

## **Unit-1**

### **Enriching Vocabulary**

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#### **1.1 Objectives**

After studying this unit, you will be able to

1. Understand the need of the enriched vocabulary for effective communication
2. Learn methods and techniques to enrich vocabulary
3. Develop the ability to use the words and expressions in context

#### **1.2 Introduction**

Enriching vocabulary is important for several reasons. It is one of the sure means of effective communication. With good vocabulary at hand, students can achieve excellence in academics, personal development, and professional qualities. If students are endowed with ample vocabulary, it becomes easy for them to understand and engage with complex academic texts. Students can convey their thoughts more effectively in both spoken and written forms of expression. They can better grasp key concepts and follow complex arguments more clearly. This deeper comprehension and articulation can significantly improve their academic performance across all disciplines. Students need to understand that strong vocabulary is a valuable asset. It may help them to enhance job interviews, resumes, and cover letters, making them more appealing and potential candidates. A person with effective communication is often seen as more competent and credible employee who can handle business correspondence with ease and greater impact. Therefore, enriched vocabulary has also been seen as one of the employability skills.

There are various methods and techniques to enrich vocabulary. A good dictionary can help you improve your vocabulary. Students should develop habit of referring it for unfamiliar as well as familiar words. Students can also read widely and try to expose themselves to different types of texts. Extensive reading definitely introduces students to new words and contexts. They can also practise writing regularly that may help them to reinforce new vocabulary. Participating in classroom activities such as debates, discussions, and presentations further provide them chance to apply and retain new words. Besides, playing games, solving puzzles or scribbles

can help them develop vocabulary and make learning more interactive. This unit provides certain other means to enrich vocabulary. Students can practise them to improve their communication.

### 1.3 Presentation of Subject Matter:

This unit provides you some unique ways to develop your vocabulary. To do so, it is divided into six sections named ‘Identifying Word Classes’, ‘Word Formation’, ‘One Word Substitution’, ‘collocation’, ‘Often confusing Words’ and ‘Using Words in the Context’. Each section will take you a step ahead towards the goal of enriching vocabulary.

#### 1.3.1. Section – 1 Identifying Word Classes

If we understand the class of a word, we can use it consciously and appropriately. In English there are 8 Word classes. They are the categories of words grouped together based on their grammatical properties and the roles they play in sentences. Each word class plays a specific role in sentence structure and meaning, and understanding them helps in analyzing and constructing sentences accurately. Here are the primary word classes in English.

Sr. No.	Name of Word Class	Function	Examples
1	Noun	Words that name people, places, things, or ideas	tree, India, happiness, book etc.
2	Verb	Words that express actions, events, or states of being.	run, jump, be, think, watch... etc.
3	Adjective	Words that describe or modify nouns.	happy, blue, large, interesting etc.
4	Adverb	Words that modify verbs, adjectives, or other adverbs, often indicating manner, time, place, or degree.	quickly, very, well, yesterday etc.
5	Pronoun	Words that replace nouns to avoid repetition	he, she, it, they, who...etc.
6	Preposition	Words that show the relationship	in, on, at, by, with,

		between a noun (or pronoun) and other words in a sentence, often indicating location, direction, or time.	during...etc.
7	Conjunction	Words that connect words, phrases, clauses, or sentences.	and, but, or, because, although...etc.
8	Interjection	Words or phrases that express strong emotion or sudden exclamation.	oh, wow, ouch, hey, oops...etc.

### Check your progress:

**Task 1: Identify the word class of the underlined words from the following sentences.**

- 1) Uttarakhand is well-known for its beautiful landscape.
- 2) Amazon has declared yearly discount sale.
- 3) JaspritBomarah is regarded as one of the best bowlers in the world.
- 4) Mrunalalways speaks softly.
- 5) Mahesh switched on the lights and locked the door.
- 6) If found incomplete they may refuse your proposal.
- 7) Oops! Something went wrong!
- 8) The lower house of the parliament was meeting for the first time.
- 9) The heavy rain made the bridge partially collapse.
- 10) Though his parents warned him, he ignored them.

### 1.3.2Section – 2Word Formations

Learning word formation is one of the essential techniques of improving vocabulary. The group of words categorized as nouns, verbs, adjectives or adverbs can be creatively used and changed into different forms of words. These are therefore open ended and called open word classes whereas the words included under the categories of pronouns, prepositions, conjunctions and interjections do not normally

get changed and therefore are called as closed word classes. Following are certain processes of word formation.

**A) Affixation** - Affixation is a process that helps to create a vast number of words and meanings from a relatively limited set of base words. It majorly includes Pre-fixation and Suffixation. Adding a prefix to the beginning of a word is called pre-fixation. Adding a suffix to the end of a word is named as suffixation. Studying them help us to generate words, understand common prefixes and suffixes to comprehend meanings of unfamiliar words, use them to convert the known words into different other forms of the words, bring precision and express our thoughts effectively. The process of pre-fixation and suffixation is applied to the words of open word class only.

- **Pre-fixation:** When we add prefixes to already existing words we may get the words that are opposite in meaning of the earlier word. These prefixes may even express the repetition of an action, reversal of an action or sometimes even change the word class of the base word. Following are certain commonly used prefixes to form words denoting different meaning:

Prefix	Commonly used to form or indicate	Base word	Word formed by adding prefix
Un---, in- -, im--, dis--,ir--, il-- , non	antonyms/wor ds opposite in meaning	Lucky/ active/possible/appr ove	Unlucky/inactive/ impossible/disapprove/irregula r/illogical/non-violence
Re--,	Repetition/ doing again/back	Send/ write/ start/make	Resend/rewrite/restart/remake
Pre--, fore--	Before time or order	View/ heat/word	Preview/preheat/foreword
Post--	Time after	War/ lunch/graduate	Postwar/post- lunch/postgraduate
Bi--,tri--, multi--, semi,--	Quantity/degr ee	Lateral/ colour/vitamin/ urban/way/market	Bilateral/tricolor/multivitamin/ Semi-urban/sub- way/supermarket

sub--, super--			
Micro--, /mini— macro-- /mega--,	Small size Large size Great /large	Scope bus Economics Phone	Microscope/ Minibus Macroeconomics Megaphone
Mis--	Wrongly done	Understand/ behaviour	Misunderstand/ misbehaviour
Co--, Anti-	Togetherness Against something	Author/editor Skit/ social	Co-author,co-editor Anti-skit, antisocial
En-	Change the word class	Courage/circle	Encourage/encircle

Beside the above mentioned prefixes note the other certain prefixes used to form the words:

auto+ correct= autocorrect, auto+ biography= autobiography, de + forest= deforest/demotivate,

ex + president= ex-president, ex + founder= ex-founder, trans+ national= transnational,

inter+ national= international, intra+ trade= intra-trade, intra+ state= intrastate, be+ little= belittle, be+ friend= befriend.

Find out meaning of these words and use them in your own sentences.

**Check your progress:**

**Task 2: Add appropriate prefixes to the following words:**

concept, monetize, qualify, biology, generate, patient, learn, box, pronounce, pay, common, pod, pixel, fit, mix.

**Task 3: Replace the underlined words by forming appropriate word with prefix and rewrite the sentences.**

**Example:** There are some corrections. You need to draft this again.

There are some corrections. You need to **redraft** this.

(We replaced the underlined words ‘to draft this again’ as redraft this (we kept the meaning as it is) and rewrote the sentence.)

Now solve the following sentences:

- 1) The flag of India has three colours.
- 2) It was not possible to win that match.
- 3) The company has organized a great event for the launch of their product.
- 4) The debate competition will be held after lunch.
- 5) She has written the spelling of that word wrongly.
- 6) Did you notice that her reaction was not natural?

- **Suffixation:** Certain suffixes when added to the base words or root words change their word class and can be used to form our expressions precise and concise. By this process verbs or adjectives can be changed in the noun form or adjectives can be turned into adverbs or nouns can be changed into verbs. This flexibility of turning the words helps us a lot in the process of communication. They bring possibility of various linguistic expressions and avoid redundancy. For example, the sentence ‘There are 8 word classes.’ can also be stated as ‘Words are classified into 8 forms.’ Certain language expressions demand a particular form of word in its structure. The word formation process help us to use that word as required in the sentence. For instance, in the sentence, ‘I filled the **application** form.’ we have to use the word ‘application’ (noun form of the word) and not ‘apply’(verb form of the word). Let us find various suffixes that help in word formation.

**a) Commonly used suffixes to form noun:**

Base word	Suffix used	Word formed as noun
To develop/ to manage	-ment	Development/ management
To cooperate/to amalgamate	-tion	Cooperation/amalgamation
To submit/ to permit	-sion	Submission/ permission
To approve/ to propose	-al	Approval/Proposal
Light/kind	-ness	Lightness/kindness
Active/creative	-ity	Activity/festivity
Child/mother	-hood	Childhood/motherhood

Free/wise	-dom	Freedom/wisdom
Teach/act	-er/or	Teacher/actor
Bake/scene	-ery	Bakery/scenery
Art/left	-ist	Artist/leftist
Journal/capital	-ism	Journalism/capitalism
Employ/pay	-ee	Employee/payee
Approve/renew	-al	Approval/renewal
Free/ friend	-ship	Free-ship/friendship

### Check your progress

#### Task 4: Form the nouns by adding appropriate suffixes.

1) trouble 2) inform 3) train 4) erase 5) encourage 6) motivate 7) king 8) boy 9) propose 10) profess

#### Task 5: Identify the base word from the given nouns:

1) arrival 2) collection 3) scholarship 4) poverty 5) consignee 6) examiner 7) imagination 8) creativity 9) consumerism 10) nursery

#### b) Commonly used suffixes to form adjectives:

Base word	Suffix used	Word formed as adjective
Comfort/ suit	-able	Comfortable /suitable
Help/ Duty	-ful	Helpful/Dutiful
Magic/culture	-al	Magical/cultural
Attract/create	-ive	Attractive/creative
Hero/artist	-ic	Heroic/artistic
Fear/care	-less	Fearless/careless
Courage/fame	-ous	Courageous/famous
Sun/luck	-y	Sunny/lucky
Imagine/ second	-ary	Imaginary/secondary
Book/blue	-ish	bookish/bluish

Differ/depend	-ent	Different/dependent
Interest/charm	ing	Interesting/charming

**Check your progress**

**Task 6: Form adjectives from the following words:**

- 1) Peace 2) sense 3) matter 4) girl 5) joy 6) respect 7) alarm 8) afford
- 9) mercy 10) part

**Task 7: Fill in the blanks with suitable adjectives in the following sentences.**

- 1) Scholarship was given to ..... students. (merit)
- 2) This movie is really..... (amaze)
- 3) These are ..... goods. (perish)
- 4) His ..... efforts brought him success. (continue)
- 5) Whatever they told was simply ..... (fantasy)

**c) Commonly used suffixes to form verbs:**

Base word	Suffix used	Word formed as verb
Simple/ vary	-ify	Simplify/ verify
General/personal	-ize/ise	Generalize/personalize
Dark/ strength	en	Darken/ strengthen

**Check your progress**

**Task 8: Form verbs from the following words:**

- 1) real 2) minimum 3) final 4) example 5) glory 6) computer 7)clear 8) just 9) wide 10) awake

**Task 9: Identify a verb from the given sentences:**

- 1) My documents are verified by them.
- 2) We must internalize good habits.
- 3) She lengthened the wire quickly.
- 4) The government has regularized a new scheme.



5) You should justify your statement.

**d) Commonly used suffixes to form adverb:**

The most common suffix used to form adverb is -ly. This suffix is added to adjectives to form adverb. For instance see the following words:

Slow--- slowly

Careful--- carefully

Quick---- quickly

There are certain other suffixes used to form adverbs:

clock + **wise** = clockwise

back + **ward** = backward

side + **ways** = sideways

long + **er** (comparative form) = longer

**Check your progress**

**Task 10: Change the following words into adverb forms.**

1) total 2) actual 3) usual 4) up 5) easy 6) down 7) loud

**A) Blending and Acronyms:**

Like affixation, a process of Blending and Acronyms are other processes of word formation that help us to enrich vocabulary.

- **Blending** is a process where two or more words are combined together to form a new word. When two words are combined together their meanings are also understood together. It is a blend. In this process the beginning of one word and the end of another word are joined together to coin a new word. The word that is formed in this way retains meaning of both of the words. It is also called a portmanteau. Following are some of the often used blends/blended words:

Breakfast + Lunch = Brunch

Smoke + Fog = Smog

Cricket + Entertainment = Cricketainment

Web + Blog = Weblog

Motor + Hotel = Motel

A word formed in this way can be used in the sentence as a singular word. See the example:

There was a traffic jam due to heavy **smog**.

### Check your progress

Task 11: Select words from column A and column B and prepare often used blending words from the following and use them in your own sentences. (e.g. Tamil + English =Tinglish )

A	B
Work	Icon
Information	English
Emotions	Comedy
Video	Alcoholic
Hungry	Entertainment
Situational	Angry
Tamil	Blog

- **Acronyms:**

In business communication acronyms are generally used to save time by shortening the lengthy language expressions into manageable form. They help users to get a quick reference. While forming an acronym the initial letter of each word is taken and a new word is formed. For example, CEO is an acronym of the three words “Chief Executive Officer”, UNO is an acronym of United Nations Organisation. A new word formed in this way is sometimes pronounced as one word (UNO) or letter by letter (CEO) As such word is formed by combining the initial letters of the different words it is always written in capital letters but we do not put a mark of full stop after each letter as we treat such a combined word as one word. As the students of business communication, if you know these words they will boost your professional competence. The employee working in business world as an administrator or an entrepreneur, if is acquainted with such usages of acronyms s/he

exhibits familiarity with the professional world and exemplifies the professional credibility.

Often used acronyms in business world:

HRD – Human Resource Department

R&D -- Research and Development

CRM- Customer Relationship Management

SPOC- Single Point of Contact

SOP- Statement of Purpose

KYC- Know Your Customer

CFO- Chief Financial Officer

ROI –Return of Interest

### **Check your progress**

**Task 12: Identify the words from which the following acronyms from the business/banking world are formed:**

EMI, BIC, APR, IBAN, ATM, FD, CPA, COGS, GAAP, SA

### **1.3.3Section 3 - One Word Substitution:**

Use of exact words is essential in communication. We can avoid long expressions if we use exact word. Substituting such a long expression with one word makes the language expression precise. Read the following sentences and see how an underlined group of words is substituted with one word.

- 1) Every year hundreds of persons walking in the streets are killed in traffic accident.

Every year hundreds of **pedestrians** are killed in traffic accident.

- 2) The people who were watching the programme cheered the participants loudly.

The **spectators** cheered the participants loudly.

- 3) All the persons working on the ship were eager to go home.

The **crew** was eager to go home.

- 4) After listening her songs the audience started clapping their hands in approval.  
After listening her songs the audience **applauded**.

**Check your progress**

**Task 13: Find out one word for the following underlined group of words from the given options.**

- 1) These goods have been brought from foreign countries into India.  
a) parceled                      b) exported                      c) immigrated                      d) imported
- 2) He is a person who pretends to be better than he is.  
a) hypocrite                      b) traitor                      c) shrewd                      d) cowardly
- 3) Mr. Patilhang a board of No Entry to those who were entering his land without permission.  
a) passengers                      b) pedestrians                      c) tourists                      d) trespassers
- 4) People travelling from their hometown to workplace daily have to face lots of difficulties.  
a) Passengers                      b) Commuters                      c) Pilgrims                      d) Tourists
- 5) Varanasi is a holy place where thousands of people visit every year.  
a) temple) pilgrims                      c) pilgrimage                      d) hermitage
- 6) He donated Rs. 5 Lakh to the home which was for children whose parents were dead.  
a) orphanage                      b) nursery                      c) crèche                      d) asylum

**Task 14: Choose one word from the list for the group of words given below.**

**(Teetotaler, Prosecute, Spendthrift, Volunteer, Atheist, Acquit)**

- 1) A person who believes that there is no God.
- 2) A person who spends money extravagantly.
- 3) One who abstains from alcoholic drinks.
- 4) To offer services without any compulsion.
- 5) To legally proceed against something.

### 1.3.4 Section 4 – Collocation

Collocation is an often-used combination of words. If we learn words along with their partner words, our expressions will become natural.

I **missed the bus**. [~~NOT I lost the bus~~]

She **made a mistake**. [~~NOT she did a mistake~~]

#### Types of Collocation:

Collocation	Examples
Verb + noun	<ul style="list-style-type: none"><li>• start the car</li><li>• miss a person</li></ul>
Adjective + noun	<ul style="list-style-type: none"><li>• a soft drink</li><li>• heavy traffic</li></ul>
Adverb + adjective	<ul style="list-style-type: none"><li>• extremely sorry</li><li>• highly inflammable</li></ul>
Verb + adverb	<ul style="list-style-type: none"><li>• speak fluently</li><li>• drive carefully</li></ul>
Preposition + Noun	<ul style="list-style-type: none"><li>• at risk</li><li>• under pressure</li></ul>
Verb + preposition	<ul style="list-style-type: none"><li>• listen to (someone or something)</li><li>• agree with (somebody)</li></ul>

#### Task 15: Correct the following sentences with proper collocation:

1. I've made my homework.
2. She is not very good in maths.
3. They had a strong meal this morning.
4. Gita very enjoyed the party.
5. Students lost the train so they were late.

#### Task 16: Choose the appropriate collocation.

1. Do you believe \_\_\_\_\_ ghosts? (on/in)
2. She was \_\_\_\_\_ concerned about the situation. (deeply/highly)

3. Indian cricket players showed a great team \_\_\_\_\_. (spirit/soul)
4. As a specialist doctor, Kaivalya has \_\_\_\_\_ future. (bright/positive)
5. If you are tired with study, take a \_\_\_\_\_ of ten minutes. (break/stop)

### 1.3.5 Section 5 - Often Confusing Words:

Words or the groups of words that are frequently mistaken for one another are generally referred to as often confusing words. The causes for such confusion are varied. When we hear these words, the pronunciation of words appears to be similar but they are spelled differently and have different meanings. Such words are called homophones. Then there are homonyms, a category of words that have the same spelling and the same pronunciation but have different meanings. In certain other cases we do not know the exact usage of the words in the context. With certain words their meaning changes according to the context in which they are used. So they may be spelled similarly, pronounced similarly but carry different meanings. Hence knowing the usage of such words and using them according to the context is essential. The appropriate use of such words helps us in effective communication. Read the following words that are commonly considered as confusing words.

- **Words with similar pronunciation but different meaning:**

There---- Their, Its --- It's, Wear---- were---- ware, Sell--- Sale ---Cell, Lose ---- Loose, Principal----- Principle, Stationary ----- Stationery, Complement---- Compliment, Sit--- Seat, Buy--- by---Bye, Heal--- Heel---Hill, Piece---- Peace, Weak--- Week, Birth---- Berth, Write-----Right, Suite---Suit, Live---leave

Find out the meaning of each word given above and use them in your own sentences.

- **Words that have same spelling and pronunciation but used with different meaning:**

Bank, Please, Content, Desert, Water, Right, Lead, Fair, Leaves, Kind, Cease etc.

Find out more such words and use them appropriately.

- **Usage of Confusing Words in appropriate context:**

Affect---- Effect, Assure--- Ensure, Enquire---- Inquire, Empty--- Vacant, Lend--- Borrow, Receive---- send, Farther--- Further, Expect---- Except, Remember-- -- Remind, Refuse--- Deny etc.

See how these words are used:

Daily travelling may **affect** your health.

There are lots of **effects** of this medicine.

I **assure** you that you will get your order by today evening.

He **ensured** me to deliver the goods by the evening.

(Find out the usage of remaining words in their right context.)

**Check your progress**

**Task 17: Complete the following sentences by choosing the correct word from the given pair.**

- 1) When we reached the theater not a single seat was ..... (empty/vacant)
- 2) She always ..... western clothes. (wear/ ware)
- 3) Every citizen has ..... to choose his profession. ( right / write)
- 4) Pawan has to ..... all the details before he joins his duties. (feel/fill)
- 5) ..... and Non-Violence are the guiding principles of life. (Peace/Piece)

**Task 18: Match the following:**

A	B
Complement	Cure
Principal	Lack of strength
Heal	Basic truth or assumption
compliment	Back part of foot
principle	Period of seven days
weak	Head/ major thing or person
Heel	A remark of admiration
Week	A thing that goes together with something

### 1.3.6Section – 6: Using Words in the Context:

Appropriate and contextual words create great impact in our communication. Therefore it is essential to use words suitable to the content of speaking and writing. In this sense then practicing guided writing is one of the techniques of enriching vocabulary. With the help of the words from a particular context students can develop a paragraph and enhance their sense of using words appropriately. Following is one example of it.

Declaration of HSC Examination Result ---Decision of graduation --- Choice of B.Com Degree Programme--- Enquiry for Admission---- Buying Prospectus--- Filling Application form---- Attachment of essential Documents--- Scrutiny of forms ---- Display of Merit list ---- Admission committee---- Verification of documents----payment of fees----- confirmation of admission

(Narrate your experience of taking admission to B.Com Course with the help of the given vocabulary)

After the declaration of my HSC exam result I decided to take admission to B.Com graduation. I went to one of the famous colleges to enquire about the admission process. I bought a prospectus of the college. I read all the details and filled the application form. I attached all the essential documents and submitted my form to the college. After the scrutiny of all the application forms the merit list was displayed on the college notice board. The schedule and admission committee list was also displayed there. I went on the scheduled date. Admission committee verified my documents. Committee members interviewed me and asked me to pay the fees in the office. I paid my fees and confirmed my admission.

#### Check your progress

**Task 19: Use the given group of words and develop a paragraph describing a process of opening your email account.**

(selection of email service provider--- visit to Google website----- looking for ‘Create Account’ option—filling of information with person’s details---- creating user ID ---creating strong password---- using letters-number and special characters----verification of account--- acceptance of terms and conditions--- personalize account to use.



## 1.4 Let's sum up

In this unit, we have studied that for effective communication, it is necessary to enrich vocabulary. There are many methods and techniques by which we can develop our vocabulary. We learned that there are eight primary word classes. Knowing the class of a word helps us to remember and use that word consciously. Then there is the process of word formation. That includes affixation and Bending and Acronyms. Affixation includes Pre-fixation and Suffixation. These processes help to create number of words and meanings from a relatively limited set of base words. Bending is a process where two or more words are combined together to form a new words such as Brunch = Breakfast + Lunch. Acronyms are used to get a quick reference. We learned use of confusing homophones and homonyms. We also learned that many small words substitute long expressions. These words bring preciseness in our expression. At last, we practiced the guided writing for enhancing our skill of using words in the context.

## 1.5 Terms to Remember

**Portmanteau** - A portmanteau is a word made of blending parts of multiple words to form new words.

**Acronyms**: Acronym is a word formed from the first letters of the words that make up the name of something.

**Homophones** - Homophones are words that sound the same when pronounced but have different meanings and often different spellings. For example: Two, too, and to.

**Homonyms** - Homonyms are words that have the same spelling and the same pronunciation but have different meanings. For example: lead (to guide) and lead (a type of metal)

## 1.6 Answers to check your progress

### Task 1

- 1) Adjective
- 2) Noun
- 3) Verb
- 4) Adverb, Adverb
- 5) Conjunction
- 6) Pronoun
- 7) Interjection
- 8) Preposition
- 9) Adverb
- 10) Conjunction

**Task 2**

Misconcept, demonetize, disqualify, microbiology, degenerate, impatient, relearn, inbox, mispronounce, repay, uncommon, tripod, megapixel, unfit, remix

**Task 3**

- 1) The flag of India has tricolor.
- 2) It was impossible to win the match.
- 3) The company has launched a mega event for the launch of their product.
- 4) The debate competition will be held post-lunch.
- 5) She has written misspelling of that word.
- 6) Did you notice that her reaction was unnatural.

**Task 4**

- 1) troubler 2) information 3) trainer/training/trainee 4) erasure
- 5) encouragement 6) Motivation 7) kingship/kingdom 8) boyhood
- 9) proposal 10) profession

**Task 5**

- 1) arrive 2) collect 3) scholar 4) poor 5) consign
- 6) examine 7) imagine 8) create 9) consume 10) nurse

**Task 6**

- 1) peaceful 2) sensible 3) material 4) girlish 5) joyous/joyful
- 6) respectful 7) alarming 8) affordable 9) merciful 10) partial

**Task 7**

- 1) meritorious 2) amazing 3) perishable 4) continuous 5) fantastic

**Task 8**

- 1) realize 2) minimize 3) finalize 4) exemplify 5) glorify
- 6) computerize 7) clear 8) justify 9) widen 10) awaken

**Task 9**

- 1) verify
- 2) internalize
- 3) lengthen
- 4) regularize
- 5) justify

**Task 10**

- 1) totally
- 2) actually
- 3) likely
- 4) up
- 5) easily
- 6) down
- 7) loudly

**Task 11**

- 1) workaholic –Dr Sen is such a workaholic that he often stays working at laboratory late night, even on holidays.
- 2) Infotainment - "A new documentary on Discovery combines news and comedy, making it a perfect example of infotainment."
- 3) emoticon- She added a smiling emoticon to her text message to show she was happy.
- 4) vlog- She has become very popular by her travel vlog that shares her adventures with her friends and followers.
- 5) hangry – if he does not get breakfast by 9 a. m., he gets very hangry.
- 6) sitcom - We love watching that new sitcom; it's so funny and relevant.
- 7) Tenglish – Listen to him carefully, he often uses Tenglish words in his speech.

**Task 12**

EMI – Equated Monthly Instalment

BIC – Bank Identifier Code

APR – Annual Percentage Rate

IBAN – International Bank Account Number

ATM – Automated Teller Machine

FD – Fixed Deposit

CPA – Certified Public Accountant

COGS – Cost of Goods Sold

GAAP – Generally Accepted Accounting Principles

SA- Saving Account

**Task 13**

1) imported 2) hypocrite 3) trespassers 4) Commuters 5) pilgrims 6) orphanage

**Task 14**

1) Atheist 2) Spendthrift 3) Teetotaler 4) Volunteer 5) Prosecute

**Task 15:**

1. I've done my homework.
2. She is not very good at maths.
3. They had a heavy meal this morning.
4. Gita really enjoyed the party.
5. Students missed the train so they were late.

**Task 16:**

1) in 2) deeply 3) spirit 4) bright 5) break

**Task 17**

1) vacant 2) wears 3) right 4) fill 5) Peace

**Task 18**

Complement- A thing that goes together with something,

Principal- Head/ major thing or person,

Heal- Cure,

compliment- A remark of admiration,

principle- Basic truth or assumption,

weak- Lack of strength,

Heel- Back part of foot,

week- Period of seven days

### **Task 19:**

It is need of time to have an email account for quick communication. There are many email service providers such as Gmail offered by Google, Outlook by Microsoft, Yahoo Mail by Yahoo, Rediffmail by Rediff, iCloudmail by Apple etc. Of these, Gmail is widely used email service. To open Gmail address, you need to visit [www.gmail.com](http://www.gmail.com) where you will find 'Create Account' option. After clicking that option, the sign-up form will appear on the screen. You need to follow the directions by entering first name, last name and creating username and password for your Gmail. You need to create a strong password combining letters-numbers and special characters. Next, you need to enter your phone number to verify your account. Google uses a two-step verification process for your security. You will receive a text message from Google with a verification code. You have to enter the code to complete the account verification. After the completion, you will see a form to fill some of your personal information, like your name and birthday. Before you click I agree, don't forget to review Google's Terms of Service Then click I agree. Your account will be created. Once you create an account, you'll be able to personalize it adding contacts and adjusting your mail settings.

### **1.7Exercises:**

#### **Part A:**

- Exercise 1:** Explain the process of pre-fixation and exemplify the usage of prefixes with their functions.
- Exercise2:** Define the process of suffixation and provide examples of different word forming suffixes.
- Exercise 3:** How would you differentiate the process of Blending and Acronym? Explain with examples.

#### **Part B:**

- Exercise 1:** Use the given group of words and develop a paragraph describing your visit to historical place.

summer time ---- plan to visit a fort with friends---- set off at early morning--- beautiful countryside--- steep and slippery path--- less crowded--- ancient fort--- built over 600 years ago--- cool, heavy

stone walls ---- several watchtowers --- wide compound walls---  
underground water system—amazing and incredible experience

**Exercise 2:** Use the given group of words and develop a paragraph describing your participation in youth festival.

Announcement of youth festival---- held by university--- filling of the form by Cultural Department--- participation in Debate competition---- late night practice sessions with team--- brain storming sessions to develop confidence---several contestants competing ---- feelings of nervousness and excitement--- presentation with confidence --- achievement of second rank--- great opportunity --- feeling of pride

**Exercise 3:** Use the given group of words and develop a paragraph narrating your experience in organizing the sports activities of the college.

Gymkhana Committee ----- decision of organising sports events---- your selection as Head of Students' Organising Committee --- forming the schedule --- selection of the sports events--- formation of registration committee--- invitation letters to judges--- planning for cash prizes- trophies and certificates---- sanctioning the budget from college--- circulation of the events among students--- inauguration ceremony--- sports events--- declaration of results—prize distribution ceremony

## 1.7References

Wehmeier, Sally. Ed., (2005) Oxford Advanced Learner's Dictionary of Current English(Seventh edition). OUP: Oxford



## Unit-2

### Tenses and Types of Sentences

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#### **2.0 Objectives:**

After studying this unit you will be able to –

1. Understand the types of tenses in English.
2. Use tense correctly and communicate confidently.
3. Find relationship between subject and the verb.
4. Understand the different types of sentence constructions in English.
5. Use correct sentence patterns and be a competent communicator.

#### **2.1 Introduction:**

The human resource with effective communication skills is the basic need of the business sector. The well versed professionals in English can easily attract attention of the customers and contribute in developing their business. There is a huge demand for the fluent speakers of English in today's corporate world. Considering avenues open for the students in current scenario, they need to develop their communication skills in English. This is possible only with the proper understanding of the tenses and ability to construct sentences in English. It is said that tenses form the backbone of English language. The correct and proper use of tenses helps us to communicate clearly and effectively. The wrong use of tense can turn the meaning of the sentence as unclear or confusing. Besides, the knowledge of tenses boosts confidence of the speakers of the particular language. Along with the understanding of the tenses and their appropriate use in English, the students should be able to construct different types of sentences. The English has varied types of sentence constructions. In this unit, the students will learn and thereby get mastery over the use of tenses and construction of different types of sentences in English language.

#### **2.2 Presentation of the Subject Matter:**

The term, tense, has been derived from the Latin word “tempus” meaning time. There are many ways in which we express the time of action. These different ways of conveying time of action might have been resulted in the types of tenses in English.

The tenses are the most important part of English Language. They show the time of an action that is denoted by the verb. Correct use of tense will imply the use of correct form of verb with proper auxiliary. Each tense indicates the connection between two or more time periods or the exact time of point at which an activity occurred. Tenses are a just chronology of events and dates of the happening of actions expressed by the speakers through verb transformations. A thorough knowledge of tenses will help the people immensely in gaining effective communication skills. English speakers always need to know as to when some action or event took place. The correct use of tenses helps the speaker to speak clearly and effectively with people. It also enables people to raise the level of readability of their business writings on the one hand and allows their readers to comprehend accurately what they have written using English tenses on the other.

### **2.2.1 Section I: Classification of Tenses**

Tenses in English have been divided into three broad time classifications:

#### **2.2.1.1 Present Tense**

The present tense refers to the present time. The actions carried out at the present/ current time are included into this type of the tense. Depending on the exact point of time in which the action takes place, the present tense activities can be divided into four sub-types. It means that there are four sub-kinds of Present Tense in English:

##### **a. Simple Present Tense**

The simple present tense is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense refers to the action or suggests the event that takes place in the present. It also indicates the present state of being of the subject in the given context.

The Merriam-Webster Dictionary defines present tense as “the tense of a verb that expresses action or state in the present time and is used of what occurs or is true at the time of speaking and of what is habitual or characteristic or is always or necessarily true, that is sometimes used to refer to action in the past, and that is sometimes used for future events.” The base form of the verb is used in this type of the tense. Generally, the base verb form take ‘-s’ or ‘-es’ participle at the end of the verb, when it is used in the clause, which contains third person singular subject.



For example:

1. I learn English.
2. We play cricket.
3. He runs very fast.
4. She writes a poem.

**b. Present Continuous / Progressive Tense**

The Cambridge Dictionary defines the ‘present continuous tense’ as “the verb form used for actions or events that are happening or developing now.” According to the Macmillan Dictionary, the present continuous tense is “the tense used to talk about actions or behaviour that are in progress now or planned for the future”. It means that the action gets progressed in this tense; hence it is also called as the present progressive tense. In other words, this tense is used to talk about something that is currently happening in an ongoing way. In this tense, the verb phrase consists of the helping verb i. e. am/is/are followed by the main verb with ‘-ing’ participle.

The present continuous is used to talk about activities at the moment of speaking.

For example,

1. I am learning English.
2. We are playing cricket.
3. The children are crying.
4. She is writing a poem.

**c. Present Perfect**

The present tense is used to represent an action that just has happened in the recent past and it still has its effect in the present. It also refers to an action that represents an indefinite time in the past. According to the Oxford Learner’s Dictionary, the present perfect tense is “the form of a verb that expresses an action done in a time period up to the present, formed in English with the present tense of ‘have’ / ‘has’ and the ‘past participle’ of the verb.”

For example,

1. I have learnt English.

2. We have played cricket.
3. She has written a poem.
4. He has run very fast.

**d. Present Perfect Continuous Tense**

The present perfect continuous tense is used to indicate an action that started in the recent past and is still continuing in the present. As the state of action is in progress from the past to the present, this tense is also called as present perfect progressive tense. The Oxford Learner's Dictionary defines the 'present perfect continuous tense' as a tense that is used to 'talk about an action or activity that started in the past and continues now or has only just stopped'.

For example,

1. I have been learning English.
2. We have been playing cricket.
3. She has been writing a poem.
4. He has been running very fast.

**Check your progress 1:**

**Identify the tense in the following sentences:**

1. Gopal has worked in the corporate sector.
2. Neha Arora is singing melodiously.
3. They work together for the growth of their industry.
4. We have been listening to the music attentively.
5. It smells very bad in the drug factory.
6. She has been working in America.
7. The sun rises in the east.
8. They have driven their children to the school.

### 2.2.1.2 Past Tense

The past tense refers to the past / already spent time. The actions carried out at the time in the past are included into this type of the tense. Depending on the exact point of time in which the action took place, the past tense activities can be divided into four sub-types. It means that there are four sub-kinds of Past Tense in English:

#### a. Simple Past Tense

The simple past tense is used to show that an action happened/ completed at a specific time in the past. The main verb in this tense takes ‘-ed’ as a past participle to indicate the completion of an action. This is in case of regular verbs. The Cambridge Dictionary defines the simple past tense as “the form of a verb used to describe an action that happened before the present time and is no longer happening. It is usually made by adding -ed.”

For example,

1. I learnt English.
2. We played cricket.
3. She wrote a poem.
4. He ran very fast.
5. We worked together.

#### b. Past Continuous / Progressive Tense

The past continuous tense is used to indicate a continuing action or event that was happening at some point in time in the past. It is indicated with the use of auxiliary verbs *was/were* followed by the main verb in the progressive form which means that the verb takes ‘-ing’ participle to show continuity of the action. In other words, it shows the progress of the action or event at a specific time in the past. The past continuous tense is, therefore, also called as the ‘past progressive tense’. According to the Cambridge Dictionary, the past continuous tense is “the grammatical form used for an action that someone was doing or an event that was happening at a particular time.”

For example,

1. I was learning English.

2. We were playing cricket.
3. She was writing a poem.
4. He was running very fast.
5. We were working together.

**c. Past Perfect Tense**

The past perfect tense describes a past action that occurred before another past action. This tense is formed with the use of the auxiliary verb i.e. ‘had’ followed by the past participle of the main verb. This tense clearly states that one action took place before another action in the past. The Oxford Learner’s Dictionary defines the past perfect tense as “the form of a verb that expresses an action completed before a particular point in the past, formed in English with had and the past participle.”

For example,

1. I had learnt English.
2. We had played cricket.
3. She had written a poem.
4. He had run very fast.
5. We had worked together.

**d. Past Perfect Continuous Tense**

The past perfect continuous tense is used to indicate an action that began in the past and continued up to another point of time in the past. As the action referred in this tense had been progressing until a certain point in the past, it is also known as the past perfect progressive tense. In another words, this tense is generally used in a sentence to depict an action that started at some time in the past and continued until a specific time in the past.

The Oxford Learner’s Dictionary defines the past perfect continuous tense, “as a tense form used to indicate “an action or a situation that continued for a period of time before another action or situation in the past.”

For example,

1. I had been learning English.

2. We had been playing cricket.
3. She had been writing a poem.
4. He had been running very fast.
5. We had been working together.

**Check your progress 2:**

1. She had been sleeping in her room for five hours.
2. A cat was sleeping underneath the table.
3. He had read that story instantly.
4. I was taking a left turn at that moment.
5. They removed the picture from the wall.
6. They were going on a vacation to Goa.
7. I bought this beautiful dress.
8. Sameer had been jogging for miles together.

**2.2.1.3 Future Tense**

The future tense refers to the time ahead. The actions which will be carried out at the time in the future are included into this type of the tense. Depending on the exact point of time in which the action will take place, the future tense activities can be divided into four sub-types. It means that there are four sub-kinds of Future Tense in English:

**a. Simple Future Tense**

The Oxford Learner's Dictionary defines simple future tense, as "the form of a verb that expresses what will happen after the present." The Merriam-Webster Dictionary defines it as "a verb tense that is used to refer to the future." It means that the simple future tense is used to refer to actions or states that begin and end in the future. It indicates that the actions/events have not happened yet, but will happen sometime in the future.

For example,

1. I shall learn English.

2. We will play cricket.
3. She will write a poem.
4. He will run very fast.
5. We will work together.

**b. Future Continuous / Progressive Tense**

The future continuous tense is used to show an action happening over a period of time in the future. The Cambridge Dictionary defines it as a tense that is used to “refer to temporary actions and events that will be in progress at a particular time in the future.” In other words, the future continuous tense is generally used to represent an event or action that is happening at a certain point in time in the future. This tense is also called as the future progressive tense because it indicates an action or event that is progressing or continuing at a particular time in the future.

For example,

1. I shall be learning English.
2. We will be playing cricket.
3. She will be writing a poem.
4. He will be running very fast.
5. We will be working together.

**c. Future Perfect Tense**

The future perfect tense shows a completed action in the future. It can be used to represent an action or event that will be over within a particular time in the future. The action referred to in the future perfect tense has an end date or time. The future perfect tense is defined in the Cambridge Dictionary as “the form of the verb that is used to show that an action will have been performed / completed by a particular time in the future.” It means that the future perfect tense denotes a tense of verb describing an action that will have been performed by a certain time in the future.

For example,

1. I shall have learnt English.
2. We will have played cricket.

3. She will have written a poem.
4. He will have run very fast.
5. We will have worked together.

**d. Future Perfect Continuous Tense**

The future perfect continuous tense is also called as the future perfect progressive tense because it describes actions that will continue up until a point in the future. This tense is used to indicate an action that will be continuing until a certain point of time in the future. It can also be referred to as the future perfect progressive tense as it expresses an action or event that will be progressing to a specific time in the future. The Cambridge Dictionary defined this tense as a form used “when we are looking back to the past from a point in the future, and we want to emphasize the length or duration of an activity or event.”

For example,

1. I shall have been learning English.
2. We will have been playing cricket.
3. She will have been writing a poem.
4. He will have been running very fast.
5. We will have been working together.

**Check your progress 3:**

1. I will shop at D-Mart only.
2. They will have been learning grammar for next two years.
3. You will have finished this report by this time next Monday.
4. By the time the exam starts, she will have been studying for a week.
5. I shall see him next Sunday.
6. They might travel to Kashmir during summer.
7. My mother will be preparing breakfast by this time tomorrow.
8. Satish will not have finished his task by this time on Saturday.

## **Section II:**

### **2.2.2 Types of Sentences:**

To be an effective communicator in English, one needs to learn how to write and speak good sentences. Different types of sentence structures help the speaker to convey appropriate message and influence the listeners. The English language provides liberty to the learners to make use of various types of sentence structures. The use of different types of sentences will make speech or writing sound. It will look well-structured and help the communicator in getting thoughts and ideas across the target audience in a clear and effective manner. This will also allow you to express your emotions and let your readers experience what you want them to experience.

The English sentences are divided into the following four kinds / types based on their function in the process of communication:

#### **a. Declarative or Assertive Sentence**

A declarative or assertive sentence is a sentence that is informative and ends with a period or a full stop. These types of sentences are used to make a statement, to express universal truths and to make a declaration of something.

Examples:

1. I love music.
2. We water the plants regularly.
3. Suryakumar is an all-rounder cricketer.
4. There is a white house around the corner.

#### **b. Imperative Sentence**

An imperative sentence is a sentence that expresses a command, an order, or a request. It means that this type of sentence tells somebody to do something. With the help of these sentences, we can make a request, offer an advice, issue a command or give an instruction. Imperative sentences are mostly used for giving orders.

Examples:

1. Please help the poor.



2. Close the window.
3. Shut down the TV.
4. Switch on the fan.

**c. Interrogative Sentence**

An interrogative sentence is one that is used to question something and it ends with a question mark. There are two types of interrogative sentences: WH-Questions and Verbal Questions. A WH-question begins with the WH word like what, which, where, why, etc. The verbal question begins with the auxiliary verb i. e. am, is, are, was, were or dummy auxiliaries like do, does, did, etc. or modal auxiliaries such as shall, will, can, could, may, might, etc. Both these types of interrogatives end with the question mark.

Examples:

1. What is your pet's name?
2. Who is the author of this book?
3. Which vegetable do you like most?
4. Do you know the person who killed the tiger?
5. Did you complete the home work yesterday?
6. Can I help you?
7. May I come in?
8. Shall I go for an evening walk?

**d. Exclamatory Sentence**

An exclamatory sentence is one which is used to express sudden and strong emotions, and it ends with an exclamation mark. It is defined as a sentence containing an exclamation or strong emphasis. You can also use interjections to form exclamatory sentences. These types of sentences are generally used to express our emotions, feelings or sudden reactions over something unexpected.

Examples:

1. Wow! How beautiful the KasPlatue is!

2. That was an outstanding catch!
3. What an amazing idea!
4. Oh! Very nice!
5. Hush! It's tiresome journey!

**Check your progress 4:**

**Identify the types of the following sentences:**

1. The Sun rises in the East.
2. What occupation you are engaged in?
3. Bravo! It's miraculous!
4. Do you remember the story that I told you the last year?
5. Please pass the newspaper.
6. What an idea!
7. I don't prefer tea but love the coffee most.
8. Don't forget to wash your hands before heading back to work.
9. The people are addicted to mobile now a day.
10. Finish your work as early as possible.

**2.2.3 Types of Sentences on the Basis of Meaning**

The English sentences can be divided into two types based on the meaning they provide to the readers. If a sentence is having positive meaning it is known as an affirmative or positive sentence. When the sentence conveys negative meaning, it is called as a negative sentence.

**a. Affirmative / Positive Sentence**

An affirmative sentence, as the name suggests, is a sentence structure that affirms a proposition, a day-to-day action, an idea, a request or a random thought. In simpler terms, it can be said that an affirmative sentence is a positive statement. It can be an assertive sentence or a declarative sentence which has no negative words. The Oxford Dictionary of English Grammar defines an affirmative sentence as a sentence "stating that a fact is so; answering 'yes' to a question put or implied".

Examples:

1. My mobile has two displays.
2. The teacher gave us homework.
3. My brother bought fifty varieties of fighter fish.
4. It has been raining since yesterday morning.

**b. Negative Sentence:**

A negative sentence is one that indicates that some action is not happening, something no longer exists or that a subject does not possess a particular quality. In most scenarios, it can be easily identified by the words ‘not’, ‘no’, ‘nobody’, ‘nothing’, ‘nowhere’ ‘no one’ and ‘none’. The Merriam-Webster Dictionary defines a negative sentence as one “denying a predicate of a subject or a part of a subject, denoting the absence or the contradictory of something, expressing negation”.

Examples:

1. He is not a teacher.
2. I cannot come early at morning.
3. They do not go walking every evening.
4. No one had gathered in the auditorium.

**2.2.4 Types of Sentences on the Basis of Structure**

Sentence is simply a name for the largest stretch of language in grammar which normally consists either of a single clause or more than one clause. If a sentence contains one clause which is meaningful, it is called as a simple sentence. When a sentence is made up of more than one clause, it can be a compound sentence, complex sentence or complex compound sentence. It means that sentences can be divided into four types based on their structure and the number of clauses in them.

**a. Simple Sentence**

A simple sentence consists of a single independent and meaningful clause. It has a single predicator that is verb or verb phrase which describes the action performed by the subject. It may describe a person or thing by which an action is performed.

Examples:

1. Hardik is an excellent bowler.
2. Neha sings melodiously.
3. Kamal is listening to the music.
4. John waited for the rain.
5. I looked for Neha and Samir at the railway station.

#### **b. Compound Sentences**

A compound sentence is formed with the help of two or more than two independent clauses. These clauses are joined by a coordinating conjunction such as and, but, yet, so, or, nor, etc. Sometimes these clauses are connected by either a linking word or semicolon (;). These clauses also can be joined by some conjunctive adverbs like therefore, likewise, rather, etc.

Examples:

1. Dinesh received the message **but** forgot to respond quickly.
2. Sadiya goes to college **and** her brother to school.
3. You pull out plug **and** I'll scream.
4. My uncle bought a new bike **yet** he is going to the office by bus.
5. Gulab bought a new bike; he is going to the college by taxi.

#### **c. Complex Sentences**

A complex sentence is made up of one independent / main clause and one or more than one dependent/subordinate clauses. In a sentence, these clauses are joined or linked with one another by subordinating conjunctions like when, after, because, although, if, unless, before, as, etc. and by relative pronouns like who, which, that, whose, etc. A simple comma will connect the clauses when the dependent clause appears first in the sentence.

Examples:

1. I helped her **when** I understood her need.
2. **After** he bought a new car, the boy went on a long drive.

3. I lent him my savings **because** he was short of money.
4. **Although** no goals were scored, it was an exciting game.
5. I will not pay you **unless** you complete your work.
6. **If** you work hard, you will get success.
7. **Before** Rakesh started his journey, he took blessings from his parents.
8. **As** Kapil was sick, he could not attend the party.
9. The boy **who** is wearing a blue shirt is my friend.
10. The ice cream **which** I prefer is disliked by my brother.
11. The boy went on a long drive **because** he bought a new car.
12. I told my friend **that** India won the match.
13. I praised the guy **whose** painting I liked most.

**d. Complex-Compound Sentences**

A complex compound sentence is a sentence that contains one or more dependent clauses with at least two independent clauses joined together with coordinating conjunctions with a comma immediately before the coordinating conjunction. These types of sentences are the combination of complex sentences and compound sentences.

For example:

After he bought a new car, the boy, who is dark and tall and wore a red t-shirt, went on a long drive, but forgot to carry his driving license, got caught by the police.

In the above example “After he bought a new car” is a dependent clause and “the boy, who is dark and tall and wore a red t-shirt, went on a long drive”, “The boy forgot to carry his driving license” and “The boy got caught by the police” are the independent clauses.

**e. Compound – Complex Sentences:**

A sentence which has two or more independent clauses and at least one dependent clause is called as a compound-complex sentence. These sentences are having the most complicated structures. However, the proper construction these sentences of when these sentences can improve the flow of writing. These sentences

are generally the longest of all sentences which allow the user to add a layer of complexity in writing. As they improve the flow and keep your readers engaged, these sentences are useful in explaining complicated ideas.

For example:

Though Ravindra prefers tea and bread for breakfast, he ordered pizza, and he thought it was delicious.

In the above example “Though Ravindra prefers tea and bread for breakfast” is a dependent clause because it begins with the adverbial ‘Though’ and does not stand meaningful on its own. “he ordered pizza”, and “he thought it was delicious” are the independent clauses as we can use them independently and get meaningful constructions. Thus this sentence is the fine example of compound-complex sentence.

### **Check your progress 5:**

1. He is fond of playing cricket.
2. Most of the travelers were happy just sitting around in the shade because they were tired.
3. Though the weather was bad, we were committed to undertake voyage.
4. Roshan went to college but forgot his notebook at home.
5. The pizza was delivered on time, but the delivery boy left before I reached.
6. We must be careful while speaking with the elders.
7. If you want to be entrepreneur then you should work in their community.
8. My brother brushes his teeth twice a day.
9. Yesterday was a sunny day, so we thought we would go swimming in the pool but entry was full in Water Park then we decided to visit the zoo.

### **2.3 Summary**

There are three major kinds of tenses in English. These major tenses further have four sub-kinds, which are simple tense, progressive or continuous tense, perfect tense and perfect progressive or perfect continuous tense. It means that the learners need to identify various aspects in terms of English verbs, such as, the state of being,

continuing action or action completed. While doing this, the learner needs to know how to conjugate verbs properly by focusing on the structures of tenses and modal tenses, so that he/she can form correct and effective sentences. The English language has different types of structures based on the function they perform, the meaning they convey, and the structure. The sentences in English can be Declarative/Assertive, Interrogative, Imperative and Exclamatory sentences. They also can fall in two categories such as Affirmative / Positive and Negative Sentences and based on the structure, the English sentences can be simple, compound, complex, compound-complex and complex-compound sentences. It means that the English language provides liberty to the learners to make use of various types of sentence structures. The use of different types of sentences makes speech or writing sound and effective.

## 2.4 Terms to remember:

**human resource** : the personnel of a business or organization, regarded as a significant asset in terms of skills and abilities

**well versed professionals**: people with language proficiency or effective communication abilities

**corporate world** : business sector

**avenues** : opportunities

**backbone** : the most important part of something

**boost** : to energy, strength or skill

**denoted** : suggested, showed

**imply** : to suggest something in an indirect way

**auxiliary verb** : a verb that is used with a main verb to show tense or to form questions

**chronology** : the order in which a series of events happened; a list of events in order

## 2.5 Answers to check your progress

### Check your progress 1

1. Present Perfect Tense

2. Present Continuous Tense
3. Simple Present Tense
4. Present Perfect Continuous Tense
5. Simple Present Tense
6. Present Perfect Continuous Tense
7. Simple Present Tense
8. Present Perfect Tense

**Check your progress 2**

1. Past Perfect Continuous Tense
2. Past Continuous Tense
3. Past Perfect Tense
4. Past Continuous Tense
5. Simple Past Tense
6. Past Continuous Tense
7. Simple Past Tense
8. Past Perfect Continuous Tense

**Check your progress 3**

1. Simple Future Tense
2. Future Perfect Continuous Tense
3. Future Perfect Tense
4. Future Perfect Continuous Tense
5. Simple Future Tense
6. Simple Future Tense
7. Future Continuous Tense
8. Future Perfect Tense



**Check your progress 4**

1. Declarative Sentence
2. Interrogative Sentence
3. Exclamatory Sentence
4. Interrogative Sentence
5. Imperative Sentence
6. Exclamatory Sentence
7. Declarative Sentence
8. Imperative Sentence
9. Declarative Sentence
10. Imperative Sentence

**Check your progress 5**

1. Simple Sentence
2. Compound Sentence
3. Complex Sentence
4. Compound Sentence
5. Complex- Compound Sentence
6. Complex Sentence
7. Complex Sentence
8. Simple Sentence
9. Complex-Compound Sentence
10. Complex-Compound Sentence

## 2.6 Exercise

### A. Change the tense of the following sentences as per the instructions given in the brackets:

1. I play football every weekend. (Rewrite the sentence using future continuous tense)
2. We had gone to the cinema every Sunday. (Rewrite the sentence using simple present tense)
3. They appreciated us. (Rewrite the sentence using simple future tense)
4. I shall complete the task. (Rewrite the sentence using past perfect tense)
5. We had planned to visit London. (Rewrite the sentence using past continuous tense)
6. I shall dedicate time to learning new skills and knowledge. (Rewrite the sentence using present continuous tense)
7. I challenge myself in a friendly game of basketball. (Rewrite the sentence using simple future tense)
8. Your mother will love you forever. (Rewrite the sentence using simple past tense)

### B. Identify the type of the following sentences in terms of Declarative, Imperative, Interrogative and Exclamatory, Affirmative, Negative Sentences:

1. What is your hobby?
2. Ram is working at Satara.
3. I am not willing to work with you.
4. Have you seen that place?
5. Mr. Robert is a new manager.
6. Give me a glass of water.
7. Do you know that boy?
8. Hurray! We won the match.

9. The students are not studying seriously.
10. The police caught the burglar.
11. Wow! The KasPlatue is so beautiful!
12. Wash your hand cleanly.
13. Oh! What a lovely couple!
14. I prefer tea.
15. Please don't make noise.

**C. Identify the type of the following sentences as per the sentence structure in terms of Simple, Complex, Compound Sentence, etc.**

1. Most of the travelers were happy just sitting around in the shade because they were tired.
2. She doesn't teach maths.
3. Although my father has many friends, he is lonely.
4. Roshan went to college but forgot his notebook at home.
5. He loves to play cricket.
6. We must be careful while speaking with the elders.
7. I have a leading role in that serial.
8. Though the weather was bad, we were committed to undertake voyage.
9. Don't pray when it rains if you don't pray when the sun shines.
10. Satish wanted to go on a walk after he finished his dinner, but it started raining.

**2.7 References for further study**

1. Wren and Martin, Revised by Dr. N. D. V. Prasad Rao, (2017) High School English Grammar and Composition: New Delhi, S. Chand Publishing,
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3. Dr. Naim, Rampal, (2012) Upkar's General English Grammar: Pune, Upkar Prakashan.
4. Raymond Murphy, (2024) Essential English Grammar: Cambridge University Press.

