

Unit-1

Enriching Vocabulary

i) English Word-formation Processes and Vocabulary

ii) Words in Context and Vocabulary iii) Problem Words iv) Phrasal Verbs

1.0 Objectives

1.1 Introduction

1.2 Presentation of Subject Matter

1.2.1 Vocabulary and Word-Formation Process

1.2.1.1 Affixation

a) Prefixation

b) Suffixation

Check Your Progress – I

1.2.1.2 Compounding

1.2.1.3 Conversion

Check Your Progress – II

1.2.1.4 Reduplication

1.2.1.5 Clipping

1.2.1.6 Blending

1.2.1.7 Acronyms and Abbreviations

Check Your Progress – III

1.2.2 Words in Context

1.2.2.1 Synonymy

1.2.2.2 Antonymy

Check Your Progress – IV

1.2.3 Problem Words

Check Your Progress – V

1.2.4 Phrasal Verbs

Check Your Progress – VI

- 1.3 Terms to Remember
- 1.4 Summary
- 1.5 Answers to Check Your Progress
- 1.6 Exercises
- 1.7 Further Readings

1.0 Objectives

The objectives of this module are to:

- acquaint students with the concepts of word and vocabulary.
- let students know about various word-formation processes.
- make students familiar with various ways for enriching vocabulary.
- enhance the students competence to use English.

1.1 Introduction:

Dear students, the knowledge of words is a key to successful and effective communication. It is well said that without grammar little can be conveyed but nothing can be communicated without words. The collection of words a person knows and uses is the vocabulary of that person. To communicate in English, there is a need to master skills of Listening, Speaking, Reading, and Writing. These skills can be mastered by enriching English vocabulary. There is a need to know words. Words are multi-dimensional. If a user knows an English word, he/she knows its spelling, pronunciation, meaning and usage. Then that word becomes a part of the user's vocabulary.

Basically, there are two types of words in English: simple words and complex words. Simple words are the smallest parts of language. They cannot be divided into meaningful parts. (e.g., *man, nice, very, write, these, three, me, by, above, must, oh,* and many others.) On the other hand, the complex words are made of more than one part. It can be made by combining two simple words (*laptop, skyblue*), a simple word with prefixes (*incorrect, undo*), a simple word and suffixes (*girls, usefulness*), simple word with prefixes and suffixes (*unhappiness, disconnection*). Actually, a word made through a word-formation process can be treated as a complex word.

A student of English should know as many simple words as he/she can. Every time a student comes across a new simple word, he/she should make that word the part of his/her vocabulary. After studying English for minimum twelve years the first year students of Shivaji University have a considerable English vocabulary. They require to enrich their vocabulary. If you wish to enrich your English vocabulary, you must develop Reference skill in you. When you find a new word, you should refer to a good dictionary which makes you know about the spelling, pronunciation, class, meaning(s) and usage of that word.

The present module aims to focus some ways of enriching vocabulary. It tries to help the students of English to know the words by giving some clues that would be useful in enriching vocabulary.

1.2 Presentation of Subject Matter

In the beginning it is necessary to discuss the English words from the point of view of grammar. There are two types of English Grammar: The old grammar and the new grammar. The old grammar classifies words into eight parts of speech: Nouns (*sale, seller*) Pronouns (*we, himself*), Adjectives (*tall, beautiful*), Verbs (*work, classify*), Adverbs (*rather, happily*), Prepositions (*at, into*), Conjunctions (*or, as though*), and Interjections (*ugh, ouch*). The old or traditional grammar is prescriptive. It gives importance to meaning.

On the other hand, the new or modern English grammar is descriptive and it divides words into two major classes: Open word classes and Closed word classes. Nouns (*mother, motherhood*), Full verbs (*go, realize*), Adjectives (*nice, beautiful*) and Adverbs (*too, actually*) are the open word classes. They are called so because they are open-ended. Their number is not fixed. New words can be added to their existing list. The open word classes are also called content words as they carry meaning. On the contrary, Determiners (*this, enough, a*), Enumerators (*one, fifth, last*), Pronouns (*we, it*), Prepositions (*on, under*), Conjunctions (*but, if*), Operator verbs (*be, must*) and Interjections (*wow, ugh*) are the closed word classes. They are called so as their number is fixed and a new member cannot be added to their list. They are also called structure words. Their knowledge makes communication in English more accurate, intelligible and fluent. As they are limited a user can know them easily. These structure words can be treated as the fundamentals of

communication in English, because vocabulary and knowledge of grammar are complimentary in the act of communication.

English is a foreign language for us. To enrich English vocabulary, we need to have ample exposure to the English language. We can have this exposure through reading. Now let us see the ways to enrich English vocabulary:

1.2.1 English Word-Formation Processes and Vocabulary:

Vocabulary means ‘all the words that a person knows or uses’. It varies from individual-to-individual. It also refers to ‘all the words in a particular language’. It is easy to understand a word both grammatically and semantically, if we know how that word is formed. In English new words are formed by using the word-formation processes like Affixation, Compounding, Conversion, Clipping, Blending, Reduplication, Back derivation, and Acronymy. Affixation, Compounding and conversion are the major word-formation processes and the remaining are the minor word-formation processes.

1.2.1.1 Affixation:

Affixation is a very common and creative word-formation process in English. It involves forming new words by adding an affix or affixes to the root or base of the word. It includes process like prefixation and suffixation which are very commonly used in English to make new words.

a) Prefixation:

In prefixation, a prefix is attached in the beginning of a root or base of a word. All the prefixes in English are derivational. They are used to make new words. On this ground, they can further be divided into: class changing and class maintaining prefixes.

i) Class Changing Prefixes

A few prefixes are class changing. They change the class of the root to which they are affixed, as their attachment changes the word from one word class to another.

For example, word ‘friend’ is a noun. When the prefix, *be-* is affixed to it, the verb *befriend* is derived. *A-* in *asleep*, *be-* in *becalm*, *en-* in *encage*, *de-* in *deforest*,

dis- in *disbar*, *non-* in *non-stick*, and *un-* in *unhorse* are class changing prefixes. Almost all the other prefixes are class maintaining.

ii) Class Maintaining Prefixes

They are called so because their affixation or addition to the root of a word does not change the class or part of speech of the root word to which they are affixed.

For example, ‘happy’ (Aj) → ‘unhappy’ (Aj), ‘cycle’ (N) → ‘bicycle’ (N), and ‘generate’ (V) → ‘degenerate’ (V).

Prefix *de-* is both class changing and class maintaining. Some common prefixes of English are given below:

Prefix	Root/base	New word
un-	happy	unhappy
non-	violence	nonviolence
in-	correct	incorrect
mis-	understand	misunderstand
pre-	lunch	pre-lunch
post-	war	post-war
inter-	school	interschool
re-	make	remake
multi-	national	multinational

b) Suffixation:

Suffixation involves adding one or more suffixes in the end of a root/base. English suffixes are either Inflectional or Derivational.

i) Inflectional Suffixes of English:

Inflectional suffixes come at the end of the word. They come after the derivational suffixes, but nothing comes after them. English has a limited number of inflectional suffixes. They are affixed to a stem of a word (such as Noun, Verb, Adjective, Adverb) to create different grammatical forms of the same word. They do not make new words. There are eight inflectional suffixes in English. They express grammatical concepts such as number (plural suffix: -s/-es in *apples*, *books*, *churches*, *babies*), person (third person singular subject present tense suffix: -s/-es in *walks*, *moves*, *catches*), tense (past tense suffix: -ed in *played*, *talked*, *wanted*),

aspects (present participle suffix: –ing in *coming*, *working* and past participle suffix: –ed/–en in *played*, *taken*), case (–s in *Rohit’s*, *boy’s*, *girls’*), and degree (–er in *taller*, *smarter* and –est in *tallest*, *smartest*)

ii) Derivational Suffixes of English

The derivational suffixes are used to create new words. The derivational suffixes of English can be classified variously. They can be broadly classed into class maintaining derivational suffixes and class changing derivational suffixes.

Classification of Derivational Suffixes:

Suffixes added to a particular class of word to derive a new word belonging to the same class are called **class maintaining derivational suffixes**. For example, the suffix *-hood* is class maintaining as it can be added to nouns like *child*, *brother*, and others to make nouns such as *childhood*, *brotherhood*.

English has a limited number of **class maintaining derivational suffixes** such as: *-ese*, *-ess*, *-ette*, *-hood*, *-let*, *-ling*, *-ster*, *-eer*, *-ship* and a few others.

Most of the derivational suffixes of English bring about change in the class of the base to which they are added. Such suffixes are called **class changing derivational suffixes**. For example, the suffix *-ify* changes the noun, *class* in the verb, *classify*. Hence, it is class changing.

Suffixes like *-able*, *-al*, *-ance/–ence*, *-ant/–ent*, *-ard*, *-ary*, *-ate*, *-ion(–tion, –ation, –ition* and others), *-ative*, *-ed*, *-ee*, *-esque*, *-fold*, *-ic*, *-ify/–fy*, *-ism*, *-ist*, *-ite*, *-ity*, *-ive*, *-ize*, *-less*, *-ly*, *-ment*, *-er*, *-or*, *-most*, *-ness*, *-ous/–eous*, *-some*, *-ure*, *-word(s)*, *-wise*, and others are class changing derivational suffixes of English.

English has a few suffixes that can be **both class changing and class maintaining derivational suffixes**. For example, the suffix, *-dom* becomes a class changing suffix when it is attached to an adjective, *free* to derive the word *freedom*, a noun. It works like a class maintaining suffix, when it is added to a noun such as *king* to form a noun, *kingdom*. The suffixes like *-age*, *-an*, *-ian*, *-dom*, *-ful*, *-ing*, *-er*, *-y*, *-ish*, can be the member of this group of derivational suffixes. They may or may not change the class of the base to which they are appended.

In English, it can be observed, prefixation is typically class maintaining while derivational suffixation is typically class changing.

Classification of Suffixes as per the Class of Derivatives:

Suffixes of English can also be classified as per the part of speech or word class of the derivatives they form:

Noun Forming Suffixes of English are added to the variety of bases to form nouns. Hence, the suffixes in this category can further be classified into:

The class of **Suffixes Forming Nouns from Nouns** includes suffixes like *-dom* (king~kingdom), *-ess* (poet~poetess), *-er* (London~Londoner), *-ette* (kitchen~kitchenette), *-hood* (child~childhood), *-ism* (Marx~Marxism), *-let* (flat~flatlet), *-ling* (duck~ duckling), *-scape* (land ~ landscape), *-ship* (friend ~ friendship), and others.

The class of **Suffixes forming Nouns from Verbs** consists of suffixes like *-ation* (examine ~ examination), *-ee* (employ ~ employee), *-al* (propose ~ proposal), *-ary* (dispense ~ dispensary), *-er* (work ~ worker), *-ment* (enjoy ~ enjoyment), and many others.

The suffixes like *-cy* (delicate ~ delicacy), *-dom* (free ~ freedom), *-er* (ten ~ tenner), *-hood* (false ~ falsehood), *-ist* (social ~ socialist), *-ness* (happy ~ happiness), *-th* (warm ~ warmth), and others are the part of the class of **Suffixes Forming Nouns from Adjectives**.

Adjective Forming Suffixes are the **Suffixes Forming Adjectives form Nouns** which include *-al* (nation ~ national), *-ate* (passion ~ passionate), *-en* (gold ~ golden), *-ese* (Pekin ~ Pekinese), *-esque* (picture ~ picturesque), *-ful* (colour ~ colourful), *-ic* (artist ~ artistic), *-ly* (friend ~ friendly), *-ous* (courage ~ courageous), *-y* (luck ~ lucky) and others.

Some English adjectives are formed by adding following suffixes to verbs: The suffixes like *-able* (believe ~ believable), *-ant/-ent* (absorb ~ absorbent), *-atory* (affirm ~ affirmatory), *-ful* (scorn ~ scornful), *-ive* (possess ~ possessive), *-less* (count ~ countless), and others belong to the class of **Suffixes Forming Adjectives from Verbs**.

The class of **Suffixes Forming Adjectives from Adjectives** is less productive. Its members are *-ish* (red ~ reddish), *-ly* (good ~ goodly), *-some* (queer ~ queersome).

Verb Forming Suffixes:

English has only three suffixes for producing verbs:

- a. *-ify* is added to nouns to form verbs as *in class ~ classify*, *beauty ~ beautify*, and others.
- b. *-ize* is appended on nouns (*hybrid ~ hybridize*) and affixed to adjectives (*nasal ~ nasalize*) to form verbs.
- c. *-en* is attached to adjectives to form verbs, as in *short ~ shorten*, *weak ~ weaken*.

Adverb Forming Suffixes:

-ly, *-ward(s)*, and *-wise* are adverb forming suffixes of English. Out of these, *-ly* is very productive with adjective bases. For example, *happy ~ happily*, *home ~ homeward(s)*, and *student ~ studentwise*.

Check Your Progress - I

Task 1 (A) Fill in the blanks with a prefix that forms the opposite of these words.

- | | | | |
|-----------------|----------------|-------------|----------------|
| 1.patient | 2.happy | 3.....pure | 4.....honest |
| 5.friendly | 6.legible | 7.....agree | 8.connect |

Task 1 (B)

i. Put the words in the brackets in the appropriate form using suffixes:

1. He was acting in a very way. (child)
2. He wants to be an, when he grows up. (engine)
3. There is no in his presentation. (weak)
4. He completed the work in time. He became (success)
5. She is a famous She has made ten centuries. (bat)

ii. Make Nouns of the following words by adding suffixes and use them in sentences:

1. *prepare*, 2. *refuse*, 3. *run*, 4. *manage*, 5. *fail*, 6. *private*

iii. Make Adjectives of the following words by adding suffixes and use them in sentences:

1. *beauty*, 2. *affection*, 3. *earth*, 4. *China*, 5. *acid*

iv. Make Verbs of the following words by adding suffixes or prefixes and use them in sentences:

1. *real*, 2. *class*, 3. *short*, 4. *friend*, 5. *courage*

1.2.1.2 Compounding:

Next to affixation, compounding is the second most common process of forming new words in English. In this process a new word is formed by combining two or more words. There can be Noun Compounds (*sunrise*, *call-girl*, *tea-time* and many others), Adjective Compounds (*heart-breaking*, *mouth-watering*, *duty-free*, *handmade*, and others), Verb Compounds (*baby-sit*, *sky-dive*, and others)

1.2.1.3 Conversion:

It is the third major word-formation process in English. It means converting a word of one grammatical class into a word of another grammatical class without changing its form.

Conversion can be:

- a) **Noun to verb**, as exemplified by *pen*, *water*, *skin*, *bottle*, *corner*, *coat*, *mask*, *peel*, *knife*, *nurse*, *mail*, *cash* and so on.
- b) **Verb to noun**, as instanced by *answer*, *bore*, *buy*, *call*, *catch*, *cheat*, *doubt*, *find*, *jump*, *laugh*, *retreat*, *throw*, *turn*, *walk*, *wrap* and many others.
- c) **Adjective to verb**, as illustrated by *better*, *calm*, *dirty*, *dry*, *empty*, *slow*, *idle*, and others
- d) **Adjective to noun conversion** is demonstrated by various examples like *daily*, *comic*, and other

Check Your Progress - II

I) Give five examples of compound words:

II) Write sentences using the following words as:

- a) **verbs** – *water*, *peel*, *nurse*, *corner*
- b) **nouns** – *call*, *jump*, *laugh*, *smile*

1.2.1.4 Reduplication:

Reduplication is a *process in which meaning is expressed by repeating with a little change*. It means making a new word by repeating a word with a change in the initial consonant as in *helter-skelter*, *nit-wit*, and many others or in the medial vowel as in *wishy-washy*, *tick-tock* and so on.

Reduplication is commonly used i) to imitate sounds, e.g.: *ding-dong* (of bell); ii) to suggest alternating movements, e.g.: *seesaw*; iii) to ridicule by suggesting uncertainty, nonsense, insincerity, etc, e.g.: *higgledy-piggledy*, *wishy-washy*; and iv) to intensify, e.g.: *tip-top*.

Some examples of reduplication in English are *ning-nong*, *now-now*, *pell-mell*, *bow-wow*, *roly-poly*, *ship-shape*, *sing-song*, *ping-pong*, *tee-hee*, *teeny-weeny*, *teensy-weensy*, and others.

1.2.1.5 Clipping:

To clip means to cut off or cut short/ shorten. Clipping involves creation of a new word by cutting short a long word. Some clippings are given below:

lab for *laboratory*, *exam* for *examination*, *dorm* for *dormitory*, *taxi* for *taxicab*, *ad* for *advertisement*, *phone* for *telephone*, *plane* for *aeroplane*, *Bert* for *Alber*, *bus* for *omnibus*, *flu* for *influenza*, *fridge* for *refrigerator* *specs* for *spectacles*, *Maths* for *Mathematics* and others.

1.2.1.6 Blending:

To blend means to mix. Blending is used to form a new word by blending/mixing two parts of two different words. A new word thus formed shares meanings of both original words and it is called a blend. Most of blends are very informal and not stable. They have so short life that they disappear before getting recorded in dictionaries.

Example: *autobus* from auto(mobile) + (omni) bus, *Brexit* from Br(itain) + exit,

Virushka from Vir(at) + An(ushka), *brunch* from br(eakfast) + (l)unch, *motel* from Mo(tor) +(Ho)tel, *interpol* from inter(national) + pol(ice), *family* from friend + family, *mobot* from mobile + robot, *foodoholic* from food + alcoholic, *deskfast* from desk + breakfast, *pokémon* from pocket + monster, *famicom* from family + computer *trafficator* from traffic + indicator and many more.

1.2.1.7 Acronymy:

Acronymy is used to form new words by bringing together initial letters of a group of words. The words formed this way and having pronunciation are acronyms. For example, ISRO, NASA, UNO, NOW, radar, laser, and others. And the words formed this manner, but having no pronunciation, are termed abbreviations. B.B.C., P.M., T.V., and others are abbreviations.

Check Your Progress - III

- i) Write five reduplicatives
- ii) Write five clippings
- iii) Write five blends
- iv) Write five acronyms

1.2.2 Words in context and Vocabulary:

Context plays a very important role in enriching vocabulary. When you study words, you have to pay attention to the context of situation in which they are used. Actually, you can remember words better when you associate them with other words and understand the similarity and difference between them as they are used in sentences. Vocabulary can be developed through learning synonyms and antonyms:

1.2.2.1 Synonyms:

The words having more or less the similar meanings are synonymous. The following are the pairs of synonyms:

Beautiful: pretty, hurt: injure: wound, distant: remote, mad: insane, tidy: neat, glow: shine, guard: protect

However, it should be noted that no two words have exactly the same meaning. It is so because, even though two words have exactly the same referential meaning, they may differ from emotive, associative or evocative point of views.

For example, there are words which mean almost the same but they are not perfect synonyms. The following sets of words are the examples:

holy, godly, saintly, sacred, hallowed, divine

stroll, wander, march, plod, strut, stride, stagger, stray, ramble, stalk, stumble

smile, sneer, grin, giggle, laugh, titter, chuckle, guffaw

pull, draw, drag, jerk, lug, tug, wrench, haul, tow

hold, catch, grasp, clutch, seize, snatch, grip, clasp, clench

lonely, solitary, lonesome, forlorn

1.2.2.2 Antonyms:

They are the words with opposite meanings. Antonyms are used for clear and forceful communication. We use a number of antonyms in our day-to-day communication. Some antonyms are given below:

Antonymous adjectives: absent X present, beautiful X ugly, clever X dull, difficult X easy, glad X sad, high X low, thick X thin, narrow X wide, rough X smooth, junior X senior and many more.

Antonymous nouns: height X depth, arrival X departure, love X hatred, chaos X order, consumption X preservation, controversy X agreement, confidence X diffidence, popularity X notoriety, truth X falsehood, mercy X cruelty, and many more.

Antonymous verbs: buy X sell, forget X remember, give X take, increase X decrease, hide X seek, hasten X delay, gather X separate, destroy X create, permit X forbid, strengthen X weaken, and many other.

Check Your Progress - IV

- i) **Give synonyms of:** 1. *go*, 2. *pull*, 3. *find*, 4. *catch*, 5. *mate*, 6. *instant*, 7. *rent*, 8. *end*, 9. *clever*, 10. *tell*
- ii) **Give antonyms of :** 1. *pretty*, 2. *hate*, 3. *smart*, 4. *short*, 5. *dirty*, 6. *cry*, 7. *disagree*, 8. *incomplete*, 9. *slavery*, 10. *war*.

1.2.3 Problem words:

The problem words look similar or have same pronunciation but their meanings are different and unrelated. They confuse us. Hence, the knowledge of meaning and usage of such words makes them a part of your vocabulary and enrich it. Some problem words are given below:

1. **air:** (mixture of gases we breathe) The air in the university campus is clean and fresh.

Heir /eə/ : (one who inherits) Usually a son becomes the heir to the property of a father.

2. *wind* /wɪnd/: (air in motion) The wind is blowing.

Wind /waɪnd/: (to twist or bend something) The river winds its way between two meadows.

3. *except*: (apart from) We work everyday except Sunday.

expect: (to think that something will happen, wish) He expects that he will be the winner.

4. *here*: (in or at this place) A tiger had come here last night.

hear: (to listen or to pay attention) I hear songs on radio.

5. *hoard* (to collect and keep large amounts of money and food secretly) The rich hoarded wealth greedily.

horde: (a large crowd of people) Cricket fans came in hordes.

6. *adopt*: (to take somebody's child into your family and become its legal parent) The couple adopted a girl from the orphanage.

adapt: (modify, to change something) We have to adapt quickly as per the new technology.

adept: (skilful) Roma is adept at speaking English.

Check Your Progress - V

Look up the following pairs of words in the dictionary and use them in your sentences:

1. accept – except, 2. complement – compliment, 3. corps – corpse, 4. device – devise, 5. prophecy – prophesy, 6. story – storey, 7. tire – tyre – tier

1.2.4 Phrasal Verbs:

English can be used in both formal or polite way and informal, familiar or colloquial manner. Those who learn English in the classroom and not exposed amply to outside the classroom, may not have access to its colloquial variety. A phrasal verb is combination of a standard verb (especially native) like 'go' or 'look' and a preposition or an adverb which are called particles. This combination forms a new

verb with totally different meaning. For example, a. She *put* the book on the table. b. She *put out* a candle.

In the sentence (b) *put out* means ‘stop something from burning’. In the sentence (a) *put* has its common meaning ‘keep’.

Phrasal verbs are important because they are extremely common in colloquial English. If you are not familiar with them, you will find informal English difficult to understand. A good dictionary has the entries of the phrasal verbs. If you want to master phrasal verbs and consequently English, develop a habit to look for phrasal verbs. Some phrasal verbs are *blow in* (visit unexpectedly), *come along* (accompany), *hand back* (return), *pick out* (choose), *stand up for* (defend), *put up with* (tolerate), and many others.

Check Your Progress – VI

Each sentence given below contains an incomplete phrasal verb. Complete the expression by supplying a suitable preposition or adverb particle. Choose your answer from the options given in the brackets.

1. He takes his grandfather. (after / off / in)
2. The thieves attacked the painter and took many precious paintings (down / away / back)
3. Those shoes don't fit. I am going to take them to the store. (back / away / off)
4. Don't take him an idiot. (for / in / off)
5. The dress was loose for me so I took it to the tailor and got it taken (in / off / down)

1.3 Terms to Remember

Word : a unit of grammar bigger than morpheme and smaller than phrase

Open word classes: open ended word classes

Closes word classes: word classes with fixed number of members

Affix: a prefix or suffix

Prefix: an affix attached at the beginning of a word

Suffix: an affix attached at the end of a word

Prefixation: a process of making new words by attaching a prefix at the beginning of a word

Suffixation: a process of making new words by attaching one or more suffixes at the end of a word

Compounding: a process of forming new words by joining two or more words

Conversion: a process of forming new words by changing the class of a word without changing its form

Reduplication: a process of making new words by repeating a word with a change or without any change

Clipping: a process of making new words by cutting short a long word

Blending: a process of making new words by mixing parts of two different words

Acronymy: a process of making new words by bringing together initial or other letters of a group of words

Synonyms: words having almost same meaning

Antonyms: words having opposite meaning

1.4 Summary

This module introduces you to the concept of vocabulary. It discusses the ways of enriching vocabulary such as affixation, compounding, conversion, reduplication, clipping, blending, acronymy, synonymy, antonymy, problem words and phrasal verbs.

1.5 Answers to Check Your Progress

- I. A) 1. im-, 2. un-, 3. im- 4. dis-, 5. un-, 6. il-, 7. dis-, 8. dis-
- B) i) 1. childish, 2. engineer, 3. weakness, 4. successful, 5. batter
- ii) 1. preparation, 2. refusal, 3. runner, 4. management, 5. failure, 6. privacy
- iii) 1. She is *beautiful*. 2. He is *affectionate*. 3. They are *earthly* creatures. 4. The *Chinese* products are cheap. 5. Alcohol is acidic.

- iv) 1. We must *realize* the cause of the problem. 2. They *classify* flowers.
3. We cannot *shorten* the path of success. 4. Girls should *befriend* boys. 5. Teachers *encourage* students.

II. I) sunset, laptop, classroom, toothpaste, hair-cut

II) a) We *water* plants.; They *peel* potatoes.; Children *nurse* their parents.;
Don't *corner* him.

b) Give her a *call*.; He took a high *jump*.; They gave out a loud *laugh*.;
Her *smile* is magical.

III) i) gewgaw, hocus-pocus, flimflam, easy-peasy, skimble-skamble

ii) bra, info, exam, celib, bro, doc

iii) smog, Brexit, fantabulous, camcorder, ginormous, mobike

iv) WIP, ASAP, FOMO, PIN, SIM, TESOL, TOFEL, IELTS

IV) i) 1. depart, 2. drag, 3. discover, 4. hold, 5. pal, 6. sudden, 7. hire, 8.
conclude, 9. wise, 10. Share

ii) 1. ugly, 2. love, 3. dull, 4. long, 5. clean, 6. laugh, 7. agree, 8. complete, 9.
mastery, 10. Peace

V) 1. They *accept* everything *except* money.; 2. Ice-cream is a perfect
complement to this dessert. She was happy with his *compliments*. 3. The
NCC *corps* found a *corpse*. 4. They *devise* this *device*. 5. She fulfilled the
prophecy (N). They *prophesy* (V) rise in the share market. 6. They read a
story on the third *storey*. 7. The long walk *tire* the weak girls. They
purchased a new *tyre*. The girls sat in the upper *tier* of the theatre.

VI) 1. after, 2. away, 3. back, 4. for, 5. in

1.6 Exercises

I. Make nouns from the following words:

brave, refer, great, heigh, equal

II. Make adjectives from the following words:

air, tire, talk, cease, gas

III. Make verbs from the following words by adding proper prefixes:

circle, friend, prison, fame

IV. Choose the word which means almost same as the underlined words in the following sentences:

1. She is very wealthy.
a) rich b) poor c) wise d) well
2. He made a real solution.
a) good b) nice c) genuine d) wrong
3. Every time you cannot blame the system.
a) accept b) accuse c) admit d) excuse
4. Education may end your misery.
a) mission b) machine c) sorrow d) happiness
5. She portrayed a painting.
a) drew b) spoiled c) photo d) picture

V. Choose the word which is opposite in meaning of the underlined words in the following sentences:

1. Wild animals are very cruel.
a) aggressive b) beastly c) kind d) angry
2. Demonetization decreased corruption.
a) increased b) destroyed c) delayed d) discourage
- 3) It was a comic film.
a) lovely b) dirty c) serious d) good
- 4) He is a man of knowledge.
a) importance b) information c) ignorance d) wise
5. The umpire must not be partial.
a) fair b) part c) pleasing d) pure

VI. Choose the appropriate word from the pair given below and fill up the blanks in the following sentences:

1. He is a man of character. (lose/loose)
2. Heart caused her death. (decease/disease)
3. Do not your time and energy in useless things. (waste/waist)
4. The is pleasant. (whether/weather)
5. The world requires (peace/ piece)

VII. Put the phrasal verbs given in the bracket in its correct place in the following sentences:[carry on, give in, go through, jump in, make up]

1. Feel free to at any moment while we are talking.
2. Never! You can do it!
3. Though he is tired, he wants to his study.
4. Good friends must after trivial disputes.
5. Before the examination students the notes.

1.7 Further Readings

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Unit-2

Tenses and Types of Sentences

Index:

- II.A.0 Objectives
- II.A.1 Introduction
- II.A.2 Presentation of Subject matter
 - II.A.2.1 Section-1
 - Check your progress-I
 - II.A.2.2 Section-2
 - Check your progress-II
 - II. A.2. 3 Section -3
 - Check your progress-III
 - II. A.2. 4 Section -4
 - Check your progress-IV
- II.A.3 Answers to Check your progress
- II.A.4. Exercises

II.A.0 Objectives:

After studying this Module, students will be able to:

- Comprehend the concept of verb.
- Learn and use present, past and future tense.
- Comprehend various types of sentences.
- Use the different tense forms and types of sentences at their own level.

II.A.1 Introduction:

Words are divided into two classes- Open Word Classes and Closed Word Classes. Open word classes include those words from which you can coin new words by adding affix and are open ended. Noun, Adjectives, full verbs and adverbs are open word classes. Verb (full - verb) is open word class which indicates action, state or occurrence. Verbs tell or assert something about a person or thing.

- e.g. 1. He **built** a large and tall house.
2. They **will purchase** the same-coloured dresses.

Verbs can be transitive or intransitive. Transitive verbs denote an action which passes from subject to object. The action mentioned in the verb is directed to someone or something which can be object in a sentence.

- e.g. 1. He purchased a new book on his birthday.
2. The customers carried their bags from trolleys.

Intransitive verbs express a state or being. Here, verbs are without object.

- e.g. 1. The meeting was cancelled.
2. The mud pot broke into pieces

Verbs can be of regular or irregular forms. Regular verbs have similar past tense (Ved) and past participle (Ven) forms. These forms take –ed inflectional suffix. On the other hand, Ved and Ven forms of the irregular verb do not take –ed inflectional suffix.

Sr. No.	Verbs	Regular		Irregular	
1	Vo (Base form)	Dance	Wash	break	shut
2	Vs/es	dances	Washes	breaks	shuts
3	Ved (past)	danced	Washed	broke	shut
4	Vi (Infinitive)	to dance	to wash	to break	to shut
4	Ving (Progressive)	dancing	Washing	breaking	shutting
5	Ven (Past Participle)	danced	Washed	broken	shut

Verbs must agree with its subject in number (singular and plural) and persons (first, second and third). Study the following examples:

- e.g. 1. She **paints** a picture with natural colour.
2. They **paint** a picture with natural colour.

II.A.2 Presentation of Subject matter

II.A.2.1 Section-1

Tenses:

Tense corresponds between time and various verb forms. It is a grammatical term represented by different verb forms. There are three main types of tenses. These are

- 1. Present Tense**
- 2. Past Tense**
- 3. Future Tense**

Let us study these types in detail:

1. Present Tense:

Present Tense mentions the current or present action /event/state, universal truth, habit, etc. Study the following examples:

1. He **works** in a bank.
2. They **are learning** French language now a days.

See the verb forms (works, are learning) used in above examples in accordance with subject verb concord.

Present Tense is further divided into following four types:

- A. Simple Present Tense**
- B. Present Continuous Tense (Present Progressive)**
- C. Present Perfect Tense**
- D. Present Perfect Continuous Tense**

Let us study these subtypes in a detailed way.

A. Simple Present Tense:

Simple Present Tense is used to denote following situations or states:

I. Present state (condition) or event:

- e.g. 1. She **is** a doctor..
2. **Do** you **know** about this course?
3. My uncle **works** in a bank.

II. To mention habitual actions:

- e.g. 1. She (always) **complains** about odd situation.
2. Every day, I **spare** one hour for Yoga.

III. To denote universal or general truth:

- e.g. 1. The earth **moves** round the sun.
2. Birds **fly** in the sky.

IV. To express future event of a fixed schedule:

- e.g. 1. The first lecture starts at 8.00 a.m.
2. The next plane is at 10.00 p.m.
3. When **does** the office **open** on Saturday?

V. To express quotations, you can use simple present tense:

- e.g. 1. Time **waits** for none.
2. Practice makes man perfect.

VI. Simple Present tense is also used in the main clause of Adverbial Subordinate clause (ACI) of time and condition.

- e.g. 1. If our team **wins** the final match, we shall celebrate.
2. Unless you **work** hard, you won't get success.

VII. The headlines of newspaper or broadcast commentaries also use simple present tense for the past happenings for the purpose of stress on the succession of

happenings.

- e.g. 1. Manu Bhaker **becomes** 1st Indian to win 2 medals in Olympic Games.
2. He **throws** the ball with high speed.

See the sentence structure used for simple present tense

S+ V(o) (s/es) +(O+C+A+-----) (Object +Complement +Adverbial)

B. Present Continuous Tense (Present Progressive) :

The Present Continuous Tense is used:

- I. To indicate the action that is in progress and going on at the time of speaking and of limited duration.

- e.g. 1. I **am cleaning** my spectacles.
2. Seema **is working** in the garden now.
3. The boys **are playing** Kho-Kho.

- II. To express temporary action (habitual action) which is not required to take place at the time of speaking:

- e.g. 1. They **are searching** for a new house on rent.
2. I **am reading** Shakespeare's *King Lear*.
3. They **are worrying** about extra expenses.

- III. To indicate a fixed or planned action which is going to happen in future:

- e.g. 1. The committee **is visiting** flood affected area next week.
2. My brother **is coming** from Mumbai tomorrow.

- IV. The present continuous tense is also used to indicate habitual action which conveys feeling of irritation:

- e.g. 1. The boy is very naughty. He **is** always **teasing** other boys.

Note that Present continuous tense is not normally used for the verbs of perception (see, hear, etc.) and verbs of emotion (agree, believe, etc.).

See the sentence structure used for present continuous tense

S+ v(operator verb)+ Ving+(O+C+A.....)

C. Present Perfect Tense:

Present Perfect Tense is used for the following situations:

I. To express the action which is just completed with the results in present time.

- e.g. 1. The train **has** just **arrived** at the station.
2. Alia **has completed** her work.

II. To indicate indefinite events, whose time is not given:

- e.g. 1. **Have** you **completed** any computer software course recently?
2. My application for leave **has been cancelled**.

III. To describe past action with effects in present time.

- e.g. 1. The little boy **has finished** all the chocolates.
2. Students **have attended** the contact sessions regularly (this year).

IV. To indicate an action started in the past leading up to present.

- e.g. 1. She **has been** busy with her research work.
2. How long **have** you **waited** for me?

See the sentence structure used for present perfect tense

S+ have/has+ Ven+(O+C+A+.....)

D. Present Perfect Continuous Tense (Present Perfect Progressive):

This type of present tense is used to mention or suggest an action started in the past and is still continuing in present time. It indicates that the action has been started some time ago and is still going on.

Study the following examples:

1. We **have been living** in this house since last 60 years.
2. What **have** you **been doing** sitting here all day?

Present perfect continuous tense is also used to indicate past actions already finished with present results. For Instance:

Where are you now a days?

I **have been preparing** for competitive examinations.

See the sentence structure used for present perfect continuous tense

S+ have/has been+ Ving+(O+C+A+...)

Check your progress-I

A. Identify the type of tenses (verb forms) used in the following sentences and choose the correct options given below:

1. He is waiting for his friends.
 - a. Present Continuous Tense
 - b. Past Continuous Tense
 - c. Simple Present Tense
 - d. Future Perfect Continuous Tense
2. My neighbour drinks coffee every morning.
 - a. Present Perfect Tense
 - b. Simple Past Tense
 - c. Simple Present Tense
 - d. Future Perfect Continuous Tense
3. Sachin has been playing cricket since childhood.
 - a. Past Perfect Tense
 - b. Present Perfect Continuous Tense
 - c. Simple Present Tense
 - d. Future Perfect Continuous Tense
4. The company manager has just visited our branch .
 - a. Simple Present Tense
 - b. Simple Past Tense
 - c. Present Perfect Tense
 - d. Future Perfect Continuous Tense
5. I know three languages.
 - a. Present Perfect Tense
 - b. Simple Future Tense
 - c. Simple Present Tense
 - d. Future Perfect Continuous Tense
6. We are leaving for Mumbai tomorrow at 11.00 a.m.
 - a. Present Continuous Tense indicating future time
 - b. Past Continuous Tense indicating future time
 - c. Simple Present Tense
 - d. Future Perfect Continuous Tense

B. Match the pairs with column (A) and column (B):

- | (A) | (B) |
|---|-----------------------------|
| 1. To express universal truth | a) Present perfect Tense |
| 2. To express the action just completed | b) Simple Present Tense |
| 3. Present Perfect Continuous Tense | c) Present continuous Tense |
| 4. To indicate the action that is in progress | d) have/has been +Ving |

C. Write short notes on the following:

1. Present continuous tense
2. Present perfect tense

II. A.2. 2 Section -2

II. Past Tense:

Past tense is used to indicate past happenings. An action, event or state happened earlier is denoted by past tense. It is subdivided into four sub types:

A. Simple Past Tense

B. Past Continuous Tense (Past Progressive)

C. Past Perfect Tense

D. Past Perfect Continuous (Past Perfect Progressive) Tense

Let us study these sub types in a detailed way:

A. Simple Past Tense

This type of past tense is used to state the action, event that happened earlier using time adverbs like yesterday, last year, etc. or without time adverbs.

Study the following examples:

1. He **submitted** the research project last month.
2. Samiksha **resigned** her job and **joined** the new one.

See the sentence structure used for simple past tense

S+ Ved+(O+C+A+-----)

B. Past Continuous Tense (Past Progressive):

Past Continuous Tense is used:

- I. To indicate situation or event or action that existed at a particular time in the past. That is, the action which was in progress in past time is denoted by past continuous tense.

e.g. 1. My father **was reading** the newspaper at that time.

2. Jasmine **was playing** the classical song.

- II. Past continuous tense is also used with adverbial clause of time (beginning with when/whenever) with main clause using simple past tense.

e.g. When I reached home, mother **was working** on computer.

Here the clause *When I reached home* is adverbial clause of time beginning with 'when'. See the tense used in main clause is past continuous.

Study some other examples:

1. When I met her, she **was reading** the newspaper.
2. I **was suffering** from toothache, so I went to dentist.

See the sentence structure used for past continuous tense

S+ v (was/were)+Ving+(O+C+A+-----)

C. Past Perfect Tense:

Past Perfect Tense is used for the situations/actions/events that happened already before the activity happened earlier or before particular time in past. For Instance,

1. The reason for his success was that he **had studied** sincerely for two years.
2. When Nitya reached the college, the lecture **had** already **started**.
3. I **had completed** the certificate course before I started my job.

After studying these examples carefully, you will come across that when two actions or events took place in past time, it is essential to mention which action happened earlier. In such a situation past perfect tense is used for the event happened earlier and simple past tense for the later one.

See the sentence structure used for Past Perfect Tense

S+ had+ Ven +(O+C+A+-----)

D. Past Perfect Continuous Tense (Past Perfect Progressive):

To indicate the action or event that started in the past at particular time and continued up to a certain time or until shortly before it, past perfect continuous tense is used. Study the following examples:

1. Asmita **had been planning** to shift to another city but her husband did not agree.
2. The tourists **had been travelling** continuously for 12 hours.
3. They **had been observing** the painting carefully before they left the museum.

See the structure used for Past Perfect Continuous Tense

S+ had been+ Ving + (O+C+A+----)

Note: The verb 'used to' is used, to denote habitual action happened regularly in past. Thus, to talk about something that happened continuously again and again in past, 'used to' is used. For example,

1. When I was very young, I **used to** live with my grandparents.
2. In our childhood we used **to play** hide and seek.

Check your progress-II

A. Choose the correct alternative given below to complete the sentences:

1. In her childhood she play with toys.
a. used to b. is b had been d. was
2. When I reached his house, he a book.
a. was reading b. is reading
c. had reading d. had been reading
3. How many pages yesterday?
a. do you read b. you have read
c. did you read d. you read

C. Future Perfect Tense

D. Future Perfect Continuous Tense

Let us study these sub types in a detailed way.

A. Simple Future Tense:

I. Simple Future tense is used to indicate an action or event that takes place in future time.

- e.g. 1. Our team **will** definitely **win** the match.
2. She **will not agree** with this proposal.
3. I **shall apply** for education loan for post-graduation.

See the structure of Simple Future Tense

S+ will/shall + Vo (base form of verb) + (O+C+A.....)

II. Simple future tense is also used for the future time which can't be controlled.

- e.g. 1. Perhaps, things **will be** better soon.
2. The candidates **will receive** admit card before the examination.

III. To indicate simple future tense 'be going to' is used along with the base verb form (be going to+ Vo). Study the following examples:

1. We **are going to purchase** a new house next year.
2. The company **is going to shift** its location.

B. Future Continuous Tense:

To indicate an action or event which will be in progress in future time, future continuous tense is used.

1. We **shall be working** in the field on Saturday.
2. The match **will be continuing** next day also.
3. **Will you be staying** here for a long time?

See the structure used for Future Continuous Tense

S+ will/shall be + Ving + (O+C+A+----)

C. Future Perfect Tense:

Future Perfect Tense is used to indicate an action or situation that will be completed within a particular time. Study the following examples:

1. After 10 years I **will have earned** enough amount from my savings.
2. He **will have left** the city before you reach there.
3. Tomorrow at this time I **shall have reached** Delhi.

See the structure used for Future Perfect Tense

S+ will/shall have+ Ven + (O+C+A+----)

D. Future Perfect Continuous Tense:

Future perfect continuous tense is used to indicate the situation which will be in progress over a period of time. For example,

1. Next month I **shall have been joining** my duties.
2. On summer vacation, we **will have been staying** at hill station this year.
3. By next June, Sandesh **will have been teaching** English for three years.

See the structure used for Future Perfect Continuous Tense

S+ will/shall have been + Ving + (O+C+A+----)

Check your progress -III:

A. Complete the following sentences by using the correct verb form of future tense for the verbs in bracket.

1. At present I am busy. I (see) the proposal later.
2. Tomorrow at this time, I..... (teach) English at B. A. Part I class.
3. The lecture (start) at 8.00 a.m. daily.
4. Tomorrow is holiday. I am going(visit) hill station.
5. I am tired. I..... (take) rest for some time.

B.1. Read the following sentences:

- A. I will complete the homework tomorrow.
- B. Children will definitely enjoy the film.

- C. They will played for the team.
- D. We are go on trekking next Sunday.

Identify the correct sentence/s by choosing the correct option given below:

- a. Only (A) and (B)
- b. Only (C) and (D)
- c. Only (A)
- d. Only (B)

2. Read the following sentences:

- A. I will have left the city before my friend arrives.
- B. The next plane arriving at 3.00 p.m.
- C. She will be appearing for exam tomorrow at this time.
- D. The film is about to start.

Identify the correct sentence/s by choosing the correct option given below:

- a. Only (A), (C) and (D)
- b. Only (C) and (D)
- c. Only (A) and (B)
- d. Only (B)

3. Read the following sentences:

- A. Simple Future tense is used to indicate an event that will take place in future time.
- B. Future Perfect continuous tense is used to indicate an action which is in progress in present time.
- C. To indicate simple future tense 'be going to' is used along with the base verb form.
- D. Simple past tense is used to indicate fixed schedule in future time.

Identify the correct sentence/s by choosing the correct option given below:

- a. Only (A), and (B)
- b. Only (B) and (D)
- c. Only (A) and (C)
- d. Only (A) and (D)

C. Read the telephone conversation given below and use the proper verb forms of future tense for the verbs given in bracket.

A: Hello, How are You?

B: I'm fine. How about you?

A: Next week I am going to ----- (visit) Mahabaleshwar.

Are you ----- (come)?

B: I(try). I'm going..... (call) you back tomorrow morning.

A: O.K. I (speak) to you then.

B: Bye ,Bye!

D. Write short notes on the following.

1. Simple Future Tense
2. Future perfect tense

II.A.2.4 Section -IV

II. Types of Sentences

Sentence is the largest unit of language. It consists of group of words that serve a purpose of communication. It is a meaningful group of words that makes complete sense. A sentence includes words which are of different constituents like noun, adjective, pronoun, verb, etc. These are word classes that you have studied earlier.

e.g. Many people are building their houses in bricks.

The words in a sentence can be grouped into various units of language like phrase or clause. Phrase consists of word or group of words which are closely related to one another and convey single meaning. The words in above sentence are grouped into four phrases- (many people), (are building),(their houses) and (in bricks). A Clause consists of one or more phrases including verb phrase. Clause must have verb phrase (predicator).

e.g. My uncle is eating fresh red apple.

The above sentence is grouped into three phrases (my uncle), (is eating) and (fresh red apple). And the sentence having predicator functions as a clause. Thus, a sentence consists of different units of language like words, phrases and clauses.

Sentences can be divided into various types based on two aspects- structure and function. There are four types of sentences according to their functions. Let us study these types:

I. Declarative or Assertive Sentences:

Study the following examples:

1. The dog is barking
2. My sister is a teacher.
3. The committee will declare their recommendations.

The sentences above make a statement. The sentences that make a statement or assertion and declare something are called as Declarative or Assertive sentences. Such sentences are most basic forms and used to convey information, opinions, facts, etc. There is concord between subject and predicator regarding number and person of subject. Declarative sentences can be positive or negative. For instance:

1. She likes sweets. (Positive sentence)
2. She does not like sweets. (Negative sentence)

Declarative sentences can be simple, complex or compound that follows the basic rules for constructing sentences. To illustrate,

1. The building is very old.
2. The boy who is playing football is my brother.
3. She won the award because she worked hard for it.
4. Manisha was suffering from cough and cold, therefore she did not attend the function.

II. Interrogative Sentences:

The sentences which are used for the purpose of asking questions are called as Interrogative sentences. Study the following examples:

1. What is your name?
2. Where do you come from?
3. Did you know this person?

4. Are you happy with this proposal?

You will come across here that some sentences begin with WH-element while some others begin with operator verb. Thus, interrogative sentences are divided into two types- WH Interrogatives and Yes-No Interrogatives. Let us study these types in detail:

1. Yes-No Type Interrogatives (Questions):

The interrogatives that can be answered with 'Yes' or 'No' are called as Yes-No Interrogatives. Such type of questions is asked for yes/no answers. Study the following examples:

1. Do you know the writer of this book?
2. Have you purchased a new cellphone?
3. Does he know the answer of this question?
4. Did she leave any message?
5. Have you ever visited Kolhapur?

When you study these examples, you will come across that operator verbs (is, are, was, have, has, etc.) are used in sentences before subject. If there is no operator verb in a sentence, dummy operator (do, does, did) is used in place of operator verb.

See the structure of Yes-No interrogatives:

Operator verb + Subject+ Main Verb+ -----?

2. WH Interrogatives (Questions):

WH interrogatives (questions) begin with WH word which is one of the clause elements (S, O, C or A). WH words in such questions can be:

- a. WH- Determiners- who, whom, which, etc.
- b. WH-Pronouns-who, whom, whose, what, etc.
- c. WH- Adverbs- where, when, why, how, etc.

Study the following examples:

1. When will you come back?
2. What are you doing today?

3. Where did you keep my books?
4. Who did you say is coming to meet me?

You see in these examples that the question begin with WH- word. The finite operator is placed after WH word and before subject. The structure of WH interrogative is:

WH word+ Operator Verb +Subject+ Main Verb+----?

III. Imperative Sentences:

The sentences which are used for expressing order or command are called as imperative sentences. Such sentences are used to tell someone to do something. For example:

1. Fill all the necessary details properly.
2. Write an essay on this topic.
3. Do not forget to take appointment of a dentist.
4. Close the window properly.

Imperative sentences begin with non-finite verb. Unlike declarative sentences imperative sentences do not begin with subject. In such sentences subject (you) is deleted.

IV. Exclamatory Sentences:

Exclamatory sentences are the type of sentences which are used to express strong feeling or attitude and the sentences end with exclamatory mark(!).

Study the following examples:

1. How tasty the food is!
2. What a pleasant surprise you gave!
3. How lucky you are to have such friends!
4. What an exciting match it was!

Thus, you will notice that exclamatory sentences are used to express the intensity of strong feelings. Such type of sentences begins with WH word but unlike interrogatives the WH elements do not seek information or answer.

Other Types of Sentences (Simple, Compound and Complex Sentences):

Structurally the sentences can be divided into Simple, Compound and Complex sentences.

I. Simple Sentences:

Dear students study the following sentences:

1. Yesterday, my friend gave me a book.
2. She always speaks politely.
3. Both the answers are correct.

Each sentence which is called as clause stands separately and can be comprehended independently. Each sentence contains subject and predicator (verb phrase) along with other clause elements. Such sentences contain finite verb. Thus, the sentences which have single predicator are called as simple sentences. For example:

The two sisters went home immediately.

Subject predicate

The other clause elements like object, complement, adverbial are optional.

II. Complex Sentences:

Conjunctions which are closed word class are linking words which join two or more clauses, phrases or words. They are sub divided into two types- Subordinating conjunctions and Coordinating conjunctions.

Subordinating conjunctions: if, although after, since, as soon as, as, because than, so, though, unless, when as if, etc.

Coordinating conjunctions: and, or but, nor, neither, etc.

You have already studied simple sentences which consist single clause. There are some sentences which consist of more than one clause having more than one predicator. Study the following examples:

1. You play music and I will sing.

2. If you play music, I will sing.

There is crucial difference in these two sentences. The first sentence consists two independent sentences ‘You play music.’ and ‘I will sing.’ These two independent sentences which are clauses are joined by coordinating conjunction ‘and’. Both these clauses are of same rank or order. In Coordination, a clause is joined with another clause of same status. Both are main clauses. Such clauses are called as Coordinate clauses. Thus, the sentences (clauses) joined by Coordinating conjunctions are called as **Compound Sentences**.

Similarly, sentence no.2 consists two clauses of which the clause ‘if you play music’ is dependent or subordinate. This dependent or subordinate clause can’t stand alone. It is meaningful if it is connected with main clause. Such dependent clauses are called as **subordinate sentences**. Study the following examples:

1. I gave her some money so that she could pay bill.
2. Don’t go anywhere until I come back.
3. Since I lost my spectacles, I am unable to read.
4. Who will win the match is uncertain.

Each above sentence contains two clauses of which one is dependent. These are:

1. so that she could pay bill.
2. until I come back.
3. Since I lost my spectacles.
4. Who will win the match

These clauses are called as subordinate clauses. One of the criteria to identify subordinate clauses is that such clauses begin with subordinate conjunctions. The complex sentence consists of one main clause and one or more subordinate clauses. The subordinate sentences (clauses) are again subdivided into Finite and Non-finite clauses according to structure of verb phrase in a particular clause.

Finite Subordinate Clauses:

The sentences showing verb forms of regular tenses like present, past or future with their subtypes contain finite verb. To illustrate:

1. The workers are mending the machine [so that they **can start** work.]
2. Everyone knows [that healthy lifestyle is necessary.]
3. He resigned the job [because it **was** inconvenient for him.]

The clauses in square bracket in above sentences are subordinate clauses. The verb phrases (predicators) used in these subordinate clauses show particular tense (past, present or future) and there is concord between subject and predicator. Such verbs are called as finite verbs and the subordinate clauses with finite verb are called as Finite Subordinate Clauses. The clauses in square bracket above are Finite Subordinate Clauses

Apart from subordinate conjunctions, subordinate clauses also begin with **WH Clause element**. WH elements who, what, where, when, how, etc. are used to join two or more clauses. Study the following examples:

1. [Who will win the match] is uncertain.
2. Everyone was happy [when he won the first prize].
3. The food [which she cooked] was very tasty.
4. I don't know [how to use this app in mobile].

Such type of clauses are also finite subordinate clauses.

Non-Finite Subordinate Clauses:

There are some sentences (clauses) which do not contain finite verb and are without regular tense. Such clauses have irregular verbs. For illustration:

1. He advised him [to read this book].
2. [Buying unnecessary things] is a waste of money.
3. [The instructions given by the institution] are very important.

Study the verbs used in subordinate clauses like 'to read', 'buying', and 'given' do not follow any regular tense form. Such verbs are called as non-finite verbs.

Non-finite verbs are of three types:

1. **Infinitive Verb (Vi)** - e.g. to tell, to go, to make, to eat ,etc.
2. **ING Verb (Ving)**- e.g. watching, working, containing, etc.

3. **EN Verb-** e.g. given, broken, played, etc.

The subordinate clauses containing non-finite verbs are called as **Non-finite Subordinate Clauses**. The subordinate clauses in above sentences like [to read this book], [Buying unnecessary things] and [The instructions given by the institution] are Non-finite Subordinate Clauses.

III. Compound Sentences:

You have already studied that co ordinating conjunctions like and, or, but are used to join two or more words or phrases or clauses. Study the following examples:

1. The water is crystal clear and you can see the bottom of the lake.
2. You can watch T.V. or listen to the radio.
3. Mayuri went to the station but the train has already left the station.

You will come across that in sentence no. 1 the two independent clauses –[The water is crystal clear] and [you can see the bottom of the lake] are joined together by coordinating conjunction ‘and’. Similarly in next examples coordinating conjunctions ‘or’ and ‘but’ are used to join independent clauses. Both the clauses in the sentences are main or independent and are of equal rank. Such sentences are called as Compound sentences. Study some more examples:

1. The weather is cold yet it is pleasant.
2. I can’t run fast nor can swim.
3. He invited all the friends but no one came.
4. You should listen carefully and take lecture notes.
5. Neither he agreed to the proposal nor suggested any solution.

Thus, there are various types of sentences taking into consideration their structure and form which we have already discussed.

Check your progress- IV:

A. Choose the correct alternative as per the given directions:

1. Identify the simple sentence from the options given below.
 - a. She has been waiting for her brother since last two hours.

- b. You can wait for me or go home.
 - c. He worked hard so that he could earn extra money.
 - d. Who put the bag on the table was secret.
2. Identify the imperative sentence from the options given below.
- a. Samir will send message to the office.
 - b. Send the message to the office.
 - c. Who will send the message to the office?
 - d. Will you send the message to the office?
3. Identify the exclamatory sentence from the options given below.
- a. What a beautiful painting it is!
 - b. What is the price of this beautiful painting?
 - c. The painting is very beautiful.
 - d. Will you buy this beautiful painting?
4. Identify the compound sentence from the options given below.
- a. He is cleverer than his brother.
 - b. You can stay at home or go to office.
 - c. If it rains, I will stay at home.
 - d. He could not go to office because it was raining heavily.
5. Identify the complex sentence from the options given below.
- a. He received the news yesterday.
 - b. I was given surprise by my friends.
 - c. This is the best offer for you.
 - d. Unless you study hard, you won't get success.
6. Identify the WH interrogative from the options given below.
- a. I will get information.
 - b. What a beautiful picture it is!

- c. Where can I get the information about online payment?
 - d. Can you give me the information about online payment?
7. Identify the Yes/No interrogative from the options given below.
- a. It may rain today.
 - b. What you need is accuracy in answer.
 - c. Do you like coffee?
 - d. How do you go to college?

B. Do as directed.

I. Transform the following sentences into exclamatory sentence:

- 1. It is a very beautiful nature.
- 2. This creature looks very ugly.
- 3. It is very horrible scene.

II. Transform the following sentences into declarative/Assertive sentence:

- 1. How peaceful this city is!
- 2. How sad it is that the man died!
- 3. What a wonderful piece of art it is!
- 4. What a yummy food it is!

III. Transform the following sentences into Yes/No Interrogative:

- 1. Close the window.
- 2. She has posted the letter.
- 3. He paid the money immediately.

IV. Rewrite the following sentences by using proper coordinate or subordinate conjunctions:

- 1. The sparrow is small bird. It survives in adverse environment.
- 2. The elder brother is in college. The younger brother is in school.
- 3. He was ill. He could not go to office.

C. Write short notes on the following:

1. Declarative /Assertive sentences
2. WH Interrogatives
3. Imperative sentences
4. Exclamatory sentences
5. Finite subordinate clauses

III.A.3 Answers to Check your progress:

Answers to check your progress -I:

A. Identify the type of tenses(verb forms) used in the following sentences and choose the correct options given below:

- 1 - a. Present Continuous Tense
- 2 - c. Simple Present Tense
- 3 - b. Present Perfect Continuous Tense
- 4 - c. Present Perfect Tense
- 5 - c. Simple Present Tense
- 6 - a. Present Continuous Tense indicating future time

B. Match the pairs with column (A)and column (B):

- 1.-b , 2. - a , 3. - d , 4- c

Answers to check your progress -II:

A. Choose the correct alternative given below to complete the sentences:

1. - a. used to
- 2.- a. was reading
- 3.- c. did you read
- 4.- b. had, started
5. - d.left
- 6.- c. saw

7. - a. He attended the annual meeting of the society.

B. Match the pairs with sentences in column 'A' with the type of tense used in column 'B':

1.-b , 2.- d , 3. - a , 4- c

Answers to check your progress -III:

A. Complete the following sentences by using the correct verb form of future tense for the verbs in bracket.

1. At present I am busy. I **will see** the proposal later.
2. Tomorrow at this time I **shall be teaching** English at B. A. Part I class.
3. The lecture **starts** at 8.00 a.m. daily.
4. Tomorrow is holiday. I am going **to visit** hill station.
5. I am tired. I **will take** rest for some time.

- B.**
1. - a. Only (A) and (B)
 2. - a. Only (A), (C) and (D)
 3. - c. Only (A) and (C)

C. Read the telephone conversation given below and use the proper verb forms of future tense for the verbs given in bracket.

A: Hello, How are You?

B: I'm fine. How about you?

A: Next week I am going **to visit** Mahabaleshwar.

Are you **coming** ?

B: I **will try**. I'm going **to call** you back tomorrow morning.

A: O.K. I **will speak** to you then.

B: Bye, Bye!

Answers to check your progress- IV:

A. Choose the correct alternative as per the given directions:

1. a. She has been waiting for her brother since last two hours.

2. b. Send the message to the office.
3. a. What a beautiful painting it is!
4. b. You can stay at home or go to office.
5. d. Unless you study hard , you won't get success.
6. c. Where can I get the information about online payment?
7. c. Do you like coffee?

B. Do as directed.

I. Transform the following sentences into exclamatory sentence:

1. What a beautiful nature it is!
2. How ugly this creature looks !
3. What a horrible scene it is!

II. Transform the following sentences into declarative/Assertive sentence:

1. This city is very peaceful.
2. It is very sad that the man died.
3. It is a very wonderful piece of art .
4. The food is very yummy.

III. Transform the following sentences into Yes/No Interrogative:

1. Will you close the window?
2. Has she posted the letter?
3. Did he pay the money immediately?

IV. Rewrite the following sentences by using proper coordinate or subordinate conjunctions:

1. Though the sparrow is small bird it survives in adverse environment.

Or

The sparrow is small bird, yet it survives in adverse environment.

2. The elder brother is in college and the younger brother is in school.

3. He was ill so he could not go to office.

or

He couldn't go office because he was ill.

Exercises:

A. Identify the type of tenses of the sentences given below:

1. The plane will have left by the time you reach airport.

- | | |
|--------------------------|-------------------------|
| a. simple future tense | b. past perfect tense |
| c. present perfect tense | d. future perfect tense |

2. We have lived here for five years.

- | | |
|--------------------------|-------------------------|
| a. simple present tense | b. past perfect tense |
| c. present perfect tense | d. future perfect tense |

3. We met for the first time after the Covid pandemic.

- | | |
|--------------------------|------------------------|
| a. simple present tense | b. Simple past tense |
| c. present perfect tense | d. simple future tense |

4. The earth moves round the sun.

- | | |
|--------------------------|-------------------------------------|
| a. simple present tense | b. present continuous tense |
| c. present perfect tense | d. present perfect continuous tense |

B. Choose the correct option and complete the following sentences:

1. If you carefully, you the crack on window.

- | | |
|--------------------|-------------------------|
| a. look, will find | b. will look, find |
| c. look, find | d. will look, will find |

2. When I home, mother the meal at that time.

- | | |
|---------------------------|-------------------------|
| a. reach, cook | b. reached, was cooking |
| c. am reaching, will cook | d. reached, cooked |

3. She never sweet, but now she it.

- | | |
|------------------------|----------------------------|
| a. likes, is relishing | b. is liking, is relishing |
|------------------------|----------------------------|

- b. Did he answered the question?
 - c. Does he answered the question?
 - d. Had he answer the question?
3. Which of the following is an example of imperative sentence?
- a. We are taught English.
 - b. The children are playing on the ground.
 - c. Give answer to this question.
 - d. Can you answer all the question?
4. Which of the following sentence does not contain non finite Clause?
- a. He advised me to resign the offer.
 - b. She will look beautiful wearing this dress.
 - c. The gift given by my parents is very precious.
 - d. We were hungry, so we went home.

G. Write short notes on the following.

- 1. Present Perfect Continuous tense
- 2. Future Continuous Tense
- 3. WH Interrogatives
- 4. Imperative sentences
- 5. Compound sentences

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