

- Achieve – Fail
- Idle – Active
- Afraid – Confident
- Ancient – Modern
- Arrive – Depart
- Arrogant – Humble
- Ascend – Descend
- Attack – Defend
- Blunt – Sharp
- Brave – Cowardly
- Cautious – Careless
- Complex – Simple
- Compliment – Insult
- Crazy – Sane
- Crooked – Straight
- Decrease – Increase
- Demand – Supply



- Destroy – Create
- Divide – Unite
- Drunk – Sober
- Expand – Contract
- Freeze - Boil
- Full – Empty
- Generous – Stingy
- Giant – Dwarf
- Gloomy – Cheerful
- Guilty – Innocent
- Hire – Fire
- Include – Exclude
- Individual – Group
- Innocent – Guilty
- Knowledge – Ignorance
- Liquid – Solid
- Lonely – Crowded
- Major – Minor
- Marvelous – Terrible
- Mature – Immature
- Maximum - Minimum
- Noisy – Quiet
- Optimist - Pessimist
- Ordinary – Extraordinary
- Partial – Complete
- Passive – Active
- Permanent – Unstable
- Plentiful – Sparse
- Positive – Negative
- Powerful – Weak
- Praise – Criticism
- Private – Public
- Problem – Solution
- Professional – Amateur
- Profit – Loss
- Quality – Inferiority
- Random – Specific
- Rigid – Flexible
- Segregate – Integrate
- Shame – Honor
- Simple - Complicated
- Single – Married
- Stiff – Flexible
- Strength – Weakness
- Sturdy – Weak
- Sunny - Cloudy
- Superb – Inferior
- Temporary – Permanent



- Timid – Bold
- Toward – Away
- Tragic – Comic
- Transparent - Opaque
- Triumph – Defeat
- Union – Separation
- Unique – Common
- Upset – Relaxed
- Urge – Deter
- Vacant – Occupied
- Vague – Definite
- Vertical – Horizontal
- Villain – Hero
- Visible - Invisible
- Wax – Wane
- Wealth – Poverty

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	Obey
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



Prefixes:

A morpheme added to the beginning of a word to modify its meaning is called prefix.

Un: unkind, unwise, unwanted, unfair

Dis: disloyal, dislike, disrespect

Non: non-stop, non-violence

Mis: misbehave, misconduct, mismanagement

Suffixes:-

A morpheme added at the end of a word to modify the word's meaning is called suffix.

Ness: kindness, meanness

Ity: rapidity, insanity

Ist: specialist, racist

Ize: symbolize, hospitalize

Ment: appointment, amazement

Al: refusal, dismissal

Full: doubtful, wonderful

Ish: foolish, childish

Y: sandy, meaty, salty

En: ripen, widen

Ify: simplify, diversify

Words likely to be confused and misused:

Homonyms:

Some words are so alike to each other in their meanings, spellings or pronunciation that it becomes difficult to understand and use them correctly. Such words are called Homonyms.

Bear- (a name of animal)

Bear- (to sustain)

Bark- (the sound of a dog)

Bark - (the skin of a tree)

Left- (to leave)

Left- (related to the side of the human body)

Address- (to speak to)

Address- (location)

Homophones:

A word that sounds the same but differs in spelling or meaning or origin is called Homophone. Ex. See, sea.

Access- (approach)

Excess- (super abundance)

Addition- (to add)

Edition- (a number of books printed at one time)

Duel- (a combat between two)

Dual- (double)

Gait- (manner of walking)

Gate- (door)

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



	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-	4 th
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 kinging 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 morning, barely ate anything for breakfast.)



Unit-3

Uncountable Nouns:

It is a type of noun or thing or quality or conditions that cannot be counted. Example water, Gold, Cloth, Beauty, Happiness, heat, friendship etc. For example: Water boils at 100 Degree Cent. Gold is very costly.

There are certain words of nouns which can be both countable and uncountable.

A book is made of paper. (uncountable)

There will be two papers of English. (countable)

Unlike countable nouns, **uncountable nouns** are substances, concepts etc that we cannot divide into separate elements. We cannot "count" them. For example, we cannot count "milk". We can count "bottles of milk" or "litres of milk", but we cannot count "milk" itself. Here are some more uncountable nouns:

- music, art, love, happiness
- advice, information, news
- furniture, luggage
- rice, sugar, butter, water
- electricity, gas, power
- money, currency

We usually treat uncountable nouns as singular. We use a singular verb. For example:

- **This news is** very important.
- Your luggage **looks** heavy.

We do not usually use the indefinite article **a/an** with uncountable nouns. We cannot say "an information" or "a music". But we can say **a "something" of**:

- **a piece of** news
- **a bottle of** water
- **a grain of** rice

We can use **some** and **any** with uncountable nouns:

- I've got **some** money.
- Have you got **any** rice?

We can use **a little** and **much** with uncountable nouns:

- I've got **a little** money.
- I haven't got **much** rice.

Verbs:

Verbs are "the little motors of action"—the principal vehicles of our thoughts and feeling, without which to communicate will be rather difficult.



A word that indicates an action, event, or state is called verb. The verb can be divided into two basic kinds-

Finite (Complete) verbs are those that show tense and have a definite relation with the subject or a noun and stand alone as a complete sentence. Ex. I go, She went. They have completed.

Non-Finite (Incomplete) verbs do not show tense, person or number. Ex. He wants to play football. The Police caught him driving without a license. Here 'to play' and 'driving' are considered as non-finite verbs. These Verbs are used in various ways.

We have some more verbs and its kinds:

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

Push

Second Form

Accepted

Acted

Agreed

Bought

Bled

Called

Cried

Closed

Drank

Entered

Freed

Gave

Helped

Insult

Killed

Laid

Made

Met

Paid

Pushed

Third Form

Accepted

Acted

Agreed

Bought

Bled

Called

Cried

Closed

Drank

Entered

Freed

Gave

Helped

Insulted

Killing

Laying

Made

Met

Paid

Pushed

Four Form

Accepting

Acting

Agreeing

Buying

Bleeding

Calling

Crying

Closing

Drinking

Entering

Freeing

Giving

Helping

Insulting

Making

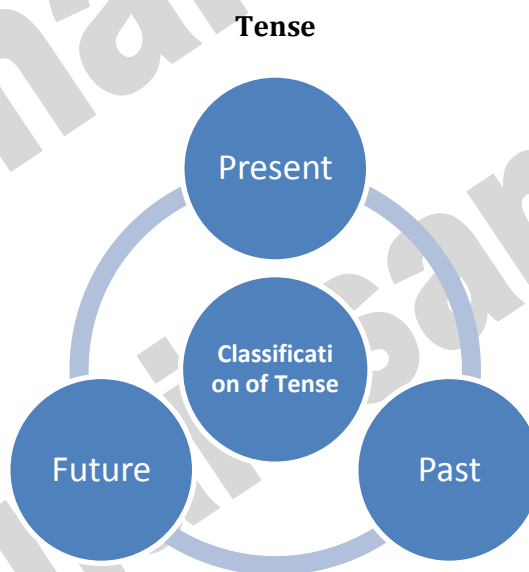
Meeting

Paying

Pushing

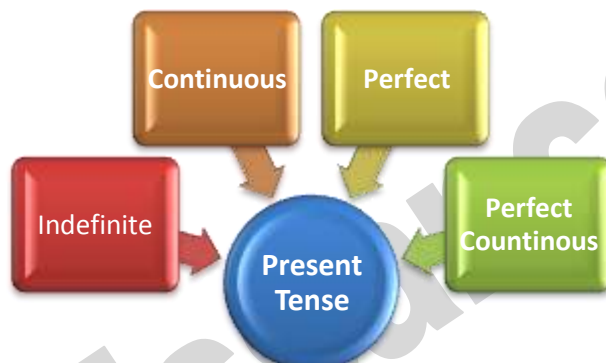
TENSES

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.

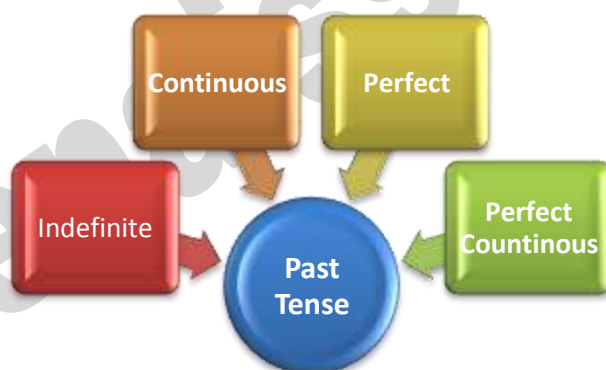
Note: Present perfect is never used with adverbs of past time.

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. Always second form of the verb is used in simple past sentence.

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.

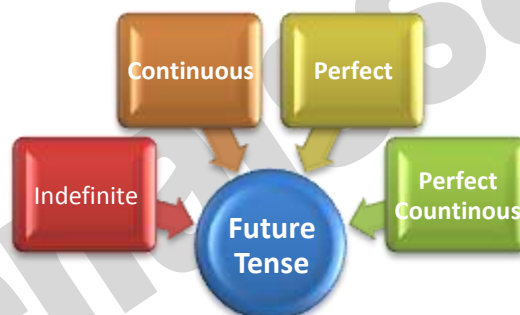
Example: you had studied English before you moved to New York.

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 Continuous:

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 + read + 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 book	Form: S + will/shall + be + ing form root He + will + be + reading + a book	Form: S + will/shall + have + P.P He +will + have + read + a book	Form: S + will/shall + have been + ing form He + will + have + been + reading + a book

Adverbs:-

An adverb is a word which qualifies a verb and adds more information about **Place, Time, Degree/quantity, Reason, Frequency and Manner**. It modifies the meaning of a verb, an adjective or another adjective. Examples are clearly, inside, faster, tomorrow etc.

Kinds of adverb

1) Adverb of Manner

It indicates how an action or activity is done. Ex. Fast, quickly, loudly, carefully, bravely, slowly, hard, fast, sadly etc.

Ex. Mohan eats an apple **properly**.

2) Adverb of Place

It indicates where the action is taking place. Ex. Below,far, here,there, out, in, within, near, inside, outside, up, down etc.

Ex. My parents live in a **small village**.

3) Adverb of Time

It indicates when the action takes place. Ex. Now, then, soon, late, ago, before, already, daily, formerly, lately, never, since, just, yet, today, tomorrow etc.

Ex. The birth day party will be held **tomorrow**.

4) Adverb of Degree/Quantity- These adverbs show how much or in what degree the work is done.

Examples- partly, fully, wholly, sufficiently, extremely, almost, very, too, enough etc.

Ex. Your work has been done **fully**.



5) Adverb of Reason- These adverbs show the reason of the work that is done. Ex. Hence, so, therefore etc.

Ex. I am not feeling well **so** I cannot come to school.

6) Adverb of Frequency- These adverbs show how often or how many times the work is done. Ex. Always, never, often, seldom, once, twice, again, occasionally, regularly, usually, frequently etc.

Ex. He called me once.

7) Adverb of Affirmation and Negation- These adverbs show yes or no about the work that is done. Ex. Surely, certainly, not, no.

Ex. She will surely attend the party.

Unit 4

Comprehension / Unseen Passage

Tips for Questions with Reading Passages

Here are some tips for handling questions with reading passages.

First

- **Concentrate.** Put aside your worries and distractions. Get ready to get down to business!
- **Don't rely too much on prior knowledge.** Although you may know about the subject, the information that is presented will be the source from which your answer should come.

Second

- **Read the question first.** Why read the question before the passage? Because it saves time to know what you are reading for!
- **Make sure you understand the question.** What kind of information will you need to gather when you read? Will you be looking for facts? Or will you be using the passage to come up with your own answer?
- **Read the passage.** Read the passage as quickly as you can. Look for the answer as you read. When you find it, take notice of it, but -- and this is important -- don't stop reading yet! Read to the end. That way you can be sure that your answer is the best, most complete answer possible. If you are reading the passage in order to provide a written response, read more carefully. Make sure you understand everything.
- **Providing the answer.** Feel free to look back at the passage to double-check your answer.



Read the passage given below carefully and answers the questions that follow:

One day, the old emperor shah jahan became ill. His son, Aurangzeb, who always wanted to be the emperor, put his father in a jail. Jahanara begun, the eldest child of shah jahan, did not leave her father and want to jail along with him. Her dais, "I shall share the sufferings of my father. He needs me in his old age, and I shall never leave him." Shah Jahan lived in the jail for seven years and then he died. During that period, princess jahanara stayed with him and took care of him. After the death of her father, she returned back to her own palace. She continued to live there and spent the rest of her life serving the needy and the poor. if"- B ore her death, she gave away all her money to the poor and needy.

Questions:

(a) Who was shah jahan's eldest child? (b) What did Aurangzeb do when shah jahan became ill? (c) What did jahanara do before her death?) Find words in the passage which mean the same as:

- (a) King • (b) Sick

Answer:

(a) Jahanara begun was shah jahan's eldest child. When shah jahan became ill, (his son) Aurangzeb put him in jail. (c) Jahanara went to jail along with her father when he (her father) was in jail (d) Shah jahan lived in jail for seven years (e) Before her death, jahanara gave away all her money to the poor and needy.

- A. Emperor
- B. Ill

Unit 5

Composition and Paragraph writing

How to Write a Good Paragraph:

The following is a guide on how to draft, expand, refine, and explain your ideas so that you write clear, well-developed paragraphs and discussion posts: Step

1: Decide the Topic of Your Paragraph Before you can begin writing, you need to know what you are writing about. Then ask yourself:

- On what topic am I supposed to be writing?
- What do I know about this topic already?
- How do I relate to it? After looking at the prompt and doing some additional reading and research, you should better understand your topic and what you need to discuss.



Step 2: Develop a Topic Sentence Before writing a paragraph, it is important to think first about the topic and then what you want to say about the topic. What you want to say about the topic. This concept is sometimes called the controlling idea. Strong paragraphs are typically about one main idea or topic, which is often explicitly stated in a topic sentence. When your paragraphs contain a clearly stated topic sentence, your reader will know what to expect and, therefore, understand your ideas better. Demonstrate Your Point after stating your topic sentence, you need to provide information to prove, illustrate, clarify, and/or exemplify your point. Ask yourself:

- What examples can I use to support my point?
- What information can I provide to help clarify my thoughts?
- How can I support my point with specific data, experiences, or other factual material?
- What information does the reader need to know in order to see my point? Give Your Paragraph Meaning After you have given the reader enough information to see and understand your point, you need to explain why this information is relevant, meaningful, or interesting. Ask yourself:
- What does the provided information mean?
- How does it relate to your overall point, argument, or thesis?
- Why is this information important/significant/meaningful?
- Conclude After illustrating your point with relevant information.
- Summarizing the point(s) you have made.
- Repeating words or phrases from the topic sentence.
- The last step in good paragraph writing is proofreading and revision. Before you submit your writing, look over your work at least one more time. Also, ask yourself these questions:
- Does my paragraph make sense?

Write a paragraph on any one of the following topics:

(a) Work is worship (b) Child labor (c) A visit to hill station

(a) Work is worship

Ans. Everyday worships lord in one form or the other to seek his blessings for success in life. Lord however helps those who help themselves. Hard work is the only key to success. We should work sincerely and regularly to achieve our goal. Idol worship is a futile exercise. Noble work is the true worship of lord. Those students who study hard reap better than those who shirk their studies. Hard work is the true foundation of one's career in life work has no substitute. The fruits of labor are sweeter than the gifts of god.

(b) Child labor

Ans. Child labor has increased a great deal at present small children can be seen working .they work in unhygienic conditions in road side labor, fields, bricks kilns and nickel-painting factories. They work there on meager wages. Most of their employers are parities. They force them to work for ten to twelve hours a day such children have to forgo their playful activities and studies. They are not given proper



food and clothing. They keep shivering in winter and sweating in summer. The matters ill treat them. Even girl children have no escape from child labor.

They work in brick kilns or where roads are built. They carry heavy load on their heads. The fixture of the child labor is darker and unsafe. They will be exploited everywhere at all times.

(c) A visit to hill station

Ans. A hill station is a beautiful place to visit. During my summer vacation, I went to Shimla, my uncle lives there. He invited me to spend my holidays there. I boarded the Shimla mail and reached there early in the train moved very slowly. It passed through many tunnels moved like a snail. I was happy to enjoy the natural scenery of high mountains. But the view at Shimla was very charming. There were ridges, Chhotta Shimla, Lakkar Bazaar, the temple of Jakhu. I visited Kufri and had a view of snow. When I returned home I brought fruits and beautiful presents. Its memory is still fresh in my mind.