



SHIVAJI UNIVERSITY, KOLHAPUR

**CENTRE FOR DISTANCE
AND ONLINE EDUCATION**

Open Elective Course

Semester-I OE 1

Basic English Usage

Semester-II OE 2

Improving Reading Comprehension in English

For the Students of Commerce and Management and
Science and Technology

(In accordance with National Education Policy 2020)
(Academic Year 2024-25 onwards)

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Preface

Dear Students,

It gives us great pleasure to present this self-learning Material designed in alignment with the National Education Policy (NEP) 2020, which emphasizes an interdisciplinary and student-centered approach to higher education. The policy encourages flexibility in learning and promotes the holistic development of learners by allowing them to explore disciplines beyond their core areas of study. In keeping with this vision, the Faculty of Humanities offers Open Elective Courses in English for students from the Faculty of Science and Technology as well as the Commerce and Management. The Board of Studies in English and Linguistics has carefully designed these courses to enhance students' communicative competence and linguistic awareness. From Semester I to Semester V, students can elect a course in English that suits their learning needs and academic interests.

For Semester I, the course entitled “Basic English Usage” aims to strengthen the foundation of English grammar and usage. The primary objectives are:

- 1) To revise the basic knowledge of grammatical components of English language.
- 2) To enable students to use appropriate components of grammar into context.
- 3) To develop appropriate usage of English words such as nouns, pronouns, adjectives and adverbs.
- 4) To help students understand and use subject –verb concord with accuracy
- 5) To make students understand the time and tense relationship and their usage

The syllabus for the semester I revises the knowledge of grammatical aspects related to the usage of Noun, Pronoun, Adjective, and Adverb as well as Prepositions and Articles. It also focuses on the concept of Subject–Verb Concord and Time and Tense Aspect.

The course for Semester II entitled “Improving Reading Comprehension in English”, continues the development of core language skills. Its objectives are to:

- 1) To make the students understand the linguistic and semantic coherence in texts.
- 2) To enable students to identify the use of vocabulary and grammatical structure to comprehend texts.

- 3) To develop the reading techniques of skimming and scanning among students
- 4) To help students comprehend and analyze texts.

The content of the course incorporates the components of language such as vocabulary, syntax and structure that aid comprehension. It also provides students the effective reading techniques like skimming, scanning, summarizing, and analyzing texts.

This SIM is prepared with a learner-friendly approach. Each unit includes clear explanations, illustrative examples, and exercises designed to promote practice and self-assessment. The ultimate aim is to help students use English accurately and confidently in both academic and professional contexts.

We hope this material serves as a valuable resource in your journey towards mastering the English language and developing effective communication skills that transcend disciplinary boundaries.

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Each Unit begins with the section objectives -

Objectives are directive and indicative of :

1. what has been presented in the unit and
2. what is expected from you
3. what you are expected to know pertaining to the specific unit, once you have completed working on the unit.

The self-check exercises with possible answers will help you understand the unit in the right perspective. Go through the possible answers only after you write your answers. These exercises are not to be submitted to us for evaluation. They have been provided to you as study tools to keep you on the right track as you study the unit.

Dear Students,

The SLM is simply a supporting material for the study of this paper. It is also advised to see the new syllabus 2024-25 and study the reference books & other related material for the detail study of the paper.

Unit-1

Grammatical Aspects-1

A) Appropriate use of Nouns, Pronouns, Adjectives and Adverbs

B) Subject-Verb Concord

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1.0 Objectives:

After studying this unit you will be able to

- revise the basic knowledge of nouns, pronouns, adjectives and adverbs
- use nouns, pronouns, adjectives and adverbs appropriately as per context
- understand the relationship between subject and verb and their usage
- avoid certain common mistakes related to abovementioned grammatical aspects.

1. Section I- (A)-Appropriate Use of Nouns, Pronouns, Adjectives and Adverbs:

1.1 Introduction:

Dear students, while communicating, we use lots of words. We put them in the appropriate order and try to comprehend what they mean. All these words are of various types. up to your 12th standard, you must have learnt that these words are categorised into eight word classes (parts of speech). They are ‘noun’, ‘pronoun’, ‘adjective’, ‘adverb’, ‘verb’, ‘conjunction’, ‘preposition’ and ‘interjection’. While communicating, we need to use them, as we cannot form sentences without them. Actually, we learn usage of these words through exposure. In the case of the English language, you have learnt these words since your school days. Many English stories, essays, poems and prose passages were prescribed in your syllabus for each class. While learning English, you may have recited the rules for using these words too. However, many students still have difficulties identifying the usage of these words correctly. Besides classroom learning, we have very limited exposure to the usage of the English language. Therefore, we need to revise certain basic usages of these words consciously. If you wish to develop your communication skills in English you ought to listen, read, write, or try to speak it extensively. this unit will provide you with certain common rules for using these basic components of language called nouns, pronouns, adjectives and adverbs. It will also help you to revise your knowledge about subject-verb concord and will provide you with certain rules to learn their usage consciously. As this course is related to the basic English usage, the emphasis is not on the advanced, complicated structures of language. So let’s begin with the unit and its components. For easy understanding of this unit, we will divide our discussion into the following sections: Section I: Usage of Nouns, Pronouns, Adjectives, and Adverbs (subdivided into small sections) and Section II: Subject-Verb Concord.

1.1.1 Appropriate Use of Nouns:

Read the following sentences:

Meena is my **friend**. She is a **Software Engineer**. She works in **Info-tech Company**. She is admired by her employers for her **honesty, sincerity and devotion** to the work. Her **team** in which she works always gets **Best Achievers’ Award** every year.

In all the above sentences, you can notice lots of nouns. They are printed in bold type. Though all these words are nouns, they are not of the same type. The words which come under the word class 'noun' are vast in number and they play a vital role in communication. In the above sentences, the word 'friend' is a common category, but the word 'Meena' is the name given to a person. Like the word 'Meena', the word 'Software Engineer', 'Info-tech Company', and 'Best Achievers' Award' refer to particular profession, company and name of the award respectively. The words like 'honesty', 'sincerity, and 'devotion' are all qualities of Meena. The word 'team', refers to a group of people with whom Meena works and hence it is a noun. From the above examples, you may have understood that nouns are nothing but the names that we give to persons, things, places, ideas, etc. Generally, we classify them into following types:

1) Common Noun: Common nouns refer to a general class of people, things or places rather than a specific person, place or thing. The words 'girl', 'book', 'river', 'building', 'friend' etc. are the examples of common nouns.

2) Proper Noun: The word that refers to any particular person, thing, or place is called proper noun. For instance, 'Meena', 'Manish', 'India', 'Taj Mahal', 'Panchaganga' etc. are words that refer to a particular person, country, building and river and therefore are proper nouns.

3) Abstract Noun: The words that refer to ideas, qualities, states or action are called abstract nouns. e.g. honesty (quality of a person), hardness (quality of a thing), poverty (state of a person), laughter (action of a person), knowledge (may be referred to as an idea), etc. These words can be perceived or realised but cannot be seen in a concrete manner, and so they are called abstract nouns.

4) Collective Noun: The words that indicate a group of individuals or things as a single unit/entity are generally called collective nouns. The words such as 'team', committee, class, etc. From all these words, we get a sense that there are more number of people in a team, class or committee, but all of them are considered one.

5) Countable and Uncountable Noun: All the above-mentioned nouns can be broadly divided into two major categories: countable nouns and the non-countable or uncountable nouns. Understanding the countable and the uncountable nouns is very important as their usage affects the formation of the sentence.

A) Countable Nouns: Generally, all the common nouns can be put under the category of countable nouns. The things, class of people, or places that can be counted are called countable nouns. These nouns take their singular and plural form. Before the countable nouns we commonly put the articles such as 'a', 'an', and, 'the'.

B) Uncountable Nouns: The nouns that cannot be counted are named as uncountable nouns. Mostly abstract nouns are referred to as uncountable nouns. The words referring to

material, natural elements that cannot be measured are also considered as uncountable nouns. See the following examples:

Sr. No	Sentences with countable nouns	Sentences with uncountable nouns
1	I like <u>mango</u> .	She likes to eat <i>rice</i> .
2	Meera was singing <u>a song</u> .	I was listening to <i>music</i> .
3	It was not your <u>fault</u> . It was <u>an accident</u> .	He is known for his <i>honesty</i> .
4	There is a <u>beach</u> near her house.	There is <i>sand</i> in my shoes.
5	I got a new <u>bag</u> as a <u>gift</u> .	We haven't got enough <i>water</i> .

The underlined nouns in the above sentences are countable and can be used in their plural forms. Mango-mangoes, song-songs, etc. But the words written in bold and italics cannot be used in plural form. They are uncountable nouns. We cannot say 'rices', 'honesties' or 'musics'.

Read a list of the nouns that are generally considered uncountable nouns in English: bread, cream, coffee, oil, dust, cloth, advice, hope, information, knowledge, pity, paper, weather, shopping, furniture, luggage, hair, grass etc.

We do not write plural forms of uncountable nouns. But we can express the sense of plurality by adding certain countable nouns before them.

Let us get some examples of their usage:

Sr. No.	Sentences with uncountable nouns	Uncountable nouns with addition of phrase
1	She likes to eat <i>rice</i> .	She likes to eat a bowl of rice .
2	I was listening to <i>music</i> .	I was listening to a piece of music .
3	She gave me the <i>information</i> .	She gave me a bit of information .
4	There is <i>sand</i> in my shoes.	There is a heap of sand .
5	We haven't got enough <i>water</i> .	We would like to have a glass of water .

Thus, we can say, 'a cup of coffee', 'a bottle of oil', 'a word of advice', 'a set of furniture' etc. Find out several such words and their combinations that you can use with uncountable nouns.

Nouns in their Singular and Plural forms: The singular form of a noun refers to one person, place, thing, or idea. The plural form of a noun refers to more than one person, place, thing or idea. Countable nouns can be used in their singular or plural forms. Why is it important to know their usage? In the sentences above, we notice that nouns function as the subject in the sentences and the verbs that follow them are determined by the nouns. If you know which words are to be used in their singular form and which to be used in the plural form, you can

decide their usage. Besides, there are certain common mistakes students make while writing or using the singular or plural forms of nouns. Therefore, in the following discussion, let us focus on how the nouns are changed into their plural forms and which nouns generally appear only in singular form along with the nouns that appear in both the forms.

Common rules to change Nouns into Plural Form:

Singular Nouns	Way to form plural Noun	Examples of Plural nouns
girl, house, chair etc.	By adding suffix ‘-s’ to the singular noun	Girls, houses, chairs etc.
Watch, brush, glass, box, tomato	By adding suffix ‘-es’ to the singular noun (words that end with spelling -ch, -sh, -x, -ss, -o)	Watches, brushes, glasses, boxes, tomatoes etc.
Baby, lady, city,	By replacing ‘-y’ with ‘-ies’	Babies, ladies, cities etc.
Boy, guy, day, key	By adding suffix -s (words that end with -y but have ‘a’, ‘e’, ‘i’, ‘o’, ‘u’ before -y)	Boys, guys, days, keys etc.
Leaf, wife, knife etc.	By replacing ‘-f’ or ‘-fe’ with ‘-ves’	Leaves, wives, knives etc.
Man, child, tooth etc.	By change in spelling (change in vowel)	Men, children, teeth, etc.
Medium, phenomenon, crisis, criterion	Specific words by changing their spelling	Media, phenomena, crises, criteria

Avoid the following common mistakes when you apply the above rules in forming plural nouns:

Boy (S.)	---	Boys (Pl.) but not <i>boy’s</i>
Man (S.)	---	Men (Pl.) but not <i>Mens /Men’s</i>
Woman(S.)	---	Women(Pl.) but not <i>Womens /women’s</i>
Child(S.)	---	Children(Pl) but not <i>Childrens /Children’s</i>

Nouns normally used in singular form: There are some nouns that are always used in their singular form, though they communicate a sense of plural. Read the following sentences and find out their usage:

- 1) I have ordered **furniture** from Saharanpur.
 - 2) The **news** is too good to be true.
 - 3) Prasad learnt the **alphabet** at his very early age.
 - 4) I can't forget fine **scenery** of Kashmir.
 - 5) **The poetry** of A. K. Ramanujan is really great.
- Use the following nouns in your own sentences and find if they can be used in plural form or not.

knowledge, help, experience, work, friendship, damage.

Nouns normally used in Plural Form: As certain words are used only in the singular form there are some other words that are used only in the plural form. Mark their usage:

- 1) These **scissors are** very sharp.
 - 2) Where **are my spectacles?**
 - 3) His **trousers were** hanging in the wardrobe.
 - 4) Playing on the ground his **shorts have** turned dirty.
 - 5) My **clothes were** hung on the rope to be dried.
 - 6) These **binoculars** are very expensive.
- Use the given nouns in your own sentences.
shoes, gloves, people, binoculars, glasses, riches, thanks, odds, etc.

Nouns that end with '-s' but have Singular Form: In the following sentences, you may see that the underlined words have '-s' at the end of their spelling, but the words are not in their plural forms. They are always used in the singular form. Thus, the noun 'summons' ends with the letter -s but it is singular. Read the sentences given below and try to understand how the nouns ending with the letter '-s' are used as singular nouns.

- 1)Manoj received a **summons** from the court yesterday.
- 2)Our team won the match by **an innings** and ten runs.
- 3)**Politics has** become the most popular subject in the modern world.
- 4)**Billiards is** played by both men and women.

5) **Mathematics** is a fundamental subject.

- Use the following words in your own sentences:
Physics, Economics, ethics, news, means etc.

Mark the Usage: In the earlier paragraph, we have discussed that there are some nouns which always appear in their plural form. When these nouns function as the ‘subject’ of the sentence, they are followed by the verbs in their plural form. If we add a phrase with a singular noun as the head, with such plural forms of the nouns, the verb that follows these nouns is singular. The use of verb with such nouns indicates the relationship between the ‘subject’ and the ‘verb’. The relationship is called subject-verb concord. We will discuss it in detail in the second section (B) of this unit. See the following sentences where we use a phrase with a singular noun followed by a plural form of noun and makes use of the singular form of the verb. If the noun is in its plural form, it is followed by the plural form of the verb.

Correct Usage	Wrong Usage
A group of people <i>was standing</i> near the temple. (Though the noun ‘people’ is in the plural form, the subject of the sentence is the singular noun ‘a group’. Therefore ‘people’ is followed by a singular form of the verb ‘was’.)	A group of people were standing near the temple.
People <i>were standing</i> near the temple. (The noun ‘people’ here is plural and functions as the subject. Therefore it is followed by the plural form of the verb, ‘were’)	People was standing near the temple.
A pair of trousers <i>is hanging</i> in the wardrobe. (Though the noun ‘trousers’ is in the plural form, the subject of the sentence is the singular noun ‘a pair’. Therefore it is followed by the singular form of the verb ‘is’)	A pair of trousers are hanging in the wardrobe.
Trousers <i>are hanging</i> in the wardrobe. (The noun ‘trousers’ here is plural and functions as the subject.)	Trousers is hanging in the wardrobe
This pair of gloves belongs to my sister. (Though the noun ‘gloves’ is plural in the form, the subject of the sentence is the singular noun ‘the ‘pair’. Therefore it is followed by the singular form of the verb ‘belongs’.)	This pair of gloves belong to my sister.
These gloves belong to my sister.	These gloves belongs to my sister.

(The noun 'gloves' here is plural and functions as the subject. Therefore it is followed by the plural form of the verb 'belong'.)

Nouns that remain the same in plural form:

- 1) Names of animals such as deer, sheep
- 2) Numbers that are used as a unit: dozen, hundred, thousand, etc.
- 3) Measuring words such as brace, score, etc.

Nouns that are generally plural but singular in particular context:

Some nouns generally take both singular and plural forms as many other nouns do, but sometimes they are used in singular form when we use them in a particular context. For example, the noun 'rupee' can be written as 'rupees' in its plural form. See the sentence below.

A: What's the cost of this scarf?

B: It's for 100 rupees.

Here we use a plural form of the noun 'rupee' by adding '-s'. But the same word is used in its singular form in the following context:

- 1) I found a *ten rupee* note outside the temple. (not **a ten rupees note**)
In the same fashion we also say,
- 2) I will attend a *two-day* workshop. (not **two days workshop**),
- 3) She took admission to a *three-month* course. (not **three months course**)

- Find out the situations where you use such nouns. Use them in their singular forms.

Nouns with apostrophe '-s': In the above discussion, we learnt that countable nouns can be used in singular or plural or in both the forms. A very common way to write the plural form of the noun is to add '-s' to the word. But many times it is found that students misunderstand adding '-s' to the noun for plural and adding '-s' with apostrophe. Sometimes students write the plural forms of the nouns wrongly by using apostrophe 's'. They mistakenly write '*boy's*,' instead of 'boys', '*man's*,' instead of 'men', '*student's*,' instead of 'students' as the plural forms of the words. Let us highlight here why we use an apostrophe and how to use it with certain nouns.

The very first reason to use -'s with an apostrophe is to express a sense of belonging. If we wish to communicate that something belongs to someone or, someone possesses something, we use a noun with apostrophe 's'. An apostrophe is a punctuation mark with which we add 's'. See the following examples.

- 1) This is my friend's house.
- 2) The book's cover was torn.

The first sentence means to say that this house belongs to my friend. In the second sentence, we are talking about the torn cover of a particular book. Many times the language structure used with ‘of’ can be written with apostrophe and addition of ‘s’. We use apostrophe -’s with nouns in the following ways.

1) With singular nouns/plural nouns that do not end with letter ‘s’:

e.g. The baker’s shop, Meera’s birthday, friend’s invitation, etc.

2) While indicating the joint possession:

e.g. Mihir and Meera’s wedding is taking place next month. (not Mihir’s and Meera’s)

Seema and Rupa’s houses are in the same area. (not Seema’s and Rupa’s)

3) With singular or plural nouns that end with letter ‘s’:

e.g. Girls’ hostel, dogs’ bowl, Pythagoras’ Theorem (we put only apostrophe mark but do not add ‘-s’ to the word.

It can be generally stated that we can use apostrophe with the living beings where we directly link the owner with the thing owned but when we use non-living nouns or collective nouns or we need to communicate the things clearly, we commonly use ‘of’ construction. See the examples below:

Correct Usage	Wrong/Awkward Usage
This is a roof of the house.	This is house’s roof.
Beauty of this painting is unmatched.	This painting’s beauty is unmatched.
The title of the book is very catchy.	The book’s title is very catchy.
Head of the Department is on leave today.	The Department’s Head is on leave today.

➤ **Check your Progress-1**

Q.I Identify the type of the underlined noun from the given sentences.

- 1) Truth and non-violence are the guiding principles of life.
- 2) I was invited by Mr. Mehara for birthday party.
- 3) The rivers normally originate in the mountains.
- 4) Poverty is sometimes curse.
- 5) A herd of sheep ran away.

Q.II Rewrite the following sentences by using appropriate form of the noun given in the bracket.

- 1) Our flat is very small. We haven't got much _____. (space/spaces)
- 2) She phoned me six _____ yesterday. (time/times)
- 3) This house is made of _____. (stone/stones)
- 4) In spite of all my _____ the young fellow took to drink. (advice/advices)
- 5) All the _____ for this factory was imported from Japan. (machinery/machineries)
- 6) _____ is called the mother of all social sciences. (Economic/Economics)
- 7) Suman went to attend two _____ international seminar at Delhi. (day/days)
- 8) During the whole afternoon _____ were grazing in the fields. (sheep/sheeps)
- 9) There is no _____ now of getting tickets. (mean/means)
- 10) He always buys his _____ at Raymond's. (cloth/clothes)

Q.III Identify the errors from the given sentences and rewrite them correctly.

- 1) A group of people were standing in the middle of the road.
- 2) The informations are blocked by the authority.
- 3) Warm clothing are necessary in winter.
- 4) Prakash's and Piya's marriage anniversary is on coming Monday.
- 5) Noun's are of various types.
- 6) Nowadays there is more emphasis on use of mobile.
- 7) Did you see my spectacle?
- 8) The childrens playing on the ground are very naughty.
- 9) The college has organized students's industrial tour at Infosys.
- 10) This pairs of glove has become so dirty.

1.1.2 Appropriate Use of Pronouns:

In this section we will learn a definition of pronoun and certain types of pronouns and their usage. We will deal mainly with personal pronouns, possessive pronouns, and reflexive pronouns and the common mistakes that people generally do while using them.

Definition: A Pronoun is a word that we use to replace a noun. The use of pronoun helps us avoid repetition of nouns. For example, see the sentences below:

Mr. T. R. Thorat works for a corporate company. **He** is the head of R&D. **His** office is in Mumbai. The company has put **him** in a key position.

In the above sentences, the word ‘he’ refers back to Mr. Thorat. Therefore, it is called a personal pronoun. The word ‘his’ refers to and replaces Mr. Thorat. Instead of saying ‘office of Mr.T. R. Thorat’, we say ‘his office’ and thus replaces the proper noun. Let us now revise personal pronouns used in English in our day to-day life.

Use of Personal Pronouns:

Number of Person(S./Pl.)	Pronoun to be used as Subject	Pronoun to be used as Object
First person singular	I	me
Second person singular	You	you
Third person singular	he/ she/it	Him/her/it
First person plural	We	us
Second person plural	You	you
Third person plural	They	them

Read the following sentences. Can you identify any error in them?

- 1) I told they to go home.
- 2) Meet Deepa, my friend. He is a Software Engineer.
- 3) May I talk to Mr. Mehata? Sorry they are busy in the meeting.
- 4) They told we to wait for some time.
- 5) Me and my friend are going to watch movie.

In all the above sentences we find error. These errors are related to the usage of personal pronouns. Read the correct usages of the above sentences below:

Wrong Sentence	Correct Sentence	Reason of Error
I told they to go home.	I told them to go home.	We need to use object form of personal pronoun after verb.
Meet Deepa, my friend. He is a Software Engineer.	Meet Deepa, my friend. She is a Software Engineer.	Gender of the pronoun must match to the gender of the noun that it substitutes. (Deepa is a girl so we need to use ‘she’ and not ‘he’.

May I talk to Mr. Mehata? Sorry they are busy in the meeting.	May I talk to Mr. Mehata? Sorry he is busy in the meeting.	The pronoun for singular noun is also singular.
They told we to wait for some time.	They told us to wait for some time.	We need to use object form of personal pronoun after verb.
Me and my friend are going to watch movie.	My friend and I are going to watch movie.	In such sentences we need to use subject form of the pronoun before the verb. (I is subject pronoun)

More examples illustrating these rules:

- I met Jyoti/**her**. (not she/him)
- Yash informed me. (not I)
- We saw you. (not us)
- Minakshi gave Smita a pen. She gave it to her as a birthday gift. (‘she’ for Minakshi, ‘it’ for a pen and ‘her’ as an object pronoun for Smita).
- Mr. and Ms. Jamadar are on Europe tour. They are enjoying their holidays. We called them yesterday. (‘They’ as a plural pronoun for Mr. and Ms. Jamadar, ‘them’ as a personal plural pronoun used as object for Mr. and Ms. Jamadar)
- ‘My **books** are missing’. ‘But I saw **them** yesterday on the table’.(‘Them’ refers back to books. As they are plural in number we use personal pronoun in its plural form functioning as object)
- Who is it? It’s me. (not I) (use of personal pronoun ‘me’ as an object and not as subject in such cases.)

Mark the usage:

<ul style="list-style-type: none"> • The pronoun we use as a substitute for a noun must be of the same gender (‘He’ for masculine gender, ‘she’ for feminine gender and ‘it’ for neutral gender). • The pronoun we use as a substitute for a noun must be of the same number (‘I’, ‘he’, ‘she’, ‘it’, ‘you’ for singular nouns and ‘we’, ‘you’, ‘they’ for plural nouns).

In the above sentences, all the pronouns that come before the verbs are personal pronouns functioning as subjects, and the pronouns that come immediately after the verb are personal pronouns functioning as objects.

Other Ways of Using Personal Pronouns: In the informal conversation we use personal pronouns. Let us see how they are used.

- I'm thirsty.'- 'Me too/ So am I/I am too. (**but not 'I too'.**)
- "Who is paying?"- Her/She is (**but not 'she'**)
- He is faster than me (or I am) but I am stronger than him. (**not he**)
- Meena is two years younger than him but she is as tall as him(or he is)

While using personal pronouns, we should remember that as a response to any expression, we should use personal pronouns in their object form, such as him, her, them, me etc. If we use the personal pronouns functioning as the subject at the place of object pronouns, these pronouns are followed by the 'to be form of the verbs'. E.g., we can use object pronoun 'Her' or subject pronoun 'she' which is followed by 'is', Thus, we can use either 'him' or, 'he is'. We cannot use personal pronouns without the form of the verb.

Use of Possessive Pronouns: To indicate a sense of belonging or possession, we use possessive pronouns like **my, his, her, their, your, or its**. Along with these possessive pronouns, we sometimes use pronouns such as **mine, his, hers, yours, theirs, its**, etc. to express a sense of possessiveness. In the following sentences, you will see the manner and the location of their usage.

Correct Usage	Wrong Usage
That girl keeps losing her pens.	That girl keeps losing hers pens.
Our house is a lot older than theirs .	Our house is a lot older than their .
I think her job is more interesting than mine.	I think her job is more interesting than my.
I can't find my keys, can I borrow yours ?	I can't find mine keys can I borrow your ?
Is that your bike?	Is that yours bike?

In the above sentences you must have noticed that the possessive pronouns, such as my, your, her, their, etc. are used before the nouns. e.g., her pens, my keys, your bike, etc. But when we use possessive pronouns like, hers, yours, mine or theirs, they are not followed by nouns.

Let's read some more examples of such usage:

- We went for a party with some friends of **ours**. (but not '**us**')
- It was a good idea of **yours** to go swimming this afternoon. (but not '**your**')
- It's very cold. I am going to put on **my** sweater. (but not '**mine**')

- She is a friend of **mine**. (but not ‘**She is a my friend**’)
- I think it is your mistake and not mine. (but not I think it is **yours** mistake and **not my**)

Use of Reflexive Pronouns: When the subject and the object of a sentence are the same, we use the reflexive pronoun. They are formed by adding “-self” or “—selves” to certain pronouns. They emphasize that the action of the verb is done by the subject itself. Examples of reflexive pronouns are: myself, himself, herself, yourself, itself (indicating singular subject), and ourselves, yourselves, themselves (indicating plural subject). While using the reflexive pronouns too, we must pay attention to the gender and number of the noun for which we use them. Let’s read some sentences exemplifying their usage.

- **Mr. Sinha** talks about **himself** all the time.
- **We** looked at **ourselves** in the mirror to check our make- up.
- The **doors** get locked **themselves**.
- **I** drove all the way **myself**.
- In this busy schedule **you** should spare some time for **yourself**.
- Don’t worry. **She** will take care of **herself**.

Mark Usage:

Correct Usage	Wrong Usage
Compare yourself to your previous self.	Compare you to your previous self.
I was not happy with my results.	Myself was not happy with my results.
The students must write answers by themselves .	The students must write answers by himself .
She cut the cake herself .	She cut herself the cake.

When we use reflexive pronouns with collective nouns with a sense of singular noun, then we must use the reflexive pronoun in its singular form. See the examples below:

- The team congratulated itself. (not themselves)
- The crowd retreated itself. (not themselves)
- The committee announced the decision itself. (not themselves)

In some imperative sentences, we use reflexive pronouns with the verbs like behave, enjoy, help, make, etc. but we do not use reflexive pronouns with the verbs like wash, hurry, shave, etc. Therefore, the expressions such as “Behave yourself”, “Enjoy yourself”, “Help yourself” are quite common, but we do not normally say, “Hurry yourself”, or “Wash yourself”.

Replacing Reflexive Pronouns with the expression ‘...on...own’: At certain times we may replace the reflexive pronouns by using the expression ‘...on...own’. Read the following sentences.

I like living **by myself**. ----- I like living **on my own**.

Sonal drives the car **by herself**. ----- Sonal drives the car **on her own**.

Did you write this answer **yourself**? ----- Did you write this answer **on your own**?

Use of pronoun ‘Its’ and contracted form ‘It’s’: The pronoun ‘Its’ is often confused with the expression It’s. The pronoun ‘Its’ is used as a possessive pronoun whereas the expression ‘It’s’ is a contracted form of ‘It is’ where an apostrophe mark is used. Let us see some examples.

Use of It’s	Use of Its
It’s terrible weather here.	See the umbrella. Its colour is so fresh.
It’s a lovely day today.	It is all tangled. Its parts must be separated.
I hope it’s well understood now.	It is a beautiful movie. Its frames are so calculated.
It’s getting late. Let’s go home.	Do you see that tree? Its branches are so thick.

From the above examples, we can understand that the word ‘its’ expresses a sense of belonging or possession. In the first sentence, ‘its’ means ‘of umbrella’, or in the third sentence, ‘its’ means ‘of movie’ . In order to avoid repetition of the noun and to express the possessiveness of that noun, the possessive pronoun ‘its’ is used. It is used for the singular form of the noun. It is a possessive pronoun of the personal noun ‘it’. The reflexive pronoun for ‘it’ is ‘itself’. It is for this reason that we should be careful to use the pronoun *it*, *its*, and expression ‘*it’s*’ as per context.

➤ **Check your progress-2**

Q.I Fill in the blanks by choosing the appropriate option.

- 1) We did it for _____ .
 a) us b) ourselves c) me d) myself
- 2) It’s nice if she can have _____ own phone.
 a) hers b) on c) her d) herself
- 3) If people work so hard, they will make _____ ill.
 a) them b) their c) themselves d) theirs
- 4) Come in and make _____ at home.
 a) your b) yourself c) you d) yours

- 5) Everybody put on _____ coats and went out.
a) ours b) their c) theirs d) themselves

Q.II Fill in the blanks by using appropriate pronoun.

- 1) If you meet Pawan, please tell _____ to phone me.
- 2) You should bring _____ own calculator for the examination.
- 3) They were _____ responsible for such a loss.
- 4) "Nice cakes!" "I made _____ myself.
- 5) All the students should go to _____ respective classes.

Q.III Choose the correct word from the pair and rewrite the following sentences.

- 1) _____ dangerous to walk in the road. (Its/ It's)
- 2) _____! we are going to be late. (Hurry/ Hurry yourself)
- 3) Somebody has taken my coat instead of _____. (them/ theirs)
- 4) Satish can't afford to buy _____ a new car. (him/ himself)
- 5) Whose umbrella is this? It's _____. (my / mine)
- 6) One of _____ friends left the college. (her/hers)
- 7) Don't just stand there shouting at _____! Do something. (I /me)
- 8) Help _____ whenever they ask you. (themselves /them)
- 9) The staff congratulated on _____ own. (theirs /its)
- 10) I told _____ to bring a new pair of gloves. (he/ him)

Q.IV Identify the error in the given sentences and rewrite them.

- 1) My dress is quite older than her.
- 2) I told they to go home.
- 3) I bought my tickets but I didn't have enough money to buy your.
- 4) I don't like he and he does not like me.
- 5) 'Who is on the phone?' 'They are your father.'
- 6) It hurt myself when I realized that you avoid me.
- 7) Let we paint the house ourselves. It will be cheaper.
- 8) Its 31st December today. The last day of the year!
- 9) I used to do it all by me but now I have an assistant.

10) Cats spend lots of time washing itself. They are very clean animals.

1.1.3 Use of Adjectives:

An adjective is a word that describes or modifies a noun or a pronoun. It provides us with more information about a noun or pronoun regarding its quality, quantity, or number and so on. Adjectives as words help us make our expressions more exact. We use adjectives before nouns or after verbs. Generally, the words that come after the verbs like ‘seem’, ‘appear’, ‘look’, ‘feel’, ‘sound’, ‘smell’, ‘taste’, ‘grow’, or ‘to be forms of the verbs’ are adjectives. Find some examples of adjectives in the following sentences:

- His mother is **illiterate** but **wise**.
- Sumit was a **poor** boy.
- Prakash seems **happy** today.
- Don't put much salt or it will become **salty**.
- It looks **amazing**.
- The story sounds **interesting**.
- Try this one. It smells **good**.
- Suman feels **fresh** today.
- Due to his illness Manish grew **impatient**.

We use adjectives before nouns. Let us read some examples of such adjectives.

- **This** cap is my favourite one.
- I met your **elder** sister in the market today.
- **Some** participants may cancel their performance.
- **These** shirts are bought today.
- Your **kind** behaviour really moved my friends.

Types of Adjectives:

Adjectives are generally categorized into two major types. They are called adjectives of facts and adjectives of opinion. The adjectives of facts give us factual information, whereas the adjectives of opinion tell us about what somebody thinks of something or somebody. The adjectives of facts generally include the words that describe or specify the age, size, shape, colour, or number of the nouns. Given below is the list of adjectives that comes under this category.

Adjectives of Facts:

Adjectives of **size/length**: big, small, tall, short, long, large, enormous, tiny etc.

Adjectives of **shape**: round/triangular/oval/fat, thin, slim, square etc.

Adjectives of **general description**: sharp, dirty, smooth, hard, rough, etc.

Adjectives of **age**: young, elder, young, old, ancient, primitive, new etc.

Adjectives of **number/quantity**: first, second, third, few, last, next, etc.

Adjectives of **material/origin of person**: plastic, wooden, stony, marble, Indian, American, Korean etc.

Adjectives related to **colour**: blue, grey, reddish, rosy, pink, etc.

Adjectives of facts are used before the nouns that they modify.

Adjectives of Opinion: nice, beautiful, colourful, interesting, careful, tired, boring, angry etc.

As you know, we use adjectives to describe nouns. Sometimes we may use more than one adjective to describe them. In this case we follow a particular order of adjectives. Generally, the adjectives of opinion come before the adjectives of facts. In the case of adjectives of fact, we preferably use the following order of adjectives.

Adjectives of opinion are followed by adjectives of size. They are followed by the adjectives of general description followed by the adjectives of age and shape which may be followed by the adjectives of colour and material/ origin.

Let us see some examples of such an order:

- It was a nice long summer day.
- I drank delicious hot tomato soup.
- It is a beautiful old bronze statue.
- Minal purchased a marvellous round wooden table.
- You will find my documents in a small black metal box.

Mark the usage:

When we use two colour adjectives we use the conjunction 'and' to join them but if there are more than two colour adjectives, we use 'and' before the last adjective.

See for example:

The theme of today's programme is to wear black and white dress.

There is a red, white and green stripped belt on the hanger.

In case of number/quantity adjectives we put the sequence as follows:

For the next few days, the train will arrive late. (not few next days)

In the last ten minutes, the match got a great twist. (not ten last minutes)

Confusing Adjectives

Adjectives are formed in various ways. For example, the suffixes, like ‘-able’, ‘-ous’, ‘-ic’, ‘-ive’, etc. are added to form adjectives. In the same fashion, verbs with their ‘-ing’ form or ‘past participle’ form can also function as adjectives. In this case these words may cause confusion. While reading, we should identify if they are adjectives or verbs in the given sentences. Let us understand them through the examples given below.

Words functioning as Adjectives (with ‘-ing’/ ‘participle’ form)	Words functioning as Verbs (with ‘ -ing’/ ‘participle’ form)
The confusing instructions troubled us.	You are confusing me more with such instructions.
His amazing magic show is truly entertaining.	He was amazing the audience with his magic.
He delivered a really very boring lecture.	The teacher was actually boring the students with his monotonous lecture.
Your answers are very disappointing to me.	You are disappointing me with such answers.
The trees laden with fruits tempted the viewers.	The tree was laden with fruits.
A tired worker went to sleep.	He was tired with the work.
The enlightened participants were eager to solve the tasks.	The participants were enlightened by her speech.

In the above sentences, the adjectives formed with ‘-ing’ structure help us describe or modify the inanimate subjects, ‘instructions’, ‘lecture’, answers, etc. The verbs that are used in their past participle forms in the sentences like, ‘He was tired with the work.’ or “The participants were enlightened by her speech.” indicate the passive structure of the sentences.

Another reason for confusion of adjectives is that in English some words function both as adjectives as well as adverbs in the similar form. Sometimes they are used as adjectives, and in other cases, they are used as adverbs. See some examples.

Word used as Adjective	Word used as Adverb
How are you? I am well . (not good)	You speak English well .
Jay is a fast runner.	He runs very fast .
Yash is a hard worker.	Yash works very hard .

The train was **late**.

The train arrived **late**.

Adjectives help us make our expressions emphatic, exact and appropriate. We should use them appropriately to communicate effectively.

➤ **Check your progress-3**

Q. I Complete the following sentences by choosing appropriate words from the given list.

(slow, unhappy, terrible, unhappily, beautiful, slowly, beautifully, calm, quietly)

- 1) He looks _____. I wonder what's wrong with him.
- 2) The soup tastes _____
- 3) The train was very _____ perhaps they were working on the line.
- 4) The team played _____ in the last match.
- 5) Generally, it's always _____ in the temple.

Q.II Choose the correct word from the pair.

- 1) This explanation is very _____ (confusing /confused)
- 2) I get _____ when people break promises. (annoying/ annoyed)
- 3) It was an _____ match. (exciting /excited)
- 4) Mina was very much _____ in playing Kho-Kho. (interesting /interested)
- 5) Ms Shanaya was _____ to see Malati at this late hour. (surprising/surprised)
- 6) Accountancy is very an _____ subject. (amazing/amazed)
- 7) Shital was _____ with typing for the whole day. (boring /bored)
- 8) Going for a trip was quite an _____ idea. (entertaining/ entertained)
- 9) Amit was _____ to join Army. (determining / determined)
- 10) Prathamesh was _____ to read the news. (disappointing/ disappointed)

Q.III Put the adjectives in the correct order before the nouns.

- 1) old/American/fantastic film
- 2) white/ fat/cunning cat
- 3) sports/black/huge car
- 4) French/interesting/old painting

5) sunny/ lovely /bright	day
6) thin/long/ smiling	face
7) round/wooden/beautiful	table
8) plastic/blue/small	bucket
9) new/nice/stone	house
10) brown/hard/leather	belt

1.1.4 Use of Adverbs:

If adjectives describe or modify the nouns, the adverbs modify or describe the verbs. They tell us about action words. A general way to identify the adverbs in the sentence is to find the word with suffix ‘-ly’. However, there are exceptions to this. In the following discussion, we will focus on such words. Let us first understand in what way adverbs appear in sentences.

- He is tired, so he is walking **slowly**.
- Prathamesh reads newspaper **daily**.
- I can **easily** solve these exercises.

In the above sentences, the words, ‘slowly’, ‘daily’, ‘easily’ tell us about the actions of ‘walking’, ‘reading’ and ‘solving’ respectively. These words do not tell us about the subject ‘he’, ‘Prathamesh’, and ‘I’ but rather about the manner of their actions. All these words are therefore, adverbs. As there are various forms of adjectives, there are different kinds of adverbs. We will discuss some of them below.

Adverbs of Manner: The words that tell us how an action of noun takes place are called adverbs of manners. E.g., quickly, bravely, fast, hard, happily, well, etc.

Adverbs of Place: The words that describe the place of an action are called adverbs of place. E.g., here, there, up, down, upstairs, downstairs, nowhere, anywhere, etc.

Adverbs of Time: The words that indicate the time of action are called adverbs of time. E.g., now, then, today, next day, yesterday, still, soon, yet, last year, etc.

Adverbs of Frequency: The words that communicate how many times the action has taken place are called adverbs of frequency. E.g., always, never, seldom, frequently, rarely, occasionally, often, sometimes, randomly, etc.

Adverbs of Certainty: The words that inform the certainty of action are normally called the adverbs of certainty. E.g. definitely, probably, certainly, surely, etc.

Now let us see some sentences where these adverbs are used.

- Sneha handled the situation **cleverly**. (**Adverb of Manner**)
- I **never** eat bakery food. (**Adverb of Frequency**)
- They didn't find the book **anywhere**. (**Adverb of Place**)
- I read that book **last** year. (**Adverb of Time**)
- He will most **probably** get discharge today. (**Adverb of Certainty**)

Confusing Adjectives/Adverbs: Though adverbs normally use the '-ly' suffix, there are certain words that have the '-ly' suffix but function as adjectives. If we wish to use them as adverbs, they get different structure. Following are the sentences exemplifying such usage.

- She behaved in a **friendly** way. (**Adjective**)
- After her parents' death she is **lonely**. (**Adjective**)
- It's a **lovely** day today. (**Adjective**)
 - Now read the following words, use them in your own sentences and try to find out if they function as adjectives or adverbs.
ghastly, costly, deadly, fatherly, cowardly, scholarly, brotherly.

Mark the more usage:

Correct Usage	Wrong Usage
They are likely to come.	They will come likely.
Prashant works very hard in the office.	Prashant works very hardly in the office.
I woke up late today.	I woke up lately today.

Words that function as Adjective as well as Adverb:

Words used as Adjectives	Words Used as Adverbs
You look well today.	Rama prepared the notes very well.
This is the most direct route to your destination.	You can go there direct.
I took a fast train.	The train went fast.
My friends never arrange late night party.	She came late to the office.
Please draw a straight line.	After dinner we went straight home.

Order of Adverbs: While studying the usage of adverbs, we need to remember their position in a sentence. There is a logical order of adverbs. If we have two or more adverbs in a sentence, we generally place the adverbs in the following sequence.

Adverb of manner followed by Adverb of place followed by Adverb of time.

Study the following examples.

- She sang very well at the concert last night.
(Manner) (Place) (Time)
- They make wonderful pizza here.
(Manner) (Place)

We do not normally put adverbs between verb and its object.

- I paid the bill at once. (**not I paid at once the bill.**)
- She will call me soon. (**not She will call soon me.**)

We put adverbs of frequency and certainty before the verb.

- I **always** go for morning walk.
- I **never** go sailing.

We put adverbs of frequency or of certainty after the auxiliary or to be form of the verb.

- I can **often** beat him in chess.
- Piyush is **probably** coming today.

We put adverbs before adjectives and past participles.

- You look **extremely** tired.
- This book is **neatly** written.

➤ **Check Your Progress-4**

Q.I Choose the correct word from a given pair.

- 1) This fish smells _____. (bad/ badly)
- 2) I am sorry but you are _____ wrong. (complete/ completely)
- 3) You are looking very _____ today. (happy/ happily)
- 4) Please do not drive so _____. (fast/ fastly)
- 5) She spoke to me very _____. (cold/coldly)
- 6) The proposal was made _____. (wonderful/wonderfully)

- 7) Pranil doesn't speak _____, I often have trouble understanding him. (clear/clearly)
- 8) This tastes _____.(delicious/ deliciously)
- 9) Have you seen any good film _____? (recent/ recently)
- 10) Surya played really _____ in the match. (good/ well)

Q.II Identify the error if any and correct the sentences wherever necessary.

- 1) It's very irritated when the computer doesn't work properly.
- 2) You speak very well Japanese.
- 3) The choir sang last night in the church beautifully.
- 4) Botanists are interesting in plants.
- 5) I have never seen a ghost.
- 6) Don't talk so loud, I am not deaf.
- 7) He is working now there.
- 8) If you have got a fast car, drive it fastly.
- 9) They deliver fresh milk a day to the local shops.
- 10) It is getting lately, I must go home.

Q.III Identify the class of underlined words (Adjectives or Adverbs).

- 1) The Economist is a weekly magazine.
- 2) We usually have monthly meetings.
- 3) My flight arrived late.
- 4) 'How are you?' Very well, thanks.
- 5) Do you get up early?

1.2 Section II: (B) Subject –Verb Concord

1.2.1 Introduction:

In this section of the unit, we will discuss the subject –verb concord. It means, the agreement between the subject and the verb. When we form sentences, they commonly include at least one subject and one verb. There is a need for coordination between the subject and the verb. If it is not, the sentence may be grammatically wrong. By coordination or agreement between the subject and the verb, we mean that the Number of the subject and the Person of

the subject must agree with the form of the verb we use, so as to get the correct grammatical sentence. So, in the following discussion, we will deal with the various rules that we need to consider, to maintain subject – verb concord.

1.2.2. Comprehending ‘Subject’ and ‘Verb’ in the sentence:

Before we see the rules of concord let us first revise what is meant by the ‘subject’ of the sentence and the ‘verb’ in the sentence. The word ‘subject’ refers to the person, thing, place, or idea that performs the action of the verb or is described in the sentence. In this way, all those words that fall under the category of noun function as the subject of the sentence. Read the following sentences:

- 1) **The cat** is sleeping on the mat.
- 2) **She** runs very fast.
- 3) **Everyone** is busy in this modern world.
- 4) **The Government** announces financial budget every year.
- 5) **Mr. Mehata** has his publishing house.
- 6) **Mina and Nima** go to dance class.
- 7) **A crew on the ship** was eager to go home.
- 8) **Reading books** is my hobby.

In the above sentences, all the words typed in bold font function as the subject of each sentence. These sentences exemplify that any common noun, proper noun, collective noun, noun phrase, or indefinite noun can function as the subject of the sentence. They either perform a particular action, (like sleep, announce, run etc. as in the above sentences) or are modified or described with other words (‘is busy’, ‘has a publishing house’, ‘my hobby’, etc. as seen in the above sentences). Now, let us comprehend the meaning of ‘verb’. The word that functions as a verb informs the action of the subject. The verbs can be categorized as the Action Verbs and the Stating Verbs. For instance, words like ‘sleep’, ‘walk’, ‘run’, ‘read’, ‘jump’, ‘write’, etc. exemplify a particular action and are therefore called action verbs. The words such as am/is/are/was/were/ has/have/shall/will etc. state something about the subject and can therefore, be called ‘stating verbs. These verbs are normally called “to be form of the verb”. They function as the main verbs in a sentence. When we talk about the subject –verb concord, we talk about the agreement between the words functioning as the subjects and the words functioning as the verbs. Now let us focus on the requisites of agreement.

The idea of agreement between subject and verb takes into account the relationship of the number and the person of the subject with the form of the verb, we use in the sentence. Number of the subject indicates if the subject is singular or plural and the person of the subject indicates if the subject is first person, second person, or third person. According to the number and

person of the subject we choose the form of the verb. Here, we also need to add that the time aspect of the action also affects the usage of the verb form. However, we will not elaborate this component here, as you have a separate unit on the time and tense aspect in the present course. Here, we will only highlight how the ‘to be forms of the verbs’ function either as the ‘main verbs’ or ‘the auxiliaries.’

To Be Form of the Verb as Main Verb	To Be Form of the Verb as Auxiliary
I am a teacher.	I am teaching English in the class.
Sapana is a lazy girl.	Sapana is working very slowly.
We are the citizens of the world.	We are living in Mumbai these days.
I have two books of the same author.	I have been working as a teacher since 1998.
She has so many friends.	She has worked as a counsellor.
She was the most clever student in the class.	She was playing chess when her mother arrived.
They were always the enthusiastic participants.	They were working very enthusiastically.

Here we must understand that while we form the sentences for communication, we must consider at least the following three things.

- 1) **What is the time of action and what tense shall we use to indicate that time.**
- 2) **What is Subject and its Number and Person.**
- 3) **If the Verb is to be used, is that verb an ‘action verb’ or ‘to be form’ of the verb?**

The following discussion will help you to comprehend crucial usage related to the Subject and Verb.

1.2.3. Subject –Verb Concord:

The first rule about the subject–verb agreement is that we must put a form of verb according to the Number and the Person of the subject. If the subject is singular the verb must be in a singular form, and if it is plural then it must be in its plural form. Once we know the time of the action, we use the form of the verb accordingly. Let us know some more rules about this.

- If two or more Singular Subjects are connected by ‘and’, the subjects take a plural verb.
E.g., Payal and Saloni **are** active girls.
- If two Subjects represent one idea, we use singular verb.
E.g., Bread and Jam **is** his favourite breakfast.

- Two or more Singular Subjects connected by either – or, neither—nor take a Singular Verb.
E.g., Either Prasad or Pradip has seen this movie.
- If one of the nouns joined by ‘or / nor’ is Singular and another is in the plural, the verb should be plural and the plural Subject should be placed near the verb.
E.g., Neither the teacher nor her students **were** present for the programme.
- If the two Subjects are joined by ‘with’ or ‘as well as’ the verb agrees with the first subject. It means if the first Subject is Singular, the Verb is Singular.
E.g., The principal, with all his faculty members **was** invited to the seminar.
- A Collective Noun takes a Singular or Plural Verb according to its sense. If the Collective Noun expresses the idea of oneness, the Verb is Singular but if the Subject communicates the individuals included in it, the Verb is Plural.
E.g., The council **meets** every month.
The council **were** divided in their opinion.
- When Subjects have either, neither, each, every, one as their determiners, the Verb must be Singular.
E.g., Either of the two roads leads to the railway station.
Each of these substances is found in India.

1.2.2 Common Errors in following Subject-Verb Concord:

Wrong Usage	Correct Usage	Reason
The behaviour of the students were excellent.	The behaviour of the students was excellent.	Subject of the sentence is ‘Behaviour’ and not ‘students’. The Subject is singular so the Verb must be in its singular form.
The quality of the mangoes were good.	The quality of the mangoes was good.	Subject of the sentence is ‘quality’ which is singular, uncountable noun and not the word ‘mangoes’.
The books in the cupboard is expensive.	The books in the cupboard are expensive.	Subject of the sentence is ‘books’ which is plural in number.

One of the boys in our class have won the prize	One of the boys in our class has won the prize.	'One' and not the boys is the subject, which is singular.
Most of the money were spent.	Most of the money was spent	Money is uncountable noun that takes Singular Verb.
Most of the houses is renewed.	Most of the houses are renewed.	'Houses' is Plural, countable Subject which takes Plural verb.
A large number of books is missing from the library.	A large number of books are missing from the library.	'A large number of' phrase gives sense of plural and the word 'books' is also in its plural that takes Plural Verb.
Three parts of the business are in my hands.	Three parts of the business is in my hands.	When the noun appears plural but refers to specific quantity it always takes Singular Verb.
A large quantity of goods were shipped to the warehouse.	A large quantity of goods was shipped to the warehouse.	Noun with a phrase 'a large quantity of' is always followed by Singular Verb.

Let us have a quick glance at the usage of the 'to be forms of a verb' that must agree with the subject of the sentence in person and number. Here is a chart related to it. The detailed usage of the time and tenses will be discussed in the second unit of this course.

Subject in Person and Number	Present Tense	Past Tense	Past Perfect
First Person Singular(I)	am/ have /do	was/had/did	had/ done
First Person Plural (We)	are/ have/do	were/ had/ did	had/ done
Second Person Singular (You)	are/ have/do	were/had/did	had/ done
Second Person Plural	are/have/do	were /had/did	had/ done
Third Person Singular	is/ has/does	was/ had/ did	had/ done
Third Person Plural	are/ have/do	were/ have/did	had/ done

➤ **Check Your Progress-5**

Q.I Choose the correct verb from the verbs given in the bracket to fill in the blanks.

- 1) Not one of these mangoes _____ a delicious taste. (has/have)
- 2) A few hours' study _____ enough. (is/are)
- 3) Curry and rice _____ his daily food. (is/are)
- 4) A great number of people _____ been arrested. (has/have)
- 5) No sound but their own voices _____ heard in that house. (was/were)
- 6) Most of the traffic _____ by this road. (goes/go)
- 7) Patience as well as honesty _____ necessary for success. (is/ are)
- 8) A series of lectures _____ been arranged this week. (has/have)
- 9) One of the soldiers _____ shot dead by the terrorists. (was/ were)
- 10) Many of the students _____ failed in the examination. (has/ have)

Q.II Choose the correct word from the words given in the bracket to fill in the blanks.

- 1) One of my _____ has a fine collection of postage stamps. (friend / friends)
- 2) A group of _____ was standing in the street corner. (person/ people)
- 3) The owner of these _____ gives a lot of money in charity. (factory/ factories)
- 4) The _____ has many multinational companies. (United nation/United Nations)
- 5) _____ thanks Jasmin for her invaluable support. (I/ Minal)
- 6) All the _____ has been spoiled by the rain. (luggage/ luggages)
- 7) Neither of the _____ is correct. (explanation/ explanations)
- 8) Either Mr. Sumit or his _____ have decorated this hall. (child /children)
- 9) Each of these _____ is best seller. (book/ books)
- 10) Plucking _____ is forbidden in this garden. (flower/flowers)

Q.III State whether the following sentences are grammatically correct or incorrect.

- 1) Mr. Pratik and Mr. Prashant has attended a meeting.
- 2) Each day and each hour brings us a new opportunity.
- 3) Neither you nor he are to blame for this mishap.
- 4) Neither of them likes hard work.
- 5) Everyone among these parents have accepted our terms and conditions.

- 6) The performance of all the participants were excellent.
- 7) Cancellation of the tickets were not easy task for Mahesh.
- 8) One of my friends is an artist.
- 9) None of his lectures were informative.
- 10) Several of the students were awarded scholarship.

1.3 Summary:

In this unit, you have learnt two grammatical aspects. The first one is related to the use of nouns, pronouns, adjectives and adverbs. In the second section, you have read about the meaning of the subject, the verb and the rules of concord between them. As users of language, we should know how to use singular and plural nouns. We must not mistake the ‘-s’ of the plural with the apostrophe ‘s’. The errors of pronouns should be consciously avoided. We need to comprehend the ‘subject pronouns’ and the ‘object pronouns’ and use them accurately. We have to develop our ability to use adjectives and adverbs at the appropriate places in sentences. We must differentiate the adjectives from the adverbs that apparently look similar but occupy different place and meaning in the sentence. As the users of language we have to be conscious of the number and the person of the subject and should use the verb accordingly. We have to remember that the accuracy of expression results in better communication and enhances the effect of communication also. Therefore, if you learn the accurate and exact usage of all the above discussed components, it will bring appropriateness to your communication.

1.4 Terms to Remember:

- 1) **Apostrophe Mark:** An apostrophe (’) is a punctuation mark used in English to show ownership or possession. It is also used for various other functions such as contraction (It’s), omitted digits, etc.
- 2) **Subject in the sentence:** The subject in the sentence is the part of the sentence that performs the action or is described by the verb. It typically tells who or what the sentence is about.
- 3) **Concord:** In grammar, concord refers to the agreement between different parts of a sentence, particularly between the subject and the verb.
- 4) **Concept of Person:** The concept of person in relation to the subject of a sentence refers to the grammatical category that identifies the relationship between the speaker, the listener and the subject. It is expressed through the use of first person, second person or third person.
- 5) **Concept of Number:** The concept of number in relation to the subject of a sentence refers to whether the subject is an individual person, or more than one person. The distinction

is made with the words 'singular' and 'plural'. It affects verb conjugation and use of pronoun in sentence.

1.5 Answers to Check Your Progress

Check Your Progress-1

QI- 1) Abstract Noun 2) Proper Noun 3) Common Noun 4) Abstract Noun 5) Collective Noun

Q. II- 1) space 2) times 3) stone 4) advice 5) machinery 6) Economics 7) day 8) sheep 9) means 10) clothes

- Q.III-**
- 1) A group of people **was** standing in the middle of the road.
 - 2) The **information is** blocked by the authority.
 - 3) Warm clothing **is** necessary in winter.
 - 4) **Prakash and Piya's** marriage anniversary is on coming Monday.
 - 5) **Nouns** are of various types.
 - 6) **Nowadays** there is more emphasis on use of mobile.
 - 7) Did you see my **spectacles**?
 - 8) The **children** playing on the ground are very naughty.
 - 9) The college has organized **students'** industrial tour at Infosys.
 - 10) This **pair of gloves** has become so dirty.

Check Your Progress-2

Q.I 1)--- b, 2) - c, 3) --- c, 4)---b, 5)---b

Q.II 1) him 2) your 3) themselves 4) them 5) their

Q.III 1) It's 2) Hurry 3) theirs 4) himself 5) mine 6) her 7) me 8) them 9) its 10) him

- Q.IV**
- 1) My dress is quite older than **hers**.
 - 2) I told **them** to go home.
 - 3) I bought my tickets but I didn't have enough money to buy **yours**.
 - 4) I don't like **him** and he does not like me.
 - 5) 'Who is on the phone?' '**It's** your father.'
 - 6) It hurt **me** when I realized that you avoid me.

- 7) Let **us** paint the house ourselves. It will be cheaper.
- 8) **It's** 31st December today. The last day of the year!
- 9) I used to do it all by **myself** but now I have an assistant.
- 10) Cats spend lots of time washing **themselves**. They are very clean animals.

Check Your Progress-3

- Q. I.** 1) unhappy, 2) terrible 3) slow 4) beautifully 5) calm
- Q.II.** 1) confusing 2) annoyed 3) exciting 4) interesting 5) surprised 6) amazing 7) bored 8) entertaining 9) determined 10) disappointed
- Q.III.** 1) Fantastic old American film 2) Cunning fat white cat 3) Hugh black sports car 4) Interesting old French painting 5) lovely bright sunny day 6) long thin smiling face 7) beautiful round wooden table 8) small blue plastic bucket 9) nice new stone house 10) hard brown leather belt

Check Your Progress-4

- Q.I.** 1) bad, 2) completely, 3) happy, 4) fast, 5) coldly 6) wonderfully 7) clearly 8) delicious 9) recently 10) well.
- Q.II.** 1) It's very **irritating** when the computer doesn't work properly.
 2) You speak Japanese **very well**.
 3) The choir sang **beautifully in the church last night**.
 4) Botanists are **interested** in plants.
 5) I have never seen a ghost. (**correct: No change.**)
 6) Don't talk so **loudly**, I am not deaf.
 7) He is **now** working there.
 8) If you have got a fast car, drive it **fast**.
 9) They deliver fresh milk **daily** to the local shops.
 10) It is getting **late**, I must go home.
- Q. III** 1) Adjective 2) Adverb 3) Adverb 4) Adjective 5) Adverb

Check Your Progress-5

- Q.I.** 1) has 2) is 3) is 4) have 5) were 6) goes 7) is 8) has 9) was 10) were
- Q.II.** 1) friends 2) people 3) factories 4) United Nations 5) Minal 6) luggage 7) explanations 8) children 9) books 10) flowers

Q. III. 1) Incorrect 2) Correct 3) Incorrect 4) Correct 5) Incorrect 6) Incorrect 7) Incorrect
8) Correct 9) Incorrect 10) Correct

1.6 Exercises:

Q.1 Write a short note on the types of nouns and ways of forming plural nouns with examples.

Q.2 Explain the types of pronouns and their usage with examples.

Q.3 Elaborate the order of adjectives and adverbs to be used in sentences with certain examples.

Q.4 Discuss and elaborate rules of subject –verb concord.

1.7 Reference for Further Studies:

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Unit-2

Grammatical Aspects - 2

A) Usages of Prepositions and articles; B) Time and Tense Aspect

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2.0 Objectives

After studying this unit, you will be able to

- know different types of prepositions according to their functions
- understand correct usage of prepositions and articles
- understand what do time and tense mean in the context of grammar
- use the different types of tenses and how they are used
- apply knowledge through exercises to reinforce understanding

2.1 Introduction

Preposition is a part of speech. Prepositions are essential elements of English Grammar. They are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. The relationship includes direction, place, time, cause, manner and amount.

“A preposition is a word that explains the time, space or logical relationship between other parts of the sentence.”

“A preposition may be defined as connecting word showing the relation of a noun or a noun substitute to some other word.”

In other words a preposition is a word that is used to show the relationship of a noun to something else, usually a location in space or time.

Following is the list of some prepositions

in	near	before	since
on	behind	at	to
above	beyond	with	towards
across	between	out of	next to
up	over	into	to
down	under	during	far from
among	below	of	within
off	by	from	about
along	after	for	opposite

2.2 Presentation of Subject Matter

2.2.1 The Object of the Preposition

The word or phrase that the preposition introduces is called the object of the preposition.
Or

A word such as noun, pronoun or gerund following a preposition is called the object of the preposition.

e. g.

1. The cat is **under** the table.

In this example, 'under' is a preposition. The word 'table' comes after the preposition 'under,' so 'table' is the object of preposition.

2. The ball is **in** the box.

Here 'in' is the preposition. The word 'box' comes after the preposition. Hence, 'box' is the object of preposition.

3. The dog is behind the sofa.

Here 'behind' is the preposition. The noun 'sofa' comes after the preposition. So 'sofa' is the object of preposition.

A preposition serves to connect its object with the rest of a sentence. In doing so, a preposition indicates the relationship of the idea expressed in the rest of the sentence. For example

He has a house **on** the corner.

Here 'on' is a preposition. 'The corner' is word which follows the preposition. So 'the corner' is the object of the preposition. It shows the 'location' of the house.

Check the Progress: 1

A) Find out the prepositions in the following sentences

1. I asked for a ticket.
2. We spent the whole day in playing cards.
3. Open your English book at page no. 27.
4. I met him on his birthday.
5. You should complete your writing within two hours.

B) Find out the object of the preposition from the given sentences.

1. The students are sitting at their desks.
2. She was married to a businessman.
3. The ball is on the table.

2.2.2 Functions of Preposition

Prepositions perform several functions. Prepositions can be classified by their structure as well as their functions. Following are the prepositions classified according to their functions.

- 1] Prepositions of Locations / Position
- 2] Preposition of Direction
- 3] Prepositions of Time
- 4] Prepositions of Manner
- 5] Prepositions of Agent
- 6] Prepositions of Instrument
- 7] Prepositions of Cause and Effect

◆ **Prepositions of Locations / Position:**

Prepositions of Location describe the position of something or someone in relation to other things or places. They indicate the place where something is situated.

Detailed chart of preposition of Location

	Preposition	Meaning / Indicates	Examples
1.	at	Specific point / place	She is at the bus stop.
2.	in	Something being inside a place / area	The ball is in the box.
3.	on	Something above the surface touching it	The box is on the table.
4.	between	Something in middle of two points or object	Geeta is sitting between Rani and Mani.
5.	among	Something surrounded by other things	Geeta is sitting among her friends.
6.	next to	Something is immediately adjacent to something else	The college is next to the market.
7.	behind	Something is at the back of or hidden from view	The cat is behind the sofa.
8.	near	Something is close to another thing	The restaurant is near the cinema theatre.

9.	by	Proximity or nearness to something	She lives by the Shiva complex.
10.	far from	A significant distance from something	The college is far from the village.
11.	under	Something directly beneath / lower than something else	The cat is under the sofa.
12.	below	Something is lower than particular	The basement is below the ground floor.
13.	opposite	Facing something	The chamber of commerce is opposite the Bank.
14.	above	Higher than particular point	He hung the painting above the sofa.
15.	over	Covering or vertically above	My mother put a blanket over me.

◆ **Prepositions of Direction:**

Prepositions of direction are essential in describing movement and position relevant to various locations. They help to convey where something is going or coming from, or the path it follows.

	Preposition	Indicates movement	Example
1)	to	Towards a specific destination or goal	She is going to school.
2)	into	From the outside to a point inside something	Teacher enters into the room.
3)	out of	From within a place to the outside	The goat jumped out of the well.
4)	towards	In direction of something, but not necessarily reaching it	They are walking towards the park.
5)	across	From one side to the other side of something	He ran across the street.
6)	along	Following the length of something	They walked along the beach.

7)	from	Point of departure	He had already gone from home.
8)	for	Beginning of an action from a lower point to a higher point	Neeta leaves for the office.
9)	Up	To a higher position	The balloon went up into the sky.
10)	down	From higher point to a lower point	She climbed down the hill.
11)	away from	From a particular location or point	She moved away from the table.
12)	off	Shows separation	He fell off the cycle.

Check your Progress: 2

A) Write the answers in one or two sentences.

- 1] Why are the prepositions of direction important?
- 2] Name some prepositions of direction.

B) Choose the appropriate prepositions of direction in the following sentence.

- 1] She went _____ the site of the accident. (into / towards)
- 2] Take your legs _____ my hand. (down / off)
- 3] Rani brought these books _____ the market. (from / up)
- 4] Her face was so sweet that I could not keep my eyes _____ it. (off / against)
- 5] Keep your dog _____ the bed. It might damage the bed. (to / away from)
- 6] He jumped _____ the river. (towards / into)
- 7] We shall soon set off _____ Delhi. (down / for)

C) Use the appropriate prepositions of location in the following sentences.

- 1) A small table was kept _____ the two beds.
- 2) My father put a blanket _____ me.
- 3) She put the keys of the cupboard _____ her pillow.
- 4) He kept the chair _____ the middle.
- 5) Please wait for me _____ the corridor.

◆ **Prepositions of Time**

Prepositions of time are crucial for specifying when events occur. They help to clarify temporal relationships and establish time lines.

	Prepositions	Indicates	Example
1)	at	Precise points in time or specific movements	The meeting started at 11 a.m.
2)	on	Specific days and data	1] His birth is on 11 th June. 2] The team will visit on Monday.
3)	in	Longer periods such as months, years, centuries	The project will finish in January.
4)	by	A deadline or the latest time something should occur	Submit your project by Friday.
5)	for	The duration of an action or event	He has left the office for two hours.
6)	since	The starting point of an action / event that continues to the present	He has been working in the industry since 2020.
7)	during	Time when something happens within a specified period	She slept during the movie.
8)	after	A time following another event or movement	We will go for walk after dinner.
9)	before	A time preceding another event or movement	I need to finish this work before the deadline.
10)	until	The time up to a certain point	She will wait until you arrive.

◆ **Prepositions of Manner:-**

Prepositions of Manner describe how something is done or the way in which an action occurs. They provide additional details about the quality, method or style of an action.

	Preposition	Indicates	Example
1.	by	the method or means through which an action is accomplished	She went to Mumbai by plane.
2.	with	the tool or instrument used to perform an action	He cut the paper with scissors.

3.	like	is used to compare the manner in which something is done to something else	He cooks like professional.
4.	as	the role or capacity in which something is done	She performed as the lead actress in the movie.
5.	in	the manner or style in which something is done, often related to general state or condition	She spoke in a calm voice.

Check your Progress – 3

A) Find out the errors of the prepositions given in the following sentences.

1. She spoke on a loud voice.
2. Kavita has been teaching in this institution from 2012.
3. I will be back on two hours.
4. The plan must be completed as 2025.
5. I have decided to complete the course in holidays.
6. There is a train on 6 p.m.
7. We sleep in night.
8. You can stay in the weekend.

B) Arrange the given words to frame a meaningful sentence.

1. guests, visit, on, Saturday
2. cut, vegetables, with, knife
3. Geeta, in, speaks, soft voice
4. in, birthday, January, My, is
5. We, Independence day, 15th August, on, celebrate, our

◆ Prepositions of Agent:

Prepositions of Agent specify who or what performs the action and what, especially in passive voice sentences. They help to clarify the relationship between the action and its performer.

By: - This preposition indicates the person or thing performing the action in passive constructions.

e.g.:- The cake was made by my mother.

◆ **Prepositions of Instrument:-**

Prepositions of Instrument are used to indicate the tools or means by which an action is performed. They help to specify what is performed. They help to specify what is used to achieve a particular result or perform a task.

1) With: - The preposition indicates the tool or means employed to perform an action.

e.g.:- He cut the vegetables with a knife.

By: - e.g. The report was prepared by using AI tools.

◆ **Prepositions of Cause and Effect:-**

Prepositions of cause and effect show the reason or result of an action. 'Because of', 'due to' and 'thanks to' are the key words which show the prepositions of cause and effect.

e.g.

- 1) The game was cancelled due to rain.
- 2) They won the award, thanks to their innovative design.
- 3) I got success because of my mother.

Check your progress – 4

A) Find out the type of preposition.

- 1) She wrote a letter with the pencil.
- 2) She achieved a gold medal because of the support of her family.
- 3) The document was edited by a word processor.

B) Fill in the blacks with correct preposition.

- 1) The train was cancelled ____ heavy rain.
- 2) The song was performed ____ the band.
- 3) She was upset ____ misunderstanding.
- 4) The document was signed ____ a fountain pen.
- 5) She solved the problem ____ a calculator.

- 6) The success was achieved _____ their dedication.
- 7) The book was translated _____ a skilled translator.

Prepositions can be classified by their structure also. The above examples are the types of prepositions according to their functions. The prepositions discussed above can also be classified as per their structure. Study the examples given below.

- 1) **Simple Preposition:** - It consists of a single word e.g. at, on, in, from into etc.
- 2) **Compound Preposition:** - These are combinations of simple prepositions and other words. So there is a combination of two or more words.
e.g. In front of, out of, in terms of, with regards to etc
- 3) **Phrasal Preposition:** - In this type of preposition, a phrase functions as preposition.
e.g.:- In spite of, because of etc.

2.2.3 Phrasal Verb:-

Phrasal verb is a very important aspect of English Grammar. A phrasal verb is a **Verb + Preposition** or a **Verb + adverb** having a specific meaning. They can be challenging for learners due to their idiomatic nature and varied meanings.

Definition:-

A phrasal verb consists of a verb plus one or more particles (prepositions or adverbs) that together create a meaning different from the original verb alone.

e.g.

to give :- to hand over

to give up :- to quit

Structure: - Phrasal verbs can be separable or inseparable.

Separable – The object can come between the verb and the particle.

- e.g.
- 1) Turn **the light** off.
 - 2) I will call **you** back once.

Inseparable - The object must follow the particle.

- e.g.
- 1) Look after the children.
(not – look the children after)
 - 2) I ran into an old friend at store.
(ran into – to meet unexpectedly)

Here is the list of common phrasal verbs with their meanings and examples –

	Phrasal Verbs	Meaning	Examples
1)	Break down	To stop working or collapse into smaller parts	My car broke down on the way to work.
2)	Call off	To cancel something	They called off the meeting due to heavy rain.
3)	Look after	To take care of	Can you look after the kids while I'm in meeting?
4)	Put off	To delay or post pone	We have to put off the trip due to bad weather.
5)	Turn up	1] to appear or arrive 2] to increase the volume / intensity	She turned up at the programme unexpectedly.
6)	Work out	To exercise or solve a problem	We need to work out the details of the project.
7)	Ask out	To invite someone on a date	He asked her out to dinner.
8)	Bring up	To mention or start discussing a topic	She brought up the issue of vacation plane.
9)	Come over	To visit someone's home	Why don't you come over for dinner?
10)	Get along	To have a good relationship	They get along really well with their new neighbours.
11)	To keep up	To maintain or continue	She struggled to keep up with the fast pace of the class.
12)	To call on	To visit a person	I plan to call on my cousin this afternoon.
13)	To call at	To stop at a location	The train will call at every station along the route.
14)	To call off	To cancel or postpone	They decided to call off the strike.
15)	Give out	To announce	The teacher gave out the results.

16)	To pass away	To die / to disappear	Don't worry / your difficulties will pass away
17)	To pass by	To neglect over	I passed by spelling mistakes while checking the paper.
18)	To set off	To improve / to begin a journey	We set off for our vacation easily in the morning.
19)	To set out	To display	The salesman set out a dozen of model of cars.
20)	To set aside	To reject	The proposal was set aside.

There are also combinations of nouns, verbs and adjectives with the prepositions.

Study the following example.

- 1) I was surprised at the news.
- 2) She is afraid of frogs.
- 3) I generally travel on a bus (not travel in)
- 4) She is good at English grammar.
- 5) The officers complained against the bad conditions of cabins.
- 6) The cops charged her with theft.
- 7) He was blamed for the theft.
- 8) This school belongs to my father.
- 9) The brother always fights with his sister.

There are many such combinations of prepositions – They are

Sorry for	Depend on	Ashamed of
Fond of	Happy with	Fed up with
Proud of	Search for	Pay attention to
Insist on	Suffer from	Die of

Check your Progress – 5

A) Rewrite the following sentences correcting the prepositions.

- 1] Why are you looking to the girl?
- 2] He is suffering by T.B.
- 3] I will not agree to you.

- 4] He died from cancer.
- 5] He was blamed with theft.
- 6] Geeta is good in Math.

B) Use the following phrasal verbs in your own sentence.

- 1] To give out
- 2] To look after
- 3] To keep up
- 4] To give up
- 5] Get along

2.2.4 Importance of preposition

Prepositions are very important to establish effective communication. The reasons are as follows.

1) **Clarity and Precision**

Prepositions contribute significantly to bring clarity and precision in communication by specifying relationship between nouns or pronouns and other words. They help avoid ambiguity.

e.g. She walked to the store.

She walked into the store.

The preposition ‘to’ and ‘into’ convey different aspects of the action, providing clarity on the direction and nature of the movement.

2) **Understanding and Interpretation**

Correct use of prepositions is essential for understanding and interpreting an idea accurately. Misplacing a preposition can change the meaning of a sentence, leading to misunderstanding.

e.g. She is interested in art.

She is interested on art.

3) **Enhancing Writing and Speaking Skills**

Mastery of Prepositions enhances writing and speaking Skills by enabling person to express more nuanced and accurate expressions. It helps writers and speakers convey their thoughts clearly and efficiently, improving overall communication.

2.2.5 Challenges in using Prepositions

It is very important to note that prepositions are and can be tricky. There are many prepositions which have different meanings.

e.g. 1) 'By' :- This single preposition functions as

- 1) Preposition of agent: - e.g. The novel was written by the author.
- 2) Preposition of means /Instrument
e.g. He travelled by train
- 3) Preposition of location
e.g. The restaurant is by the park.

2) 'with':- This preposition can be used in the following context:

- 1) Preposition with Instrument
e.g.:- 1) He wrote the letter with a pen
- 2) Preposition of Manner
e.g.:- He spoke with confidence.

3) 'At':- Functions

- 1) Preposition of Location
e.g. 1) She is at the station.
- 2) Preposition of Time
e.g. The event starts at 7 p.m.
- 3) Preposition of manner
e.g. She laughed at his joke.

There are some prepositions which can be used as idiomatic expressions such idiomatic expressions are difficult to understand.

2.2.6 Sum Up

Prepositions are essential components of English grammar that link nouns, pronouns or phrases to other words 'within' a sentence. Overall, mastering prepositions is vital for achieving fluency in English. They are fundamental in expressing clear and accurate relationships between actions and objects. Proper usage of prepositions enhances writing and speaking skills. Despite their complexity it is very important to learn and use prepositions aptly. By understanding how prepositions function and their different types, learners can improve their ability to communicate meaningfully.

2.2.7 Articles

The articles are fundamental components of English Grammar. They are small words. They are also called determiners. In English there are three articles- 'a', 'an', 'the'.

'A', 'An' are called indefinite articles and 'The' is definite article.

❖ Indefinite article – 'A' and 'An'

Usage of 'a'

- a) **The article 'a' is used before a word beginning with a consonant, or a vowel with a consonant sound.**

e.g. a man, a hat, a university, a European

In the example 'university', though the word begins with 'u', it has consonant sound [y], so it carries article 'a'.

- b) **A / An is always used before a singular noun which is countable. When the noun is mentioned for the first time and represents no particular person or thing, it takes 'a' or 'an'.**

e.g. 1. I need a visa.

2. He bought an ice-cream.

- c) **With a noun complement. This includes names of professions.**

1) She is a dancer 2) He is a professor

- d) **In certain expressions of quantity.**

e.g. a lot of, a couple of, a great deal of

- e) **In expressions of price, speed, ratio etc.**

10 Rs a Kilo, two times a day, 50kms an hour

- f) **In exclamation**

Such a long distance!

What a pretty girl!

g) **With certain numbers-**

a hundred, a thousand

Usage of ‘an’

1) **‘an’ is used before words beginning with a vowel or words begin with vowel sound or words beginning with a mute / silent ‘h’**

e.g. an heir, an hour, an uncle, an onion

2) **Abbreviations**

There are abbreviations used in speech and writing and the pronunciation of the words begin with a vowel. In such case article 'an' is used.

An M.A., an M.P., an M.L.A.

Omission of a/an

1) Before plural nouns

e.g. :- dogs, cats, trees

2) **Before uncountable nouns**

3) **Before names of meals, except when these are preceded by an adjective**

e.g. 1) We had dinner at 7:30 p.m.

2) We have a good dinner at 7:30 p.m.

4) **Article is used before meals when it is a special meal given to celebrate something or in someone’s honour.**

I was invited to dinner – (No article)

I was invited to a dinner given to welcome the new member of the family.

Definite article ‘the’

Article ‘The’ is used in the following situations.

1) **When the object or group of objects is unique or considered to be unique**

e.g. the earth, the sun

2) **Before the names of the rivers, oceans, seas, mountain ranges, etc.**

e.g. The Krishna, The Arabian ocean, The Himalaya, The bay of Bengal.

- 3) **The names of monuments, landmarks, books, buildings etc.**
e.g. the Taj Mahal, the Ashoka Hotel, the Ramayan, the Mahabharat, the Bhagawat Geeta, the Bible
- 4) **The superlatives**
e.g. The most brilliant student, the highest mark, the biggest building
- 5) **The title of the head of the state/ the country.**
e.g. the Chief Minister, the Prime Minister, the Governor.
- 6) **The group of people / the nationals**
e.g. the old, the young, the rich, the Americans, the French.
- 7) **The ordinal numbers**
e.g. The first, the third, the tenth.
- 8) **The names of countries in plural and the republic**
e.g. the United Kingdom, the united states of America.
- 9) **Before a noun which has become definite as a result of being mentioned a second time.**
e.g. I saw a bird. The bird was very beautiful.
- 10) **Before a noun made definite by the addition of a phrase or clause.**
e.g. the girl in blue, the place where I saw him.
- 11) **The singular noun can present a class of animals or things.**
e.g. The white tiger is in danger of becoming extinct.
- 12) **Names of newspapers and banks.**
e.g. The Times of India, The Bank of Maharashtra etc.

Omission of 'the'

- 1) **Before abstract noun**
e.g. Death is inevitable
- 2) **Before names of games**
e.g. He plays Cricket
- 3) **Before the proper nouns**
e.g. Sonu Nigam is singing a beautiful song (Not the Sonu Nigam)

Check the Progress: 6

A] Use the correct articles in the following sentences

- 1) _____ Nile is the longest river in the world.
- 2) He waited for _____ hour.
- 3) Nobel Prize is _____ highest award in the world.
- 4) He got _____ uniform in the school.
- 5) _____ Panchganga flows very rapidly.
- 6) My sister is _____ engineer.
- 7) I work in _____ center in Kolhapur.
- 8) Nowadays children are more interested in _____ unicorn.
- 9) I met _____ holy man.
- 10) She is interested in _____ ornament.
- 11) He stayed in _____ hotel for the night.
- 12) My friend gave _____ idea to solve the problem.

B] Frame a meaningful sentence using following groups of words.

- 1) I, film, like, to watch, a
- 2) They, an, found, umbrella
- 3) My brother, an, is, M.A., in English
- 4) I, tiger, a, saw
- 5) The boy, eating, was, an apple

2.2.8 Summary:

Articles are important in the writing and speech because they provide clarity and context. They help to clear whether a noun is definite or indefinite. This fact affect definitely on the meaning of the sentence. Using proper article at proper place makes the communication very effective.

2.2.9 Key to check your progress:

Check your progress- I

- A) 1. for 2. in 3. at 4. on 5. within
- B) 1. their bench 2. a businessman 3. the table

Check your progress- II

- A. 1. Because they describe the position of something or someone. They indicate where something is situated.
2. The prepositions of direction are: to, into, out of, towards etc.
- B) 1. towards 2. off 3. from 4. off
5. away from 6. into 7. for
- C) 1. between 2. over 3. under
4. in 5. in

Check Progress – 3

- A] 1) She spoke in a loud voice.
2) Kavita has been teaching in this institute since 2012
3) I will be back in two hours.
4) The plan must be completed by 2025
5) I have decided to complete the course during holidays.
6) There is a train at 6p.m.
7) We sleep during night.
8) You can stay until the week end.
- B] 1) The guests will visit on Saturday.
2) Cut the vegetables with a knife.
3) Geeta speaks in soft voice.
4) My birthday is in January.
5) We celebrate our Independence day on 15th August.

Check your Progress 4

- A) 1. Preposition of instrument
2. Preposition of Cause and Effect
3. Preposition of Agent
- B) 1. due to 2. by 3. because of 4. with
5. with 6. thanks to 7. by

Check your progress 5

- A)** 1. Why are you looking at the girl?
2. He is suffering from T.B.
3. I will not agree with you
4. He died of Cancer
5. He was blamed for theft.
6. Geeta is good at Math.
- B)** 1. The volunteers will give out food at the shelter.(to distribute)
2. Mother always looks after her children.(take care of)
3. He runs every day to keep up his fitness.(to maintain)
4. She didn't want to give up on her dreams.(to quit)
5. The two siblings get along very well.(to have friendly relationships)

Check your progress 6

- A)** 1. the 2. an 3. the 4. a 5. the
6. an 7. the 8. a 9. a 10. an
11. a 12. an
- B)** 1. I like to watch a film.
2. They found an umbrella.
3. My brother is an M.A. in English.
4. I saw a tiger
5. The boy was eating an apple.

2.2.10 Time and Tense Aspect

1) Introduction

The Verb is one of the fundamental elements of English language. It shows action or state of an action. The 'Tense' indicates the time of action in the form of the past, present and future. Tense and Aspect play a crucial role in determining the temporal relationship between events and are essential for clear and effective communication in any language. Tense is the soul of English grammar. It is worth studying thoroughly. Tense is a term that refers to the way verbs change their form in order to indicate at which time an action occurs. In this section we will see uses of tense in detail.

1.1 Definition of Time and Tense

Time refers to the general concept of time '*when an action or event occurs*'. It may be the past, present, or future. In contrast, tense specifically indicates the time of an action or state

as conveyed by verb forms. Tense helps to establish the sequence of events and their relationship to one another within a sentence or discourse.

2. Types of Tense:

There are three main tenses. They are the Present tense, the Past tense and the Future tense. We will discuss them one by one.

2.1 Simple Present Tense

We use the simple present mostly to talk about things that are always true, things that happen repeatedly. This tense is called as the tense of science because all the scientific and universal truths are expressed in it.

Structure

S + V/ V-s/es + Remaining words (O, C, A).

e.g.

- | | | | |
|----|------------|-------------|------------------------------|
| a) | <u>I</u> | <u>go</u> | <u>to college every day.</u> |
| | S | V | A |
| b) | <u>She</u> | <u>goes</u> | <u>to the market.</u> |
| | S | Vs | A |
| c) | Komal | plays | badminton carefully. |
| | S | Vs | O A |
| d) | They work | constantly | for their company. |
| | S V | A | A A |

Usage

1) To express habitual actions.

1. I get up at five o' clock every day.
2. He drinks tea every morning.

2) To express general truth.

1. Honey is sweet.
2. Fortune favours the brave.

3) In exclamatory sentences beginning with ‘here’ and ‘there’ to express what is actually taking place in the present.

1. Here comes the Prince!
2. There she goes!

4) To express a future event that is part of a fixed timetable or fixed programme

1. The next flight is at 7 a.m. tomorrow morning.
2. The train leaves at 6 p.m.

5) It is used to introduce quotation.

1. Shakespeare says,
“All the world’s a stage,
and all the men and women merely players.”

6) It can be used in newspaper headlines.

1. Gold Prices touch a new high.
2. Rain disrupts several flights.

7) It can be used in conditional sentences.

1. If I see Gopal, I will ask him.
2. Unless you take the broke off, the car won’t work properly.

8) To express Universal Truth.

1. The earth moves around the sun.

9) To express present action.

1. The window is open.

10) It is used in imperative sentence.

1. Sit down

11) It is used in running commentary.

e.g. Rohit hits the ball hard. The ball flies towards mid-off.

2.2 Present Continuous Tense

Structure

S + am/is/are + Ving + Remaining words (O, C, A).
--

1. I am going to college.

2. She is watching a movie
3. They are attending a lecture.

Usage

- 1) **It is used to express an action going on at the time of speaking.**
 - a) Students are writing an essay.
- 2) **To express planned action in immediate future:-**
 - a) Mr. Smith is going to Delhi tomorrow.

Special Note

The following verbs, on account of their meaning, are not normally used in the continuous forms.

A) **Verbs of perception**

e.g. see, hear, smell, notice, recognize.

B) **Verbs of appearing**

e.g. appear, look, seem

C) **Verbs of emotion**

e.g. want, wish, desire, feel, like, love, hate, hope, refuse, prefer.

D) **Verbs of thinking**

e.g. think, suppose, believe, agree, consider, trust, remember, forget, know, understand, imagine, mean, mind.

e.g.

	Wrong	Right
1.	He is seeming happy	He seems happy
2.	I am hating him	I hate him
3.	I am remembering the points	I remember the points

2.3 Present Perfect Tense

Structure

S + have/has + Ven (past participle of the verb) + Remaining words (O, C, A).

- 1) I have completed my job.
- 2) He has done his work.

Usage

- 1) **To indicate completed activities at the time of speaking.**
e.g. I have visited the Taj Mahal.
- 2) **To indicate completed activities in the immediate past with word ‘just.’**
 1. She has just gone out.
- 3) **To denote an action beginning at some time in the past and continuing up to the present moment (often with ‘since’ and for – phrases)**

e.g. I have known him for a long time.

Special Note

The present perfect tense is never used with adverbs of past time.

e.g. She has gone to Delhi **yesterday**.

In this case, simple past tense should be used.

e.g. She **went** to Delhi yesterday.

2.4 Present Perfect Continuous Tense

Structure

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

e.g.

- 1] They have been building the apartment for several months.
- 2] It has been raining since last evening (and is still raining)

Usage

- It is used for an action which began at some time in the past and is still continuing.

e.g. She has been sleeping for three hours (and is still sleeping)

Check your Progress

A) Identify the tense used in the sentence

- 1) She has been studying all night.
- 2) Sonu sings beautifully.
- 3) We are shifting to our new house in the next week.
- 4) He has known for his voice.

B) Fill in the blanks with correct tense.

- 1) The moon ____ around the earth. (revolve)
- 2) If we ____ noise pollution, we will feel less stress. (control)
- 3) Monkey ____ bananas. (eat)
- 4) I ____ better now. (feel)
- 5) My father ____ out at 5.00 pm every day. (go)

3. The Past Tense

3.1) Simple past tense

The Simple past tense is used to indicate an action completed in the past .It often occurs with adverbs or adverb phrase of past time.

Structure

S + Ved + Remaining words (O, C, A).

- | | | |
|-------------------|-----------------|-----------------|
| 1. I | received | the letter. |
| S | V _{ed} | O |
| 2. They called | me | in the evening. |
| S V _{ed} | O | A |
| 3. Rachna | cooked | a tasty dish. |
| S | V _{ed} | O |

The usage:-

- 1) It is used to denote **action took place in the past.**
e.g. :- India got Independent on 15th August 1947

2) It is used for **past habits**

e.g. She studied many hours every day.

3.2 Past continuous tense

This tense is used to denote an **action going** on at some time in the past.

Form;-

S + was/were + Ving + Remaining words (O, C, A).

e.g. It was getting cloudy

They were enjoying the party.

Usage

1) **The continuous past tense is used to express an action begun and continuing in the past time.**

e.g. She was doing her work sincerely.

2) **It is used to express an action happening at a particular point of time in the past.**

e.g. She was reading a book.

3) **If two actions occur simultaneously in the past, both the actions should be mentioned in the past continuous tense.**

e.g. While I **was studying**, my mother **was making** delicious dishes for me.

3.3 Past Perfect Tense

The past perfect tense expresses an event that occurred long time ago or an event that happened before something else in the past.

Form: -

S + had + Ven + + Remaining words (O, C, A).

Savita had spent few months in England.

S had V3 O

Usage

1) **It is used to denote an action completed at certain period / point of time in the past.**

e.g. We had accepted the truth.

2) **From two actions happened in the past, the earlier action takes past perfect tense and the other takes simple past.**

e.g. I had completed work when Geeta came into my room here.

‘Completing work’ is the earliest action so it carries past perfect tense and ‘coming into the room’ is the later action which takes simple past tense.

3.4 Past Perfect Continuous Tense

Structure

S + had + been + Ving + Remaining words (O, C, A).

Usage

- 1) **The Past Perfect Continuous tense is used to express an action which began before a definite moment in the past had continued up to that moment and was still in progress at that moment.**

e.g. He had been batting for over five hours.

❖ Check Your Progress 2

A) Choose the correct verb form from those in brackets.

- 1) We _____ the Prime Minister yesterday.
(meet, was meeting, met)
- 2) She _____ school last year.
(had been leaving / left / leaves)
- 3) When I reached the station the train _____.
(started, was starting, had started)
- 4) When I saw him, he _____ chess.
(played, was playing, had been playing)
- 5) I _____ my exercise when Seema entered into the room.
(had finished / finished/ finish)

B) Do as directed

- 1) He drove fast. (Change into the past continuous tense)
- 2) I left Delhi. (Make it past perfect tense)
- 3) He had done it nicely. (Rewrite using simple past tense)

4. Future Tense

4.1. Simple Future Tense

The simple future tense is used to talk about things which we **cannot control**. It expresses the future as fact.

e.g.

We will know the time table in the next week.

Structure

S+ will / shall + Vo + Remaining words (O, C, A).

e.g.

- 1) I shall return the book.
- 2) He will decide what to do.

Usage

1) To talk about what we think or believe will happen in the future.

- e.g. 1) India will win the match.
2) She will get good marks.

2) We use the 'going to' form when we have decided to do somethings before talking about it.

- e.g. 1) I am going to visit the Taj mahal.
2) Yes, I am going to resume the job.

3) Be about to +V is also used for the immediate future.

- e.g. 1) Let's get into the train. It is about to leave.
2) Don't go out now. It is about to rain.

4.2. Future Continuous Tense

We use the future continues tense to talk about actions **which will be in progress in the future**.

Structure

S+ will / shall + be + Ving + Remaining words (O, C, A).

- e.g. 1) I shall be speaking English.

2) We will be enjoying the party.

Usage

1) We use **this tense to talk about actions in the future which are already planned.**

e.g. I will be reaching there.

4.3 Future Perfect Tense

Structure

S+ shall / will + have + Ven + Remaining words (O, C, A).

e.g. I shall have written my exercises by then.

The usage

1) It is used to talk about actions that will be completed by a certain future time.

e.g. 1) By the end of the year, you will have completed this work.

2) By the end of this month, will have completed this work.

4.4 Future Perfect Continuous Tense

This tense is not very common

Structure

S+ shall/will + have been + Ving + Remaining words (O, C, A).

Usage

1) **It is used to emphasize the duration of an activity in progress at a particular time in the future.**

e.g. Next year, I will have been working in this company for thirty years.

2) **It is also used to denote the action that will begin in the future and will be happening continuously.**

e.g. Mr. Kulkarni will have been serving this college as the principal.

Check your progress – 3

A) **Identify the tense of the sentences given below**

1) We shall be playing football tomorrow afternoon.

2) I am going to attend the seminar.

3) I will buy an umbrella.

4) The plane will arrive at 3:30p.m.

- 5) He will have left before you go to see him.
- 6) At this time tomorrow, we shall be flying to America.

B) Choose the correct or more suitable forms of the verbs to fill the blanks

- 1) I am sure she _____ the exam. (pass/ will pass)
- 2) Help! I _____ (will fall/ am going to fall)
- 3) He _____ you if you request him politely. (will help/ will be helping)
- 4) Your father _____ for you when you reach home.
(will be waiting/ will have been waiting)
- 5) we _____ our entire working by early next year.
(Will computerize/ will have computerized)

5] Conditional Tense

The clauses beginning with ‘if’ lay down condition, so they are called conditional clauses. Conditional tenses are used to express situation that are dependent on a condition. In English, they often involve ‘if’ clauses and can be categorized into different types based on the likelihood or timing of the condition.

There are four types of conditional sentences. Each type contains a different pair of tense. The tense patterns in these sentences should be carefully learnt.

5.1 Conditionals to describe General Truths, scientific Facts

If the conditional sentence is stating the general truth or scientific facts, we use simple present tense in both the sentences. e.g.

- 1) If you are kind to others, others are kind to you. (General truth)
- 2) If we press the fast-forward key, the tape starts moving very fast (Scientific truth.)

In the first sentence, if clause contains simple present tense (are), and the remaining sentence also carries the simple present tense (are).

In the second sentence ‘press’ verb shows simple present tense and also ‘starts’ verb indicates simple present tense. To put it in nutshell, if the sentence is general truth or scientific truth, it carries simple present tense.

Structure

If + simple present, ... simple present tense

5.2 Probable / Likely Conditionals

This type of sentence implies that the condition is likely to be fulfilled.

e.g.

- 1) If he accepts all the terms and conditions, they will offer him a job.
- 2) If I get any news, I will tell you.

In the above sentence, 'if' clause takes simple present tense, the remaining sentence indicates simple future.

Structure

If + simple present ..., ...will....

5.3. Improbable / Unlikely Conditionals

1. In this type of conditionals, if clause presents an unreal or an improbable situation. e.g.
If I had wings, I would go flying to you.

In the above sentence, it is unreal, that one has wings. It is only imagination. In such cases, the form is

If + Simple Past...,would + V

2. In the if clause, we can use the pattern: were + to (infinitive)
e.g. If the temperature were to fall further, it would start showing.

Structure

If + were to,would + V

5.4. Impossible Conditions

In such conditions the conditions suggested by if – clauses cannot be fulfilled because they refer to the past. That is why these sentences are called impossible conditionals.

e.g.

If the company had offered me a decent salary, I would have accepted the job. (The sentence means that the company did not offer any job.)

Structure

If + past perfect... would + have + Ven

In this type of conditional, we can omit if, and may begin the sentence with 'Had'.

e.g. Had the company offered me a decent salary, I would have accepted the job.

Check your Progress – 4

A) Rewrite the following sentences correcting them where necessary

- 1] If I were you, I will immediately resign.
- 2] If I meet Nisha, I would convey your message to her.
- 3] The police will apprehend you, if you spread rumours.

B) Complete the sentences using a suitable form of the verbs given in the bracket.

- 1] If our bowlers take a few wickets, we ____ the match. (win)
- 2] If I ____ you, I would own the responsibility for our defeat and resign. (be)
- 3] The soup would have tasted better if you ____ more salt in it. (put)
- 4] If you qualify the SET exam, you ____ a permanent teaching job in a college. (get)
- 5] If you ____ the car in the garage, it would not have been stolen. (park)

2.3 Summary

This unit discusses the time and tense aspect. Time and tense aspect are crucial for understanding how actions are framed in relation to time in language. Tense is a grammatical concept that indicates the time an action occurs, and it primarily modifies the verb. It is however a very straight forward concept.

2.4 Answers to Check Your Progress

Check your Progress – 1

- A) 1. Present Perfect Continuous Tense
2. Simple Present Tense
3. Continuous Present Tense
4. Perfect Present Tense

- B) 1. revolves 2. control 3. eats 4. feel
5. has just gone out

Check your Progress – 2

- A) 1. met 2. left 3. had started 4. was playing 5. had done
B) 1. He was driving fast. 2. I had left Delhi.
3. He did it nicely.

Check your Progress – 3

- A) 1. Future Continuous tense 2. Simple future tense
3. Simple future tense 4. Simple future tense
5. Future Perfect tense 6. Future Continuous tense
B) 1. will pass 2. am going to fall
3. will help 4. will be waiting
5. will have computerized

Check your Progress – 4

- A) 1. If I were you, I would immediately resign.
2. If I meet Nisha, I will convey...
3. The police will apprehend you, if you spread rumors.
B) 1. will win 2. were 3. had put 4. will get
5. had parked

2.5 Exercises

A) Answer the following questions in one / two sentences.

1. How many tenses are there in English? Name them.
2. What are the usages of simple present tense?
3. Which verbs, 'generally' do not used in continuous forms?
4. How would you define the time and tense aspect?
5. What is conditional sentence?
6. Why are the time and tense aspects important?
7. Name the types of prepositions according to their structure.
8. Write, in detail, the importance of preposition.

9. What are the challenges in using prepositions?
10. How can we overcome the challenges or difficulties while using prepositions?
11. How many articles are there in English?
12. Give an example where we can omit 'the' article?
13. Write rules of using 'an' article.

B) Identify the tense used in the sentence.

1. She bought the car
2. The students were shouting very badly.
3. She always comes late.
4. Amit has played nicely in the match.
5. Rani has been playing chess since long time.

C) Do as Directed

1. They caught him. (Use Simple Present Tense)
2. He was moving towards the gate.(Use Present Continuous Tense)
3. I saw a man who was in black shirt. (Use Present Perfect Tense)

D) Fill in the blanks with correct tense.

1. The sun --- in the East. (rise)
2. We ---in the village in our childhood.
3. India ----a superpower in future. (become)

2.6 Reference for further study

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Unit-1

Components of Reading Comprehension

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Subject Matter I

1.1 Vocabulary

1.1.1 Objectives

After reading this unit you will be able to

- 1) know the process of reading comprehension.
- 2) know words and their classification.
- 3) understand open class words and closed class words.
- 4) know techniques to guess the meaning of new words in a passage.
- 5) understand different word formation processes and their impact on meaning.

1.1.2 Introduction

Reading is one of the basic language skills which develops only when a person is literate. Reading demands several sub-skills for being efficient reader with better speed of reading along with better level of comprehension. One of such sub-skills is vocabulary knowledge. 'The word at the place' is the ultimate aim of learning vocabulary. However, it is usually found that the vocabulary teaching is an isolated phenomenon. Isolation of a word from its other associates includes its place in a sentence, its meaning in the context, its adequacy in the context and many more. It is for this reason that words need to be taught taking into account their correlations, as words have different functions to perform in different language skills depending on their positions. This unit correlates vocabulary learning with the reading skills so as to improve our reading skills.

1.1.3 Process of Reading and Comprehension

Reading is a receptive skills. The reader reads something to understand what the writer wants to convey. The writer expresses herself through words and there is always some distance between her and the reader. The reader has to interpret what the written words say. This makes the process of reading pretty complicated. When one reads, the reader

- identifies the words and their spellings.
- utters those words loudly or in the mind.
- recalls meanings of those words.
- chooses the most appropriate meanings so that she gets closer to what has been conveyed.
- relates meanings of all the words to each other.
- draws one or more meanings of the sentence as a whole.

- interconnects meanings of sentences to understand a complete thought presented in a paragraph.
- links thoughts in different paragraphs to get the meaning of the text.

The process to understand meaning continues even beyond the text as there are possibilities that the text contains some issues which take us to some other text. The whole canvas of reading process is quite comprehensive and there are situations when the reader has to be open for better understanding of the text.

Let's make it simple.

- Words have their own meanings and shades of meanings.
- When we read, we start with words and stop with the text.
- Individual words give meanings to phrases and sentences.
- Words may have more than one shade of meaning. Hence, it is up to the reader to choose the most appropriate meaning.
- Meanings of words are to be chosen depending on their position in a phrase, clause or sentence.

1.1.4 Vocabulary

Vocabulary refers to the collection of words, phrases and idioms that a person knows and uses in their language. It includes lexicon—the sets of words and their meanings, syntax—combination of words to form sentences, their conventional and contextual meanings. Thus, the term vocabulary is mainly associated with the words that are ready for use and are used in different texts. Strong vocabulary is a tool for effective communication and clarity in expression of thoughts. It is a very important part of language competency and language proficiency. It is a collection of words that an individual knows and uses either to express or to understand something spoken or written.

1.1.4.1 Importance of Vocabulary

- It meets our needs of effective communication. It helps to build thought and understand ideas.
- A good stock of words makes us precise in expression and hence confident in presentation.
- A better vocabulary makes us confident in different situations and with different types of people.
- It makes us good speaker and a good writer also.

1.1.4.2 Types of Vocabulary

Styles and preferences of learning words are different for every individual. They learn words according to their needs and requirements. Accordingly, vocabulary is classified by experts. The types explain us why learning vocabulary is important and how it is acquired. While listening and reading, words are understood and language is perceived. In speaking and writing, we use words which we know.

1.1.4.3 Receptive Vocabulary vs. Productive Vocabulary

Receptive vocabulary is defined as a type of vocabulary, a person encounters during reading and listening. These are the words which readers and listeners use to understand the messages. As they are related to receptive skill, they are referred to as receptive vocabulary. They are the words recognized by the readers during the reading process.

In contrast, the productive vocabulary refers to a set of words used to produce messages. When we speak, we construct our own sentences with the help of words we know. The same is true with writing also. We produce messages with the meaning we have in mind. Thus, the vocabulary that is related to productive skills—speaking and writing is called **productive vocabulary**.

1.1.4.4 Active Vocabulary vs. Passive Vocabulary

Active vocabulary includes all words that we can recall and use while communicating a message. We know so many words, may be around three to four thousand or more. But we do not use them all every day neither we recall them all the time. Active vocabulary is a part of all the words we know and use them frequently for communicating messages.

For example

Most of the names, some verbs, all the auxiliary verbs, many prepositions, some adjectives, some adverbs, most of the numbers, most of the pronouns.

Passive vocabulary includes the words you can recognize and understand but cannot recall when speaking or writing. These are the words we know but we do not use while composing messages. When we speak or read, we come across some words. We know meanings of these words but we do not need these words in daily communicative activities. They remain at the back of our mind and we use them only to understand spoken and written messages.

For example

Many adjectives, many verbs, many adverbs, many nouns.

Check your progress I

- a) List out at least five English words you use while speaking in your first language (Mother tongue).
- b) Make a list of at least five English words for the things you see around.
- c) Write down five words you use frequently while sending messages to your friends.

1.1.5 Word

Word is a basic grammatical unit which takes shape out of ‘phonemes’ and ‘morphemes’. They can be easily identified in a sentence as they are separated by spaces. When we speak and even when we read, we take pauses. These pauses are between words and word groups called phrases. A ‘phrase’ here is a group of closely interconnected words. Phrases make clause and clauses make sentence.

1.1.5.1 Classification of Words

Traditional grammarians classified the words into various groups called *parts of speech*. They identified eight parts of speech depending upon their form and function in a sentence. Modern Linguists further classified words as ‘**Content words**’ (Open word classes) and ‘**Grammatical words**’ (Closed word classes). They added some more classes to the original parts of speech. Let’s study them from the point of view to improve our reading skills.

1.1.5.2 Open Word Classes (Content words)

These classes of words are called as open classes because they are innumerable. We can easily make new words to add them to the class. The parts of speech classified as open class words are nouns, verbs, adverbs and adjectives. The membership of these parts of speech is fairly open. They all are convertible among themselves and hence the class gets expanded continuously. The conversions are made as per the needs and demands of the situation.

These word classes are also called ‘content words’. It is because they contain lexical meanings. These are basically meaning words. They give meaning to the sentence. The structure words just modify or bring precision to the meaning of the content word.

Recap

- **Noun:** a naming word. Name given to anything in the world is a noun.
- **Verb:** a word that shows action or state.
- **Adjective:** A word or group of words that tells us something about a noun.
- **Adverb:** a word or group of words that tells us about a verb or an adjective or an adverb itself.

➤ Noun

A noun is a naming word. It is the name given to anything—a person, place, feeling, thing, etc. It is a word used to address something—animate or inanimate, concrete or abstract, existing or imaginary, living or dead, etc.

For example my name is 'Uma'. It is a name given to some person. Your name is also a noun. The names given to persons, animals, rivers, cities, villages, houses, places, materials, metals, non-metals, feelings, qualities, ideas, etc. are all nouns.

Meaning of a Noun

Nouns are reference words. They refer to a person, object, thing, place or feeling. They do not have specific meaning. They are meant for reference which is single in a sentence, or repetitive in a paragraph and text.

Functions of a Noun:

When we speak or write, we speak or write about someone or something. If it is someone, it is a person; and when it is something, it may be anything other than human being such animal, river, place, material or feeling.

- Thus, **a noun is a name and functions as the subject of a sentence.**

When it functions as the subject in a clause, it may be alone or one or more words may precede the noun.

For example

- 1) *Radha* is cooking for her guests.
- 2) *My father* is a cook.
- 3) *Our college building* is very big.

In the **first sentence** above, *Radha* is the subject of the sentence and at the same time it is a noun. In the **second sentence**, the phrase *My father* is the subject of the sentence. Here, *father* is a noun and the pronoun *My* adds to the meaning of the noun *father*. In the **third sentence**, the phrase *Our college building* is the subject of the sentence. Here, the noun *building* is the object we are talking about but the pronoun *Our* and the noun *college* add to the meaning of the noun *building* and make it clear exactly which building.

- **A noun also functions as an object in a sentence.** An object is a noun or pronoun that normally comes after the verb. The object describes a person or object to which the action of the verb is done. Here also the noun may be alone or preceded by one or more words.

For example

- 1) They ate mangoes.
- 2) Madhu speaks English very fluently.
- 3) My friend bought a beautiful purse.

In the **first sentence**, the plural noun *mangoes* is the object of the sentence. The subject *They* performs its action on *mangoes* and it is a noun that has come after the verb. In the **second sentence**, the noun *English* is the object. It is a noun because it is the name of a language basically spoken in England. *English* is the noun that comes immediately after the verb *speaks*. In the third sentence, the phrase *a beautiful purse* is the object. Here, the noun *purse* is the main word and words 'a' and 'beautiful' describe it.

Other Functions of a Noun

- **Complement:** Complement is a part of sentence that gives information about the subject or sometimes about the object. In short a complement is a word or group of interrelated words that give information about a noun.

For example

- 1) Kapil Dev is a cricketer.
- 2) My father is a traditional farmer.
- 3) It is the best picture.

In the **first sentence** the word *cricketer* is a noun because it is the name of a profession. Here in this sentence, the noun *cricketer* gives information about the subject *Kapil Dev*. Hence, it is a complement—the subject complement. In the second sentence *a traditional farmer* is the complement. *Farmer* is a name given to a profession and the words 'a' and 'traditional' just add information about it. In the third sentence, *the best picture* is the subject complement. *Picture* is the name given to an object and the words 'the' and 'best' just add information about it.

- **Adverbial:** Adverbials are words which indicate time, place and manner. It is obvious that places have names and names are nouns. For each unit of time we have a name such as second, minute, hour, morning, afternoon, evening, day, night, week, month, year and so on. All these are names. Wherever we use them, they indicate time. The words indicating time are adverbials. Hence, nouns indicating time are adverbials.

For example

- 1) Heena lives in Kolhapur.
- 2) They were teaching in a school.
- 3) He will come today.

- 4) We visited the university *last week*.
- 5) Boys exercise *in the morning*.

In the **first** and **second sentence**, *Kolhapur* and *school* are names of places. It is a practice to put some prepositions like ‘in’, ‘at’, ‘on’ and so on before the noun to indicate that it is a place. Same is true with the **third, fourth** and **fifth sentences**. *Today, week* and *morning* are names given to time. Prepositions like ‘in’, ‘at’, ‘on’, ‘from’ and others come before the names of time.

➤ **Verb**

Verb is a word that shows action, state or condition. Verb is an action word. It shows action or state of the subject. It comes immediately after the subject. It is the word in the English language which acquires different forms so as to indicate time of action. It takes form according to the subject and time which it tries to indicate. It is accompanied by some words which help the verb to be precise in time of action. These words are called *helping verbs*.

Examples—work, run, watch, speak, play, buy, call, travel,...

Every verb has five forms—Present form, Past form, Past Participle, Present Participle and Infinitive. They decide tense of the sentence.

❖ **Simplest of these is the Past Form. It comes alone and there is no change.**

Examples

- 1) Kapil *bowled* very fast. (*bowled* is the past form of *bowl*)
- 2) Neeraj *threw* javelin to make a new record. (*threw* is the past form of *throw*)
- 3) We *watched* a movie together. (*watched* is the past form of *watch*)

❖ **The Present form comes alone immediately after the subject. It takes the suffix ‘-s’ or ‘-es’ when the subject is third person singular.**

Examples

- 1) My friends *watch* a movie on Sundays.
- 2) They *take* everything seriously.
- 3) Kapil *bowls* very fast.
- 4) She *throws* javelin to make a new record.

❖ **The Past Participle is preceded by ‘have’, ‘has’ or ‘had’ depending on the subject and tense. ‘Has’ comes only with the third person singular subject. ‘Have’ and ‘has’ are**

used to show recently completed action having impact in the present. On the other hand 'had' is used to show action taken long ago and has other time reference in the past.

Examples

- 1) My friends have watched a movie on Sunday.
- 2) They had taken everything seriously.
- 3) Kapil has bowled very fast.
- 4) She had thrown javelin to make a new record.

❖ **The Past Participle is preceded by 'am', 'is', 'are', 'was', 'were', 'have', 'has', 'had', 'being', and 'been' when the sentence is in passive voice.**

Examples

- 1) A letter is written by Raghu. (Active—Raghu writes a letter.)
- 2) The secret was known to Ashwini. (Active—Ashwini knew the secret.)
- 3) Cricket was being played by him.
- 4) Apples were being purchased by us.

❖ **The Present Participle precedes with 'am', 'is', 'are', 'was', 'were', 'will be', 'shall be', 'have been', 'has been' or 'had been'. They show ongoing actions.**

Examples

- 1) The horse is running very fast.
- 2) Dogs around were barking loudly.
- 3) They have been working here for twenty years.
- 4) Dipanjali has been studying consistently.

❖ **When the Present Participle comes alone, i.e. when is not preceded by a helping verb, it functions as a noun or an adjective having sense of action.**

- 1) Reading is my hobby.
- 2) Hunting deer is not allowed in India.

❖ **When the Past Participle comes alone, i.e. when it is not preceded by a helping verb, it functions as an adjective having sense of action.**

- 1) *Blinded* by the dust, they lost their way.
- 2) We saw a few trees *laden* with fruits.

➤ **Adjective**

Adjective is a word that tells us about a noun or pronoun. It may express a quality, quantity or number of the noun or pronoun. It is just an addition to the information of the noun or pronoun.

Examples

- 1) Meera is *beautiful*.
- 2) Mumbai is a very *big* city.
- 3) She gave me *five* bags.

In the **first sentence**, *beautiful* gives additional information about the noun Meera. Hence, it is an adjective. In the **second sentence**, the word *big* modifies the noun ‘city’. In the third sentence, the number *five* adds to the information of the plural noun ‘bags’.

Form

Adjectives may be gradable or non-gradable. Gradable adjectives are the adjectives that change along a continuous scale such as size, age, etc. They may have comparative and superlative forms also.

Examples

- large—small, young—old, light—heavy
- good—better—best, strong—stronger—strongest

Functions

Adjective has only one function to perform. It adds information about a noun. It may be about quality, quantity, number, colour, etc.

Examples

- a) The umbrella is *red*.
- b) The boy is very *tall*.
- c) Keshav works in a very *famous* company.
- d) The *talkative* girl studies in a *famous* college in Sangli.

In the first sentence *red* is a colour and it modifies the noun *umbrella*. In the second sentence, *tall* is a physical quality and informs us about the noun *boy*. In the third sentence *famous* adds to the meaning of the noun *company*. In the last sentence *talkative* adds

information about noun *girl* while *famous* informs us about the noun *college*. Thus, whatever the position of the adjective is, it speaks about noun only.

➤ **Adverb**

An adverb is a word which modifies the meaning of a verb, an adjective or another adverb. They are not necessary elements of a sentence but their presence in a sentence brings clarity of meaning in many ways. Adverbs of manner usually have ‘-ly’ suffix.

- Adverbs are the words which tell us the manner in which the action has taken place, the place where the action was performed and the time when action was taken.

Examples

- The child picked up the gift quickly.
- Rasika drives her car carefully.
- They walked in the room.
- Our cat is sleeping on the table.
- The President visited Pune yesterday.
- Sonia wakes up early in the morning.

In sentence (a), *quickly* adds to the manner in which ‘the gift’ was ‘picked up’. In sentence (b), *carefully* tells the manner of ‘drives’. Hence these two—*quickly* and *carefully* are **adverbs of manner**. In sentences (c) and (d) the phrases *in the room* and *on the table* tell the places of actions ‘walked’ and ‘is sleeping’. These are called **adverbs of place**. In sentences (e) and (f), *yesterday* and *in the morning* indicate the time of action. They are called **adverbs of time**.

- Adverbs are the words which modify adjectives. They add to the meaning and intensity of the adjective.

- Rekha is very careful.
- Akshay was so glad.
- They were too busy to talk.

In sentence (a) *very* increases the intensity of adjective ‘careful’. In sentences (b) and (c) words *so* and *too* express intensity of the adjectives ‘glad’ and ‘busy’.

1.1.5.3 Closed Word Classes (Grammatical Words)

These classes of words are called as closed classes because their numbers are limited and fixed. We cannot add new words to these classes. The parts of speech included in this category

are Pronoun, Preposition, Conjunction, Interjection, Operator Verb, Determiner and Enumerators. The list of each closed class here is finite and cannot be extended. There are rare examples of newly added in any of these classes. In the newly extended varieties of English, some of the spellings have altered but no new words are added.

The words in closed classes are also called ‘structure words’. They do not have lexical meaning like content words. Neither have they specific or definable meaning. Usually they acquire meaning when they are attached to the content words. They are more significant grammatically. They do not change their forms or structures. They are slightly flexible in meaning depending on the context.

➤ **Pronoun**

Pronoun is a word used instead of a noun. They substitute nouns or noun phrases. They work as ‘dummy’ nouns and do not have specific meaning. As pronouns replace nouns, they act as heads instead of nouns. There is an exhaustive list of pronouns depending on its type.

- **Personal Pronouns**—A pronoun used instead of a person’s name. Person may be a speaker or spoken to or spoken of.

e.g. *I, we, you, they, he, she*

Examples

1) I play badminton.

2) He works in a factory.

- **Possessive Pronouns**—A pronoun which shows possession.

e.g. *his, her, hers, my, mine, their, theirs, your, yours*

1) Hers is the best model.

2) His painting is beautiful.

3) Their techniques are flawless.

- **Impersonal Pronoun**—The pronoun that stands for no noun in particular but it can be supplied from verb.

e.g. *it*

1) It is fine.

2) It is winter.

- **Reflexive Pronoun**—When action done by the subject turns back upon the subject, the pronoun used is called as reflexive pronoun.

e. g. *myself, himself, herself, itself, yourself, ourselves, themselves*

- 1) I hurt myself.
 - 2) He cares for nothing but himself.
 - 3) You did it yourself.
- **Emphatic Pronoun**—When a compound personal pronoun is used for the sake of emphasis, it is called as emphatic pronoun.

e.g. *myself, himself, herself, itself, yourself, ourselves, themselves*

- 1) You yourself can do it.
 - 2) He himself admitted his fault.
 - 3) We saw the President himself.
- **Demonstrative Pronoun**—The pronoun which is used to point out an object which it refers to is called demonstrative pronoun.

e. g. *this, that, these, those, such*

- 1) This is my smartphone.
 - 2) That is the better option.
 - 3) The streets of Mumbai are better than those of Pune.
- **Indefinite Pronoun**—The pronoun which refers to a person, a thing or an object in general and not specific is called indefinite pronoun.

e.g. *one, none, some, someone, somebody, any, anybody, nobody, everybody, many, other, others, few, a few*

- 1) Nobody was there to help her.
 - 2) Somebody was talking in the classroom.
 - 3) Many go to Mumbai in search of a job.
- **Distributive Pronoun**—The pronoun that refers to persons or things one at a time.

e.g. *each, either, neither, each-other, one-another*

- 1) Each of the girls received a gift.
 - 2) Either of the books is useful for examination.
 - 3) They blamed one another.
- **Relative Pronoun**—A pronoun that refers/ relates to some noun going before is called relative pronoun.

e. g. *who, whose, which, that, whom, what*

- 1) I met Rohit who had just returned from Europe.
 - 2) These are the women whose work is worth appreciating.
 - 3) I remember the day that he was born.
- **Interrogative Pronoun**—The pronoun which is used for asking questions is called interrogative pronoun.

e.g. *who, whom, which, whose, what*

- 1) Who is the President of India?
- 2) What is the name of your village?

➤ **Operator Verb**

Operator verbs are also called auxiliary verbs or helping verbs. The helping verbs are auxiliaries which help verbs to decide tense of the sentence. They also help to get different forms of sentence such as negatives, interrogatives, passives. They also help to express modes of action like possibility, probability, certainty, obligations, etc.

- **Primary Auxiliaries:** Primary auxiliaries are different forms of 'be'. They usually precede the action word but they are capable of coming alone in a clause or sentence. In many sentences, it comes alone. When it comes alone, it functions as the main verb in the sentence.

e.g.

Be—*am, is, are, was, were, been, being*

Have—*have, has, had*

Do—*do, does, did*

- 1) I am waiting for my friend.
 - 2) Charu *is* weaving a shawl.
 - 3) Vahida *was* a very good actress.
 - 4) Ravi *has* taken a leave.
 - 5) The channel *is being* viewed across the world.
 - 6) They *did* not like ladies finger.
- **Modal Auxiliaries:** The modal verbs are invariable. They are dependents. They never come alone in a clause. They are often succeeded by the action words. Some of the modal verbs represent past tense.

e.g. *will, shall, can, may, might, must, need, dare, ought to,*

Past forms—*would, should, could, used to*

- 1) We *will* play cricket tomorrow.
- 2) You *shall* come early for the programme.
- 3) *May* I come in madam?
- 4) Susan *could* not attend the party.

➤ **Preposition**

Prepositions are words that show relationship between two nouns. They show relationship in the sense of **time** and **location**. There is an exhaustive list of prepositions.

e.g. *in, as, at, to, before, after, about, above, below, beneath, under, among, around, as, in front of, behind, inside, outside, on, off, of, into, onto, between, beyond, opposite, through, throughout, etc.*

- 1) Sandhya was sitting between Jyoti and Anita.
- 2) The box was kept on the footpath.
- 3) The car is parked under a tree on the road.
- 4) They will declare the result by the evening tomorrow.

➤ **Conjunction**

Conjunctions are the joining words. They join two words, two phrases or two clauses. The only care it takes is they join words and phrases of the same class.

- **Coordinating Conjunction:** Coordinating conjunctions join words, phrases or clauses which are grammatically independent of each other. They do not depend on each other.

e.g. *and, or, but, as well as, either...or..., neither...nor..., not only...but also...*

- 1) She is beautiful but she is lazy.
- 2) Boys brought food and girls brought water.
- 3) Rohit as well as Virat scored a century.
- 4) They not only closed the door but also bolted it from outside.

- **Subordinating Conjunction:** Subordinating conjunctions join two words, phrases or clauses of which one is dependent on the other for its meaning. The dependent clause generally begins with the subordinating conjunction.

e.g. *if, unless, when, therefore, so, so that, also, since, though, although, after, for, till, that, what, when, where, whereas, whereby, while, etc.*

- 1) Unless notes are given, we cannot study.

- 2) Radha told him that she would not study anymore.
- 3) Though the bicycle was expensive, he decided to buy it.
- 4) They stayed an extra night so that they could visit the place.

➤ **Interjection**

Interjections are the words which express. They are natural and spontaneous expressions of emotions. They are also called 'emotive words'. They are loosely integrated into linguistic system as they are not grammatically connected with the sentence they precede.

e.g. *hurray, hey, hmm, oh, ahh, damn, shut, ouch, shoo, ssshhh, bravo, etc.*

- 1) Hurray! We won the match.
- 2) Bravo! It's a great achievement.

➤ **Enumerator**

Enumerators are the words which show number. These words include cardinal numbers, ordinal numbers and general numbers. They give us clear idea about numbers.

Cardinal numbers: *one, two, three, ... hundred... thousand...*

Ordinal numbers: *first, second, third, ...tenth, ...*

General numbers: *next, last, other, further ...*

- 1) She paid fifty rupees to the shopkeeper.
- 2) Kiran stood first in the class.
- 3) Aman will face Raka in the next match.

Check your progress II

A. Identify the word classes of the underlined words in the following sentences.

- 1) Students are playing in the ground.
- 2) His performance is rather poor.
- 3) She gave him a smart watch.
- 4) Rebecca cooked food in the courtyard.

5) Anita called me and told me a secret.

1.1.5.2 Word formation and Change of Meaning

Words in itself is an open class. New words are added to every language. However, addition is not a simple process. The added word need to have acceptance in that language speaking world. Some words are newly coined while most of them are derived from already existing words. There are different methods which are adopted to form new words out of existing words. The word classes identified as Open Class word are flexible and can be converted into a new word. Let's study a few of them.

A. Affixation

Affixation is the most commonly used method of word formation. A new word may be formed just by adding a prefix or suffix. **Prefix** is an affix attached to a word in the beginning and **Suffix** is an affix attached to a word in the end.

Noun formation

Suffix: *-ity, -ness, -age, -dom, -ing, -ment, -ator, -or, -tion, -ion, -ty, -ity, -ery, -an, ant/ ent, -er, -ship, -ism, -hood, semi-, etc.*

e.g. clear—clarity, cool—coolness, wise—wisdom, churn—churning, manage—management, intern—internship, dictate—dictator, America—American, final—semifinal, etc.

Prefix: *non-, super-, anti-,*

e.g. violence—nonviolence, man—superman, virus—antivirus,

Verb Formation

Prefix: *en-, dis-, re-, be-, over-, etc.*

e.g. compass—encompass, qualify—disqualify, little—belittle, enter—reenter, look—overlook

Suffix: *-en, -ify, -ise, -ize*

e.g. height—heighten, clear—clarify, modern—modernise, pole—polarize, etc.

Adjective Formation

Prefix: *pro-, post-, pre-, il-, ir-, inter-, multi-, etc.*

e.g. active—proactive, modern—postmodern, legal—illegal, regular—irregular, national—international, faculty—multi-faculty,

Suffix: *-able, -ate, -al, -cal, -ative, -less, -ful, -ish, -like, -er, -est, etc.*

e.g. wash—washable, nation—national, magic—magical, help—helpful, easy—easier, simple—simplest,

Adverb Formation

Suffix *-ly, -ward, -wise, etc.*

e.g. like—likely, home—homeward, class—class wise,

B. Compounding

Compounding is a derivational process of word formation where new words are formed by combining two words. Some compound words have hyphen between them and some have spaces between them. But this is not a rule but just a convention.

e.g. *table-lamp, motor-cycle, hand wash, tooth paste, text book, etc.*

C. Reduplication

It is one more method of word formation where two words which are the same or almost identical in form. Sometimes a change in the initial or medial consonant may be seen. These are found commonly used in the nursery rhymes.

e.g.

tick—tock, see—saw, pitter—patter, tring—tring, bye—bye, etc.

D. Clipping

A new word is formed by cutting or shortening a polysyllabic word. One or two syllables from the existing words are clipped or dropped and the word is shortened. The shortening may be

- at the beginning of the word

e.g. *phone—telephone*

plane—aeroplane

- at the end of the word

e.g. *lab—laboratory*

ad—advertisement

photo—photograph

- at both the ends of the word

e.g. *flu—influenza*

fridge—refrigerator

E. Blending

Blending is a word formation process where two words are connected to form a new word. Generally the first part of the first word is blended with the second part of the second

word. Blending involves clipping two words and then combining them into one to form new word.

e.g.

- a) brunch = breakfast + lunch
- b) smog = smoke + fog
- c) pomato = potato + tomato
- d) motel = motor + hotel
- e) Interpol = international + police

F. Acronymy

Acronyms are the words formed from initial letters of a title, names of state, country, organization, profession, degree, etc. In this process each letter stands for a full word. They are more than abbreviations because they are pronounced as new words.

e.g.

- a) IT = information Technology
- b) B.A. = Bachelor of Arts
- c) C. I. D. = Criminal Investigation Department
- d) RBI = Reserve Bank of India
- e) CET = Common Entrance Test
- f) BSNL = Bharat Sanchar Nigam Limited

Check your progress III

A. Identify the word formation processes of the underlined words in the following sentences.

- 1) He works in the BSNL office at Satara.
- 2) We purchased a table-fan yesterday.
- 3) They use walkie-talkie for communication.
- 4) He penned the story.
- 5) It was her rebirth.
- 6) She sent me a photo.
- 7) The hotel offer the motel service.
- 8) I took the exam last week.
- 9) She is a very faithful woman.
- 10) Do you read newspapers?

1.1.5.3 Guessing Meaning of Unknown Word

When we read, we encounter some new words. We do not know their meanings but want to understand the text. It is not always convenient to look into dictionary for meaning of every new word. Looking into dictionary takes time and breaks our link of reading. This reduces our reading speed also. In such cases, we need to avoid frequent use of dictionary. If we avoid frequent use of dictionary, our reading speed increases. Training our mind to guess meanings of new words without frequently using dictionary is the need of every reader. Let's try to understand some techniques which may help us avoid use of a dictionary.

- First try to understand the title of the passage if it is given. Usually, the content of the text is related to the title. Hence, the title provides some clues to understand meaning of the unknown words. This helps us to narrow down our guesses to a particular topic.
- Identify the class of the word—noun, verb, adjective or adverb. This information will help you to establish role of the word in the sentence.
- Read the sentence carefully to identify any words that signal a relationship between different parts of the same sentence or other sentences.
- Check if linking words like 'while', 'however' or 'but' which show a contrast are used in the adjoining sentences. This contrast can help us think logically about the meaning.
- Decide if the word is positive, negative or neither.
- Break down the word into parts if it is possible e.g. look at its prefix, root and suffix. This will help you to understand the part of speech and possibly its meaning.
- Look for meanings of the word nearby.
- Look at the previous sentences or the ones after. They often give useful clues to guess the meaning.

Let's try to understand how it works. Study the following examples.

- A. It was not a **portable** parcel. It contains highly sensitive liquid chemical which is prone to fire on movements. The producers have warned not to move it without adequate package and care.

portable

There are different ways in which we can guess the meaning of this word.

- a) Split the word. Separate its prefixes and suffixes. portable= port + able

port—means to move from one place to another (We ‘port’ SIM Cards from one company to another.). Thus the word ‘portable’ can be guessed to mean—something that can be moved.

- b) Word connections—In the second sentence, we are told that there is ‘liquid chemical’ in the parcel and it is sensitive to fire if moved. So the word is related to ‘movement’. In the third sentence we get a direct clue ‘warned not to move’. This adds to our guess that the parcel is not movable. Thus, ‘portable’ means ‘movable’.
- c) The word ‘portable’ is an adjective because it is about the noun ‘parcel’. What do we do with parcels? We usually ‘order’, ‘send’ or ‘receive’ parcel. We ‘deliver’ or ‘move’ the parcel. Usually, synonyms of adjective are adjectives only. Thus, the word leads us to another adjective ‘move + able = movable’ or ‘deliver + able = deliverable’. But other sentences speak about ‘movements’. Hence, meaning of the word is ‘movable’.
- B. As the term progressed, it was clear to all that Malti was a bright child. She was quiet, **studious** and intelligent. She fared well in sports as well as in studies. Her **forte** was Mathematics. Many of the girls took her help in Mathematics. She readily and cheerfully helped them all.

studious

- The word ‘studious’ has come with other adjectives ‘quiet’ and ‘intelligent’. This means that ‘studious’ is an adjective.
- Let’s split the word. ‘studious= study + ous’
- The word may mean a person who studies continuously or a person who reads many books.

forte

- The word is used in connection with Malati’s skills about Mathematics. In the next sentence we come to know that many girls took help of Malati in Mathematics. This means that Malati is good or strong in Mathematics. So the word may mean ‘goodness’ or ‘strength’.

Check your progress IV

- I. Guess the meanings of underlined words in the passages.
- 1) A small incident on a Saturday afternoon left a profound effect on me and **unfolded** before my eyes a whole new dimension to the wonders of God’s creation. It was a few days into the Puja vacation. Just like for any other child, the holidays provided an

opportunity for me to become **engrossed** in various magazines and storybooks published specially for children.

- 2) His parents and his brothers and sister had landed on this green flooring ahead of him. They were **beckoning** to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again flapping his wings.
- 3) On being asked how he feels about having the dreadful ALS, Dr. Hawking, the **quintessence** of **optimism** and hope says, “Not very different from the rest. I try and lead as normal a life as possible, and not think about my condition or regret the things it prevents me from doing, which are not many.”

Subject Matter II

1.2 Structural Coherence

1.2.1 Objectives

After reading this unit you will be able to

- 1) understand importance of coherence in meaning formation.
- 2) know the structural essence of a clause and sentence.
- 3) know elements of a clause.
- 4) understand connections among elements for better comprehension.

1.2.2 Introduction

A passage is not a random collection of sentences. It communicates a thought expressed in the sentences. What it communicates has a unity and the segments making it up are interrelated in a meaningful way. The sentences in a passage have connections and relationships which the reader finds out while reading. When we read, we explore connections among words to get meaning out of a sentence. If there are more than one sentences in a paragraph, we try to find out these connections. If they are adequately linked, we get proper meaning. If they are not adequately linked, it becomes difficult to get meaning. If the interlinking is improper, the comprehension becomes difficult. Failure to connect sentences logically leads to misinterpretation. It is here that the knowledge cohesion and cohesive devices becomes necessary. Let's discuss it.

Coherence

Coherence is a quality that gives a text, whether written or spoken, unity and purpose. ‘A text makes sense because there is continuity of senses among the knowledge activated by the expressions of the text’ (Tezi 2004, 59). If a reader cannot find this sense of continuity, the text

becomes senseless. The text becomes senseless because there is serious mismatch between the configuration of concepts and relations expressed and the reader's background knowledge of the world. This continuity of senses is called coherence in a text. Coherence in a text is reflected through cohesion and cohesive devices. Coherence and cohesion indicate how the components elements of a text fit together and make sense.

The basic units of coherence occur in a sentence. A sentence is conveniently divided into functional groups for better understanding. Let's study how they are necessary for better comprehension.

1.2.3 Structural Coherence in a Sentence

To understand the structural coherence in a sentence, it is necessary to understand different structural elements of a sentence. Let's study them.

1.2.3.1 Functional Elements of Sentence

The English sentence may have five functional elements namely Subject, Predicator, Object, Complement and Adverbial. From the semantic point of view each of these elements have different functions to perform. They bring clarity and depth in the meaning of an action. Once we understand how they function and their position in sentence, it enhances quality of our comprehension. Let's study them one by one.

A. Subject

Subject is a noun, pronoun or a group of words associated with noun that comes before the verb in an ordinary affirmative sentence. It is the doer of action. Sometimes action is absent in the sentence. In such situation, the state of a subject is given sentence. The subject is a compulsory element of a sentence.

Study the following examples.

- 1) Raghav runs very fast.
- 2) It is an ancient palace.
- 3) This is my elder sister.
- 4) My brother plays football every day.
- 5) Radha's house in the city is spacious.
- 6) My friend who is a doctor practices Ayurveda in Satara.

In the first sentence the noun *Raghav* is the subject and it performs the action 'runs'. In the second sentence, the state of the pronoun *It* is told. There is no action but the state is indicated through the verb 'is'. In the third sentence the determiner *This* functions as the subject of the sentence. In fourth sentence the noun phrase *My brother* is the subject. In this phrase, the pronoun 'my' adds information about the noun 'brother'. Thus, they are interrelated

and form a single expression. In the fifth sentence the noun phrase *Radha's house in the city* is the subject. The main word in the phrase is the noun *house*. The genitive noun 'Radha's' specifies whose house and the prepositional phrase 'in the city' gives location of the house. In the last sentence the noun phrase *My friend who is a doctor* is the subject of the sentence. Here, the pronoun 'my' specifies whose friend and the relative clause 'who is a doctor' adds information about the noun *friend*. Thus, when we interpret a phrase, we have to interpret it in totality by putting together the related words.

How to identify subject of a sentence

- The subject is mostly a noun, a pronoun or a noun phrase.
- Every assertive sentence in English begins with the subject.
- Subject comes before the verb.
- If it is an imperative sentence, the subject is invisible. The subject here is 'You' i.e. the person to whom it is spoken.

e.g.

i) (~~You~~) Speak slowly dear.

ii) (~~You~~) Put those fruits in the basket.

- If it is a question, the subject comes immediately after the auxiliary verb used to ask question.

e.g.

i) Is he working hard enough? (He is working hard enough.)

ii) What was she doing in the library? (She was doing ~~something~~ in the library.)

B. Predicator

The Predicate is the part of sentence that says something about the subject. The predicator is the only element which is a verb phrase. It is the compulsory element of a sentence. It is the most important element of a sentence. It decides other elements preceding and succeeding it.

e.g.

1) The players *were playing*.

2) The birds *fly* *in the sky*.

3) My brother *has given* *me* *a gift*.

4) He *has been living* *in Kolhapur* *for last twenty years*.

The initial part in all the four sentences is the subject and the remaining part is the predicate. However, for the convenience and accuracy only the verb is called the predicator.

Thus, in the first sentence ‘*were playing*’, ‘*fly*’ in the second sentence, ‘*have given*’ in the third sentence and ‘*have been living*’ in the fourth sentence are the predicators. Most of the times they are action words, either alone or accompanied by the helping verbs. In some cases, the to be form of the verb functions as the main verb. Here, the to be form of verb becomes the predicator. Study the following examples.

- 1) He was *really very active.*
- 2) My sister is *very beautiful.*
- 3) The Policeman has *an old gun.*

In these sentences, to be form of verbs ‘*was*’, ‘*is*’, and ‘*has*’ function as the predicator.

- When we think of the Predicator from the structural point of view, it is placed immediately after the Subject.

e.g.

- 1) He was eating food in a hotel.
- 2) My teacher has been teaching English for years.
- 3) Her friend works in a factory.
- 4) The doctor gave her medicines.

In the first sentence above, *was eating* is the predicator and it has come after the subject ‘He’. In the second sentence the subject ‘My teacher’ is followed by the predicator *has been teaching*. In the third sentence the predicator *works* comes after the subject ‘Her friend’. In the fourth sentence the subject ‘The doctor’ is followed by the predicator *gave*.

- Usually the Predicator is followed by different sentence elements such as Indirect Object, Direct Object, adverb of manner, adverb of place and adverb of time respectively. But all these are optional elements. They may be or may not be there in a sentence.

e.g.

- 1) My mother cooks food every day.
- 2) Aman won a bronze medal.
- 3) The student speaks very loudly.
- 4) We lived in Mumbai for five years.

In the first sentence here ‘food’ is the Object and ‘every day’ is the adverb of time. In the second sentence, ‘a bronze medal’ is the object. In the third sentence ‘very loudly’ is the adverb of manner. In the fourth sentence, ‘in Mumbai’ is the adverb of place while ‘for five years’ is the adverb of time. The four sentences make it clear that object, adjective and adverb are optional elements. They may or may not be present in the sentence.

C. Object

The object is another element of a clause. It is a noun or pronoun closely tied to the predicator for its precise meaning. There are basically two types of the object. The direct object denotes a noun or pronoun affected by the action of a verb. The indirect object is a noun or pronoun who receives the direct object. When there is only one object, it is the direct object. If there are two objects, the indirect object comes before the direct object.

Objects can be easily identified by asking two questions to the verb (action word only and not to the helping verbs). A direct object can be found by asking question 'what' and an indirect object can be discovered by asking question 'whom'. In a clause, the indirect object precedes the direct object. The indirect object usually refers to a person (noun or pronoun) who receives the direct object.

e.g.

- 1) Pradeep was writing a novel last year. (What)
- 2) Her father bought her a new dress. (Whom, What)
- 3) Students are watching a movie. (What)
- 4) We offered them some help. (Whom, What)

In the first sentence a novel is the direct object and it is an answer to the question 'what?' asked to the verb 'writing'. In the second sentence, we have two objects. Her is the answer to the question 'whom?' and a new dress is an answer to the question 'what'. In the third sentence a movie is the direct object, an answer to the question 'what?' asked to the verb 'watching'. In the fourth sentence, them is the indirect object, and some help is the direct object. It is easily noticed here that the indirect object always comes before the direct object.

D. Complement

Complement is one more important element of a sentence. It looks like an object but in terms of meaning it is different. A complement is a word or a group of words which adds information about a noun or pronoun. We know that a noun is either the subject or object in a sentence. This simply means that complements can be of two types. If it gives information about the subject, it is subject complement, and if it is about the object, it is the object complement.

e.g.

- 1) RohitSharm is a cricketer.
- 2) George Bush was the President of America.
- 3) The police called him a liar.

4) They made Sachin the captain.

In the first sentence, a cricketer adds information about the noun 'Rohit Sharma' which is the subject of the sentence. Hence, a cricketer is the subject complement. Same is true with the second sentence. 'George Bush' is the subject and the President of America adds information about the subject. In the third sentence a liar gives information about the object 'him'. Hence it is the object complement. In the fourth sentence, the captain gives information about the noun 'Sachin' which is the object. Hence the captain is the object complement in the sentence.

Always remember—The subject complement comes when an auxiliary verb functions as the main verb. The part of sentence preceding the auxiliary verb is subject and the part succeeding it is the subject complement.

E. Adverbial

Adverbial is the function of an adverb in a sentence. They add extra circumstantial information to the clause. They may add information about a verb, an adjective or another adverb in the clause. They provide information about the manner, place, time, reason, condition, agency, purpose or degree or sometimes they just add a sense in the clause without referring to anything particularly.

Adverbials are loosely tied to the structure of a clause. They can occur anywhere in the clause. This is the only clause element which is mobile in nature and can be found at the beginning, in the middle or at the end of a clause. There is only one subject in a clause, only one predicator, at the most two objects but there is no limit on the number of adverbials in a clause.

Study the following examples.

- | | | | | | |
|----|-------------|--------------|-------------------|-------------------------------|----------------------|
| 1) | Tanishka | kept | books | <u>on the table</u> . | (Place) |
| 2) | Chandrakant | accepted | the offer | <u>eagerly</u> . | (Manner) |
| 3) | He | woke up | <u>early</u> | <u>in the morning</u> . | (Time, Time) |
| 4) | They | moved | <u>towards</u> | the hall. | (Direction) |
| 5) | They | were | <u>in England</u> | <u>for five year</u> . | (Place,
Duration) |
| 6) | The food | was served | <u>by her</u> . | | (Agency) |
| 7) | You | will get | first class | <u>if you study hard</u> . | (Condition) |
| 8) | He | was rewarded | | <u>for his contribution</u> . | (Reason) |
| 9) | Janaki | is | <u>absolutely</u> | fine <u>now</u> . | (Degree, Time) |

10) *Luckily* no one was hurt in the accident. (Sentence adverb)

11) Mobiles are *commonly* used by students these days. (Sentence adverb)

1.2.4 Elements of Clause and Reading Comprehension

Each element of a clause is meaningful in a limited sense. It has its own meaning. However, a clause becomes meaningful only when all these elements are related to each other. The Subject is the doer of action and his action is the Predicator. The Object receives action of the Subject while adverbs give details like manner, time, place, condition, reason and other details. Complement adds information about the Subject or the Object. This relationship helps us to understand the precise meaning of a clause. We should correlate them with each other and discover the precise meaning of each elements. The precise understanding of each element gives precise meaning of the clause and sentence in totality. If there are two or more clauses in a sentence, the elements of each clause need to be understood in totality first and afterwards related to other clause or clauses. This comprehension process is slow at the beginning but after sufficient practice it becomes quicker.

1.2.5 Structural Coherence in a Paragraph/ Text

Paragraph is a unit larger than a sentence. It consists of more than one sentences. They are supposed to be closely or loosely interconnected with each other. The connection between these sentences is the structural coherence. They connect together to explore a topic to additional details which a single sentence cannot give. Study the following examples.

a) Rasika is a smart girl. She cooks very tasty food. She has learnt cooking from her mother.

b) Rasika is a smart girl. The government has announced heavy rainfall in Satara district. And the Principal will deliver his speech in the programme.

In paragraph (a), there are three sentences. We can sense that they are all about Rasika. Each sentence just adds information about Rasika. In paragraph (b) also, there are three sentences. But there is no connection between them. They are semantically independent sentences without any connections with other two sentences. Thus, in paragraph (a), the sentences are ‘linked’ and the link is its subject Rasika, a noun, and the pronoun ‘She’ which replaces it. Even the other elements that follow show some connections. On the other hand, in paragraph (b) all the sentences have different subjects and their actions do not have any clue of connections.

1.2.6 Linking Devices for Structural Coherence in a Paragraph/ Text

A paragraph or text is a semantic unit. All the sentences in the paragraph are interconnected in the sense of meaning. They are all about a single subject or single action. Additions are made to the subject in the form of actions and complements while additions are

made to actions in terms of manner, place, time, reason, condition, etc. Thus the sentences have different clues which relate them with each other. Let's try to understand such clues and connectors.

1.2.6.1 References

Reference is the relation between something else and an element of the sentence. Reference is a word that is connected to other words which may be there in the preceding or succeeding sentences or clauses or sometimes outside the text. In the example given above in paragraph (a), the noun Rasika is the referent. The pronoun 'She' in the second and third sentences are just replacements to the noun Rasika. Hence, wherever they come, they refer to the noun Rasika. Sometimes the references are required to be retrieved from the context.

References are basically of two types. If the reference is backward e.i. it has come in the previous sentence, paragraph or text, it is called *anaphoric* reference. If the reference is forward i.e. it has come in the following sentence, paragraph or text, it is called *cataphoric* reference.

Study these examples

- a) Rekha likes ice-cream. She especially likes the strawberry flavor. Nothing like it if [it is] made by her grandmother.

Here, the noun Rekha in the first sentence becomes referent to the pronoun 'She' in the second sentence and 'her' in the third sentence. Hence the noun 'Rekha' becomes *anaphoric reference* for 'She' in the second sentence and 'her' in the third sentence.

- b) Someone is waiting in the parking. It is a girl. She is Ratna from B.A. I.

'Someone' in the first sentence, 'It' and 'girl' in the second sentence and 'she' in the third sentence refer to the noun 'Ratna' in the third sentence. Ratna here becomes the *cataphoric reference*.

The reference is mostly personal. It is to the subject, the object or the complement. While reading a passage, nouns and pronouns may be correlated to get greater clarity of the meaning.

1.2.6.2 Substitution

Substitution is a relation of wording. Instead of specifics, generals are used to refer to the specifics.

For example

- 1) A: Which *ice-cream* do you want?
B: I want the brown *one*.
- 2) My *chair* is too old. I must get a new *one*.

3) P: Will Sonakshi pass this year?

Q: I think so.

In the first example, instead of repeating *ice-cream* again, *one* is used. *Ice-cream* is a specific name and has been substituted by a general *one*. This makes it creative without changing the referent. In the second example the noun *chair* is substituted by *one*. In the third example, *so* is a substitution for *Sonakshi will pass this year*.

Substitution works at different levels. It may be used for the subject, predicator, complement or adverb of any type. The correlation here is understood through the context.

1.2.6.3 Ellipsis

Ellipsis is omission of word or words with the assumption that the reader will be able to guess it on his/ her own.

Study the following examples.

1) A: Where are you going?

B: Market.

2) Apurva bought some clothes and Atul some fruits.

3) Do you want another laddu? I have five.

In the first example, in the second sentence 'I am going to' is omitted. This omitted part can be easily understood from the context. In the second example, the verb 'bought' is omitted from the second clause. In the third example, the word 'laddu' is omitted from the second clause.

1.2.6.4 Conjunctions

Conjunctions are joining words. They join two words, phrases or clauses. They hint connection and continuance of meaning. They help us add the meaning (additives)—*and, or*; contradict the meaning (adversatives)—*however, but, though, yet*; give cause of the previous actions (causals)—*so, thus, hence, therefore, consequently, accordingly*; or give specify sequence of action in the form of time (Temporal)—*finally, then, at the same time, after that*. Study the following examples.

1) He wanted permission to perform and I gave it. (Additive)

2) He wanted permission to perform: however, I denied it. (Adversative)

3) He wanted permission to perform so I gave it. (Causal)

- 4) He wanted permission to perform and finally I gave it. (Temporal)

In the first sentence meaning is added by ‘and’ while in the second sentence, it is contrasted by ‘however’. ‘So’ in the third sentence gives cause and in the fourth sentence, ‘finally’ creates sense of time in the action taken.

1.2.6.5 Lexical Relations

Words have different types of relations with each other. There are different ways in which meanings of words are analysed in these relations. Meaning lies in the relationship between words and the concepts for which these words stand.

A. Synonyms:

There are words with sameness of meaning or opposite meaning. The words are said to be synonyms if they can be interchanged without altering the meaning.

For Example—madman, lunatic, maddy, bedlamite are all synonyms. They can be exchanged for each other.

- i) We saw a madman.
- ii) We saw a lunatic.
- iii) We saw a maddy.
- iv) We saw a bedlamite.

B. Antonyms:

There are which mean just the opposite. This relation of ‘oppositeness of meaning’ is called the antonyms. This is a natural feature of all the languages as we try to know and remember phenomena, actions and many other things in opposition to each other. They can be easily remembered or guessed.

For Example—beautiful x ugly, easy x difficult, love x hate, etc.

C. Polysemy:

Polysemy is a word with different meanings of the same word. The word which has a set of different meanings is called ‘polysemic’. The dictionary enlists all the entries of different meanings.

Study the following examples.

- Hand
 - the part at the end of the human arm
 - active help
 - a part that points out numbers on a clock

- a worker in a factory
- done by a person
- writing
- story
 - an account of past events, incidents, etc.
 - an account of invented or imagined events
 - the plot of a book, play, etc.
 - a report of an item of news in a newspaper or magazine, an article
 - an event, a situation or material
 - a false statement, description, etc. a lie

D. Homonyms:

Homonyms are the words with the same shape but different meanings. The shape is the spelling or pronunciation. These words adapt their pronunciation and meanings depending on their position in a sentence and the context in which they are used.

Homographs: Same Spelling but Different Pronunciation

Examples—

- lead (n) /led/--heavy metal of grey colour
- lead (v) /li:d/--to move ahead
- present (n) / p_r.e.zənt /-- a gift
- present (v) / p_ri.zənt /-- to give or hand over something

Homonyms: Same Spelling Same Pronunciation but Different Meanings

- mole (n): a small animal like a horse
- mole (n): a black natural spot on skin

Homophones: Different Spelling but Same Pronunciation

- some—a few
- sum—total

E. Hyponyms: Hyponyms are words which have inclusive meanings. They relate each other for some characteristics. For Example ‘apple’ is a fruit. ‘Mango’ is also a fruit like ‘banana’, ‘pineapple’, ‘orange’, etc. All these are fruits. Here, ‘Fruit’ is a superordinate term and all the names of fruits are hyponyms. There is a relationship of implicit

inclusion. Same is true with 'Colour' as a superordinate term and all the names of colours such as 'blue', 'red', 'white', 'violet', 'yellow' are the hyponyms. All of them have some implicit relationship which connects them due to some common similarity.

Other examples are 'Plant', 'Vegetable', 'Animal', etc.

Check your progress V

A. Identify the underlined element of clause in the following sentences.

- 1) He made century in the last match.
- 2) The movie was very interesting.
- 3) Luckily nobody was injured in the accident.
- 4) The teacher gifted some books to his students.
- 5) My younger brother drew a beautiful painting.

B. Make a list of at least five words related to the words given below.

- 1) Market
- 2) College
- 3) Friend
- 4) Tree
- 5) Village

1.7 Let's Sum Up

Structural coherence is an important aspect of a passage or text. The coherence begins with an individual clause leading to sentence and finally to the text through passage. To understand coherence in a sentence, a reader has to relate different elements of a clause. Each element is required to be understood separately in each clause but in connection with relevant references in the other sentences. This ultimately enhances our comprehension of the text. Our knowledge of different word relationships help us remember them. The more words we know, better is the comprehension.

1.8 Exercises

Q. 1. Guess the meaning of the underlined word.

- 1) Ships and Aircrafts are often equipped with radio telephones and GPS.

- a) railways b) buses c) airplanes d) trucks
- 2) He described the tournament vividly.
 a) visit b) competition c) cricket d) tour
- 3) Ajit was charmed by the girl's elegant movements.
 a) graceful b) foolish c) dull d) acute
- 4) She refused my proposal.
 a) gift b) project c) offer d) love
- 5) He was filled with anger.
 a) confirmed b) defined c) rather d) full of

Q.2. Read the following passage carefully and answer the questions given below.

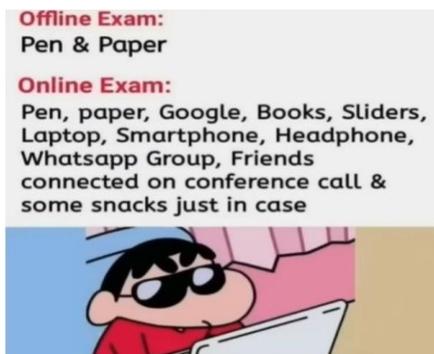
Albert Einstein was once asked what we could do to make our children smarter. He answered, "If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales."

Increasingly, the research backs him up. The more we read to our children, the greater their vocabulary. The greater their vocabulary, the better they do at school. The better they do at school, the more successful they will be in life. As parents, isn't this what we want? (Source: <https://geniebook.com/tuition/secondary-2/english/comprehension-skills-vocabulary-questions> Accessed on 25/08/2024)

- 1) What is the positive effect of reading?
- 2) What makes children more intelligent?
- 3) What does reading give to our children?
- 4) Do you agree with the views presented in the paragraph? Justify your answer.

Q.3. Read the following pictures and describe it in your words.

a)



b)

When forests are cut down, we lose the important protection they offer against land degradation and natural calamities such as flooding.



Q. 4 Write at least five words associated with the given word.

- a) Flower
- b) Fruit
- c) Car
- d) House
- e) Road
- f) Media

Q.5 Write meaning of the following word in your mother tongue.

- a) care
- b) tree
- c) send
- d) challenge
- e) action

Q. 6 Underline the Content words in the given paragraph.

One winter afternoon she had been buying something in a little antique shop in Curzon Street. It was a shop she liked. For one thing, one usually had it to oneself. And then the man who kept it was ridiculously fond of serving her. He beamed whenever she came in. he clasped his hands; he was so gratified he could scarcely speak. Flattery, of course. All the same there was something.

Q.7 Underline the structure words in the given paragraph.

The three men were at work early on the cool leads, surrounded by damp drizzling roofs where no one came to sun themselves, black roofs, slimy with rain. Because it was cool now, they would finish the job that day, if they hurried.

Q. 8 Form at least two meaningful words using given letters.

- a) c, e, l, p, n, e, s, l, h, o, t
- b) h, i, s, r, t, e, a, c
- c) e, h, w, t, a, v, e, r
- d) e, l, l, o, g, a, t, c
- e) p, a, t, p, l, a, o, e

Q. 9 Circle the word that does not fit in the group.

- | | | | | |
|-----------|------------|------------|------------|------------|
| 1. laptop | smartphone | smartwatch | mouse | calculator |
| 2. books | pen | car | School bag | notebooks |
| 3. tree | leaves | house | fruit | plant |
| 4. temple | milkman | shopkeeper | driver | teacher |
| 5. button | cable | fan | bulb | hammer |

Q.10. Fill in the appropriate form of the word given in the bracket to complete the sentence.

- a) Does it make any _____ (differ) to them if we pay online?
- b) Rashee is the most _____ (truth) person I know.
- c) If you keep _____ (disturb) me, I will not be able to finish the work.
- d) Meena's _____ (care) about her work cannot be ignored.
- e) She is walking in the park. Would you like to _____ (give) her company?

Q. 11 Write your own sentence using the given words/ phrases.

- a) walk out
- b) challenge
- c) withdraw
- d) classroom
- e) friendship

Q. 12 Choose the words that best complete the sentences in the following text.

Earthquakes are amongst the most destructive _____ (1) disasters. They usually _____ (2) without any warning and _____ (3) in a great _____ (4) of life and an enormous demolition of buildings. Additionally, they may cause devastating landslides or create gigantic tidal waves which in _____ (5) are colossal walls of water smashing into seashores with great force.

- | | | | |
|-------------------------|-----------------|------------|-----------|
| 1) a) nature | b) naturalistic | c) natural | d) native |
| 2) a) hit | b) strike | c) fall | d) attack |
| 3) a) result | b) effect | c) lead | d) cause |
| 4) a) fatality b) waste | c) harm | d) loss | |
| 5) a) fact | b) certainty | c) honesty | d) truth |

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Unit-2

Techniques of Reading Comprehension

A) Techniques of Skimming and Scanning

B) Summarizing and Analysis

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- 2.0 Objectives –
- 2.1 Introduction –
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 - Check your progress – 2
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- 2.4 Terms to Remember
- 2.5 Answers to check your progress – (1, 2, 3, 4)
- 2.6 Exercise
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2.0 Objectives –

After studying this unit you will be able to

- a. To develop reading techniques of skimming and scanning among the students.
- b. To help students comprehend and analyse texts.
- c. To find relationship between loud reading and silent reading.
- d. To understand difference between Extensive and Intensive reading.

2.1 Introduction

Reading is very important aspect of the education process and it opens the door of knowledge. The skill of reading is more important than speaking and writing because most of us are concerned with reading in life. Moreover, reading is permanent source of joy and

amusement. Hence, it is essential that the habit of reading should be developed among students from the very beginning. Francis Bacon has rightly said, ‘Some books are to be tasted, others to be swallowed and some to be chewed and digested’.

Reading comprehension is an act of understanding what is written on the paper. Comprehension is the ability to understand the information given in a text and to analyse information and infer meaning from it. It mainly requires two things in a reader, vocabulary knowledge and text comprehension. The reader must be able to comprehend the vocabulary used in a piece of writing to understand text. A comprehension ability includes specific reading skills, the ability to grasp the main ideas from the passage, linking them, inferring and drawing conclusions based on understanding of the given passage.

In the previous unit, we have learned components of reading such as vocabulary and how sentences are structured to make a coherent paragraphs. This unit deals with techniques of reading comprehension such as Skimming and Scanning, Summarizing and Analysing, Loud and Silent reading, and Extensive and Intensive reading.

2.2 Presentation of the subject matter

2.2.1 Section –I Types of Reading

There are two types of reading—loud reading and silent reading. Greater emphasis is laid on silent reading. It is so because most of the students employ silent reading. Loud reading is good for students of lower classes. This helps them to rectify and improve their pronunciation.

Loud reading/ Oral reading

Loud reading is very useful in the lower classrooms. With the help of loud reading, it is possible to correct the mistakes in pronunciation. The aim of the loud reading is to develop a capacity to pronounce words correctly. The other purpose is to develop the uniform space of speech and sound while reading.

It helps to develop the capacity to speak fluently and correctly. The students, by listening others, make many changes and improvements in their reading habits. It also establishes co-ordination in the working of eyes and ears. The students are able to memorize things easily and quickly. It develops habits of accurate reading. If loud reading is not practised, the students will continue to repeat their mistakes while reading silently.

Silent reading

Reading words or sentences without producing sound audible to others is called silent reading. In this type of reading the readers are not expected even to move their lips. After achieving the practice of loud reading, students are expected to develop the skill of silent reading. Silent reading is an important and useful reading habit. Hence, students of all stages are encouraged and taught to read silently. Silent reading is more useful in order to organize and arrange the ideas. Generally, it is silent reading that is used in practical life.

The purpose of silent reading is to improve the skills of comprehension and grasping the ideas. It also aims to develop such capacity among students that they may appreciate and enjoy the works after understanding them.

Methods and techniques of silent reading

The eyes should be trained to move from one group of words to another. Thus, eyes should move with regular rhythms along with lines of a text. Speed of reading should be improved by practice without affecting the comprehension of the passage in any ways. There should be no lip movements.

The important feature of this type of reading is all the students may do the work at the same time according to their own speed. Silent reading is the real reading. The shyness of the students decreases and courage and fearlessness increase. Since all the students get opportunities to read, the inferiority complex also decreases. Students who are efficient in silent reading may carry on their self-study in the library and the reading room. The energy that is lost in loud reading is also saved in silent reading. It is possible for the children to carry on silent reading for a longer time as compared to the loud reading.

The other types of reading are Intensive reading and Extensive reading.

Intensive and Extensive Reading

The main aim of the reading activity is to enrich students with knowledge. It also helps them to learn language. When the aim of reading is to equip the students with different pieces of information and understanding the meaning of the matter, reading is considered sufficient. Reading that is carried out with this aim is called extensive reading.

Intensive reading

In the intensive reading reader or student tries to comprehend the ideas and feelings contained in the text. Intensive reading is a type of reading with the purpose to understand the text in depth. The focus and attention of the reader is the meaning given in the text. The reader learns new vocabulary, understands overt and implied themes and the intention of the author behind writing the text. Intensive reading is a time taking process in which the reader comprehends most of the content. A lot of attention is paid to language use also.

Extensive reading

The aim of extensive reading is to create interest in the students for reading. In such reading there is no need to probe into the meaning of the individual words and their importance. Only understanding the sense is considered sufficient. Such reading encourages the students to make use of dictionary and find out the sense with the help of it. If they fail to get the sense, they should take help of the teacher to resolve their difficulties.

Difference between Extensive and Intensive reading

Sr. No.	Extensive Reading	Intensive Reading
1	It concentrates on the subject matter.	It concentrates on the language.
2	The aim is only to grasp the meaning of the content.	The aim is to make a careful and minute scrutiny of the content.
3	Words, expressions and phrases are not studied in details	Words phrases and expressions are studied in details
4	Reading by the students is silent and independent.	Reading by the students is loud and controlled by the teacher.
5	The teacher involvement is minimum.	The teacher involvement is maximum.
6	New words and phrases occur in the book pass into the students passive vocabulary	New words and phrases occurring in the book pass into the students active vocabulary
7	The students should only be able to understand and not to use all the common words, phrases and expressions in the book	The students should be able to understand and use all the common words, phrases and expressions in the book

Check your progress – 1

A) Choose the correct alternatives from the given.

- What is the primary benefit of loud reading for lower-class students?
A) Development of silent reading skills B) Improvement in pronunciation
C) Enhancement of reading speed D) Increase in comprehension skills
- Which of the following best describes silent reading?
A) Reading aloud to correct pronunciation
B) Reading without producing sound
C) Reading in a group setting
D) Reading with vocal emphasis on key phrases
- What is the main purpose of silent reading?
A) To develop correct pronunciation B) To improve reading speed

4. Loud reading is used more commonly in practical life than silent reading.
5. Intensive reading focuses the understanding a general sense of the text rather than individual words.
6. Extensive reading aims to create interest about reading among students.
7. In intensive reading, it is important to understand even the minor details of the material.
8. Extensive reading does not require use of a dictionary or teacher assistant.

2.2 Section –II Skimming and Scanning

Reading for Scanning and Skimming

Scanning and Skimming are two effective reading techniques used to locate information in a text quickly. Each serves a different purpose and can be useful in various reading contexts.

Reading for scanning (look at all parts)

Scanning is one of the techniques of reading fast. Scanning is done when the reader wants to find out a particular piece of information. While doing so one may not necessarily understand the rest of the passage. Scanning means to locate some item in the given passage. It is quickly going through a text to find a particular piece of information. Scanning is used to find specific information quickly. It involves looking for particular words, numbers, or phrases without reading everything. An extract from a directory is given and learners are asked to find telephone number of a person. A part of a text such as a paragraph is given which the reader scans to answer questions.

Example

Andaman and Nicobar Islands are a Union Territory of India consisting of two island groups in the Bay of Bengal. The Andaman groups include 204 islands and is extended over an area of 83000 square km, while the Nicobar are a group of 12 inhabited and 7 uninhabited islands. Port Blair is the territorial capital. The Andaman island are a succession of dome-shaped forest covered hill ranges running parallel to each other from north to south. Flat land is scarce and confined to a few valleys. The islands are formed of tertiary sandstone, limestone and shale and are highly dissected. Their surface is covered with dense forest and large mangrove swamps occur in the northern part, North Andaman. Perennial Rivers are few and adequate water supply is a continuous problem. Exports from the territory include timber, especially Andaman redwood, gurjan for plywood and softwood, coconuts and copra.

Based on the information given in

The New Encyclopaedia Britannica

If you want to read this passage to get the following information...

- i) The number of islands in the Andaman group
- ii) The capital of the Andaman island
- iii) The substance the islands are made up of
- iv) The continuing problem on the island
- v) The items that the island export.

In each case you will search for that specific bit of information. For example, to find out ‘the continuing problem in the Andaman and Nicobar Islands’, your eyes will move quickly from one line to another not bothering much about the other information you come across. The quick movement of your eyes engaged in scanning will come to a standstill when they find ‘adequate water supply is a continuing problem’, because this line contains **the word ‘problem’ which functions as a clue for the piece of information** you are searching for. The same is applicable to all the items you want to find out from the text. Scanning is like moving the telescope till you come across the object you have been looking for.

Techniques:

1. **Identify Your Objective:** Clearly define the specific information you are looking for (e.g., a date, a name, a statistic).
2. **Use Visual Clues:** Look for visual clues such as bold text, italics, or numbers that can guide you to the information.
3. **Move Your Eyes Quickly:** Allow your eyes to move rapidly over the text, looking for the specific word or phrase.
4. **Focus on Sections:** Focus on sections where the information is likely to be found, such as the introduction, summary, or specific headings.
5. **Use Your Finger or a Pen:** Guide your reading with your finger or a pen to maintain focus and speed up the process.
6. **Ignore Unnecessary Information:** Skip over irrelevant sections and concentrate only on the parts where your target information is likely to appear.

Skimming (Read Quickly)

To skim means to go through the given passage quickly to get a general idea about the nature and subject matter of the passage. Reading for Skimming means to gain an idea of the organization of the text. Skimming is closely related to the speed of reading. One must learn to run eyes quickly through the given material. The aim of skimming is to get the gist of the

text. Reading for Skimming is used to get a general overview of the content. It helps in understanding the main ideas and the structure of the text without reading it in detail.

Examples

Religion, as it is generally understood, is supposed to be the spirit of science. The method of science is empirical while that of religion is dogmatic. Science does not rely on authority but appeals to communicable evidence that any trained mind can evaluate. Science does not admit any barriers to freedom of thought and inquiry. It welcomes new knowledge and new experiences. A true scientist does not take refuge in dogmatism. His outlook is marked by modesty, self-criticism and readiness to learn from others. If we esteem freedom of inquiry, we find that it is incompatible with authoritarianism, which is the dominant feature of religion.

Dr. Sarvapalli Radhakrishnan

Recovery of Faith

If you run your eyes over the passage quickly, you will realize that it says something about **science and religion**. The very first sentence, ‘Religion... is supposed to be the spirit of science,’ is the key to the passage. In fact, the rest of the passage is an elaboration of the opening sentence. While skimming you need take into account such topic sentences. During the process of skimming you need not bother about other details. It is not necessary that you understand every word in the passage; all you have to do is look for the main idea or theme of what you are reading.

Techniques:

1. **Read Titles and Headings:** Start by reading the main title, subtitles, and any headings or subheadings to get an idea of the topics covered.
2. **Look at Illustrations and Captions:** Glance at any images, charts, or graphs and their captions to gather additional context.
3. **Read the First and Last Sentences:** In each paragraph, read the first and last sentences, which often contain the main idea or summary.
4. **Read Summaries:** If available, read summaries, abstracts, or conclusions to understand the key points.
5. **Look for Keywords:** Identify and focus on keywords and phrases that are bolded, italicized, or highlighted.
6. **Pay Attention to Formatting:** Notice bullet points, lists, and other formatting cues that emphasize important information.

Practising Scanning and Skimming

Practice: Regular practice with different types of texts will improve your ability to skim and scan effectively.

Combine Techniques: Use skimming to get an overall understanding of the text and then use scanning to find specific details as needed.

Adjust Speed: Adjust your reading speed based on the complexity of the text and the amount of information you need to extract.

By mastering these techniques, you can become more efficient in handling large volumes of text and retrieving information quickly and accurately. Improving reading comprehension in English involves developing a set of skills and strategies that enable you to understand, interpret, and engage with texts effectively. Here are several practical methods and techniques to enhance your reading comprehension abilities:

1) Expand Your Vocabulary

To increase vocabulary and comprehension skills, it is essential to read regularly, engage with a variety of texts such as books, articles, and essays. This introduction to different styles and subjects introduces new words and concepts. Using a dictionary to look up unfamiliar words and jotting down their meanings aids in retention and understanding. Additionally, context clues within the text can provide hints to infer the meanings of unknown words.

2) Practice Active Reading

To improve reading comprehension and remembering, it is useful to explain the text by making notes in the margins, underlining key points, and highlighting important information. This active engagement helps in better understanding and recalling the material. Asking questions before, during and after reading keeps the reader focused and encourages deeper analysis of the content.

3) Improve Fluency

To improve reading skills, it is useful to include different strategies. Reading aloud can significantly improve pronunciation and fluency, making the reader more comfortable with the language. Consistent reading practice is essential for increasing reading speed and comprehension, as regular exposure to text helps familiarize the reader with various styles and vocabularies.

4) Develop Critical Thinking

When engaging with a text, it is crucial to analyse the arguments presented by evaluating their strength and validity. This involves critically assessing the evidence and reasoning used to support the claims. Additionally, identifying any biases or assumptions within the text is important for understanding the author's perspective and potential influence on the argument.

Drawing inferences based on the information provided allows readers to make logical conclusions and deepen their comprehension of the material. This analytical approach enhances critical thinking and ensures a more nuanced understanding of the text.

Check your progress – 2

A) Choose the correct alternatives from the given.

1. What is the primary purpose of scanning while reading?
 - A) To read and understand every detail in a text
 - B) To quickly find specific information
 - C) To enjoy the narrative and storyline
 - D) To analyse the writing style and tone
2. Which of the following techniques is NOT typically used in scanning?
 - A) Identify your objective
 - B) Use visual cues
 - C) Move your eyes quickly
 - D) Read every sentence in detail
3. What should you do to maintain focus and speed during scanning?
 - A) Read the text out loud
 - B) Highlight every sentence
 - C) Guide your reading with your finger or a pen
 - D) Take detailed notes
4. Which part of the text is often targeted to find specific information in scanning?
 - A) The body paragraphs
 - B) The introduction, summary, or specific headings
 - C) The author's biography
 - D) The footnotes
5. What does scanning involve according to the passage?
 - A) Reading the text multiple times
 - B) looking for particular words, numbers, or phrases without reading everything
 - C) Summarizing the entire text
 - D) Understanding the text's deeper meaning
6. Which technique helps in locating information quickly during scanning?
 - A) Ignoring the bold text
 - B) Focusing on irrelevant sections
 - C) Allowing your eyes to move rapidly over the text

- D) Reading slowly and carefully
7. What is an example of scanning provided in the passage?
- A) Reading a novel to enjoy the story
 - B) Skimming through a book to get the main idea
 - C) Finding a telephone number in a directory
 - D) Reading a paragraph to understand its meaning
8. Why shall you use visual cues such as bold text or italics while scanning?
- A) To understand the deeper meaning of the text
 - B) To find specific information quickly
 - C) To enjoy the narrative
 - D) To improve pronunciation skills
9. What is the primary purpose of skimming while reading?
- A) To read and understand every detail in a text
 - B) To get a general overview of the content
 - C) To find specific information quickly
 - D) to analyse the writing style and tone
10. Which factor is crucial for both scanning and skimming exercises?
- A) Reading every sentence in detail
 - B) Speed of reading
 - C) Taking detailed notes
 - D) Reading aloud
11. What is the aim of skimming according to the passage?
- A) To get a detailed understanding of the text
 - B) To memorize the content
 - C) To gain an idea of the organization of the text
 - D) to find specific words or phrases
12. How can teachers motivate learners to practice skimming?
- A) By assigning detailed reading tasks
 - B) By organizing class competitions
 - C) By asking students to read aloud
 - D) By focusing on pronunciation exercises

13. What should a reader focus on to understand the main idea and structure of the text while skimming?
- A) Reading every word carefully
 - B) Skipping the introduction and conclusion
 - C) Running their eyes quickly through the material
 - D) Reading only the first sentence of each paragraph
14. Which of the following is a benefit of skimming?
- A) Getting a general overview of the content
 - B) Improving pronunciation skills
 - C) Understanding detailed information
 - D) Memorizing specific facts and figures

B) Read the given passage and answer the following questions.

There are different training methods and there are advantages and disadvantages to all of them. Successful training program depend on an understanding of the difference between learning about skill and training in using them. It is frequently said that learning about skills takes place ‘off the job’, in the classroom, but training in using those skills takes place ‘on the job’, by means of such activities job rotation and planned experiences.

What do you think is the passage about?

- a) Different training methods
- b) Training about skills
- c) Training in using skills
- d) Successful training programmes

C) Read the passage and answer the following questions.

I had a visit from the headmaster at an unusual hour one night. I was in bed. My child had just gone to sleep. And I was preparing to sit up and attempt my daily experiment. I was about to put out the lights, when there was a call for me at the gate, ‘Krishnan, Krishnan’. I didn’t like to be disturbed. So I kept quiet for a moment hoping that the caller might go away and I regretted I had not put out the light a minute earlier. But the call was repeated. I had to get up and go to the gate. There I saw the headmaster. Krishnan, he cried on seeing me, ‘forgive my intrusion at this hour. May I come in and talk to you?’

‘Yes, yes,’ I said opening the gate. We sat down on the veranda steps. A ray of light fell on him from our sleeping room, and I noticed that he looked very agitated. He sat without

speaking for a few minutes. A donkey brayed in a neighbouring lane; wind rustled the avenue trees. I waited for him to open his mouth and tell me his business. I felt that he might be wanting a loan of money; he must be in terrible straits.

‘I want to ask you...’ he began. It was at this point that the donkey brayed into the night. ‘It was good omen they say, the braying of a donkey. So my request is well-timed.

‘Go, on,’ I said. Wondering how much he was going to want. ‘Tell me what you want?’ I said.

‘I want you to take charge of my school and see that it does not go to ruin,’ he said.

R K Narayan

The English Teacher

Questions

- 1) When did the headmaster visit Krishnan?
- 2) Why was the writer had to get up and go to the gate?
- 3) What did the headmaster look like?
- 4) What was the braying of the donkey supposed to signify?
- 5) What did the headmaster want the writer to do?

2.2.3 Section –III Summarizing and Analysing

Reading comprehension is the ability to understand, interpret and develop meaning from the written text. It involves not only decoding words but also grasping the structure, tones, and context of the text. This skill is fundamental to all areas of education, enabling students to gain knowledge from textbooks, literature, and other written materials. Furthermore, reading comprehension develops critical thinking skills by encouraging students to analyse and synthesize information. Strong reading comprehension skills are linked to higher academic achievement as students with good comprehension skills perform better in subjects which demand understanding of complex content. Additionally, it fosters a lifelong love for reading and learning which are essential for personal and professional growth throughout life.

Some techniques are essential to improve reading comprehension of students. Active reading encourages students to engage with the text by asking questions, making predictions, and summarizing information as they read. Building a strong vocabulary is also necessary as knowing more words can significantly enhance comprehension. The use of graphic organizers such as mind maps and Venn diagrams helps students organize and visualize information from the text making it easier to understand complex ideas. Reading aloud can improve understanding, especially for auditory learners, by allowing them to hear the text and process it differently. Discussions and participations in groups enable students to share their

perspectives and deepen their understanding through collective insights. Lastly, regular reading practice and exposure to a variety of texts and genres can steadily improve comprehension skills over time, making students more adept readers. Thus, reading comprehension is a critical skill that involves understanding, interpreting, and engaging with text. To improve reading comprehension, several techniques can be employed. Here are some effective techniques.

Identification of Key ideas- There are always certain key sentences that determine the flow of the ideas of the passage. To make comprehension better, these sentences are supposed to be identified during the first reading of the passage. The paragraph should be read quickly to get a general idea. It should be read again, a little slowly to know the details. The key ideas can also be underlined.

Summarize the paragraph – while reading the passage, develop a habit of mentally summarizing each paragraph and keep linking them as you proceed. This help in understanding the overall idea of the passage.

B) Summarizing in Reading Comprehension

Summarizing is the process of condensing the main ideas and essential details from a text into a concise form. It requires understanding the text fully and identifying the key points that convey the core message.

Example of Summarizing

Text:

Climate change is a significant global issue caused by human activities such as deforestation, industrial processes, and the burning of fossil fuels. These actions increase the concentration of greenhouse gases in the atmosphere, leading to global warming and environmental impacts such as rising sea levels, extreme weather events, and loss of biodiversity.

Summary:

Climate change, driven by human activities like deforestation and fossil fuel use, leads to global warming and environmental issues such as sea level rise, extreme weather, and biodiversity loss.

Techniques of Effective Summarizing

1. Identify the Main Idea:

Focusing on key points and reading carefully are important for effective reading comprehension. Identifying the primary argument or theme of the text helps you grasp its

central message and purpose. Paying close attention to the introductory and concluding paragraphs is particularly important, as these sections often encapsulate the main ideas and provide a framework for understanding the text. By concentrating on these elements, you can gain a clearer overview of the material and better retain its essential concepts.

2. Highlight Important Details:

Noting key information and ignoring minor details are essential strategies for effective reading comprehension. Highlighting or underlining important facts, statistics, and quotes that support the main idea helps you focus on the core content and enhances your ability to recall critical points. Conversely, excluding minor details such as examples, anecdotes, and supplementary information prevents information overload and keeps your attention centred on the primary arguments and essential elements of the text. This approach streamlines your reading process and ensures that you retain and understand the most pertinent information.

3. Use Your Own Words:

Paraphrasing and avoiding plagiarism are crucial practices for maintaining integrity and ensuring comprehension. By rewriting the main ideas and supporting details in your own words, you confirm your understanding of the material and integrate it more deeply. This process helps clarify complex concepts and reinforce your grasp of the content. Additionally, avoiding plagiarism by not copying text verbatim unless quoting directly ensures that you respect intellectual property and uphold academic honesty. These practices contribute to a thorough and ethical engagement with the material.

4. Create a Structured Outline:

Organizing information and maintaining sequence are key techniques for effective comprehension and presentation. Using bullet points or numbered lists helps structure the main ideas and details logically, making it easier to review and understand the material. Additionally, preserving the original sequence of ideas ensures that the flow of information remains coherent and accurately reflects the text's structure. These practices enhance clarity, facilitate better retention, and support a systematic approach to analyse and present information.

5. Be Concise:

Limiting the length of your summary and eliminating redundancy are crucial for effective summarization. Aim for a summary that is about one-third the length of the original text to ensure that it captures the essential points without becoming overly detailed. Additionally, avoid repeating information to maintain clarity and conciseness. By focusing on these practices, you create a rational and accurate summary that effectively communicates the core ideas of the original text without unnecessary repetition.

6. Review and Revise:

Checking accuracy and clarifying ambiguities are vital steps in crafting a reliable summary. Ensure that your summary accurately reflects the main ideas and key details of the original text to maintain the integrity of the information. Additionally, revise sentences for clarity and coherence to eliminate any ambiguities, and ensure that the summary is easily understood and logically organized. These practices help produce a clear, accurate, and effective summary that faithfully represents the essence of the original material.

Check your progress – 3

Q. Write Summary of the given passages.

1) In today's fast-paced digital age, the importance of maintaining a healthy work-life balance cannot be overstated. Many individuals find themselves constantly connected to their jobs through smartphones, emails, and other digital tools, which can lead to burnout and decreased productivity. Research has shown that employees who take regular breaks and vacations are more productive and happier in their roles. Companies that encourage work-life balance often see lower turnover rates and higher employee satisfaction. Effective time management, setting clear boundaries between work and personal life, and making time for hobbies and family are essential strategies for achieving a healthier balance. Ultimately, prioritizing work-life balance is beneficial not only for individual well-being but also for organizational success.

2) Climate change is a significant and lasting change in the statistical distribution of weather patterns over periods ranging from decades to millions of years. It can be caused by various factors, including solar radiation variations, volcanic eruptions, and human activities, particularly the burning of fossil fuels, deforestation, and industrial processes. The effects of climate change are wide-ranging and include rising sea levels, more extreme weather events, and disruptions to ecosystems and agriculture. Addressing climate change requires a global effort to reduce greenhouse gas emissions, transition to renewable energy sources, and implement sustainable practices across various sectors. International agreements like the Paris Agreement aim to unite countries in the fight against climate change by setting targets for reducing emissions and promoting sustainable development.

C) Skill of Analysing in Reading Comprehension

The skill of analysing involves examining the components of a text to understand how they contribute to the overall meaning. It requires critical thinking to evaluate arguments, identify biases, and interpret the significance of details.

Example

Text:

The company's profits have increased by 20% this year, which can be attributed to the launch of new products and an aggressive marketing campaign. However, there has been growing concern about the environmental impact of the company's manufacturing processes.

Analysis:

- **Purpose:** The text aims to inform about the company's financial performance and environmental concerns.
- **Structure:** It presents the positive financial news first, followed by a contrasting concern.
- **Arguments:** The increase in profits is supported by specific factors (new products, marketing). The environmental concern lacks detailed evidence but suggests a potential issue.
- **Language and Tone:** The use of aggressive to describe the marketing campaign implies a strong, perhaps excessive, effort. The tone shifts from positive (profits) to cautionary (environmental impact).
- **Implications:** The text highlights a potential conflict between financial success and environmental responsibility, suggesting the need for a balanced approach.

Techniques of effective Analysis**1. Identify the Author's Purpose:**

Understanding the intent of a text and considering its context are essential for accurate interpretation and analysis. Determine whether the text aims to inform, persuade, entertain, or explain, as this influences how the information is presented and perceived. Reflecting on the context in which the text was written, including the historical, cultural, and situational background, and identifying the intended audience further enhances your comprehension and interpretation. These insights help you grasp the purpose and relevance of the text, leading to a more nuanced and informed understanding of its content.

2. Examine Structure and Organization:

Analysing the layout and evaluating coherence are key for understanding how a text is organized and how effectively it communicates its ideas. Examine the structure of the text, noting the use of headings, paragraphs, and transitions, which help guide the reader through the content. Assess whether the ideas flow logically and are well-connected to ensure that the text is coherent and easy to follow. By focusing on these aspects, you gain insight into the text's organization and clarity, enhancing your overall comprehension and ability to critically engage with the material.

3. Evaluate Arguments and Evidence:

Assessing validity and identifying biases are crucial for critically engaging with a text. Determine if the arguments presented are logical and well-supported by evidence, ensuring that the conclusions drawn are credible and substantiated. Additionally, recognize any biases or assumptions that may influence the author's perspective, as these can affect the objectivity and reliability of the information. By evaluating both the strength of the arguments and potential biases, you gain a more nuanced understanding of the text and its underlying motivations.

4. Interpret Language and Tone:

Analysing word choice and evaluating tone are essential for a deeper understanding of a text. Examine the language used for connotations and implied meanings, as specific word choices can subtly influence the reader's perception and interpretation. Additionally, consider the author's tone—whether formal, informal, critical, enthusiastic, or otherwise—and how it impacts the overall message. The tone can shape the reader's response and convey underlying attitudes or emotions, providing further insight into the author's intent and the text's impact. By focusing on these elements, you gain a better understanding of the text's nuances and subtleties.

5. Consider Multiple Perspectives:

Comparing viewpoints and reflecting on implications are important for a comprehensive analysis of a text. By comparing the text with other sources or viewpoints, you gain a broader perspective and understand how different perspectives contribute to a fuller understanding of the topic. Reflecting on the broader implications of the text's arguments and conclusions helps you consider the wider impact and significance of the ideas presented. This approach enriches your interpretation, allowing you to assess the text's relevance and potential influence on various aspects of the subject matter.

6. Draw Inferences and Conclusions:

Making connections and developing insights are key steps in deepening your understanding of a text. Connect the text's ideas to broader themes or issues to see how they fit into a larger context and relate to ongoing discussions or concerns. This helps in recognizing the text's relevance and impact beyond its immediate content. Additionally, formulate your own conclusions based on your analysis, integrating the text's arguments with your own insights and perspectives. This process not only enhances your comprehension but also allows you to contribute original thoughts and interpretations, enriching your engagement with the material.

By developing skills in summarizing and analysis, students can improve their comprehension and critical engagement with texts, leading to a deeper and more nuanced understanding.

Check your progress – 4

Q. Read the following passage and answer the questions given below.

The Amazon Rainforest, often referred to as the "lungs of the Earth," is a vast and bio diverse region that spans nine countries in South America. It is home to approximately 10% of the world's known species, many of which are found nowhere else on the planet. The Amazon plays a crucial role in regulating the global climate by absorbing large amounts of carbon dioxide and producing oxygen. However, this vital ecosystem is under severe threat from deforestation, illegal logging, mining, and agricultural expansion. These activities not only destroy the habitat of countless species but also contribute to climate change by releasing stored carbon dioxide into the atmosphere.

Efforts to protect the Amazon are underway, involving governments, indigenous communities, and international organizations. Conservation strategies include creating protected areas, promoting sustainable land use practices, and supporting the rights and traditional knowledge of indigenous peoples. Despite these efforts, challenges remain, such as inadequate enforcement of environmental laws, economic pressures, and political instability. The future of the Amazon depends on a concerted global effort to address these challenges and prioritize the health of this irreplaceable ecosystem.

1. Why is the Amazon Rainforest often called the "lungs of the Earth"?
2. What is the percentage of the world's known species found in the Amazon Rainforest?
3. Which of the following is NOT a threat to the Amazon Rainforest mentioned in the passage?
4. What are the conservation strategies to protect the Amazon mentioned in the passage?
5. What role does the Amazon Rainforest play in regulating the global climate?
6. List two major threats to the Amazon Rainforest mentioned in the passage.
7. How do conservation strategies aim to protect the Amazon?
8. What challenges remain in the efforts to conserve the Amazon Rainforest?

Some Techniques for Improving Reading Comprehension

1. Previewing the Text

Skimming and scanning are effective techniques for efficiently navigating and comprehending written material. Skimming involves quickly glancing through headings, subheadings, and highlighted or bolded text to gain an overview of the content and identify key sections. Scanning, on the other hand, focuses on locating specific information or keywords related to your reading purpose, enabling you to find relevant details without reading

the entire text. These strategies streamline the reading process, helping you extract essential information and better understand the structure and main points of the material.

2. Active Reading

Questioning and annotating are powerful strategies for enhancing reading comprehension. By asking questions before, during, and after reading, you stay engaged and focused, actively seeking to understand the material. This continuous inquiry helps clarify confusing points and deepen your insight into the text. Annotating by taking notes, highlighting key points, and making comments in the margins allows you to interact directly with the text. This active engagement not only aids in retention and understanding but also creates a personalized roadmap of the material, making it easier to review and reflect upon later.

3. Building Vocabulary

Utilizing context clues and maintaining word lists are effective strategies for expanding vocabulary and improving reading comprehension. By using the surrounding text to infer the meaning of unfamiliar words, you can understand new terms without interrupting the reading flow. Additionally, keeping a word list of new vocabulary and their definitions helps reinforce learning and provides a valuable reference for future reading. These practices enhance your ability to decode complex texts and steadily build a richer vocabulary, contributing to a deeper and more nuanced understanding of the material.

4. Summarizing

Summarizing main ideas and paraphrasing are essential techniques for improving reading comprehension. After reading, summarizing the main ideas and key points in your own words helps reinforce your understanding and ensures you have grasped the core concepts of the text. Paraphrasing, or restating the text in simpler terms, further aids in comprehension by breaking down complex information into more manageable and understandable language. These practices not only enhance your ability to retain information but also ensure a deeper and more accurate understanding of the material.

5. Use Graphic Organizers

Creating mind maps and flowcharts are effective strategies to enhance reading comprehension by visually organizing information. Mind maps help you create visual representations of the relationships between ideas, making it easier to see connections and understand the overall structure of the text. Flowcharts outline the sequence of events or processes described in the text, providing a clear, step-by-step visualization that clarifies complex information. These visual tools aid in better understanding, retention, and recall by presenting information in a structured and accessible manner.

6. Making Connections

Utilizing text-to-self, text-to-text, and text-to-world connections can significantly enhance reading comprehension. By relating the content to your own experiences and knowledge, you make the material more personally meaningful and easier to understand. Comparing the text with other texts you have read helps identify themes, patterns, and contrasting ideas, enriching your interpretation. Connecting the text to larger world events or concepts allows you to place the material within a broader context, deepening your understanding of its relevance and implications. These strategies collectively foster a more comprehensive and engaging reading experience.

7. Critical Thinking

Analysis and synthesis are critical skills for advanced reading comprehension. Evaluating the arguments, identifying biases, and assessing the validity of the information allows you to critically engage with the text and discern its reliability and credibility. Synthesizing involves combining information from multiple sources to form a comprehensive understanding, enabling you to see the broader context and connect various ideas. These skills together enhance your ability to critically assess and integrate knowledge, leading to a more nuanced and thorough comprehension of the material.

8. Discussion and Collaboration

Group discussions and teaching others are effective methods for deepening reading comprehension. Engaging in group discussions with peers allows you to gain different perspectives and insights, enriching your understanding of the text. Explaining the content to someone else further reinforces your comprehension, as teaching requires you to articulate your thoughts clearly and address any gaps in your knowledge. These interactive and collaborative approaches not only enhance your grasp of the material but also foster a more engaging and dynamic learning environment.

9. Monitoring and Reflecting

Self-questioning and reflective journaling are powerful strategies for enhancing reading comprehension. Continuously asking yourself if you understand the material and identifying ways to improve comprehension keeps you actively engaged and aware of your learning process. Reflective journaling, where you write about what you have read, what you have learned, and any questions that remain, helps consolidate your understanding and provides a space to explore any uncertainties. This practice encourages deeper reflection, reinforces key concepts, and helps identify areas that may require further study, ultimately leading to a more thorough and nuanced comprehension of the text.

10. Reading Aloud

Auditory reinforcement and paired reading are effective techniques to enhance comprehension, especially for complex material. Hearing the text read aloud can aid in

understanding, as it engages different cognitive processes and helps clarify difficult passages. Paired reading, where you read with a partner and discuss the content together, promotes deeper engagement and allows for the exchange of ideas and perspectives. This collaborative approach not only reinforces understanding but also makes the reading experience more interactive and enjoyable.

Improving reading comprehension in English involves developing a set of skills and strategies that enable you to understand, interpret, and engage with texts effectively. Here are several practical methods and techniques to enhance your reading comprehension abilities:

3.3 Summary

This unit discusses the techniques of reading comprehension. Reading is very important element of the education process and it opens the gate of knowledge. The skill of proper reading is sometimes more important than speaking and writing skills because most of us are concerned more with reading, in life. Moreover, reading is permanent source of joy and amusement. Hence, it is essential that the habit of reading should be developed in the students from the very beginning. Reading is of two types' loud reading and silent reading. Now a day's greater stress is laid on silent reading. It is so because almost all the students of higher education employ silent reading. Loud reading is good for students of lower classes. This helps them to correct and rectify their pronunciation.

Like loud and silent reading, extensive reading and intensive reading are other two types of reading. Extensive reading is practiced to get the general understanding and overall exposure to the written text. It helps developing reading skills. Intensive reading on the other hand involves close, detailed examinations of the text with particular goals. It helps in understanding complex ideas from the text.

Techniques of Scanning and Skimming are also important in reading. Scanning means to locate a known item. It means quickly going through a text to find a particular piece of information. Skimming means to gain an idea of the organization of the text. Skimming is closely related to the speed of reading. One must learn to run one's eyes quickly through the given material. The aim of skimming is to get the gist of the text.

Proper reading of the text helps us to comprehend the text. Summarizing is very helpful for understanding the passage and to retain the content in our mind. The skill of analysing helps to comprehend the text and improve our reading.

2.4 Terms to Remember

Comprehension - Comprehension is the ability to understand something.

Reading Comprehension - Reading comprehension is the ability to understand, interpret, and derive meaning from written text.

Reading for Skimming - Skimming is reading rapidly in order to get a general overview of the material.

Reading for Scanning – Scanning is reading rapidly in order to find specific facts.

Intensive Reading – Intensive reading involves learners reading in detail with specific learning aims and tasks.

Extensive Reading – Extensive reading involves learners reading texts for enjoyment and to develop general reading skills.

Loud Reading – Loud reading involves reading the text aloud for an audience.

Silent Reading - Silent reading is reading done silently, or without speaking the words being read.

Summarizing - Summarizing means to express the most important facts or ideas about something or someone in a short and clear form.

2.5 Answers to check your progress – (1, 2, 3)

1) Check Your Progress 1

A) Multiple Choice question

1. B) Improvement in pronunciation
2. B) Reading without producing sound or moving lips
3. C) To develop comprehension and grasp ideas
4. B) Loud reading
5. B) To enrich the knowledge of the students
6. B) Intensive reading
7. C) To create interest in reading
8. C) It encourages students to use a dictionary.

B) Write the given sentences are true or false

- | | | | |
|----------|----------|---------|----------|
| 1) True | 2) False | 3) True | 4) False |
| 5) False | 6) True | 7) True | 8) False |

2) Check Your Progress – 2

- 1) B) to quickly find specific information

- 2) D) Read every sentence in detail
- 3) C) Guide your reading with your finger or a pen
- 4) B) The introduction, summary, or specific headings
- 5) B) Looking for particular words, numbers, or phrases without reading everything
- 6) C) Allowing your eyes to move rapidly over the text
- 7) C) Finding a telephone number in a directory
- 8) B) to find specific information quickly
- 9) B) to get a general overview of the content
- 10) B) Speed of reading
- 11) C) To gain an idea of the organization of the text
- 12) B) by organizing class competitions
- 13) C) Running their eyes quickly through the material
- 14) A) getting a general overview of the content

3) Check Your Progress – 3

1) Maintaining a healthy work-life balance is crucial in the digital age, as constant connectivity to work can lead to burnout and reduced productivity. Research indicates that employees who take breaks and vacations are more productive and happier, and companies that support work-life balance experience lower turnover and higher satisfaction. Key strategies include effective time management, clear boundaries between work and personal life, and dedicating time to hobbies and family.

2) Climate change, resulting from factors such as solar radiation changes, volcanic activity, and human actions like burning fossil fuels, leads to significant and long-term shifts in weather patterns. Its impacts include rising sea levels, extreme weather, and disruptions to ecosystems and agriculture. Combating climate change necessitates a global effort to reduce greenhouse gas emissions, adopt renewable energy, and implement sustainable practices. International agreements, like the Paris Agreement, aim to unify countries in reducing emissions and fostering sustainable development.

4) Check Your Progress – 4

1. It absorbs carbon dioxide and produces oxygen
2. 10%
3. Industrial pollution
4. Supporting the rights and traditional knowledge of indigenous peoples

5. The Amazon Rainforest helps regulate the global climate by absorbing large amounts of carbon dioxide and producing oxygen.
6. Two major threats to the Amazon Rainforest are deforestation and illegal logging.
7. Conservation strategies aim to protect the Amazon by creating protected areas, promoting sustainable land use practices, and supporting the rights and traditional knowledge of indigenous peoples.
8. Challenges in conserving the Amazon include inadequate enforcement of environmental laws, economic pressures, and political instability.

2.6 Exercise

A) Answer the following questions in two to three sentences.

1. State any two purposes of loud reading.
2. List three methods or techniques for improving silent reading.
3. Explain how silent reading benefits students compared to loud reading.
4. What impact does loud reading have on the coordination between eyes and ears?
5. What is the primary aim of intensive reading?
6. How does extensive reading help students in learning?
7. Why does intensive reading take a lot of time?
8. In what way does extensive reading create interest in students for reading?

B) Write summary of the following passage in your own words.

One great defect of our civilization is that it does not know what to do with its knowledge. Science, as we have seen, has given us powers fit for the Gods, yet we use them like small children. For example, we don't know how to manage our machines. Machines were made to be man's servant; yet he has grown so dependent on them that they are in fair way to become his master. Already most men spend major part of their lives looking after and waiting upon machines. And the machines are very stern masters. They must be fed with coal, and given petrol to drink, oil to wash with and must be kept at the right temperature. And if they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up and spread ruin and destruction all round them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule the animals.

C) Read the following passage carefully and briefly answer the questions given below.

Progress in life depends a good deal on crossing one threshold after another. Some time ago a man watched his little nephew try to write his name. It was hard work, very hard work. The little boy has arrived at an effort threshold today; he writes his name with comparative ease. Now, a new threshold confronts him. This is the way with all of us. As soon as we cross one threshold, as soon as we conquer one difficulty, a new difficulty appears or should appear. Some people make the mistake of steering clear of thresholds. Anything that requires genuine thinking and use of energy, they avoid. They prefer to stay in a rut where threshold are not met. Probably, they have been at their job for a numbers of years. Things are easy for them. They make no efforts to seek out new obstacles to overcome. Real progress stops under such circumstances. Some middle aged and elderly people greatly enrich their lives by continuing to cross threshold. One man went into an entirely new business when he was past middle life and made a success of it. De Morgan did not start to write novels until he was past sixty. Psychologist have discovered that man can continue to learn throughout life. And it is undoubtedly better to try and fail than not to try at all. There one can be placed in the category of the Swiss mountaineer of whom it was said, 'he died climbing'. When a new difficulty arises to obstruct your path, do not complain, accept the challenge. Determine to cross this threshold as you have crossed numerous other threshold is your past life. In the words of poet, do not rest but strive to pass from dream to grander dream'.

- a) What does progress in life depends upon?
- b) How can you accomplish the most difficult task?
- c) What should we do when a new difficulty obstructs your path?
- d) What obstructs real progress in life?
- e) What does De Morgan's life teach?
- f) What does 'to pass from dream to grander dream' mean?
- g) What does the man, entering a new business past middle life, do of his business?
- h) How do middle aged and elderly people add brilliance to their lives?
- i) Make a sentence with the phrase "steer clear of".
- j) Find a word from the passage which means 'habit'.

2.7 References for further Study

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