

EDUSAT Study Material

Subject : Communicative English-1 (HMT-101)

Branch : Common to all Branches

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This material comprises of

1 – Unit 1 (Section-A) : Reading Comprehension

2 – Unit 2: Application of Communicative English Grammar

2 – Unit 3 : Paragraph Writing

3 – Unit 4 : Vocabulary Building

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UNIT - 1

READING COMPREHENSION

READING COMPREHENSION

In our everyday life, if we talk of life in its most standardized form, we have a lot of reading to do. This includes reading from newspaper, text books, books, articles, journals, notes and so many. Reading does not mean reading words and sentences simply for the purpose of identifying them. Understanding comprehending and remembering are some of the features without which reading keeps no meaning. In this reading section we will, therefore go through a couple of passages which have been carefully framed to make a student well acquainted with the skills of reading.

Skimming and Scanning:

Skimming is a task of finding out the important details of a written text without giving a close reading to it. The word 'skimming' is derived from 'skum' implying the thick layer floating on liquid. Similarly by skimming a text we take out all the key points out of it in one look. But **scanning** is not overlooking - it searches for those details which are not apparent on the surface. Scanning skill operates in the manner a scanner takes the photos of what is not seen on the ground.

Inference and Evaluation:

Inferential and evaluative analysis of the text relates more to close reading. A reader, here, examines the text to find out what the written text conveys and how it can be accessed. This is some kind of an analytical task done by the reader.

Note-making:

Note-making means converting an extensive text into a brief form that can be easily digested, remembered and reproduced. **Brevity** and **clarity** are two important features of a note.

When we read or listen to something, we may not remember each and every bit of it. Many relevant details may slip away from our memory. Such a slip of memory facilitates the need to make of what we read or listen. Making a note of a speech is something like jotting down important points quickly while

listening and later on making a fair copy of it. But making a note of a reading comprehension observes a more detail and systematic procedure.

Making a Note:

Always a close reading is demanded before making a note. By skimming and scanning we get all the important points of it. In a simpler way if one desire to attempt on note- making, the steps below would be of much help.

- Read the passage closely without missing a single detail.
- Make a list of important words with their meanings.
- Make a list of relevant details that you have picked up by skimming and scanning briefly.
- Trace out them or the key point. This would provide you with the main idea of the text. The point that you have picked up by the task of skimming and scanning would serve as supporting points to this main idea better known as **topic statement**.

Now go through the following passage.

Religion to Gandhiji was a living force, and for years in his youth he spent much time in studying comparative religions from the standpoint of one seeking for the correct mode of approach. His mean was singularly original, prepared to take imprints yet clear as to what he strove to find. This knowledge of the various faiths had the effect of creating within him a curiously open mind, free from narrow-mindedness or orthodoxy. He was prepared to concede much to any believer; he was only intolerant of those who deride God. To him religion was the crux of all matters, and success or failure could only be dependent upon how living and active was one's faith. One's professional conductor and public life should be guided by well defined principles. He did not reject asceticism but in working out one's life according to the needs of the

moment in service to one's fellow creature he found equal merit and fulfillment. His own life was thus directed and devoted; without discussing his achievement, it is certainly true that he has model his own conductor upon consistent basic ideas inspired by his deep belief in religion. It is this faith in religious principles which helped him to promulgate the Gandhian way. "Means" became religions although "ends" might be necessary and practical. Because he essentially believed in truth as part of religion, it was possible for him to frankly admit his own mistakes and faults.

Notes on words:

Singularly – Remarkably , exceptionally.

Imprints – Impressions.

Strove – Tried hard, made great efforts.

Faiths – Religions.

Curiously - Unusually, strangely.

Orthodoxy - Conformism.

Concede - Grant, surrender.

Deride - Ridicule, make fun of.

Crux - Problem that is the most difficult to solve.

Asceticism - Living a simple life without ordinary pleasure.

Consistent - Regular.

Promulgate - Make public, announce officially.

Points:

1. Religion – a living force for Gandhiji
 - (a) Studied comparative religions with original mind.
 - (b) Open mind free from narrow-mindedness.
 - (c) Respect for all believers.
 - (d) Intolerant of those who ridiculed God.

2. Religion – the crux of all matters.
 - (a) Success or failure depends on active faith.
 - (b) Personal and public life guided by well defined principle.
 - (c) Accepted asceticism – equal merit in service to fellow creatures.
3. Deep faith in religion.
 - (a) His own conduct and public life modelled on basic ideas inspire by deep faith in religion.
 - (b) Promulgated the Gandhian way.
 - (c) “means” more important than “ends”.
4. Truth - a part of religion
 - (a) Frankly admitted own faults and mistakes

The above notes on words and points (in short cut) prepare the skeletal work for the final note. The final note or note simply would be appeared in a point-wise structure as below.

Note

Gandhiji and Religion

1. Gandhiji studied comparative literature with an open mind and original approach.
2. He had respect for all religions.
3. Religion was the crux of all matter, he opinioned.
4. Success and failure depend upon our active faith, argued Gandhiji.
5. He found equal fulfillment in service to fellow creatures.
6. His personal life was modelled upon his basic idea of religion.
7. To him, means were more important than ends.
8. Truth was religion to Gandhiji and he admitted his faults frankly.

UNIT - 2
**APPLICATION OF
COMMUNICATIVE ENGLISH
GRAMMAR**

APPLICATION OF COMMUNICATIVE ENGLISH GRAMMAR

This section comprises of following sections in detail. Some sections, such as prepositions etc. are not inclusive of the prescribed syllabus but included for better interest of the students.

ARTICLES AND DETERMINERS

(DEFINITE AND INDEFINITE)

Determiners are words that determine the **number, quantity** and definiteness of the noun phrase. There are five different kinds of determiners.

1. Articles : a, an, the
2. Demonstrative : this, that, these, those
3. Possessive : my, your, his, her, their, Ram's etc.
4. Numerals : one, two, first, second, etc.
5. Quantifiers : many, much, less, few, both, either etc.

ARTICLES:

Articles **a/an** and **the** are the commonest determiners.

1. *The Indefinite Article a and an*

1. We use **a** before a consonant sound and **an** before a vowel sound.

Example: **a** pen **an** inkpot

a dog **an** elephant

2. We use **a/an** before a verb when that is used as a noun.

Example : Have **a** look at the book.

3. We use **a/an** to describe and classify.

Example: It is **an** excellent morning.

My husband is **a** seller.

4. We use **a/an** for generalization.

Example: **a** parrot will speak only what it is trained.

5. We use **an** before silent 'h'.

Example: **An** heir (a holiday)

An hour (a hint)

II. *The definite article **the***

1. We use **the** before a consonant sound.

Example: **The** chair

The board

2. We use **the** with singular and plural countable nouns.

Example: **The** letter

The letters

3. We use **the** with uncountable nouns.

Example: **The** water

The fun

4. We use **the** before common places.

Example: She is at **the** bus stop.

My friend is going to **the** library.

5. We use **the** before nouns of directions.

Example: **The** East **The** North

The West **The** South

6. We use **the** before objects of nature.

Example: **The** Himalayas **The** Deccan Plateau

The Ganges

The Alps

7. We use **the** before sacred books, famous newspapers and magazines.

Examples: **The Gita** **The Hindustan Times**

The Bible **The Weekly**

The Koran

8. We use **the** before superlative degree.

Example: He is **the** richest man in the town.

Which is **the** longest river in Odisha?

9. We use **the** before adjective used as noun.

Example: **The** rich are not always happy.

*III. Omission of **the***

1. We do not use **the** before phrases and idioms.

Example: Christians go to Church on Sundays.

People love to travel by air.

2. We do not use **the** before names of games and languages.

Example: My brother plays cricket.

I am learning French.

3. We do not use **the** before plural nouns with general meaning.

Example: Cows eat grass.

4. We do not use **the** before uncountable nouns.

Example: I drink milk.

Practice:

Correction of Errors:

| Incorrect | Correct |
|-------------------------------------|--|
| 1. Don't tell lie. | Don't tell a lie. |
| 2. I have got headache. | I have got a headache. |
| 3. He knows much about politics. | He knows a lot about politics. |
| 4. I have mind to do it. | I have a mind to do it. |
| 5. I wish you a success. | I wish you success. |
| 6. Kabi is a M.A. | Kabi is an M.A. |
| 7. This is a X-ray machine. | This is an X-ray machine. |
| 8. H.B. pencil is used for drawing. | An H.B. pencil is used for drawing. |
| 9. He is sitting in dark. | He is sitting in the dark. |

Demonstratives:

Demonstratives are used before nouns and point to the objects / places / persons denoted by the nouns.

Singular

This

That

Plural

These (point to the nearer one/ones)

Those (point to the distant one/ones)

Example: **This** house is very big.

These flowers are not fresh.

I study in **that** college.

Those are my books.

Possessive:

Possessive determiners are used before nouns to indicate possession.

Example: **My** father is a teacher.

Our house is a two-storied one.

His bike is stolen.

Their meeting was cancelled.

Numerals:

The determiners denoting **numbers** are called as numerals.

They are of three kinds.

- A. Definite numerals
- B. Indefinite numerals
- C. Distributive numerals

A. **Definite numerals:**

Definite numerals are used for a particular number of persons or things.

Example: There are **five** apples in the basket.

Please, get me **two** tickets to Hyderabad.

The **first** chapter of English book is a poem.

He stood **third** in the examination.

B. **Indefinite Numerals:**

Indefinite numerals indicate to an **indefinite number** or quantity.

Example: I had **a lot of** fun in the picnic.

She drank **all** the milk.

I read the **whole** book.

C. Distributive numerals:

Distributive numerals refer to **each** of a group.

Example: *Each* (one among two or many): **Each** boy has a bicycle of his own.

Every (more than two): I play chess **everyday**.

Either (one of the two): **Either** dress will suit the occasion.

Neither (no one of the two): **Neither** answer is correct.

Quantifiers:

Quantifiers are those determiners which indicate to **some number** or quantity.

Following are the examples of some such quantifiers whose meaning are stated within the brackets as per necessity.

Example: *Some* (Positive meaning) : They want **some** paper.

Put **some** salt in my curry, please.

(Negative meaning) : I don't like **some** music.

Some mangoes are not ripe.

Any (Negative meaning) : They haven't received **any** letter.

There is hardly **any** water in the jug.

Many (Plural countable noun) : How **many** colour pencils you want?

I haven't seen **many** places outside the state.

Much (Uncountable noun) : We have **much** milk in our refrigerator.

He has not **much** interest in study.

A few (Small number) : Only **a few** candidates got first class.

I have **a few** friends.

Few (Not many, almost none) : **Few** people live to be hundred.

He is a man of **few** words.

A little (Some quantity) : We have still **a little** time left. There is no need to hurry.

I have **a little** money in my bank.

Little (Almost nothing) : I have **little** time to talk to you now.

There is **little** water in the bottle.

ACTIVITY SET

Fill-in the blank with appropriate determiners wherever necessary. A blank space which does not need a determiner, put a cross (X) over there.

1. It is great fun being _____ actor.
2. The labourers go to work in _____ morning.
3. He is _____ one eyed man.
4. She needs _____ rest.
5. Mr. Mohanty is _____ MLA.
6. _____ night fell.
7. _____ man knows this.
8. You should do _____ work or the other.
9. I spent _____ money I had.
10. We do not have _____ rice in our store.

COUNTABLE AND UNCOUNTABLE NOUNS

Noun is a naming word. It is the head word in a noun phrase. The position and function of noun in a sentence is pre-decided. It works either as a subject or an object in a sentence. Noun is of three types.

1. Proper Nouns.
2. Countable Nouns.
3. Uncountable Nouns.

Proper Nouns refer to names of persons, places and things and they do not have a plural form. The nouns that can be counted by numbers are called **Countable Nouns** whereas the nouns that cannot be counted are called **Uncountable Nouns**.

COUNTABLE NOUNS

Countable noun has two forms.

| Singular | Plural |
|-----------------|---------------|
| Book | Books |
| Mountain | Mountains |
| Box | Boxes |
| Child | Children |
| Table | Tables |

Use:

1. In a sentence singular subject takes a singular verb and plural subject agrees with plural verb.
This **orange** is sweet.
These **oranges** are sweet.
2. Singular countable nouns are always used with a, an, another, the, this, that, each, every etc.
Give me a **pen**.
That **boy** is the head-boy of the team.

3. Plural countable nouns may take a number or determiners like many, a few before them.

Three thousand **rupees**.

Many colour **pencils**.

A few **boys**.

4. Ordinarily plural countable nouns do not take any determiner before them.

I love **sweets**.

Cows eat **grass**.

UNCOUNTABLE NOUNS

Uncountable nouns are always singular and they take singular verbs with them.

Use:

1. Uncountable noun agrees with singular verbs.

Silver is white.

2. Ordinarily uncountable nouns do not take any determiner before them.

Furniture looks bright.

3. Determiners like **much, a little** can be used before uncountable nouns to indicate quantity.

There is **little** water in the jug.

I have not got **much** money with me.

ACTIVITY SET

Complete the following sentences. Use *is/are* in the blanks. Add *a/an* where necessary.

1. There _____ white parrot in the cage.
2. There _____ inkpot on the desk.
3. There _____ heavenly bodies in the sky.
4. There _____ rice on the plate.
5. There _____ umbrella in my father's bag.
6. There _____ no girls in our NCC class.
7. There _____ milk in the tumbler.
8. There _____ eggs in the refrigerator.
9. There _____ snake in the box.
10. There _____ old man in that cottage.

PREPOSITIONS

A preposition expresses a **relationship** of meaning between two parts of a sentence most after showing how the two parts are related in space or time. These prepositions are used in relation to factors like nature of space, direction, source, method, duration etc. these factors are responsible for categorizing preposition in three different groups. They are:

1. Preposition of Space.
2. Preposition of Time.
3. Phrase Prepositions.

1. Preposition of Space:

(A) Place/Position (use of **at, in, on**)

She will be **at** the railway station now.

You can find him **at** #B.15, Baramunda, Bhubaneswar.

The boy is standing **at** the gate.

Father is not **at** office.

Mother is **in** the kitchen.

I live **in** a town.

We bathed **in** a pond.

My uncle lives **in** Kedar lane.

My sister works **in** corporate sector.

The book is **on** the table.

The boys are playing **on** the beach.

His house stands **on** the main road.

(B) Position and Movement (Use of *to, at, over, above, between, among, in front of, behind, into*)

The teacher went **to** the black board.

He stood **at** the door.

She threw the ball **at** me.

My daughter is going **to** school.

The clock is **over/above** the door.

The kite is flying **over** the house.

There is a temple **above** our house.

The children are playing **under** the tree.

Divide the cake **between** Ram and Shyam.

He distributed the sweets **among** the slum children.

The car is **in front of** the bus.

The bus is **behind** the car.

We jumped **into** the pond.

2. Preposition of Time:

(A) Use of *at, on, in*

The bus left **at** quarter to ten.

It is hot **at** noon.

I will be here **at** dinner.

He gets up **at** 5 O'clock in the morning.

Mahatma Gandhi was born **on** 2nd October 1869.

I will go to village **on** Saturday.

The train reached **on** time.

We are now **in** 21st century.

I was absent from office **in** the first week.

The lawyer is free **in** the afternoon.

We reached the station **in** time.

(B) Use of **during, for, since, from**.

He broke his leg **during** the match.

She lived in the village **for** twenty years.

The baby has been playing **since** morning.

She is deaf **from** birth.

(C) Use of **until, till, upto, by, before**

You can keep my car **until/till** Sunday.

She studied **upto** 01 pm.

I should be there **by** 9 pm.

Will you meet me **before** 10 am?

3. **Phrase Preposition:** (Preposition with verbs, adjectives and nouns)

(A) **Prepositions with Verbs**

Accuse of : He is **accused of** theft.

Admit to : Sheela is **admitted to** music class.

Agree about : We generally **agree about** most things.

Agree to : He does not **agree to** my opinion.

Agree on : The people **agreed on** meeting the chairman.

Agree with : Father **agreed with** us to attend the function.

Apologize to : I **apologize to** you.

Apologize for : I **apologize for** not replying to your letter.

Believe in : I **believe in** God.

Blame for : He **blamed** me **for** his failure.

| | | |
|-------------------|---|---|
| Blame on | : | He blamed his failure on me. |
| Complain of | : | He never complains of his sufferings. |
| Complain about: | | He never complains about anything. |
| Complain against: | | The woman complained against her tenant. |
| Consists of | : | The club consists of nine members. |
| Consists in | : | Happiness consists in contentment. |
| Die from | : | The dog died from a wound. |
| Die of | : | Many people die of malaria. |
| Knock at/on | : | The visitors knocked at/on the door. |
| Made of | : | The furniture is made of wood. |
| Made from | : | Butter is made from milk. |
| Point to | : | He pointed to the notice. |
| Point at | : | The hunter pointed at the deed. |
| Pointed out | : | The teacher pointed out the mistakes. |

(B) Preposition with Adjectives:

| | | |
|---------------------|---|---|
| Afraid of | : | I am afraid of wild animals. |
| Angry with | : | My teacher is angry with me. |
| Angry about | : | He was angry about his own mistakes. |
| Blind to | : | Mother is blind to her child's faults. |
| Capable of | : | He is capable of handling the press single handedly. |
| Careful about/with: | | The miser is very careful about/with his money. |
| Familiar to | : | Urdu is familiar to me. |
| Familiar with | : | I am familiar with Urdu. |

| | | |
|-----------------|---|--|
| Free with | : | She is free with her money. |
| Free of | : | The hotel provides some select services free of charge. |
| Free from | : | The old man is free from discusses. |
| Ill with | : | The baby is ill with influenza. |
| Proud of | : | I am proud of my country. |
| Responsible to | : | The prime minister is directly responsible to the parliament. |
| Responsible for | : | Who is responsible for this mismanagement? |
| Weak in | : | I am weak in Mathematics. |
| Worried | : | He is worried about his son. |

(C) Preposition with Nouns.

| | | |
|-----------------|---|---|
| Agreement with: | : | I have an agreement with my neighbor. |
| Agreement to | : | The boys have an agreement to exchange books between them. |
| Belief in | : | Time has made her to loss her belief in relationship. |
| Love of | : | My love of poetry began with my reading of Jayant Mohapatra's poems. |
| Love for | : | A mother's love for her children is natural. |
| Need for | : | There is no need for you to interfere in this matter. |
| Cause of | : | Nobody knows the cause of cancer. |

ACTIVITY SET

Fill-in the blanks using appropriate prepositions wherever necessary.

01st July 2010

Bhubaneswar

Dear Sheel,

I arrived _____ Bhubaneswar _____ Sunday _____ 07 o'clock _____ the evening. Luckily the flight was _____ time. I did not have problem _____ the way. Susi and Bibhu were already _____ the airport _____ receive me. They took me _____ their house which is close _____ the Big Bazar complex. Tomorrow we would plan _____ a around _____ Bhubaneswar. It is very hot here. We will go _____ the city _____ the afternoon when it gets cool. We will steer _____ in a hired taxi _____ the city. I am specially interested _____ seeing khandagiri, Udayagiri and Dhauli. We would take one whole day _____ move each nook and corner _____ old town. Next day we will leave _____ puri. I expect _____ be back _____ next Monday _____ the latest.

With love

Goldie

VERB

Verbs are words that refer to actions and states.

Look at the following sentences:

- i. I **read** stories.
You **read** stories.
They/ Your friends **read** stories.
He **reads** stories.
- ii. You **read** an excellent story yesterday.
My father **read** an excellent story yesterday.
You would find different forms of the verb **read** in each sentence.
The verb is either **read (present)** or **read (past)** as per the number and person of the subject.
The verb changes its tense form as per the flow of events.

TRANSITIVE AND INTRANSITIVE VERB

Transitive means to pass over. The verb that passes over from the subject to the object is known as **transitive verb**.

- i. Sham kicked the football
(S) (V) (Obj.)
(passing over of action from subject to object)

Intransitive verb, do not transit any action from the subject to the object.

- ii. The baby sleeps
(S) (V)
(Verb having no object)

Intransitive verbs do not change voice.

ACTIVITY SET

Fill-in the blanks with appropriate action words choosing from the bracket.

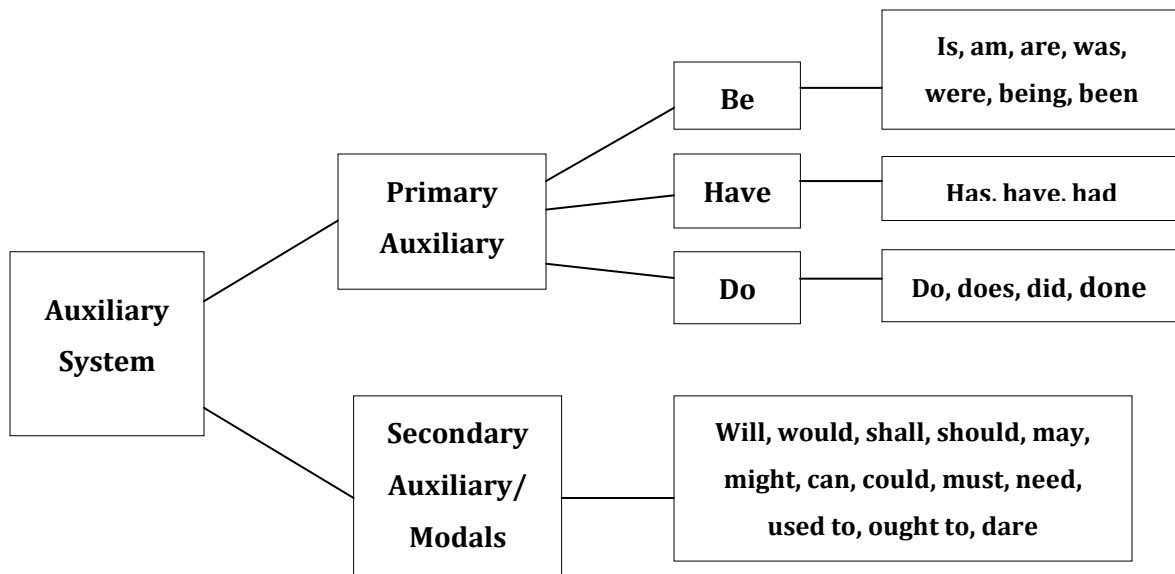
1. He _____ a novel. (read, reads)
2. The college _____ on Monday. (closes, will closes)
3. I have _____ French for a year.(Learn, learnt)
4. I am _____. (come, coming)
5. Have you not _____. (sing, sung)
6. He _____ a morning walk daily. (take, took)
7. I had already _____ my work. (finished, finish)

AUXILIARY SYSTEM

Verbs are words referring to **actions** and **states** in a sentence. It tells us what the subject is or does or what is done to it. **Verbs** can be categorized as **main verbs** and **helping verbs**. In this chapter we would talk of helping verbs which are otherwise known as **auxiliaries**.

An **auxiliary** is a **helping verb**. It helps the main verb to form **tense, voice** and **mood** of the main verb. They are of two kinds.

1. Primary auxiliary
2. Secondary auxiliary or Modals.



(Auxiliary System Diagram)

PRIMARY AUXILIARIES

The verbs **be**, **have** and **do** though help the main verbs in expressing tense, voice and mood. They are also capable of functioning as main verbs in sentence and thus called primary auxiliaries. They change their form according to the number and person of the subject.

Use:

Be (is, am, are, was, were, being, been)

I **am** writing a letter.

She **is** a teacher.

These mangoes **are** ripe.

She **was** a typist in a bank.

If I **were** a king, I would have made you my minister.

They **are** laughing.

Chess is **being** played by him.

Have (have, has, had)

She **has** finished cooking.

I **have** done this.

He **has/had** a car.

They **have** a beautiful house.

Do (do, did, does, done)

He **does** not like sea food.

He **didn't** like sea food.

Does he like sea food?

Did he like sea food?

He has **done** the job nicely.

SECONDARY AUXILIARIES / MODALS

Secondary auxiliaries are also called **modals**. They cannot be used independently like primary auxiliaries. They are 13(thirteen) in numbers: will, would, shall, should, may, might, can, could, must, need, used to, ought to, dare. In this chapter we will discuss them under different points with reference to their logical meaning.

i. Will, Would, Shall

(Expressing requests, offers, willingness and suggestions)

Use:

(a) Expressing Requests.

Will/ Would you please open the door?

Would you mind lending me your book, please?

(b) Expressing attitude, willingness/ unwillingness.

She **will** pay back you soon.

He **won't** listen to anyone.

They **wouldn't** stop making noise.

(c) **Giving Consent.**

I **will** do shopping for you.

She **won't** do the mistake again.

(d) **Offering Service.**

Shall I get you a pen?

Shall I arrange a taxi for you?

(e) **Asking for suggestions.**

What **shall** we do about this barren land?

Where **shall** I spend my night?

ii. **Should, Ought to.**

(Expressing advice and probability)

Use:

(a) **Advice**

We **should / ought to** help the one in need.

We **should not** tell unpleasant truth.

We **ought to** serve our motherland.

(b) **Necessary to observe, perform and obey.**

I **should** do as my mother says.

I think, you **should** meet the doctor.

She **should** inform the police about the theft.

(c) **Probability**

They **ought to** have arrived by lunch time, but the train was late.

Prashanti Express **should** reach at 5 pm.

iii. **May, Might, Can, Could**

(Expressing ability, possibility, probability)

(a) **Ability**

Birds **can** fly, but animals **can't**.

My grandfather **can't** walk firmly.

I **could** swim fast while I was in school.

(b) Possibility

I **could** come back this evening.
He **may not** agree to my proposal.
It **may** rain tonight.
She **might** accept the offer.

(c) Probability

The keys **may** be in the drawer.
The pain **might** belong to Goldie.
The bridge could be blocked.

(d) Asking and Giving permission

Can/could/may/might I ask you a question?
Can/may I go out, sir?
Could I talk to you over the issue?

iv. Must, Mustn't, Need, Needn't

(Expressing necessity, obligation)

(a) Necessity

We **must** obey the traffic rules.
We **mustn't** play with fire.
You **mustn't** work hard.
I **need** wearing glasses.
I can see better now. I **needn't** wear glasses.

(b) Obligations

I **must** leave for the station at once.
One **mustn't** misbehave others.
We **need** to be honest.

v. **Used to:**

Used to is used to denote simple past only.

We **used to** live in Cuttack during my father's service period.

There **used to** be a house near the temple a couple of years back.

vi. **Dare:**

Auxiliary dare is used in sense of making a challenging effort. It does not take an *_s* in third person singular number.

How **dare** you talk to me in my face?

He **daren't** go outside in the dark.

ACTIVITY SET

Fill-in the blanks with appropriate modals.

1. They _____ stop making nuisance. (shouldn't, wouldn't)
2. The old man is honest. He _____ pay you back. (could, will)
3. _____ I do this for you? (shall, will)
4. We _____ obey our parents. (should, ought to)
5. Fish _____ swim. (can, could)
6. The sky is stormy. It _____ rain to night. (may, might)
7. I _____ be back by 7 pm. (will, Would)
8. _____ I go to the field, sir? (can, may)
9. It stopped raining. You _____ carry an umbrella. (must, need(-ve))

TENSE

Time and Tenses:

Time and **Tenses** are not identical to each other. We can divide time into three different phases: **Past**, **Present** and **Future**. But when we express time in relation to the action done or going to be done we call it tense. **Tense** is of two types: **Past** and **Present**. **Future** is **time** not a tense.

In the simplest way, if we put, tense is the form of the verb which denotes an action, with its degree of completeness in relation to time period. Each tense has got four different forms showing degree of completeness of action. They are simple, progressive, perfect and perfect progressive. Here we will discuss them technically.

| Tense | Form | Example showing verb form |
|---------------|-----------------------------|--|
| Present Tense | Simple Present | He writes stories. |
| | Present Progressive | He is writing a story. |
| | Present Perfect | He has written a story. |
| | Present Perfect Progressive | He has been writing a story since yesterday. |
| Past Tense | Simple Past | He wrote stories. |
| | Past Progressive | He was writing stories. |
| | Past Perfect | He had written a story. |
| | Past Perfect Progressive | He had been writing stories. |

Use:

(A) Simple Present Tense form:

1. *It denotes a habitual action.*

It **rains** a lot in Andaman.

I **never** eat outside.

2. *It denotes the present state.*

We **live** in Bhubaneswar.

My daughter **loves** milk-cakes.

3. *It expresses universal and scientific truths.*

The sun **sets** in the west.

Oil **floats** on water.

(B) Simple Past Tense form:

1. *It indicates an already completed action.*

She **cooked**.

They **played** hockey.

2. *It denotes a past habit.*

I **took** morning walk daily two years back.

Nehru **loved** roses.

(C) Present Progressive Tense form:

1. *It denotes an action that continues at the time of speaking about it.*

My daughter **is watching** POGO.

It **is raining** now.

2. *It denotes an action that is running simultaneously with another action in present progressive form.*

While he **is singing**, his sister is dancing.

(D) Past Progressive Tense form:

1. *It denotes an action that is continued in past while speaking about it.*

She **was reading** a poem.

2. *It denotes an action that is continued while another action took place in between the action that happens during the course of continuous action remains in simple past tense form.*

My student **rang** me while I **was cooking**.

(E) Present Perfect Tense form:

1. *It denotes an action that is just finished.*

I **have finished** my home work.

2. *It denotes an action whose state leads upto the present.*

She **has been** ill since three days.

(F) Past Perfect Tense form:

1. *It denotes an action that was finished before a particular time in the past.*

It was 11 PM then. He **had gone** to bed.

The house **has been unoccupied** for five years.

2. *When two actions took place in the past, the former action remained in past perfect and the later one in simple past tense form.*

By the time the doctor **arrived**, the patient **had** already **died**.

(G) Present Perfect Progressive Tense form:

It denotes an action that has started sometimes back in the past and continues at the time of speaking about it.

He **has been working** alone till the assistant arrived.

(H) Past Perfect Progressive Tense form:

It is the past equivalent of present perfect progressive tense form.

His hands were dirty. He **had been washing** the floors.

ACTIVITY SET

Fill-in the blanks with appropriate tense forms of the verbs given in the brackets.

1. We _____ in your native village. (stay)
2. They _____ guitar in the function. (play)
3. She _____ for a construction company. (work)
4. The teacher _____ while the students _____. (dictate, write)
5. He _____ out since one week. (be)
6. They _____ finished the task. (finish – add 'already').
7. When we _____ the stadium, the match _____. (reach, start –add 'already')
8. The child _____ dance since morning. (practice)

ACTIVE AND PASSIVE VOICE

The voice of a verb shows whether the Subject is active or passive. The verb is active if the subject performs an action, passive if the subject receives an action; as

| Subject | Verb | Object |
|----------------|-------------|---------------|
| The boy | writes | a letter. |
| A letter | is written | by the boy. |

In the first sentence the subject boy acts; in the second sentence the subject a letter receives the action.

The object a letter of the active verb becomes the subject a letter of the passive verb. Since Transitive verbs have objects, only transitive verbs have passive voice. The passive voice of the verb is made by adding its particle to some form of the verb be.

Table showing passive voice

| Tense | How to form passive | Sentence |
|-----------------------|--|--|
| 1. Simple present | Is/am/are + Past Particle | I am helped. He is helped. |
| 2. Simple past | Was/were + Past Particle | I was helped. We were helped. |
| 3. Simple future | Shall be/will + be + Past Particle | I shall be helped. He will be helped. |
| 4. Present continuous | Is / am/are + being + Past Particle | I am being helped. He is being helped. |
| 5. Past continuous | Was/were + being + Past Particle | I was being helped. We were being helped. |
| 6. Present perfect | Have/has + being + Past Particle | I have been helped. He has been helped. |
| 7. Past perfect | Had + been + Past Particle | I had been helped. |
| 8. Future perfect | Shall/will have + been + Past Particle | I shall have been helped. He will have been helped. |

Note: the active voice is more direct and more forceful than the passive. But there are legitimate uses for the passive; as,

(a) To eliminate mention of the agent:

He was found sealing.

Food was distributed among the famine-stricken.

(b) To emphasize the recipient of an action:

Raju's house was burgled last night.

The prime minister was given a warm welcome.

From active into passive

When a sentence is turned from active voice into passive voice, the following changes are made:

1. The object in the active voice becomes the subject in the passive voice.
2. The subject in the active voice becomes the object in the passive voice.
3. The passive voice of the verb is made by adding its past participle to some form of the verb be (is, am, are, was, were, been, being).

I. Simple present tense

Active : He helps me

Passive : I am helped by him.

Active : We see an aeroplane.

Passive : An aeroplane is seen by us.

Active : She sings a song.

Passive : A song is sung by her.

II. Simple past tense

Active : We killed a cobra.

Passive : A cobra was killed by us.

- Active : The fisherman caught a fish.
Passive : A fish was caught by the fisherman.
Active : You made many mistakes.
Passive : Many mistakes were made by you.

III. Simple future tense

- Active : I shall read a book.
Passive : A book will be read by me.
Active : She will like oranges.
Passive : Oranges will be liked by her.
Active : Will you deliver the letters?
Passive : Will the letters be delivered by you?

IV. Continuous test (present and past)

- Active : I am seeing a tiger.
Passive : A tiger is being seen by me.
Active : They are singing songs.
Passive : Songs are being sung by them.
Active : Gurmit was driving a car.
Passive : A car was being driven by Gurmit.

V. Perfect tense (present, past & future)

- Active : He has sold a horse.
Passive : A horse has been sold by him.

- Active : You have made many mistakes.
- Passive : Many mistakes have been made by you.
- Active : She will have read the book.
- Passive : The book will have been read by her.

VI. Interrogative sentences

- Active : Does he see a bird?
- Passive : Is a bird seen by him?
- Active : Did she sing a song?
- Passive : Was a song sung by her?
- Active : Will they help you?
- Passive : Will you be helped by them?
- Active : Is he reciting a poem?
- Passive : Is a poem being recited by him?
- Active : Was he reading a newspaper?
- Passive : Was a newspaper being read by him?

VII. Prepositional Verbs

While changing a prepositional verb from active to passive voice, the preposition should not be dropped, as it is a part of the verb.

- Active : Mothers bring up children.
- Passive : Children are brought up by mothers.
- Active : They laughed at the old man.
- Passive : The old man was laughed at by them.

Active : I objected to his proposal.

Passive : His proposal was objected to by me.

VIII. Auxiliary Verbs

While changing auxiliary verbs into passive, add be and the past participle with them.

Active : Our team may win the match.

Passive : The match may be won by our team.

Active : We should always speak the truth.

Passive : The truth should always be spoken by us.

Active : You must not do it.

Passive : It must not be done by you.

IX. Imperative sentences

In imperative sentences, 'let be' is used to change the voice, if the sentence is to remain imperative; otherwise, 'should be' can also be used; as

Active : Read this story.

Passive : Let this story be read. Or

This story should be read.

Active : Open the window.

Passive : Let the window be opened. Or

The window should be opened.

Active : Don't pick flowers.

Passive : Let flowers not be picked. Or

Flowers should not be picked.

Note:

In case of transitive verbs, the imperative sentence is changed into passive voice

like this:

- Active : Please sit down.
Passive : You are requested to sit down.
Active : Stand up.
Passive : You are ordered to stand up.
Active : Work hard.
Passive : You are advised to work hard.

X. Typical sentences

- Active : It is time to say our prayers.
Passive : It is time for our prayers to be said.
Active : It is time to take exercise.
Passive : It is time for exercise to be taken.
Active : The jug contains milk.
Passive : Milk is contained in the jug.
Active : You have to do it.
Passive : It has to be done by you.
Active : The room needs sweeping.
Passive : The room needs to be swept.
Active : Honey tastes sweet.
Passive : Honey is sweet when tasted.

CONCORD (Subject-Verb agreement)

When the verb agrees with the subject in number and person, it is known as subject-verb agreement or concord. In different situation subject is considered as singular or plural. In this chapter we will discuss different conditions responsible for designating the subject either to be singular or plural and the verb following it.

1. When two singular subjects are joined by '**and**' and denote a single unit of meaning, together they are considered to be singular and the verb that follows becomes singular.

Time **and** tide **waits** for none.

Rice **and** dal **is** my daily food.

2. When two singular subjects are joined by '**and**' and express plurality, verb that follows becomes plural.

Fish **and** meat **are** available here.

Pens **and** pencils **are** essentials for writing.

3. When two subjects irrespective of their person and number are joined by with/together with, the verb follows the former subject.

The letter **with/together with** the photographs **is** sent back by post.

4. When two subjects irrespective of their person and number are joined by or/either...or/neither...nor/nor, the verb agrees with the nearer subject.

Either the students **or** the teacher **is** invited to the party.

Neither the cock **nor** the hens **are** in the yard.

He **or** his sisters **are** to manage the show.

5. A sentence beginning with each of / none of/ the number of has a singular verb.

Each of/none of the students **is** to get a prize.

The **number of** afflicted people **is** increasing in the camp.

6. Some nouns which are singular in meaning but plural in form, take singular verbs with them.

Physics **is** my favorite subject.

The news **is** not correct.

7. Pair nouns take plural verbs with them.

The scissors **are** blunt.

Your trousers **do** not fit me.

8. A collective noun considered as a single whole, takes a singular verb.

The Jury **is** not in favour of the public opinion.

The Government **is** ready to pass the new education bill.

9. Uncountable nouns are singular and therefore, take singular verbs with them.

The furniture **looks** bright.

Honesty **is** the best policy.

25 kg of rice **is** heavy to carry.

75 km **is** not a long distance.

ACTIVITY SET

Supply suitable verb in agreement with its subjects to fill-in the blanks.

1. Petroleum _____ a natural resource.
2. Either he or his wife _____ made this plea.
3. Such information _____ entertaining.
4. The lady with her children _____ waiting at the bus stop.
5. The thirds of the temple _____ in twins.
6. Neither of the systems _____ perfect.
7. Two litres of oil _____ not a big quantity.
8. Two and two _____ four.
9. These glasses _____ not mine.

UNIT - 3
PARAGRAPH WRITING

PARAGRAPH WRITING

A paragraph is a group of sentences written in order to convey a concept. Look at the following two groups of sentences in A & B.

A : All soils have different water holding capacities/some soils hold a lot of water/some soils hold a little water/sandy soils do not hold water/water passes through sandy soils quickly/clay soils do not absorb water/water runs off clay soils.....

B: All types of soils possess water holding capacities. Infact, some soils hold more water in comparison to some other types. For example, sandy soils do not retain water as it passes through too quickly. It is also observed that clay soils do not absorb water and it runs off.

Observation:

In group-A the sentences are completed and correct but set loosely. Group-B has an orderly lay out and present an idea in a clear way.

Paragraphs are basic unit of organization in written language. They follow certain basic structural rules and regulations known as feature of paragraph writing.

Technical feature of paragraph writing

Topic Statement:

A paragraph develops on one idea and it is conveyed through the title or subject or topic. The entire subject matter of the paragraph revolves around this given idea. It introduces the paragraph and therefore is called as title or topic statement. The following is a paragraph. It is followed by three possible topic statements or topic sentences. Let us see which one best introduces the passage.

Straw, which can absorb upto four times its weight in oil, can be thrown on the spill and then be burned. Oil can be taken up and sunk by sand, talcum powder or chalk. Under experimentation, some chemical have been shown to disperse the spill into droplets which microbes can destroy them.

- i. There are many ways in which oil spills in the sea can be dealt with.
- ii. Contamination of the sea by oil spills is a critical problem.
- iii. Wind and wave action can carry oil spills a great distance across the sea.

Observation

The paragraph gives an idea about the different method of absorbing oil spills. Therefore, the first statement can provide a suitable topic for the paragraph, but in a brief manner such as dealing oil spills in the sea.

Materials:

Stuffs of a paragraph are known as material. Materials of a paragraph are to be selected carefully in relation to the main idea or the topic statement. Unwanted details are not to be allowed into the arena of the paragraph writing. A topic sentence like recently discovered tracks provide information about Dinosaurs can have the following materials for growth and development of a paragraph on it.

- i. Important dinosaur tracks have been found in the same old place.
- ii. Previous finding was near the ancient sea.
- iii. Tracks are informative; they appear to be combination of young and the old ones.
- iv. Adult dinosaurs may weigh as much as 10,000 pounds and be 2.3 ft tall.
- v. The dinosaur tracks are in sequence of 8 to 10 paces.

The above points are directly related to given topic and the serve as material for paragraph writing.

Supporting points:

Materials when arranged into well developed points, we call them supporting points. Let us see how the above supplied materials are put as supporting points.

- i. Important dinosaur tracks have been found near the ancient sea.
- ii. These recently discovered track supply important information about dinosaurs.
- iii. There appear to be tracks of young dinosaurs near the older ones.
- iv. Dinosaurs may weigh as much as 10,000 pounds and be 2.3 ft tall.
- v. The tracks are in sequence of 8 to 10 paces.

Unity of thought:

The writer should take enough care to maintain unity of thought while writing the paragraph. In order to achieve the purpose,

- The topic statement should convey the theme of the paragraph;
- The supporting points should be linked directly to the theme; and
- No unwanted details are to be entertained into the plot of the paragraph.

Coherence:

The orderly arrangement or a set pattern of the supporting points provides coherence to the paragraph. It guards against any jerks in the flow of ideas and the reader enjoys a smooth ride.

Types of paragraph writing

Entering into the world of paragraph writing would be a varied and dynamic attempt as paragraph on various topics from different branches of learning demand specific skills of writing. Therefore we would here concentrate on a couples of types of paragraph writing with reference to the requirement.

Paragraph writing is an innovative area that requires writing skills such as vocabulary proficiency, structural efficiency and technical narrative delicacy.

These skills are to be employed within the area of technical features of paragraph writing.

There are two types of paragraph writing:

- A. General-specific
- B. Process-description

A. General-specific type of paragraph writing:

Concept: this type of paragraph begins with a general statement on the topic and gradually grows by adding more and more specific details to it. Hence, it is called so.

Features: these paragraphs are written in a straight forward mode. There is no necessity of using an indirect speech or a complex statement to present the idea. The writer has the liberty to opt for smooth ride of idea as well as easy flow of reaching the conclusion.

The example below would better represent the type.

Paragraph

The Evil of Tobacco

The evil of tobacco in its myriad form has gripped our society. There are 25 tobacco related diseases including cancer, lung, and heart diseases that play havoc with their deadly effects. As per the data there are 1.84 crore smokers in India. No one is spared. This evil not only affects this 1.84 crore active smokers, but also leaves its marks on the passive smokers who never touched a cigarette in its life. It seems, the recent ban on smoking and tobacco related advertisements is of little use as the number of tobacco smokers is growing daily. About 2200 people die daily in tobacco related diseases. There is an urgent need to close down the tobacco industries if we want to eliminate this evil from its root. At the same time an awareness campaign needs to be launched

nationwide in order to save precious and innocent lives. It is quite alarming to know that 19% smoke cigarettes, 54% smoke bids and 27% chew tobacco. Anyone found buying or selling tobacco and its products should be severely punished. Only then can we rid our country of this fatal scourge.

B. Process Description Type of Paragraph writing:

Concept: This type of paragraph conveys the description of a process followed in doing out any kind of job or work or activity. It is a logical and factual description of a process.

Features: These paragraphs are written in a stepwise mode. The writer depends upon spontaneous and continuous narration of factual and objective details. The steps of process lead from one to the other. These paragraphs bear a clear scientific approach to the topic stated.

Paragraph:

Preparation of Rice-husk Cement

Rice-husk cement is a low-cost product used as a house building material. At first equal weight of rice-husk and lime-sludge (waste lime in sugar and other industries) are taken. Initially they are mixed thoroughly to get a smooth dough. Particular size cakes are prepared from this dough and left under sunlight until they are completely dried. Then these cakes are carried to an open place and arranged properly. The arrangement looks like a building in structure and the structure is burnt into ashes. Ash is collected after the fire extinguishes to a cool point. Finally this ash is taken into the grinding chamber to be ground to fine powder. Subsequently this fine powder is used as rice-husk cement.

UNIT - 4
VOCABULARY BUILDING

VOCABULARY BUILDING

In this chapter we will be discussing English vocabulary with respect to some specialized section on it. They are the studies of

- Synonyms or the study of words having same meaning
- Antonyms or the study of words with an opposite meaning
- Homophones or the same sounding words
- Single word substitution
- Formation of words from one root or mother word; and
- Word derivatives from one root/mother word.

Synonyms

Synonyms are different words having identical meaning.

Synonym List

| | | |
|-----------|---|---------------------------------------|
| Abandon | : | leave, forsake, relinquish, surrender |
| Abhor | : | hate, despise abominate, scorn |
| Brilliant | : | luminous, glowing effulgent |
| Callous | : | unfeeling, indiggent, insensible |
| Delusion | : | illusion, fallacy, error, specter |
| Ebb | : | recede, wane, lessen, sink |
| Erotic | : | amorous, amatory, lustful |
| Eternal | : | everlasting, endless, perpetual |
| Indolent | : | idle, sluggish, slothful |
| Noisy | : | booming, chaotic, loud |
| Officious | : | meddling, obtrusive |

Antonyms

An antonym is just the opposite of synonym. It conveys a word that has a meaning contrary to the given word.

Antonym List

| | | |
|------------|---|----------------|
| Amplify | : | attenuate |
| Base | : | noble |
| Benevolent | : | malevolent |
| Deductive | : | inductive |
| Ebb | : | tide |
| Epilogue | : | prologue |
| Hyperbole | : | understatement |
| Oblate | : | prolate |
| Port | : | starboard |
| Ventral | : | dorsal |

Homophones/Homonyms/Confounding Words

Homophones are same sounding words but different in spelling and meaning. They are otherwise known as homonyms or confounding or confusing words.

Homophone List

| | | |
|--------------|---|----------------------------------|
| Adopt (v) | : | to fit by alternation |
| Adept (adj.) | : | highly skilled |
| Adopt (v) | : | take to oneself |
| Calendar (n) | : | roller machine for ironing cloth |

Calendar (n) : washerman
 Cite (v) : to quote an example
 Site (n) : location
 Sight (n) : aim
 Sight (n) : view
 Sight (v) : see
 Divers (adj.) : several meaning
 Diverse (adj.): unlike, varied
 Hypercritical (adj.):excessively critical
 Hypocritical (adj.): not genuine

Single word substitute

Abnormal fear of being at high place : Acrophobia
 Morbid desire for some particular food : Opsomania
 Practice of marrying one person : Monogamy
 Excessive acidity in stomach : Hyperacidity
 Preliminary statement or event : Preamble
 Beyond the jurisdiction of law : Extralegal
 Between regions : Interregional
 Elevation to Godhood : Apotheosis
 Pertaining to marriage : Conjugal
 Extremely small : Minuscule

Word Derivation

| Root | Meaning | Example (formed-words) |
|--------|---------|------------------------|
| Alter | other | alteration |
| Animus | mind | animated |
| Botane | plant | botany |
| Omnis | all | omnipotent |
| Sectus | cut | dissect, bisect |

Word Formation

- A. Word forms
- B. Word formation by adding prefixes
- C. Word formation by adding suffixes

A. A List of Word Forms:

| Word | Verb | Noun | Adjective |
|-----------|-----------|--------------|-------------|
| Beauty | beautify | beauty | beautiful |
| Covetous | covet | covetousness | covetous |
| Duplicate | duplicate | duplicate | duplicative |
| Intrusive | intrude | intrusion | intrusive |
| Militant | militate | militant | militant |

B. A List of Words with Prefixes

| Prefix | Meaning | Example |
|---------------|----------------|----------------|
| a- | not(negative) | acephalous |
| bi- | two | bicycle, biped |
| dis- | against | disorder |
| intro- | inside | introvert |
| pre- | before | precursor |

C. A List of Words with Suffixes:

| Suffix | Meaning | Example |
|---------------|------------------|----------------|
| -al | adjective suffix | dorsal |
| -cide | killing | homicide |
| -fy | to make | calcify |
| -ize | verb suffix | materialize |
| -ness | noun suffix | brightness |

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