

# English

## Vocabulary Building : →

### # Introducing of word formation : →

→ A single way to define, understand & utilize a word is by coming to know its formation.

(OR)  
→ Word formation is the process of creating a new word from existing words or roots. It is a combination of prefix, suffix and root word.

Example :- Co-operater → (r) - Suffix  
(Co) (prefix) operate → Root

Co - prefix
r - Suffix
Operate - Root
<u>Cooperater</u> → New word

→ Every word has one root. If we put suffix & prefixes at the root then the shape and shade of the word will change.

### Some word formation Examples :-

Accident → Accidental

Boy → Boy hood

Stable → stability

nice → nicely

Angle → triangle

Bus → minibus

Smart → oversmart

Social → Antisocial

man → Superman

king → kingdom

machine → machinery

friend → friendship.

# Prefix-

## Prefix! -

→ It is a such word that is placed before root.

So that, in 90% of case, root word becomes opposite.

Eg! - Un, dis, in, ill, in, mis, etc.

Root :- Any word or verb is known as root

Eg! - Like, understand, regular, count, watch etc.

## Examples! -

Un → Prefix    Count → Root

Eg! - Uncount

Dis → Prefix    Like → Root

↳ Dis Like

Ir → Prefix, Regular - root

→ Irregular

Other

① Bound (Two meaning)

↳ (Root)    Surrounded by

↳ Going toward

{ North, East }  
{ West, South }

↳ Prefix

{ Snow }  
{ House }    ← ~~Prefix~~

② Cide ← Root (means to kill)

→ Pesticide

→ Insecticide

→ Suede

# Suffix

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

Eg:- dom, er, hood, ly, ify, ry, age, or. etc.

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

Eg:- like, play, child, nice, drain, regular, count etc.

Examples :-

① Play (verb) ← Root  
er ← Suffix

→ player (Noun)

② Child (Noun) ← Root  
hood ← Suffix

→ childhood (Noun)

③ Nice (Adjective) ← Root  
ly ← Suffix

→ Nicely (Adverb)

④ Drain (verb) ← Root  
age ← Suffix

→ Drainage (Noun)

# # Process of word formation :-

## Types :-

① Compounding :- Connect two or more words to form a new word.

### ① Noun + Noun

- motor + cycle → motorcycle
- girl + friend → girlfriend
- tear + Gas → tear gas
- Bread + Piece → bread piece
- fire + Engine → fire engine
- Gold + fish → Gold fish
- Boy + friend → boyfriend

### ② Noun + Adjective

- Trust + worthy → trustworthy
- Home + sick → homesick
- Duty + free → duty free
- Beauty + Condour → Beauty-Condour
- Sea + Green → seagreen
- brick + red → bricked red

### ③ Adjective + Noun

- Yellow + Press → yellow press
- Red + Light → red light
- pale + face → pale face.

② Clipping :- To Cut the Long word

- ① Initial Clipping
- ② final Clipping

① Initial Clipping :- (Apheresis)

former part of front part of the word is cut.

Example :- Robot → Bot    alligator → Gator    telephone → phone  
internet → net

② final Clipping :- (Apocope)

final part or end part of the word is cut

Example :- Advertisement → Ad  
Examination → Exam  
Gasoline → Gas  
Gymnastics → Gym  
memorandum → memo

③ Medial Clipping : - middle part of a word is cut

Example!- Mathematics → Maths

fantasy → fancy

madam → ma'am

Spectacles → Specs

④ Complex clipping : - word can be cut from anywhere.

Example!- Navigation Certificate

↳ Navicert

Organization man

↳ Org-man

Optical art

↳ Opart.

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⑥# Blending : - mixing of two words or Blending of two word.

Example!-

Break fast & lunch → Brunch

Motorist & Hotel → Motel

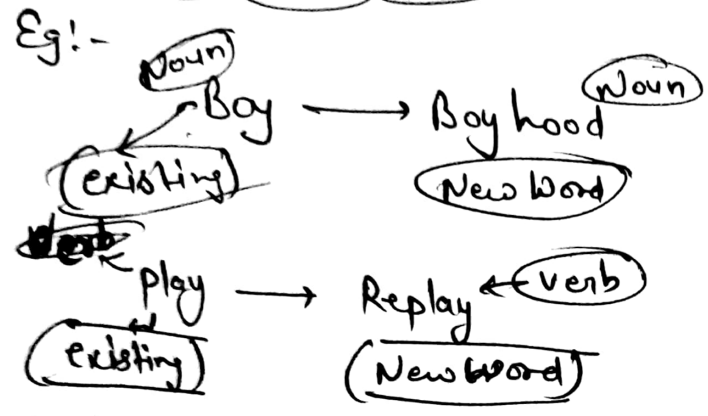
Smoke & fog → smog

Television & broad cast → telecast

# Derivation :- New word are formed from existing word

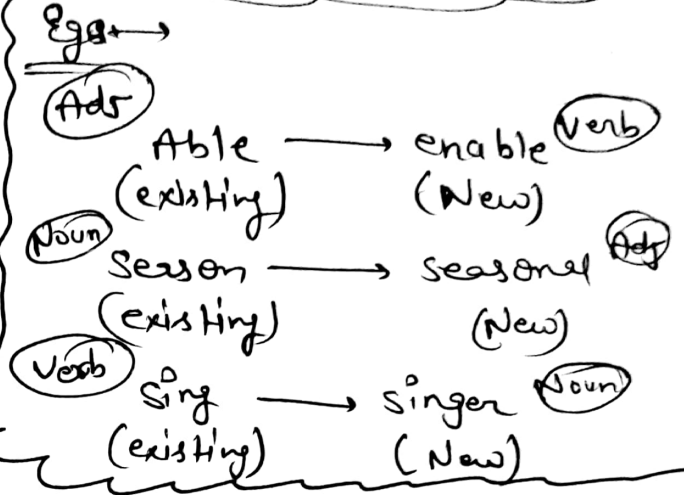
(A) Class maintaining

When new word is derived from the existing word then class of new word of existing word will be same



(B) Class changing

When new word is derived from the existing word then class of new word is existing word will be opposite



# Synonyms & Antonyms

# Synonyms:- It is a word or phrase that has same meaning as another in the same meaning.

Eg:- ~~long~~  
Long time → extended time (phrase)  
Big → large (word)  
Happy → joyful

→ Synonyms can be the any part of speech.  
(verb, noun, pronoun, etc)

Eg:-

- Beautiful → Attractive (Adjective)
- in → into (preposition)
- Opening → aperture (noun)
- quickly → rapidly (adverb)
- wash → clean (verb)

# Antonyms:- It is a word or phrase that is opposite in meaning to a particular word or phrase in the same language.

Eg:-  
Like → hate, dislike, detest etc.  
Sharp → blunt, dull etc.  
Asleep → awake, conscious etc.  
Gloomy → happy, sunny etc.

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

# Standard Abbreviations

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

Eg:- "Amt." is an abbreviation for "amount".

"USA" is an abbreviation for "United State of America".

## Common Abbreviation :-

- ① CIA → Central Intelligence Agency
- ② FBI → Federal Bureau of Investigation
- ③ NASA → National Aeronautics and Space Administration.
- ④ POTUS → President of the United State
- ⑤ POW → Prisoner of War
- ⑥ ABS → Anti-lock Breaking System
- ⑦ AIDS → Acquired Immune Deficiency Syndrome
- ⑧ DOA → Dead on Arrival
- ⑨ DOB → Date of Birth
- ⑩ HIV → Human Immunodeficiency Virus.
- ⑪ RADAR → Radio Detection and Ranging
- ⑫ SONAR → Sound Navigation And Ranging
- ⑬ SUV → Sports Utility Vehicle
- ⑭ UFO → Unidentified flying object
- ⑮ CST → Central Standard Time
- ⑯ ISRO → Indian Space Research Organisation.

# Unit → Basic Writing Skills

## Topic → Clause

→ It is a Group of words contains a subject and a verb.

Eg:- I play ← clause  
She eats ← clause } Clause is known as sentence

→ Clause is a smallest unit of sentence

One clause or more than one clause will create sentence.

Eg:- I know what 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.

eg:- I play cricket

My father works in college

He eats foods.

→ Independent clause dose not require other clause to express the complete meaning.

Eg:- Ram played cricket, after he ate icecream.

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.

Eg:- who is intelligent  
This is the best smaller  
Which I want } Gives not complete meaning in sentence.

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

Eg:- ~~① Ram played cricket, independent clause is required for~~  
~~from~~

Eg:- ① Ram played cricket, after he ate ice cream.

② My brother lives in Valsad, he is smart.

## # Types of Dependent clause: →

① "Noun clause" which act as a noun in the sentence.

Generally starts with words: that, what, whatever, wherever.

Eg:- ① I thought that I will pass in exam. ← Noun clause.

② I believe what she said was wrong. ← Noun clause.

③ Do you know what the weather will be? ← Noun clause.

## ② Adjective clause :-

→ Adjective clause is that clause which act as an adjective in sentence.

→ Generally starts with words: who, whom, whose, which, that.

(Adjective: which describe about noun)

Eg: - ① <sup>Noun</sup> The person <sup>Adj. Clause</sup> who you saw at my house done phd.

② My sister helped <sup>Noun</sup> a child <sup>Adj. Clause</sup> who was crying. ← Adj. Clause

③ Can you see <sup>Noun</sup> the bird, that is on the table ← Adj. Clause.

## ③ Adverb clause :- which act as adverb in a sentence.

Generally starts with words: More than, less than, whether, Although, though, soon, after, while etc

→ Also Adverb clause describe the time.

(Adverb:- which gives extra information about verb)

① Call me when you need my help. ← Adverb clause

② whether you like it or not you have to work ← verb  
Adverb clause

③ I enjoyed the party more than Ram did ← Adverb clause  
Verb

Some Examples of Clause

- ① Select the car for whenever you want. ← Noun Clause
- ② The pen which is in pocket belongs to Ram ← ~~Prepositional~~ Adjective Clause
- ③ We can stop in exam as soon as we start to read ← Adverb Clause
- ④ The boy who is in black shirt is my son ← Adj. Clause
- ⑤ He left for the bus stand as soon as his father arrived ← Adverb Clause
- ⑥ The man who committed theft the day before yesterday he caught  
Adj. Clause.

# Phrase :-

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

Eg: - Beautiful home  
After a long time  
Study of Language  
On the table  
Under the table

→ So, phrase means Groups of word that makes the sense but not complete.

## # Punctuations:-

"Symbols" which describes our feeling or emotions in writing

① Full stop (.) or period:- (end terminal)

→ used at the end of the sentence.

② Comma (,):- Separates items in a list, set off non-essential clauses, and separates independent clauses.

③ Semicolon (;):- Separates two independent clauses that are closely related.

Eg:- I have a big test tomorrow ; I'm studying hard to prepare.

④ Colon (:):- Introduces a list, a quotation, or an explanation

Eg:- I have three favorite foods : pizza, sushi, and tacos.

⑤ Apostrophe ('):- Shows possession or forms contractions.

Eg:- The Cat's toy is red.

⑥ Question marks (?):- End a Question.

Eg:- What is your name?

⑦ Quotation Mark (""):- Set off direct Quotation

Eg:- "I love to read", she said

⑧ Dash (-):- Show a break in thought.

Eg:- I am going to the store - but I'll be back soon

⑨ Exclamation Mark (!):- Show strong emotions or emphasis.

Eg:- I'm so excited for my birthday.

⑩ Parentheses ( ):- Set off nonessential information or explanation

Eg:- I'm going to the store (to buy milk).

① Subject + verb

Ex:- I play, He eats etc.

② Sub + verb + object

Ex:- I play cricket  
I teach English etc.

③ Sub + verb + Direct object

Ex:- I teach English  
I eat pizza etc.

④ Subject + verb + Indirect object

Ex:- I teach you  
I teach students etc.

⑤ Sub + verb + Indirect obj. + Direct object.

Ex:- I teach you English  
what → Eng.  
To whom → you

⑥ Sub. + verb + infinitive (to + verb (I))

Ex:- I want to go  
infinitive → to go

⑦ Sub + verb + Gerund (verb + Ing)

Ex:- I like singing  
Gerund → singing

⑧ Sub + verb + obj. + infinitive

Ex:- I want you to go  
verb → want  
Infinitive → to go  
obj. → you  
Sub. → I

9) Sub + Verb + obj + bare infinitive

Ex:- I want you laugh

10) Sub. + Verb + Sub. Complement → which gives the information about subject

Eg:- He is a teacher

He becomes a teacher

11) Sub + Verb + obj. + obj. Complement → which gives the information about (obj.)

Ex:- He made him CR

S V obj. obj. Complement

12) Sub + Verb + Noun

Eg:- He is a poor.

13) Sub + Verb + Adjective

Eg:- You are stupid.

14) Sub + Verb + adverb

Eg:- He runs fast.

## # Coherence #

Coherence means the interconnectivity of ideas in between sentences or paragraphs.

Coherence also means "clarity of expression" and it is created when correct vocabulary and Grammar is used.

Texts without coherence are difficult to read and understand. It is an essential quality for good academic writing.

In academic writing, the flow of idea from one sentence to another sentence or next should be smooth and logical.

Coherence is a Latin word, meaning "to stick together".

In writing coherence is the logical connection b/w word, sentences, and paragraph so that readers can easily understand.

It is consistent, logical and unified; words should be connected to connect ideas to achieve coherence.

Without coherence, the readers will not understand the main points that we trying to make.

Coherence is achieved when sentences and ideas are connected together logically and smoothly. Coherence can be created b/w sentences through repetition and using transitional devices. Following the several methods that can be used to achieved coherence in writing.

# Techniques for creating Coherence

Here are some techniques for creating coherence in writing:-

## ① Repetition:-

Coherence can be created by repeating the same word at the end of one sentence and in the beginning of the next sentence to show how the ideas connect. Repetition of words helps to reiterate the same ideas b/w sentences. It also helps in focusing on the main point and in moving in the right direction. The repetition helps to unify the sentences.

Examples:- "The most important part of an essay is the thesis statement. The thesis statement introduces the argument of the essay".

② Transitional Expression:- Transitional Expression are essential to create coherence. They connect ideas and sentences to each other to clarify the relationship b/w them. They give the sense that the paragraph contains one main idea. They also create a smooth flow of information from one sentence to the next. They tell the reader what is coming up next and where the discussion is going. Transitional expressions, such as however, because, therefore and in addition are used to establish relationships b/w ideas, sentences and paragraphs.

For Example:- "Many students believe they cannot write a good essay because they are not writers. However, as they work on developing their writing skills, most students are able to gain the needed confidence to start thinking of themselves as writers."

## Misplaced Modifiers

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

Eg: ① When five years old, my teacher taught me. (modifiers is missing)

→ When I was five year old, my teacher taught me.

② Ram drinks a hot cup of coffee daily. (modifiers is missing)

→ Ram drinks a cup of hot coffee daily.

③ Rahul gives bananas to the equal in hands.

→ Rahul gives equal bananas in the hands.

④ My father only contributed 200/- to school.

→ My ~~father~~ father contributed only 200/- to school.

⑤ Walking on the highway, a car will hit you.

→ If you walk on the highway, a car will hit you.

### # Misplaced modifiers:-

A misplaced modifier is a word, phrase or clause that is improperly separated from the word it describe leading to confusion or an unintended meaning.

fixing misplaced modifiers often involves rearranging the sentence to clarify the intended relationship b/w the modifiers and the word it modifies.