

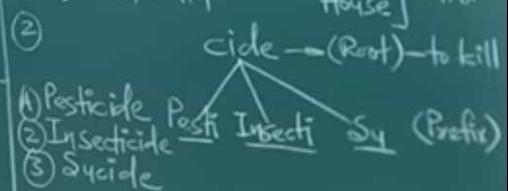
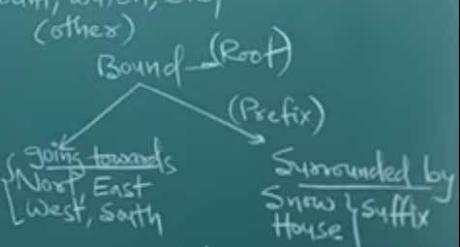
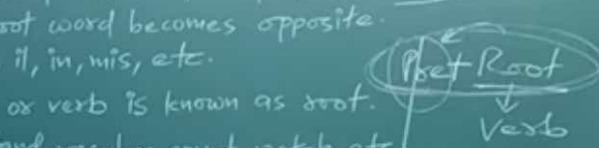
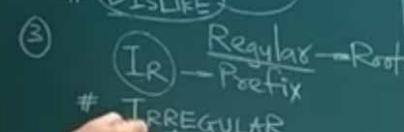
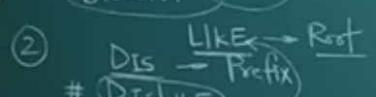
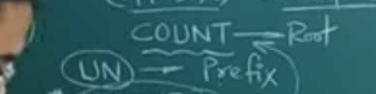
## # Prefix

→ It is such a word that is placed before root. So that in 90% of case, root word becomes opposite.  
e.g. un, dis, ir, il, in, mis, etc.

① Root: Any word or verb is known as root.

e.g. like, understand, regular, count, watch, etc.

### (Opposite) Examples





① Negative Prefixes ✓		
Prefix	Root	New word
de	frost	defrost
dis	passionate	dispassionate
il	logical	illogical
ir	relevant	irrelevant
in	sensitive	insensitive
non	Violence	nonViolence

② Prefixes of time (order)		
Prefix	Root	New word
ex	MLA	ex-MLA
	Principal	ex-principal
pre	mature	Premature
super	fine	superfine
re	examine	re-examine
	evaluated	re-evaluated

③ Prefixes of Number		
Prefix	Root	New word
uni	axial	uniaxial
	dissection	uni-direction
di	pole	dipole
tri	angle	triangle

④ Prefixes of Location		
Prefix	Root	New word
inter	national	international
	class	interclass
sub	way	subway
	marine	submarine

⑤ Prefixes of degree or size		
Prefix	Root	New word
hyper	critical	hyper critical
mini	bys	minibys
over	smart	oversmart
super	man	superman
under	cooked	undercooked

⑥ Prefixes of attitude		
Prefix	root	New word
anti	hindu	Antihindu
	Social	Antisocial
co	operate	cooperative
	sponsor	cosponsor

### Class changing Prefixes

Prefix	Root	class	New word	class
a	head	Noun	ahead	adverb
be	friend	Noun	befriend	Verb
de	form	Noun	deform	Verb
en	able	jective	enable	Verb

### # Suffix

→ Such a word which is placed after root.  
So, that root word will change from  
verb to adjective or verb to noun, etc.

e.g. dom, ex, hood, ly, ity, ry, age, or, etc.

④ Root: Any word or verb is known as root.  
e.g. like, play, child, nice, drain, regular, count, etc.

#### Example

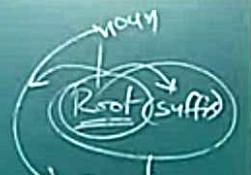
① (Verb) PLAY → Root  
→ (Noun) Player ex → Suffix

② (Noun) CHILD → Root  
→ (Noun) Childhood hood → Suffix

③ (Adjective) NICE → Root  
(Adverb) Nicely ly → Suffix

④ (Verb) DRAIN → Root  
→ (Noun) Draining age → Suffix

COUNT



## #Suffix

→ Such a word which is placed after root.  
So, that root word will change from  
verb to adjective or verb to noun, etc.  
e.g. dom, ex, hood, ly, ity, xy, age, or, etc.  
Root: Any word or verb is known as root.  
e.g. like, play, child, nice, dRAIN, regular, count, etc.



### Example

- (1) (Verb) PLAY → Root  
      ex → Suffix  
      → (Noun) Player
  - (2) (Noun) CHILD → Root  
      hood → Suffix  
      → (Noun) Childhood
  - (3) (Adjective) NICE → Root  
      ly → Suffix  
      → (Adverb) Nicely
  - (4) (Verb) DRAIN → Root  
      age → Suffix  
      → (Noun) Draining.
- UNCOUNTABLE

① Class maintaining Suffixes

Suffix	Root	class	New word	class
Dom	King	Noun	Kingdom	Noun
ery	machine	Noun	machinery	Noun
hood	Boy	Noun	Boyhood	Noun
ship	friend	Noun	Friendship	Noun

② Class changing suffixes (Noun to adjective)

Suffix	Root	class	New word	class
al	accident	Noun	accidental	adjective
ese	chin	Noun	chinese	adjective
ian	India	Noun	Indian	adjective
ish	child	Noun	childish	adjective
less	harm	Noun	harmless	adjective
ly	friend	Noun	friendly	adjective

#### ⑧ Adjective to Noun

Suffix	Root	class	New word	class
fy	able	Adjective	ability	noun
ness	happy	Adjective	happiness	noun
try	brave	Adjective	bravery	noun

#### ⑨ Verb to Noun

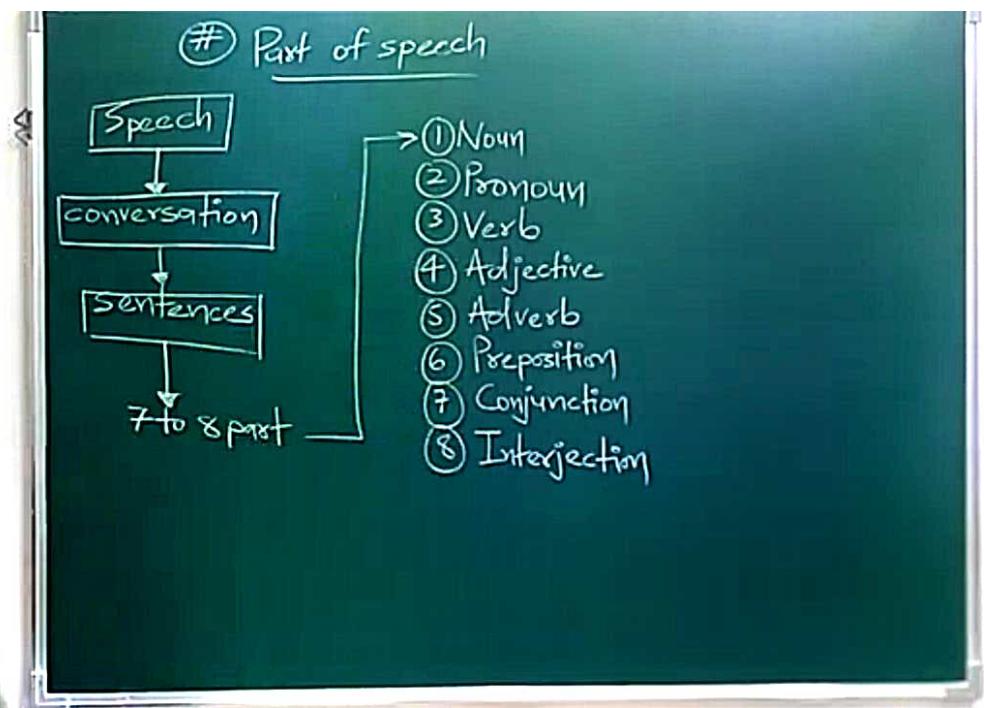
age	drain	verb	drainage	noun
er	drive	verb	driver	noun
or	act	verb	actor	noun

#### ⑩ Verb to adverb

ly	sleep	verb	sleepily	adverb
fully	play	verb	playfully	adverb

#### ⑪ Adjective to adverb

ly	nice	adjective	nicely	adverb
words	back	adjective	backwards	adverb



### ① Noun

→ Name of a person,  
an animal, a place  
or things.

e.g. Vivek, Manshi → Name of persons  
Pen, paper, table → Name of things.  
Rat, Dog, cat → Name of animals  
Japan, India, house → Name of places

### ② Sentences

1. Ram is eating banana.
2. The sun is shining in the sky.
3. Jayanti played cricket.
4. When Nirmal will go to America?



### ① Noun

→ Name of a person,  
an animal, a place  
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### ② Sentences

1. Ram is eating banana.
2. The sun is shining in the sky.
3. Jayanti played cricket
4. When Nirmal will go to America?





## (2) Pronoun

→ It is used in place of Noun

e.g.: I, You, It, We, Them,  
Those, our, us, etc.

## (\*) Sentences

(1) This is a chair. It is red.

(2) My name is Rahul. I am a good person.

(3) We are celebrating birthday.

(4) I and she submitted our work.

### ③ Adjective

→ The word which provides extra information about noun is known as Adjective.

e.g. good, yellow, small, nice, tall, fast, slow, etc.

### ④ Sentences

① Jatin is a <sup>Ad</sup> good student.

② Boy has <sup>Ad</sup> black book.

③ Ramesh is a <sup>Ad</sup> tall person.

④ Tejas is a <sup>Ad</sup> nice player.



#### ④ Verb

→ It shows the action.

e.g. go, went, going, walk, run, watch, watching, eat, etc

#### \* Sentences

- ① He go to school.
- ② Smit has watched this movie.
- ③ Manthan walks faster than Deep.
- ④ He is running so fast.
- ⑤ Khyshi danced on stage.



### ⑤ Adverb

→ The word which provides extra information about Verb.

e.g.: nicely, quickly, properly, beautifully, slowly, etc.

### \* Sentences

- ① He danced beautifully.      Aadv      'ly'
- ② She played cricket nicely.
- ③ Suresh is working quickly.
- ④ Manshi has cooked properly.
- ⑤ Radha speaks slowly.

### Adjective

word which provides extra information about noun.



## ⑥ Preposition

→ The word which indicates  
the position.

c.g: at, on, in, front, back, about, over, between, etc.

## ⑦ Sentences

① The cat is below the table.

② I reached to Dandi situated in Navsari.

③ He lives between Surat and Morbi.

④ Harsh came to home at 9:00am

## ⑦ Conjunction

— word which is used to connect  
two words or two things.  
They are also used to connect  
two sentences.

## ⑧ Sentences

- ① He fails in exam because he didn't read
- ② Ram and Balram are friends.
- ③ Bring banana or Apple today.
- ④ I will do this work but on  
one condition.



## ⑥ Interjection

→ The word which expresses strong emotion.

At the end of interjections, (!) mark is placed.

e.g: Wow!, Ouch!, Hey!, Hurray!

## ⑦ Sentences

(1) Wow! my son got 95 mark in english.

(2) Hurray! Indian team won the match.

(3) Ouch! You hurt me on my head



## # Synonyms & Antonyms #

① Synonyms: is a word or phrase that has same meaning as another in the same language.

e.g.: long time — extended time (Phrase)  
Big —> Large (word)  
Happy —> joyful

- Synonyms can be the any part of speech. (verb, noun, pronoun, etc.)
- Beautiful - attractive (adjective)
  - in - into (preposition)
  - opening - aperture (noun)
  - quickly - rapidly (adverb)
  - wash - clean (verb)

Enormous: big, huge, massive, giant

Size: watch, observe, notice, spot

Eager: keen, enthusiastic, passionate

Tough: sensitive, thin skinned, delicate

② Synonyms have nearly same meaning but not exact meaning  
e.g. close & shut

→ closing a shop: Shop is no longer available if no one can do the business

→ Shutting the shop: Shop has been made secure so nothing can be taken out

→ So in English, almost all words have more than one synonym.

## #Synonyms & Antonyms #

Antonym: is a word or phrase that is opposite in meaning to a particular word or phrase in the same language.  
e.g.

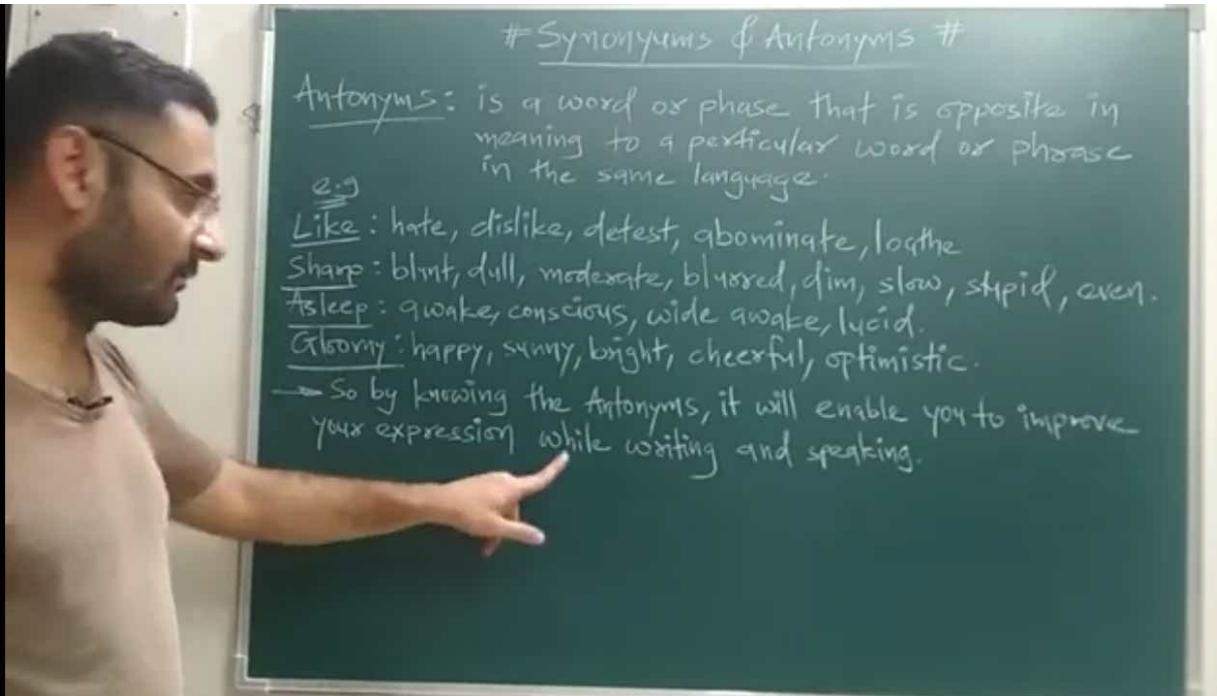
Like: hate, dislike, detest, abominate, loathe

Sharp: blunt, dull, moderate, blurred, dim, slow, stupid, even.

Asleep: awake, conscious, wide awake, lucid.

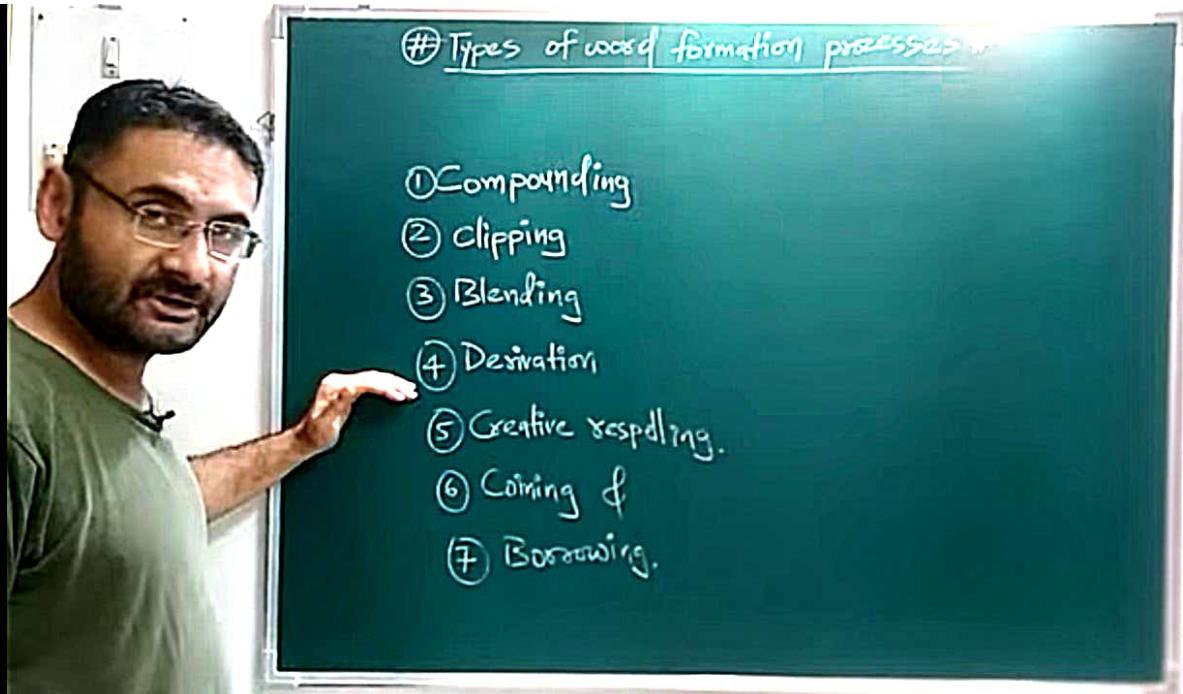
Gloomy: happy, sunny, bright, cheerful, optimistic.

→ So by knowing the Antonyms, it will enable you to improve your expression while writing and speaking.



## # Types of word formation processes

- ① Compounding
- ② Clipping
- ③ Blending
- ④ Derivation
- ⑤ Creative respelling.
- ⑥ Coining of
- ⑦ Borrowing.



## # Types of word formation processes #

(1) Compounding: To connect two or more words.  
→ Two words may be any part of speech.  
(Noun, Adjective, Verb, adverb, preposition, etc.)

e.g.

(A) Noun + Noun

motor cycle  
tear gas  
girl friend  
bread piece  
fire engine  
gold fish  
television fan

(B) Noun + Adjective

trust worthy  
horn sick  
duty free  
beauty conscious  
brick seed  
sea green

(D) other compounds

sight - seeing  
birth - control  
record - player  
brain - washing  
man - eating  
heart - breaking  
easy - going  
baby - sitting  
lip - reading.

(C) Adjective + Noun

yellow press  
red light  
green book  
pale face





# Types of word formation processes #

(2) Clipping: Means cut. Longer word is reduced to shorter word.

→ It has total 4 types

(A) Initial Clipping or Aphresis

→ Former part or front part of the word is cut.

e.g. robot → bot  
alligator → gator  
telephone → phone  
internet → Net

(B) Final clipping or Apocope

→ Final part or end part of the word is cut.

e.g. advertisement → Ad  
examination → exam  
gasoline → gas  
gymnastics → gym  
memorandum → memo

(C) Medial clipping or syncope

→ Middle part of word is cut.

e.g. mathematics → Maths  
Fantacy → Fancy  
madam → mam  
spectacles → Specs

(D) Complex clipping

→ Word can be cut from anywhere

e.g. navigation certificate → Nancert  
organisation man → Orgman  
optical art → Optart

### # Types of word formation processes #

#### (3) Creative respelling

→ New word is formed by simply changing the spelling of word.  
e.g. Dr. Kleen (clean)

#### (4) Coining:

→ Invention of new words. Generally commercial companies are inventing the new words or they coin new words

e.g.: Wireless ✓

Super market ✓

Nylon ✓

Vaseline ✓

Tsphenine ✓

Zipper ✓

## # Types of word formation processes #

### (5) Borrowing

→ The process of borrowing the words from the other language by English is known as borrowing.

e.g In English

Borrowed from

Bazaar	← Persian Language
Dame	← French language
Gum	← Hindi language
Sheikh	← Arabic language
Tycoon	← Japanese language

(6) Blending : Mixing of two words or blending two words.

e.g Breakfast and lunch → "Brunch"

Motorists and hotel → "Motel"

Smoke and fog → "Smog"

Television and broadcast → "Telecast"

## # Types of word formation processes #

(7) Derivation: It is a process by which new words are formed from existing word.

### (A) Class Maintaining

When we form new word from existing word then class of new word and existing word remains same.

e.g. boy → boyhood  
existing (Noun)                  New (Noun)

play → reply  
existing (Verb)                  New (Verb)

### (B) Class changing

When we form new word from existing word then class of existing word and new word remains different.

e.g. able → enable  
(Adj)                              (Verb)

Season → seasonal  
(Noun)                              (Adj.)

Sing → Singed  
(Verb)                              (Noun)

## (#) Standard Abbreviations

"Abbreviation is a shortened form of a written word used in place of the whole word"

e.g "Amt" is an abbreviation for "amount"

"USA" is an abbreviation of "United states of America"

### ③ List of standard Abbreviations

Sq. → Square

VIP → Very Important person

PTO → Please turn over

Mg → Milligrams

BA → Bachelor of Arts

BSc → Bachelor of science

PhD → Doctor of Philosophy

CC → Carbon copy

BCC → Blind carbon copy

FAQ → Frequently asked Question

DOB → Date of Birth

CEO → Chief Executive officer

NASA → National aeronautics

Space Agency

Radar → Radio Detecting and ranging

LADER → Light amplification by stimulated emission of Radiation

ASAP → As soon As possible



**Abbreviation**

**vs**

**Acronym**

**Shortening  
Contraction  
Initialism  
Acronym**

## **Shortening**

**A shortening is an abbreviation where the end of the word has been cut off.**

## **Contraction**

**A contraction is an abbreviation  
where the middle of the word  
or words has been cut out.**

**Dr.**

**Doctor**

**Ltd.**

**Limited**

**Ft.**

**Foot, Feet**

**Don't**

**Do not**

**Won't**

**Will not**

## **Initialism**

**An initialism is an abbreviation made from the initial (first) letters of a group of words.**

**We say the initialism as separate letters.**

**BA**      Bachelor of Arts  
**BBC**     British Broadcasting  
            Corporation  
**UN**      United Nations

## **Acronym**

**An acronym is an abbreviation made from the initial (first) letters of a group of words. We say the acronym as a word, not as separate letters,**

**Aids**

**acquired immune deficiency  
syndrome**

**NASA**

**National Aeronautics and  
Space Administration**

**Radar**

**radio detection and ranging**

### # Clause #

→ Is a group of words contains a subject and a verb.  
e.g:  $S(I)$  play → clause      } clause is known as sentence  
 $S(she)$  eats → clause      }

→ Clause is a smallest unit of sentence.

One clause or more than one clause will create sentence

e.g:  $S(I)$  know what  $S(you)$  did yesterday

→ Clause has two types

① Independent clause

② Dependent clause

### ① Independent clause (Main clause)

"Such clause which gives complete thought/meaning in Sentence"

e.g. I play cricket

S My father works in college

S He eats food

→ Independent clause does not require other clauses to express the complete meaning

e.g. (S) Ram played cricket, after he ate ice cream.

S My brother lives in Valsad, who is smart.

## 2. Dependent clause (Subordinate clause)

→ Such clause which requires other clause (Independent clause) to express the complete thought/meaning in sentence

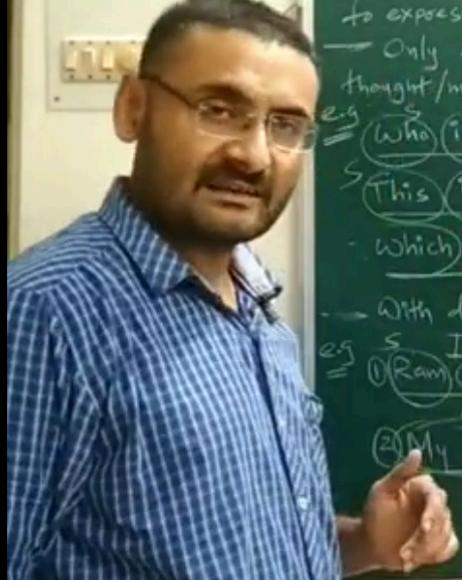
→ Only dependent clause can not express the complete thought/meaning in sentence.

e.g.  $\frac{S}{(Who)} \frac{V}{(is)} \frac{A}{(intelligent)}$  } gives not complete meaning  
 $S \frac{V}{(This)} \frac{A}{(is the best seller.)}$  in sentence.  
-  $\frac{S}{(Which)} \frac{V}{(I)} \frac{A}{(want)}$

→ With dependent clause, independent clause is required for complete thought

e.g. ①  $\frac{S}{(Ram)} \frac{IC}{(played)} \frac{V}{(cricket)}$ , after  $\frac{S}{(he)} \frac{V}{(ate)} \frac{A}{(ice-cream.)}$  DC

②  $\frac{S}{(My brother)} \frac{V}{(lives)} \frac{A}{(in Valsad, who is smart.)}$  IC



## Types of dependent clause

- ① Noun clause: "which acts as noun in sentence!"  
Generally starts with words: that, what, whatever, whenever
- e.g.
- ① I thought that I <sup>noun</sup> will pass in exam → Noun clause
  - ② I believe what (she) <sup>noun</sup> said was wrong. → Noun clause
  - ③ Do you know what the weather will be?



## Types of dependent clause

(B) Adjective clause : "which acts as an adjective in sentence"  
→ Generally starts with words like : Who, whom, whose, which, that  
(Adjective : which describes about noun)

e.g. 1. The person, who you saw at my house done PhD.

2. My sister helped a child, who was crying.

3. Can you see the bird, that is on the table?



### Types of dependent clause

③ Adverb clause: "which acts as adverb in sentence."

Generally starts with words: more than, less than, whether, although, though, soon, after, while, etc, when

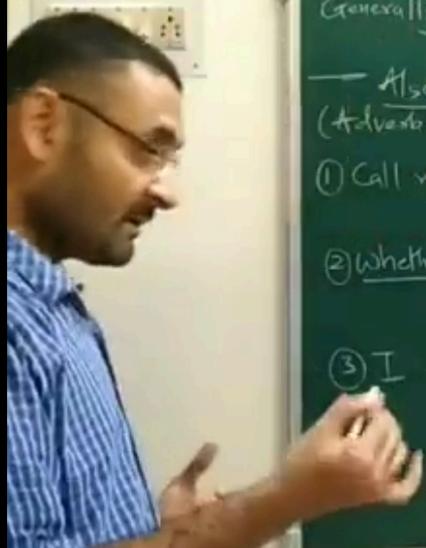
→ Also adverb clause describes the time.

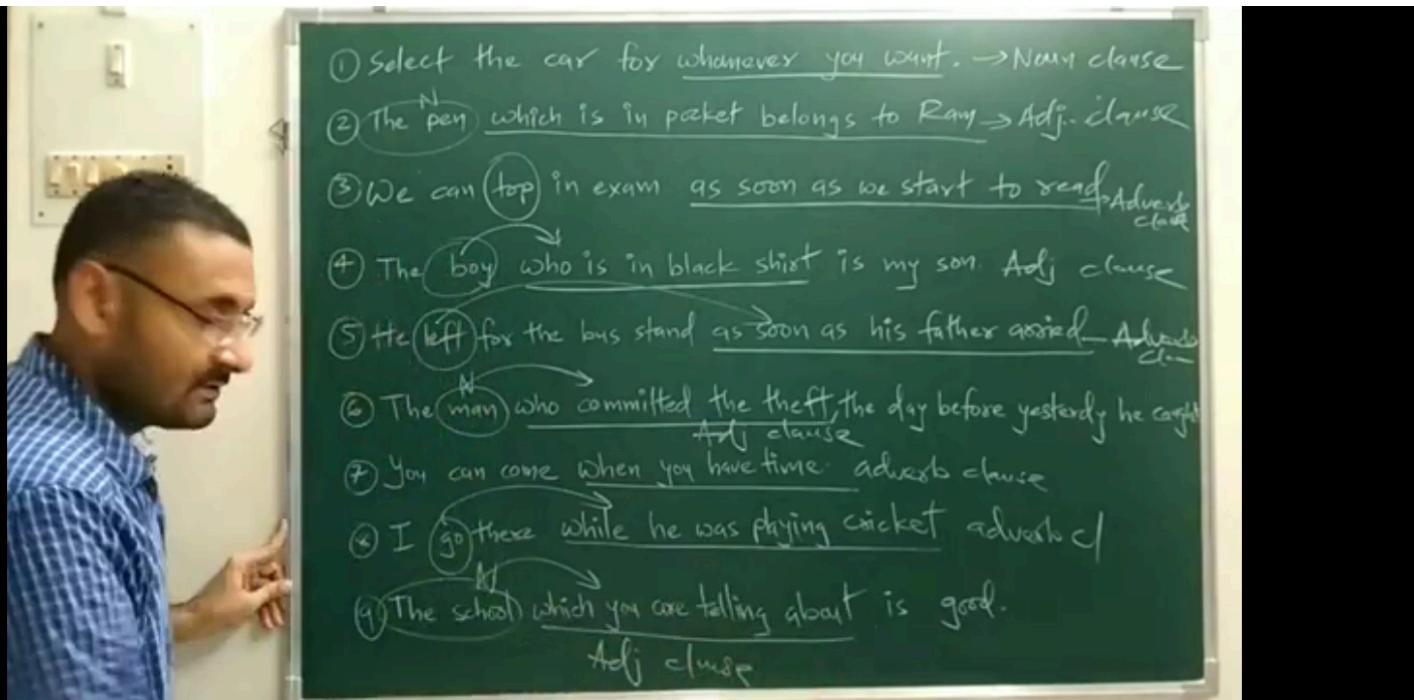
(Adverb: which gives extra information about verb)

① Call me when you need my help Adverb clause time

② whether you like it or not Adverb clause you have to work Verb.

③ I enjoyed the party more than Ram did Adverb clause







#Phrase

- It is a group of words.
- It has no subject no verb.
- It has no meaning, if used alone

clause

He plays

e.g

- beautiful home
- after long time
- Study of Language
- On the table
- Under the table

→ So, phrase means group of words that makes sense but not complete.

→ Phrase has 6 types



① Noun phrase : Group of words contains Noun

e.g.

- ① Reading book is a good habit
- ② A man in black shirt helped him.
- ③ Ram bought a nice silver mobile phone
- ④ A child in the window, cried for help

② Verb phrase : Group of words contains main verb & helping Verb

e.g.

- ① I have done his work.
- ② You should read the book.
- ③ He was buying a car.
- ④ May I come in

hV      mV

③ Adjective phrase: Group of words contains extra information about Noun.

- e.g. ① Ram is a man of friendly nature.  
② He is a boy with smiling face.  
③ I am very happy with my family.  
④ Gopal is a well-educated person.

④ Adverb phrase: Group of words contains extra information about Verb.

- e.g. ① Rahul walks so fast.  
② She eats food very quickly.  
③ He speaks very loudly.  
④ Suraj runs at a good speed.



⑤ Prepositional phrase: Group of words contains preposition & Noun

- ① He is walking on the road N
- ② I am going towards the school N
- ③ Ram always speaks in low voice
- ④ Rama is on the way N
- ⑤ Complete the work till monday N

time, limit  
location  
direction

⑥ Conjunctive phrase: Group of words contains conjunction.

- ① Rakhi went out as soon as Vivek got in
- ② Rahul has to work hard, so that he can pass the exam
- ③ Start working early in order to complete work early
- ④ I will work hard, because exams are tough



## # Sentence Structure (Simple, Compound, complex)

① Simple Sentence (it has one independent clause)  $\Rightarrow$  Sub+Verb  
e.g.  $\begin{matrix} S \\ \text{Ran} \end{matrix}$  plays } independent clause  
 $\begin{matrix} S \\ \text{He} \end{matrix}$  cries } (1 subject + 1 verb)  
→  $\begin{matrix} S \\ \text{Vivek} \end{matrix}$  opened the door  
complete thought

②  $\begin{matrix} S \\ \text{Jay} \end{matrix}$  wrote a book.

③  $\begin{matrix} S \\ \text{Rahil} \end{matrix}$  waited for me

→ Subject may be compound (Two subjects)

①  $\begin{matrix} S \\ \text{The hand and the face} \end{matrix}$  need to be washed

②  $\begin{matrix} S \\ \text{Ran and Balram} \end{matrix}$  played together

→ Verb may be compound (Two verbs)

①  $\begin{matrix} S \\ \text{The girl} \end{matrix}$  smiled and walked away

② They sing and dance on stage



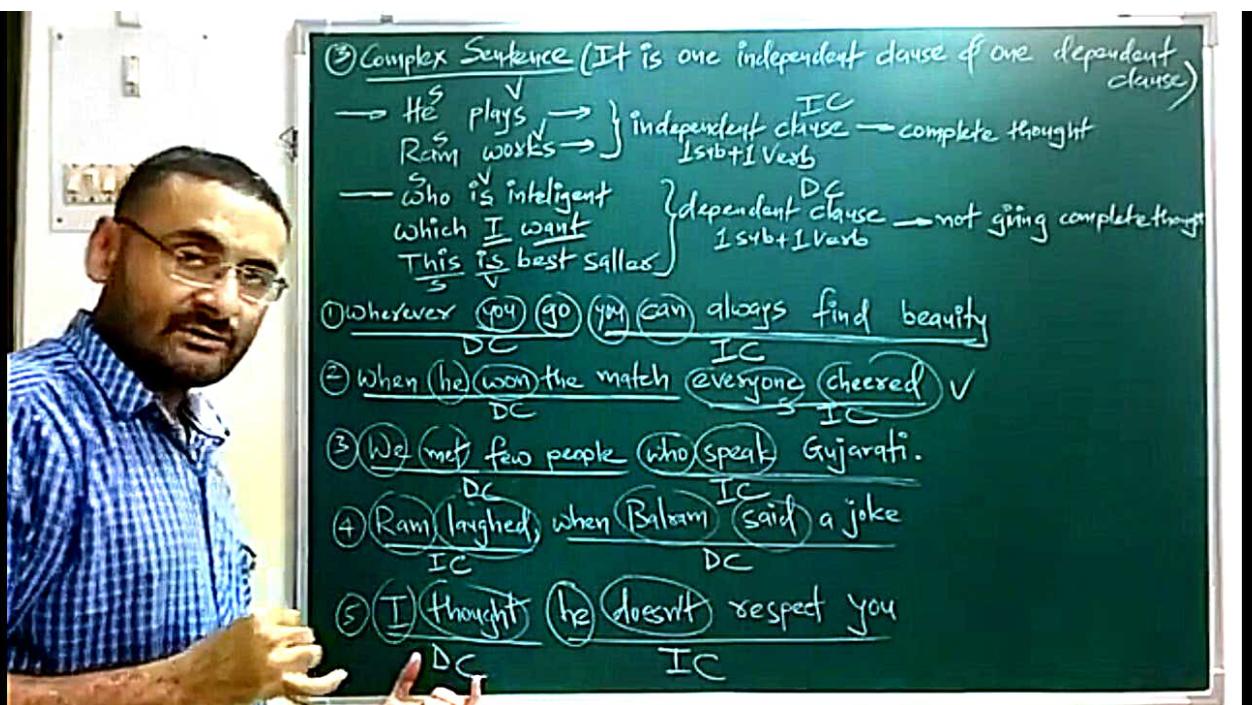
## ② Compound Sentence

(two independent clauses and are connected with conjunctions: but, or, and, so, because, still, or therefore)

→ Both independent clauses are related to each other

1. I waited for the train, [but] train was late.
2. Ram open the doors, [and] he looked out side.
3. It was raining, [so] I took an umbrella.
4. It was late, [still] he was not tired.
5. I want to do work, [but] I am tired.
6. He is a driver, <sup>Therefore</sup> he knows the address.
7. I am dancing, [and] she is sleeping.





## Punctuations

" Symbols which describes our feeling or emotions in writing".

### ① Full stop (-) or period (end terminal)

→ Used at the end of declarative sentences (Simple sentences) and imperative sentences (order, request, etc.)

- ① I like to help. It is my duty. → Declarative sentence
- ② Close the room. → Imperative sentence (order)
- ③ May I come in. → Imperative sentence (request)

### ② Question mark (?) (end terminal)

→ Mark of interrogation → Used to ask questions.

- ① Does he play cricket?

- ② Where are you living?

→ mark (?) is used in those sentences which starts with helping words and WH-family (who, why, where, what, etc.)

You are reading.

You are reading?

### (3) Exclamation Mark (!) (end terminal)

- Used to show emotions & feelings
  - Located after interjections or after sentence
- e.g.
- ① He is happy now!
  - ② Wow! what a beautiful house!
  - ③ Hey! you hit me.
  - ④ Ouch! my leg is broken.

wow!  
hey!  
Ouch!  
hurray!

### (4) Dash (-)

- Used to show the range
- e.g.
- 1840 - 1986  
17 - 25, etc

### (5) Hyphen (-) {shorter than dash}

- Used to join two or more words in to a compound term.
- e.g.
- Sugar-free | brother-in-law  
Eco-friendly | father-in-law

- 6) Comma (,) — Indicates small pause.
- Rule-1** Used to separate items in a list.  
e.g. ① Ram bought apples, milk, bat, and ball.
- Rule-2** Used to separate the actions.  
e.g. ① Why don't you read, give exams, and get good marks?
- Rule-3** Used to separate sentence adverb.  
e.g. ① Unfortunately, Rahul failed in exam.  
② Hopefully, we will win the game.
- Rule-4** Used before conjunction (but, still, because, etc.)  
① I waited for the train, but train was late.  
② I was late, still he was not tired.  
③ When he won the match everyone cheered.  
→ (f) Everyone cheered, when he won the match.



⑥ Comma (,) — Indicates small pause.

Rule-1 Used to separate items in a list. → X  
e.g. ① Ram bought apples, milk, bat, and ball. ✓

Rule-2 Used to separate the actions.

e.g. ① Why don't you read, give exams, and get good marks?

Rule-3 Used to separate sentence adverb.

e.g. ① Unfortunately, Rahul failed in exam.

② Hopefully, we will win the game.

Rule-4 Used before conjunction (but, still, because, etc.)

① I waited for the train but train was late.

② I was late, still he was not tired.

③ When he won the match, everyone cheered.

④ Everyone cheered, when he won the match.



### Rule-5] Used

- After yes or No. e.g. Yes, I am Vivek. (:)colon
- After salutation e.g. Dear Sir, Dear Madam, etc | Dear Sir: Dear Madam:  
Dear Ram, etc | Dear Ram:
- At the closing e.g. Yours faithfully,  
Yours sincerely,  
Yours truly,

BrE

AmE

- (7) Semi colon (;) → Indicates longer pause than comma (,)  
→ Used to connect two clauses.

e.g. ① I waited for the train, (but) train was late

→ I waited for the train; train was late

② It was late, (still) he wasn't tired.

→ It was late; — he wasn't tired.



- (8) Colon (:) → Used in speech (Direct or indirect)
- e.g. (1) Ram : "What are you doing?"  
→ Used to show examples of series.
- e.g. (2) This girl has everything I need : good natures, smart, intelligent, and honest.
- (2) I have to study three subjects : Hindi, English, and Gujarati
- (9) Apostrophe ('') → Used as a mark of contraction.
- e.g. (1) I am a Singer → Used as mark of possession (ownership)  
I'm a singer  
(2) He is smiling → That is Laxmi's car.  
He's smiling  
(3) Can not → can't  
(4) Should not → shouldn't  
→ Today is my brother's birthday.  
→ Where is Boys' room X  
→ Where is Boys' room ✓
- Note: It's → contracted word of It is  
It's → Possession  
e.g. Dog is moving its tail

## ⑩ Inverted Commas (‘ ’ “ ”)

→ Used for the Ques.

e.g. ① "Book are our best friends!"

② "Time and tide wait for none!"

→ Used for direct speech.

e.g. Ram said, "I am very happy!"

Ram asked, "Are you happy?" → (inside)

→ Do you think in saying, "Courage lost, all lost"? (outside)

## ⑪ Brackets

① ( ) - Round bracket (Parentheses) → Used to give additional information

e.g. Ram studied (all day) for English exam.

② [ ] - square bracket → Used to add the word to make sentence meaningful

e.g. I went and had a good time

I went [to school] and had a good time.



### Organizing Principle of Paragraph in Documents

→ To write any document effectively, it is needed to learn how to write effective documents. Here are some of principles

#### ① Work hard on the Introduction

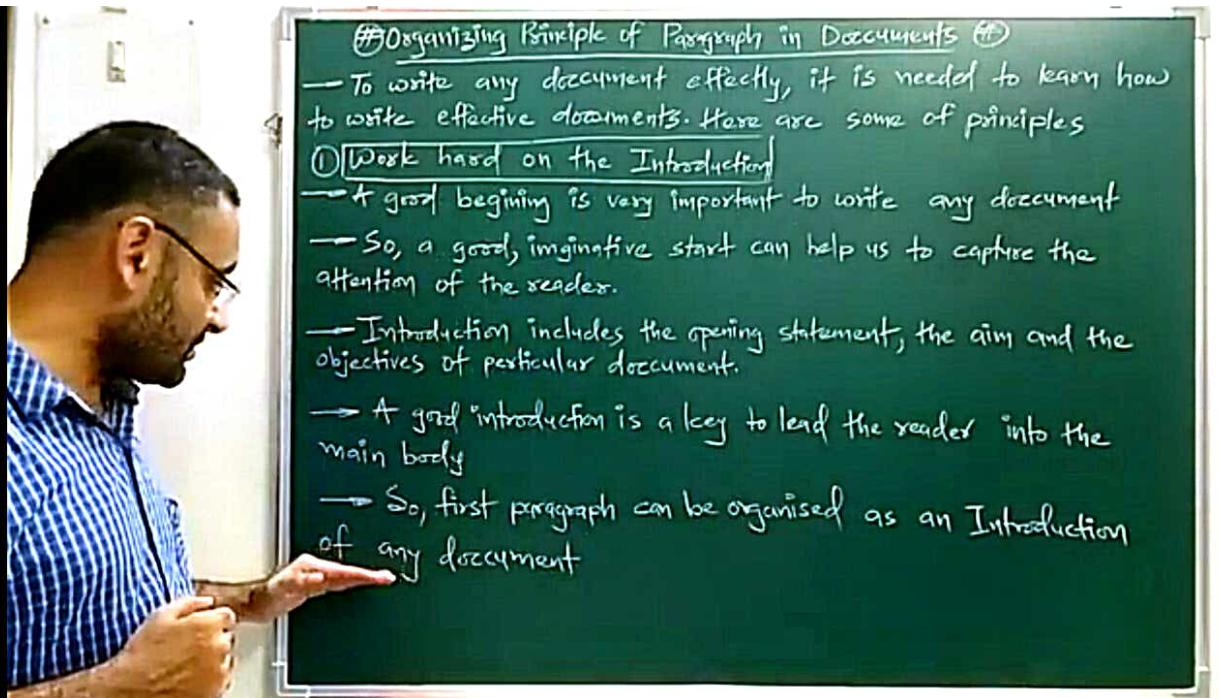
→ A good beginning is very important to write any document

→ So, a good, imaginative start can help us to capture the attention of the reader.

→ Introduction includes the opening statement, the aim and the objectives of particular document.

→ A good introduction is a key to lead the reader into the main body

→ So, first paragraph can be organised as an Introduction of any document





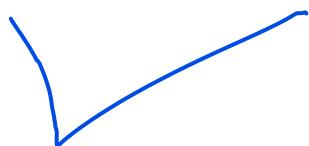
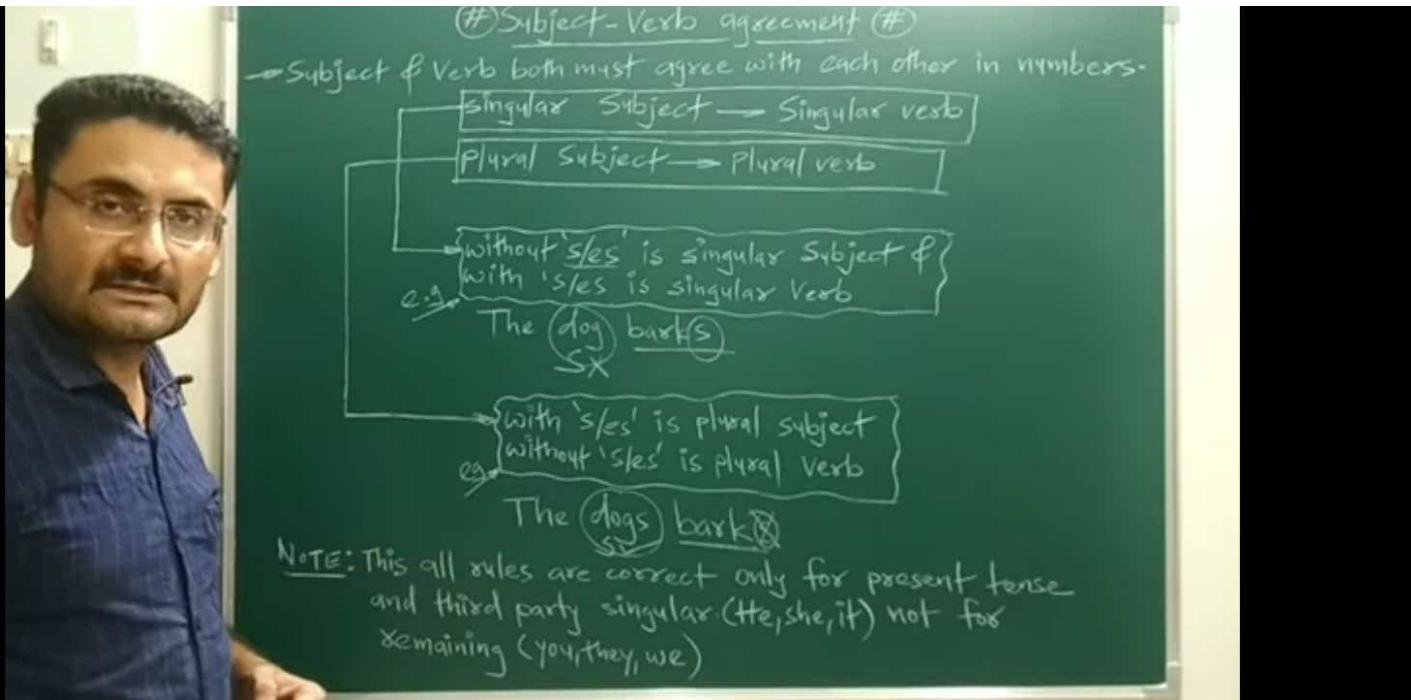
## 2. Make the mainbody look authentic and unified /

- while writing a couple of paragraphs, the main body is expected to look authentic and unified.
- The mainbody includes different paragraphs, each of them has its own introducer, a couple of developers and a terminators.
- There must be unity and coherence in the paragraphs.
- Inorder to create the faith to the thought, writers often uses devices such as comparison, contrast, analogy, examples, etc

### (3) keep the conclusion short & effective

- We know, conclusion of document comes at the end, but its importance can not be neglected.
- while writing conclusion, keep in mind the following things:
  - ① The conclusion should be short and effective.
  - ② While writing a conclusion, do not make complex points.
  - ③ New ideas should not be added in a conclusion.
  - ④ Conclusion must be related to the discussion.
  - ⑤ In conclusion, writer should give their own ideas, so do not use quotations from other sources while making final statement.





**Singular Subject - Singular Verb**

- ① Monkey eats banana
- ② This child drinks milk
- ③ He works hard
- ④ She dances on stage
- ⑤ Your shirt looks nice

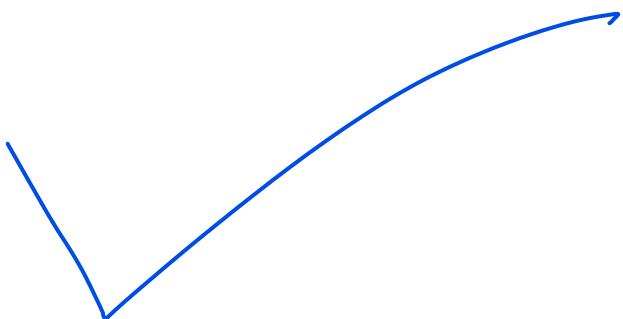
**Plural Subject - Plural Verb**

Monkeys eat banana  
 These children drink milk  
 They work hard  
 We dance on stage  
 Your shirts look nice

**Past**

① Monkey ate banana      Monkeys (ate) banana

	Subject	Verb form				
Present	I	am	Present	I am a driver	Past	I was was a
Singular	He, she, it	is			driver	driver
Plural	You, we, they	are		② He is sad	He was sad,	
Past				③ We are going	We were going	
Singular	I, he, she, it	was				
Plural	You, we, they	were				



Rule: When subject starts with "one of" then it is considered as singular. So singular verb is used

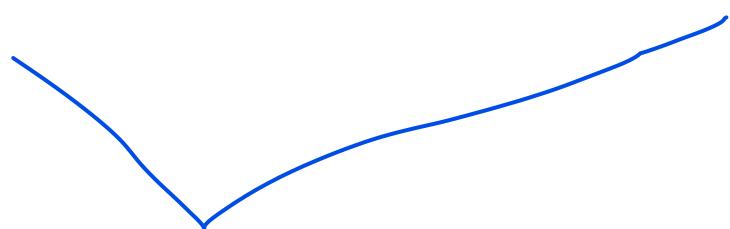
- c.2  
① One of my teachers teaches English to me.  
② One of my friends has a huge house  
③ One of his uncles lives next door to my house

Rule: When subject is made with two or more nouns then it is considered plural. So, Plural verb is used

- e.g.  
① Ram and Balram are good friends.  
② My father and mother are good singers  
③ Rahul & Vivek have gone to school.

Rule: When two or more nouns represent the compound name (single), then they are considered as singular. So singular verb is used

- e.g.  
① Bread and Butter is very costly.  
② Roti and Sabji is good for lunch.  
③ Eggs and bacon is in the plate.





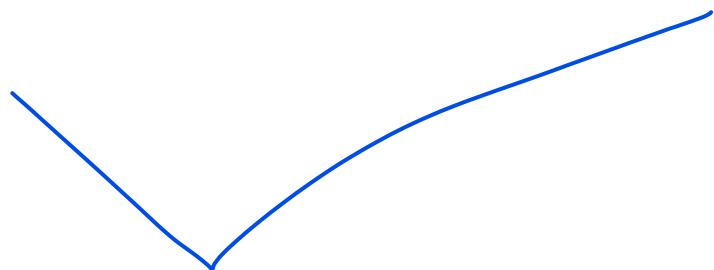
Rule: When subject is in the form of height, weight, distance or  
or amount of money they considered as singular. Singular verb  
e.g. ① Five thousand species (is) not a good amount.  
② 10 km distance (is) not a long distance to travel  
③ 80 kg (is) my weight

Rule: If subject is in form of title then it is considered as  
singular. So, singular verb will come.

- e.g. ① '5 idiots' (was) written by Ramesh.  
② Around the world 'in ten days' (is) very good book  
③ '10 days in house' (was) a good movie

Rule: With subject if article (A/an/the) is present then it is considered  
as plural and without article is singular.

- e.g. ① The director and the producer (have) arrived  
② The coach and captain (is) playing.  
③ The director and producer (has) arrived.

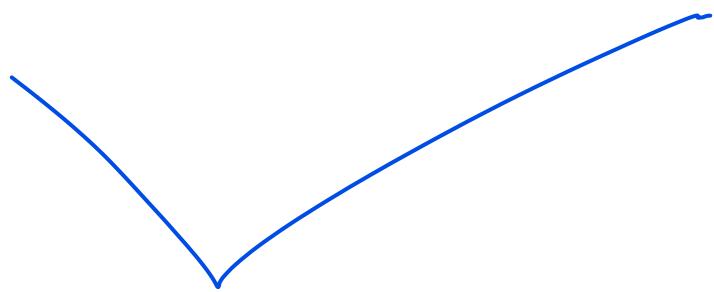


Rule: Every one, some one, any one subjects are singular  
so singular verb will use.

- e.g.
- ① Every one (has) to complete the work
  - ② Some one (knows) him.
  - ③ Anyone (requires) the pencil.

Rule: With "Neither/nor", "Either/or" whatever verb is there, that is based on nearest subject.

- e.g.
- ① Neither teacher nor student (is) responsible for this matter
  - ② Neither teacher nor students are responsible for this matter
  - ③ Either my brother or his brother is playing.



### (#) Noun-Pronoun Agreement (#)

Thing, Name, place  
idea

This is a chair. If is red.

Correct noun is used with correct pronoun OR  
Correct pronoun is used with correct Noun.

Singular Noun → Singular Pronoun  
Plural Noun → Plural Pronoun

Noun	Pronoun
Singular → (Masculine) Male man, boy, every one, everybody a person.	he, him, his, himself
(Feminine) Female woman, girl, every woman, every girl	she, her, herself
Plural men, women, people, animals, things	they, them, their, theirs, themselves
Non-living A thing, an animal	it, its, itself.

### Total three types of Pronoun

#### ① Subject Pronoun

e.g. I am going to meet her

#### ② Object Pronoun

e.g. I am going to meet her

#### ③ Possessive Pronoun

→ Shows the "belongingness"  
or "ownership"

e.g. my, mine

our, ours

your, yours

his, her, hers, its

their, theirs

→ This dog is mine.

1. That car is ours.

2. Is that pen yours?

3. That banana is hers.

4. That lunch is theirs.

- 
1. A student who wants to pass should do all of their home work ~~together~~
2. Students who want to play must complete his work ~~their~~
3. At first Rahul smiled but then he laughed.
4. Both of them have finished their lessons.
5. Shital has misplaced her purse
6. The jury has completed its investigation.
7. Ram and Balsam have to complete their work
8. Either Ram or Balsam has to complete his work
9. Neither Ram nor Balsam could bring their book in exam
10. Either Ram or his friends have to complete their work



## ④ Articles (A, an, the)

(\*) 'A' and 'an' articles are indefinite articles.  
→ Indefinite articles are used before singular nouns.  
e.g. A toy / A watch / A girl  
A ball / A Boy / A student  
→ If noun starts with vowels (a, e, i, o, u) then 'an' is used. And if noun starts with consonants then 'a' is used (Wrong)

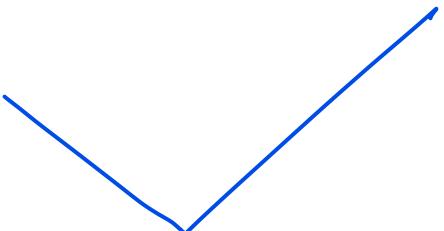
A university → y → consonant  
A unit → y - consonant  
A usage → y - consonant  
A uniform → y - "

Right If Noun starts with consonant sound then 'a' article is used  
And if noun starts with vowel sound then 'an' is used

an umbrella → A → vowel sound  
an unknown → A → "  
an education → A → "  
an ugly → A → "  
an MBBS doctor → A → "

## Articles (A, an, the)

- ① He is an unknown person. → vowel sound
- ② You are an educated person. → A
- ③ This is a uniform rule y-consonant
- ④ My father is an MBBS doctor a-
- ⑤ You are not an ugly boy A -





→ 'The' is known as definite article

Rule-1 when you want to say something special, specific or important for noun then 'the' article is used.

e.g. ✓ This is the toy →

✓ This is a toy

Rule-2 (with what article 'the' is not used)

<u>Countries</u>	I am living in <u>(the)</u> <u>Surat</u> city
<u>Cities</u>	I speak in <u>the</u> English
<u>Languages</u>	My name is <u>the</u> Rahyl
<u>Streets</u>	
<u>Name</u>	

→ The USA  
The UAE  
The India  
The China

A chalkboard with handwritten notes about articles in English. It starts with a definition of 'The' as a definite article. Then it explains Rule 1 for using 'the' with specific nouns like toys. Rule 2 discusses when 'the' is not used, with examples for countries, cities, languages, and names. Below this, there's a list of countries where 'the' is typically not used.

### Rule-3 (with what 'the' article is used)

- Rivers  $\begin{cases} \nearrow \text{the Ganga} \\ \searrow \text{the Yamuna} \end{cases}$
- Holy Books  $\begin{cases} \nearrow \text{the Greta} \\ \nearrow \text{the Riba} \\ \nearrow \text{the Quran} \end{cases}$
- News paper  $\begin{cases} \nearrow \text{the times of India} \\ \nearrow \text{the Rajasthan Patrika} \\ \nearrow \text{the Sandesh news} \end{cases}$
- class  $\begin{cases} \nearrow \text{The dogs} \\ \nearrow \text{The cats} \\ \nearrow \text{The animals} \end{cases}$
- The men      } incorrect.  
        The women
- For the group of men & women, the article is not used.



## ④ Misplaced Modifiers ④

→ "is a word, phrase or clause which is not present in the sentence or placed at different position. So that confusion in the sentence is created or sentence sounds awkwardly."

- ① When five years old, my teacher taught me poem (awkward song)  
→ When I was five years old, my teacher taught me poem (correct)
- ② Ram drinks a hot cup of coffee daily (Modifier is misplaced)  
→ Ram drinks a cup of hot coffee daily (correct)
- ③ Rahul gives bananas to the equal in hands (Modifier is misplaced)  
→ Rahul gives equal bananas in hands (correct)
- ④ My father only contributed 200/- to my school books (Modifier is misplaced)  
→ My father contributed only 200/- to my school books (correct)





- ⑤ Walking on the highway, a car will hit you (Modifier is missing)  
→ If you walk on the highway, a car will hit you (correct)
- ⑥ Manisha found a silver woman's watch (Modifier is misplaced)  
→ Manisha found a woman's silver watch. (correct)
- ⑦ People who shout rarely are happy (Modifier is misplaced)  
→ People who rarely shout are happy (correct)
- ⑧ I observed an elephant on my journey (Modifier is misplaced)  
→ On my journey, I observed an elephant (correct)
- ⑨ Vivek almost failed every exam he gave (Modifier is misplaced)  
→ Vivek failed (in) almost every exam he gave (correct)
- ⑩ Only Rahul give me 10/- to clean his house (Misplaced Modifier)  
→ Rahul gave me only 10/- to clean his house (correct)

### #Preposition #

→ It is a word which shows time, direction or location, etc

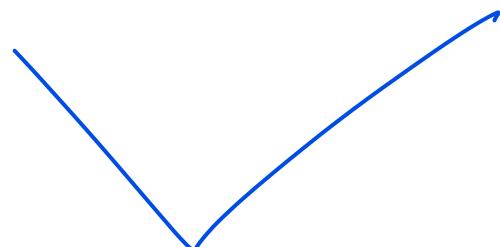
Prepositions	Use	Examples
at	for night for weekend for time	at night at the weekend at 1:00 pm
on	days	On Monday
in	Season, year	In summer, in 2018
ago	a certain time in past	5 years ago
for	over a certain period of time (till now)	for 9 years
since	from a certain time period (till now)	since 2009
before	earlier than a certain point of time	before 2 o'clock
to	to indicate time	15 to 8 (7:45pm)
past	to indicate time	15 past 8 (8:15pm)
By	showing the time	I will finish the work by 8 o'clock
till / until	Showing limit	Till Monday, submit your work





A man with a mustache and glasses is pointing at a chalkboard with his right hand. The chalkboard contains a table with three columns: Preposition, Use, and Example.

Preposition	Use	Example
in	book, paper, car, picture, room, building, country	In India, In the book, in the world, in room.
at	Location	at school, at house, at river
on	Location	on table, on TV, on radio
beside	left or right of somebody	I am standing beside the car
under	below something	car is under the bridge
below	lower than something	The boat is below the water level
over	above something	Wear shirt over T-shirt
across	getting to other side	Across the river, Across the highway
through	Something with limits on top, bottom and sides	Go through the pipe Drive through the tunnel
towards	Shows the direction	Run towards house



- 
- A man with glasses and a blue shirt is pointing his right index finger towards the chalkboard.
- ① A present from Ajay
  - ② A piece of paper.
  - ③ A book by Ratan Tata
  - ④ Get on the train
  - ⑤ Get in the house
  - ⑥ Get off the bus
  - ⑦ Get out of the class
  - ⑧ Salary is raised by 10%.
  - ⑨ I was talking about you.
  - ⑩ My birthday falls on Monday.

### ~~#~~ Redundancies ~~#~~

→ Use of unnecessary words or use of words for second time

To make our language impressive, avoid Redundancies.

Eg ① He has found the watch which he lost it last month. (X)

→ He has found the watch which he lost last month (V)

② This is the boy. I gave the pen to him. (X)

→ This is the boy to whom I gave the pen. (V)

③ Here is the book. She asked for this book. (X)

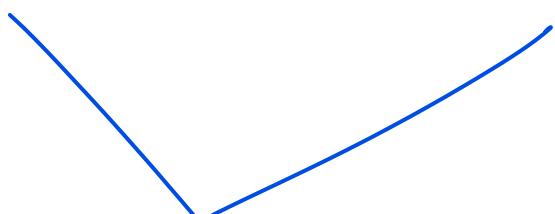
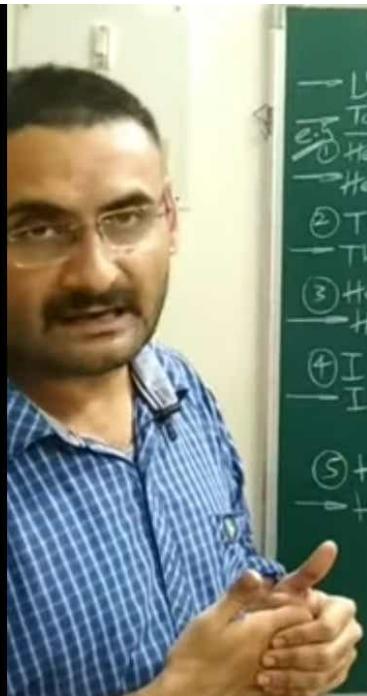
→ Here is the book for which she asked (V)

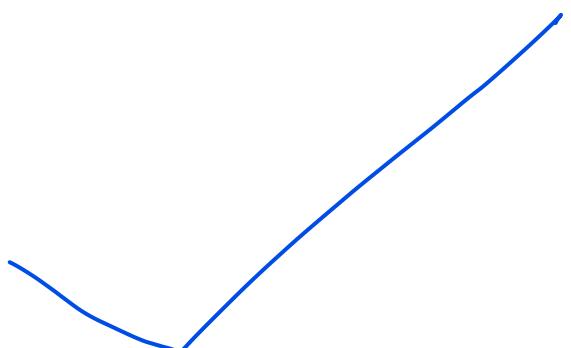
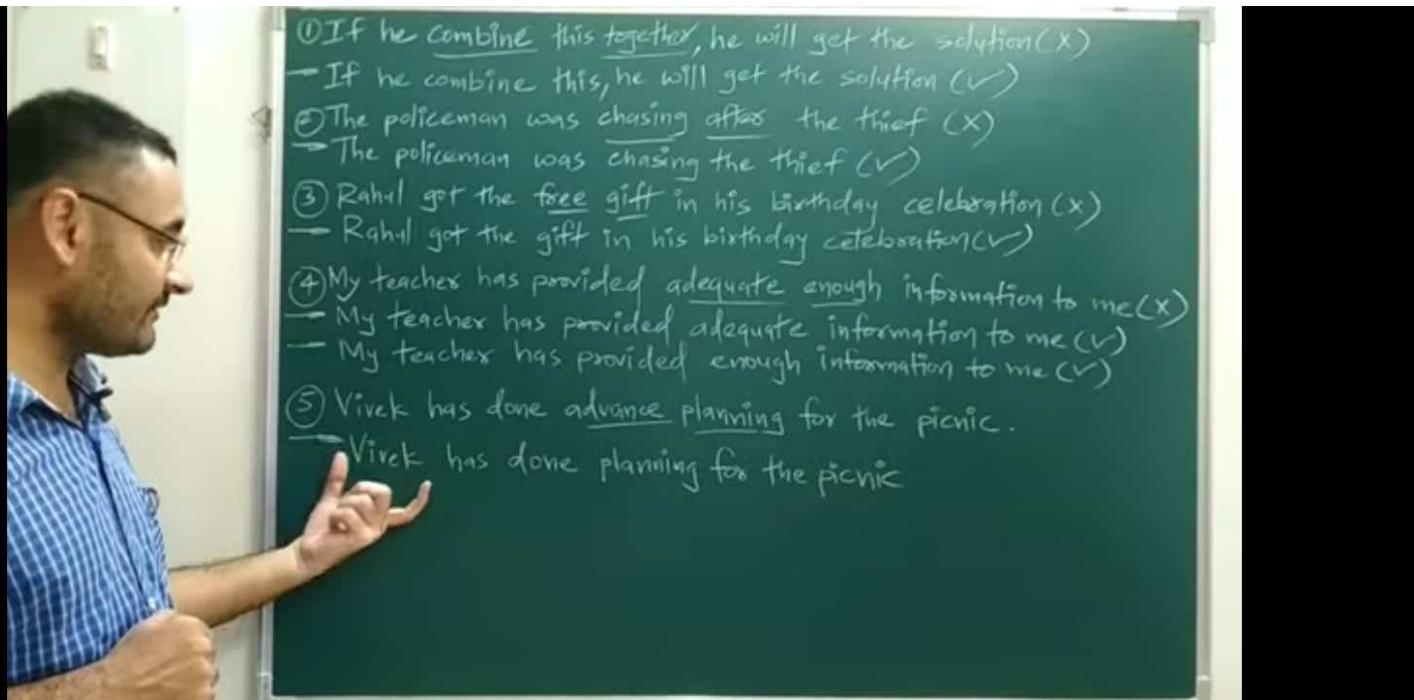
④ I have written the book with this pen. I lost it. (X)

→ I have written the book with this book which I lost (V)

⑤ He has played with bat. It is broken. (X)

→ He has played with bat which is broken. (V)





**Word of the Day #14**

**Cliché**

**का मतलब जानिए**

## Meaning

★a saying or remark that is very often made and is therefore not original and not interesting  
घिसापिटा वाक्य,  
ज़रूरत से ज़्यादा इस्तेमाल होने वाला वाक्य

/

"I know it's a cliché"  
"It might sound clichéd"

So tell me Shivani. Which is the happiest  
day of your life?

Shivani:

My wedding day, and I know it's a cliché, is  
the happiest day of my life.

- ★ When a musician says music is my life.  
It's a clichéd remark.
- ★ It might sound clichéd, but knowing that  
you're doing something worthwhile makes  
a big difference.
- ★ He made some clichéd remark.

- ★ There are many highly clichéd phrases that executives like to use.
  - ★ It's a rather clichéd story.
- ★ The stories of the films of that director has become clichéd. We always know what's going to happen next.
- ★ In most of the Bollywood family drama films, there is a clichéd theme that one is

- ★ It's a rather clichéd story.
- ★ The stories of the films of that director has become clichéd. We always know what's going to happen next.
- ★ In most of the Bollywood family drama films, there is a clichéd theme that one is rich other is poor and they fall in love with each other....

### (#) Describing

- The term 'Describing' mean to explain in detail.
- When your subject is so tiny or small, you should begin by keen observations. Then go with the decision.
- The main objective of describing is to make readers see, feel and hear what we have seen, felt and heard.
- When one is describing a person, a place or a thing, his/her intention is to uncover a topic through bright, carefully arranged details.

e.g My class room

room size	colours	Airconditioner	banches.
walls	Fans	Speakers	
Windows	tube light	Projector	
doors			



### # Method of Describing

- If you want to give a good description of a topic, pay attention and concentrate on the details & facts and illustrate or explain to the readers what you mean.
- The specific details given by you will create live picture in the readers' mind. By doing so, you can make writing more interesting and easier to understand.
- Generally, while describing, writer needs to give more importance to physical features of a place, object or thing.
- When reader reads a descriptive passage, he/she should be able to get the mental picture of the described thing.
- As reader becomes able to get physical picture in mind, writer's effort is justified in true sense.



## # Advantages of "Describing"

- 
- ① Readers can enhance the ability to capture a scene or event in writing. Readers can be able to paint a picture with words.
  - ② Writer can be able to use certain words according to the requirement of content and use adjective and adverbs effectively by giving description of a topic
  - ③ This will help to gain the skills of critical thinking and experience the objects or place he/she is describing with all their senses.

### #Defining:

- Means 'to fix or lay down clearly'; 'specify distinctly'. It is the resource which helps to find the meaning of small word (lexical unit).
- Writer is expected to use technique of descriptive talk.
- According to its Latin etymology, it means to put limits.
- A definition is a statement that explains the meaning of a word or phrase and also describe the features of something.
- So, there are two forms of defining something.

① By explaining its meaning (formal structure)

concept + is a + form of + class + which + special feature

② By describing its features (Definition)

class + who, which + special feature is + called [known as + concept]



### #Classifying:

means sorting things into categories or groups. In composition, classification is a method of paragraph or essay development in which a writer arranges people, objects or ideas with respective categories or into classes or into groups. It is necessary to make sure that chosen categories should be suitable in each individual group.

→ 4 steps to effective classification.

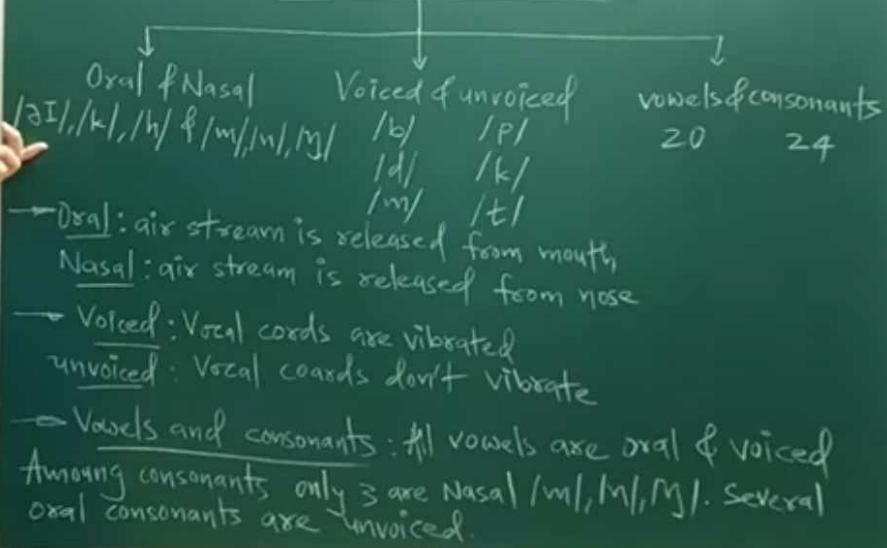
- (1) Sort things into useful categories.
- (2) Make sure all the categories follow a single organizing principle
- (3) Give examples that fit into each category.

(4) Finding categories: To classify the things in logical way, find proper categories in which one can put fit.



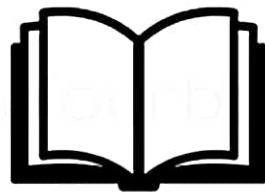
### Classifying example

#### Classification of sounds



# **ETYMOLOGY**

## **Back Formation**



 Adobe Spark



## **BACK FORMATION**

- It is the process of forming a new word by extracting actual or supposed affixes from another word, shortened words created from longer words.
- It is a process in which a word changes its forms and function.
- The term Back Formation was coined by Scottish Lexicographer – James Murray in 1889.
- In Back Formation, word of one type which is usually a noun, is reduced and used as a verb.
- Simply, Back – Formation is a shortened word created from a longer word.

## **BACK FORMATION**

- To show it on an example, let's check them below:

“Edit” was back formed from “Editor”.

“Type” was back formed from “Type Writer”.

“Beg” was back formed from “Begger”.

“Vaccinate” was back formed from “Vaccination”.