

Grammar

I. Use of articles

Common Usage of 'a / an' (indefinite articles) and 'the' (definite article).

'a' is used before consonants when we do not refer to a specific object. So when we say 'a case', we mean any case. We would say 'the case' when we are referring to a particular case.

'an' is used before vowels, and some consonants (when we do not pronounce the first letter, as in an hour, where 'h' is silent).

a/an are used in expressions of frequency or quantity as in "thrice a week" or "four times an hour".

'the' is used :

- Where there is only one of its kind, as in "the sun";
- In superlatives, as in "the best", "the fattest";
- When we refer again to something that has been referred to once before, as in "Gone with the Wind is a book worth reading. The book is a masterpiece";
- To indicate groups or classes of people as in "the youth" and "the Indians";
- Before oceans, seas, rivers, islands, mountain chains, deserts, countries with plural names, and noun forms of points of the compass as in "the Atlantic Ocean" or "the North";
- Before any noun that the listener or reader already knows about, as in " My car is a Maruti. The Maruti is a reliable car."
- Before names of hotels, newspapers, musical instruments and large organisations. For eg. "the Hiltons", "the Indian Express", "the UN", etc

Practice articles:

Fill in the blanks in the following sentences using the code given below:

- (a) an, a (b) the, a
(c) a, no article (d) an, the
(e) the, the

1. Someone with _____ beard had come to meet _____ you.
2. If _____ trial is on today, why have you not sent me _____ case papers?

3. _____ Rajdhani Express now stops at _____ few more stations.

4. It is truly _____ honour to meet _____ President of India.

5. It is not at all unusual for _____ editor to tamper with _____ writer's manuscript.

[Answers: 1.(c), 2.(e), 3(b), 4.(d), 5.(a)]

II. Different Parts of Speech

(a) Nouns

A noun is the name of a person, place, animal or thing. Nouns are naming words.

E.g.

Akbar was a great **king**.

Kolkata is on the banks of the **Hooghly**.

The **sun** shines brightly.

His **courage** won him **honour**.

• Nouns that are used only in the singular form:

(a) Scenery, information, furniture, advice, machinery, stationery, news, poetry, business, mischief, fuel, issue, repair, bedding, etc.

E.g. The *scenery* of Kashmir *is* very beautiful. The *information* in the newspapers *is* adequate.

(b) Physics, Mathematics, Economics, Classics, ethics, athletics, innings, gallows, etc.

E.g. *Physics* *is* a subject that needs to be studied very intently.

These days, the *ethics* of politicians *is* deplorable.

(c) Brick, bread, fruit, word (as 'promise')

E.g. Let me buy some *fruit*. He was true to his *word*.

(d) Words like dozen, score, hundred, thousand, million; when preceded by a numeral

E.g. Before going abroad my friend bought four pairs of shoes and two *dozen* shirts.

(e) Expressions such as a ten-rupee note, a six-hour journey, a two-mile walk, a five-year plan, a one-man show, etc

E.g. It was *a one-man show* when Amit had to compete, act, sing and dance on stage.

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- **Nouns that are used only in the plural form:**

(a) Cattle, police, poultry, people, gentry, peasantry, artillery, etc.

E.g. The *police have* caught the culprit. *Cattle are* grazing in the field.

(b) Alms, scissors, trousers, stockings, spectacles, shorts, remains, riches, goods, measles, etc

E.g. The *scissors are* very blunt. The goods shipped were in perfect condition.

- **Nouns that are used both in the singular and plural forms:**

(a) Deer, sheep, fish, apparatus, wages

E.g. The *deer* in the park *was* chewing at sweets thrown by the children. *Deer are* very attractive animals.

The *wages* of sin *is* death. The *wages* of the workers *have* been raised.

I saw a *sheep* grazing in the field. *Sheep are* sold cheaper than goats.

(b) Collective nouns such as jury, public, team, audience, committee, government, congregation, orchestra, etc.

E.g. The *team are* looking fit and fine. The *team has* not yet scored a goal.

- (b) **Adjectives**

An adjective is a word that says something more about a noun. Adjectives are describing words.

E.g.

Ramesh is a **brave** boy.

There are **twenty** students in the class.

Comparison of adjectives

Positive / Absolute	Comparative (-er)	Superlative (-est)
Bright	Brighter	Brightest
Slim	Slimmer	Slimmest
Weak	Weaker	Weakest
Doubling of final consonant		
Fat	Fatter	Fattest
Big	Bigger	Biggest
For -e, add -r and -st		
Fine	Finer	Finest
True	Truer	Truest
For -y, add -ier and -iest		
Dry	Drier	Driest
Happy	Happier	Happiest
Exception:		
Gay	Gayer	Gayest
-ful / -ing / -ive / -less / -ous / more - most -		
Beautiful	More beautiful	Most beautiful
Attractive	More attractive	Most attractive
Boring	More boring	Most boring
Irregular adjectives		
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Far	Farther/further	Farthest / furthest

- The adjectives ending in -ior (prior, junior, senior, inferior, anterior, posterior, etc) take 'to' and not 'than' after them. E.g. He is senior *to* me.
- Some adjectives like unique, ideal, perfect, extreme, complete, universal, infinite, perpetual, chief, entire, round, impossible are **not** compared. E.g. It is a unique book.
- Comparative degree is used in comparing two things or persons, while the superlative compares more than two things or persons. E.g. Ramesh is the better of the two brothers. Ramesh is the tallest boy in his class.
- Double comparatives and double superlatives must not be used. E.g. He is more taller than his brother (incorrect). He is taller than his brother (correct).
Examples of double superlative are most perfect, most correct, etc.

- When two qualities in the same person or thing are compared, the comparative ending with *-er* is not used. E.g. You are wiser than old (incorrect). You are more wise than old (correct).
- When two adjectives in the superlative or comparative degree are used together, the one formed by adding 'more' or 'most' must follow the other adjective. E.g. He is more intelligent and wiser than his brother (incorrect). He is wiser and more intelligent than his brother (correct).
- When two adjectives with differing degrees of comparison are used, they should be complete in themselves. E.g. He is as wise, if not wiser than his brother (incorrect). He is as wise as, if not wiser than his brother (correct).
- When a comparative degree is used in its superlative sense, it is followed by 'any other'. E.g. Kapil is better than any bowler (incorrect). Kapil is better than any other bowler (correct).
- When two or more comparatives are joined by 'and' they must be in the same degree. E.g. Russel was one of the wisest and most learned men of the world.

Commonly Confused Adjectives:

- **Less** refers to quantity or non-countable nouns, **Fewer** denotes number or countable nouns.
- **Last** is the final one; **Latest** is last up to the present.
- **Little** means not much and expresses negative quantity, **A little** means 'at least some' and expresses positive quantity. The same is true for 'few' and 'a few'.
- **Farther** means 'more distant'.
- **Latter** means the second of the two things discussed. (former and latter).

(c) Pronouns

Pronouns are words used to replace nouns or noun groups.

E.g. Harish is absent because **he** is ill.

The books are where **you** left **them**.

Whenever you use a pronoun in place of a noun, ensure that it is using the same form as the noun that it is replacing. Gender and number often get confused.

E.g. "Rashmi has borrowed **my** book and passed **it** on to the Desai family. **She** should get **it** back from **them** and return **it** to **me**." This sentence makes it very clear who has to do what.

- The pronoun 'one' must be followed by 'one's'.
E.g. **One** must do **one's** duty diligently.

Alternatively 'one' can be followed by 'oneself'.

E.g. **One** should always prepare **oneself** for the worst.

- When 'one' means 'one in number', the pronoun for it is (his, her, its). E.g. **One** of them has given up **his/her** studies.
- 'Everybody' or 'everyone' must be followed by 'his/her'. E.g. **Everyone** should love **his /her** mother tongue.
- 'Each', 'every', 'anyone', 'anybody' must be followed by the singular pronoun of their person. E.g. **Anyone** can do this exercise if **he/she** tries.
- 'Let' is followed by a pronoun in the objective case. E.g. **Let** him go wherever **he** wants to.
- 'But' and 'except' are followed by the pronoun in the objective case. E.g. Everyone attended the party **except him/her**.
- Verbs like enjoy, avail, pride, resign, apply, acquit, assert, absent, etc are usually followed by reflexive pronouns. E.g. The boy **absented himself** from class very often. We **enjoyed ourselves** at the party.
- 'Who' denotes subject and 'whom' denotes object. E.g. **Who** do you think will win the match? **Whom** did you abuse?
- 'Who' is used for persons and 'which' for lifeless objects. E.g. This is the house **which** I was talking about. My brother married Sunitha **who** is a lawyer.
- 'each other' is used for two; 'one another' for more than two. E.g. Rahul and Rani loved **each other** dearly. The villagers helped **one another**.
- The complement of the verb 'to be', when it is expressed by a pronoun, should be in the nominative case. E.g. It was **he** who stole the show. If I were **he**, I would not go there again.
- When the same person is the subject and object, it is necessary to use reflexive pronouns. E.g. I cut **myself** while shaving this morning.
- When a pronoun is the object of a verb or a preposition, it should be in the objective case. E.g. These books are for **you** and **me**. Don't worry, there is perfect understanding between **him** and **me**.
- Always use the possessive form of the pronoun before gerunds (nouns in the -ing form). E.g. My parents object to me working late nights. (incorrect) My parents object to **my** working late nights (correct).

Subject Pronouns	Object Pronouns	Possessive Pronouns	Reflexive Pronouns
I	Me	My	Myself
We	Us	Our	Ourselves
You	You	You	Yourself
He	Him	His	Himself
She	Her	Her	Herself
They	Them	Their	Themselves
Who	Whom	Whose	--

Directions for questions: Select the appropriate pronouns in the given sentences.

1. It was she/her at the window.
2. Payal and she/her have quit BL.
3. They asked he/him and I/me to join the academic team.
4. That call was for I/me, not he/him.
5. An invitation was sent for he/him and she/her.

[Answers: 1. she; 2. she; 3. him, me, 4; me, him; 5. him, her]

(d) Verbs

A verb is a word used to express an action or state of being.

E.g. I **wrote** a letter to my cousin.

Bangalore **is** a big city.

Iron and copper **are** useful metals.

Subject – Verb Agreement.

The verb must always agree with the subject.

- Singular subjects must have a singular verb. E.g. He **writes**. I **write**.
- Plural subjects must have a plural verb. E.g. **They write**. **We write**.
- Two subjects joined by 'and' will always take a plural verb. E.g. The doctor **and** the nurse **work** together.
- Two singular subjects joined by 'or' or 'nor' will take a singular verb. E.g. The boy **or** the girl **is** coming to the party.
- A singular subject and a plural subject joined by 'or' or 'nor' will take a singular or plural verb, depending on which subject is nearer the verb. E.g. Neither my father **nor** my **brothers are** attending the meeting. Neither his friends **nor** Deepak **is** joining the tour.
- Indefinite pronouns such as someone, somebody, each, nobody, anyone, anybody, one, no one, everyone, every one, everybody, either, neither, etc. always take a singular verb. E.g. **Each** of my friends **calls** me every day. **Nobody is** missing the class.
- Indefinite pronouns that indicate more than one (several, few, both, many, etc) always take plural verbs. E.g. **Both** the books **are** useful for exams. **Several** of the fielders **run** four or five miles a day.
- Collective nouns (fleet, army, committee, etc) are singular when the group works together as a unit and hence, take singular verbs. E.g. The **jury has** announced its verdict. The **team functions** smoothly.
- Collective nouns are plural when the members of the group are acting individually and hence, take plural verbs. E.g. The **jury have** argued for five hours.
- Words such as news, measles, mumps, etc that end in –s, but represent a single unit need singular verbs. E.g. The **8 o'clock news is** about to begin. **Mumps has** rather serious side effects. **Mathematics is** his favourite subject.
- Titles of books that end in –s needs singular verbs. E.g. **Great Expectations is** a wonderful book. **Tom Jones is** a book of Fielding.
- If two subjects are joined together by 'as well as' the verb will act according to the first subject. E.g. The **students as well as the teacher are** in the class. **He as well as his brothers is** sitting for the exam.
- If two subjects are joined by 'with', 'together with', 'along with', 'accompanied by', 'as well as', 'combined with' the verb will be according to the first subject. E.g. The **Principal together with his students was** watching the play. The **students together with the Principal were** watching the match.

- The subject 'Many a ...' is always followed by a singular verb. E.g. **Many a man was** drowned in the sea.
- If the subject is 'The number of ...' use a singular verb. E.g. **The number of books in the library is** very small. Note: In case the sentence begins with the phrase 'A large number ...', then the verb should be in the plural form. E.g. **A large number of cars were** parked in the playground.
- Confusion often arises while using words like 'either', 'neither', 'everyone', as they appear to be in the singular but actually are in the plural form. "Neither of them likes to be corrected." This sentence means that there are two people and both of them do not like to be corrected.

(e) Adverbs

An Adverb is a word used to add something to the meaning of a verb, an adjective or another adverb.

E.g. The child worked out the problem **quickly**.

This flower is **very** beautiful.

She spelt all the words **quite** correctly.

- **Adverbs of frequency** (never, often, usually, always, rarely, already, most, just, quite, nearly, hardly, etc) are normally put between the subject and the verb.
 - E.g. My father **often** goes abroad.
I **quite** agree with you.
- The adverb 'enough' is placed after the adjective. E.g. She is cunning **enough** to tackle her friend.
- 'Ever' is sometimes used incorrectly for 'never'. E.g. He seldom or ever tells a lie (incorrect). He seldom or never tells a lie (correct).
- The adverb 'not' should not be used with words having negative meaning. E.g. The teacher forbade me not to go (incorrect). The teacher forbade me from going (correct).
- The word 'only' should be placed immediately before the word it modifies. E.g. Harish answered **only** two questions.

(f) Prepositions

A preposition is a word that begins with a prepositional phrase and shows the relationship between its object and another word in the sentence. A preposition must always have an object. A prepositional phrase starts with a preposition, ends with an object, and may have modifiers between the preposition and the object of the preposition.

Here is a list of common words that can be used as prepositions:

<i>about,</i>	<i>above,</i>	<i>across,</i>	<i>after,</i>
<i>against,</i>	<i>along,</i>	<i>among,</i>	<i>around,</i>
<i>at,</i>	<i>before,</i>	<i>behind,</i>	<i>below,</i>
<i>beneath,</i>	<i>beside,</i>	<i>besides,</i>	<i>between,</i>
<i>beyond,</i>	<i>but (when it means except),</i>		
<i>by,</i>	<i>concerning,</i>	<i>down,</i>	<i>during,</i>
<i>except,</i>	<i>for,</i>	<i>from,</i>	<i>in,</i>
<i>inside,</i>	<i>into,</i>	<i>like,</i>	<i>near,</i>
<i>of,</i>	<i>off,</i>	<i>on,</i>	<i>out,</i>
<i>outside,</i>	<i>over,</i>	<i>past,</i>	<i>since,</i>
<i>through,</i>	<i>to,</i>	<i>toward,</i>	<i>under,</i>
<i>until,</i>	<i>up,</i>	<i>upon,</i>	<i>with,</i>
<i>within,</i>	<i>and</i>	<i>without.</i>	

These words can be used as other parts of speech as well. What part of speech a given word belongs to depends on how it is used in a given sentence.

Many of the common words used as **prepositions can be used as adverbs**. Words are prepositions if they have an object to complete them. If a noun or a pronoun answers the question regarding the object, the word in question is a **preposition**.

Example: The boy stood up and ran down the street.

Up what? There is no object; therefore *up* is not a preposition. *Down* what?

'*Street*' answers the question; therefore, *down* is a preposition. '*Down the street*' is the prepositional phrase starting with the preposition *down* and ending with the object *street* with a modifier *the* in between.

Dimensions and Prepositions

Prepositions differ according to the **number of dimensions** they refer to. These can be grouped into three classes using concepts from geometry: **point, surface and area or volume**.

1. **Point:** Prepositions in this group indicate that the noun that follows them is treated as a point in relation to which another object is positioned.

Example:

My car is **at** the house.

The preposition 'at' used here, locates a car in relation to a house, which is understood as a fixed point.

2. **Surface:** Prepositions in this group indicate that the position of an object is defined with respect to a surface on which it rests.

Example:

There is a new roof **on** the house. The house has been treated here as a surface upon which another object, the roof, is placed. Thus, the preposition 'on' is used.

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3. **Area/Volume:** Prepositions in this group indicate that an object lies within the boundaries of an area or within the confines of a volume.

For Example:

The house is **in** the National Capital Region. (The house has been located within a geographical area.)

There are four rooms **in** the house, which has a lovely staircase **in** the living room. (The house has been treated as a three-dimensional structure that can be divided into smaller volumes, namely rooms, inside one of which is an object, the staircase.)

In light of these descriptions, 'at', 'on', and 'in' can be classified as follows:

at point

on surface

in area/volume

The preposition 'at' has a great variety of uses. Here are some of them:

Location: Vidisha is waiting for her sister *at* the bank. (The bank can be understood as a point defining Vidisha's location)

Rahul spent the whole afternoon *at* the book fair. (Since book fairs are usually spread out over a fairly large area, it makes little sense to think of a fair as a point. At is used in this case just because it is the least specific preposition; it defines Rahul's location with respect to the fair rather than some other place.)

Destination: We arrived *at* the house. ('At' exhibits cause/effect relationship. 'to' cannot be used here because arrival at a place is the result of going to it).

The waiter was *at* our table immediately.

Direction: The policeman leaped *at* the robber.

The dog jumped *at* my face and really scared me.

1. **Nouns denoting enclosed spaces, such as a field or a window, take both 'on' and 'in'.**

The prepositions have their normal meanings with these nouns. 'on' is used when the space is considered as a surface, 'in' when the space is presented as an area.

Anika and her friends are practicing *on* the field. (surface)

All my buffaloes are grazing *in* the field. (area)

The frost made patterns *on* the window. (surface)

A face appeared *in* the window. (area)

2. **When the area has metaphorical instead of actual boundaries, such as when field means "academic discipline," 'in' is used:**

Radhika is a leading researcher *in* the bioengineering field.

3. **'In' and 'on' are also used with means of transportation: in is used with a car and on with public or commercial means of transportation:**

in the car

on the bus, plane or train or ship

4. **Prepositions of Direction:** Apart from to, on, onto, in, into there are a number of prepositions that can be used to show direction and movement around the floor plan. Some of them are across, between, out of, past, round, through and towards.

Examples:

Walk *through* the exit of room two and enter *into* building number one.

Walk *across* the indoor garden to reach room number six.

Walk *past* the side entrance to reach the main entrance.

Relationships expressed by prepositions

Place: at, on, in, inside, within, by, near, behind, beyond, among, between, above, below, beneath, over, under to, towards, from, into, out (of), off, onto, across, along, down, past, round, through

Time: at, on, in, during, for, after, before, by, since, till, throughout, until

Reason: because of, despite, for

Similarity: as, like, unlike, than

Addition: with, without

Means: by, with

Usage of 'For', 'Which' and 'During'

'For' is used with a period of time to express the duration or 'how long' something has happened:

for three weeks, *for* many years

'While' is used with a verb form as in the following cases:

While I was watching TV

While I lived in Mumbai

'During' is used with a noun to express the time 'when' something happened.

During the class

During my exams

There are some words that demand particular prepositions. These verb phrases have a special meaning and must be used as it is, e.g:

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depend on	cope with
marriage to	tired of
averse to	long for
battle against or with	reason for
trouble with	angry at
bored with	live on

Usage

Some of the most common prepositional phrases are:

- Under:** Under the influence, under no obligation, under his thumb, under consideration.
- At:** At times, at last, at first, at once, at a profit, at risk, at any rate, at least.
- By:** By all means, by chance, by no means, by name, by now, by then, by sight, by and by.
- For:** For now, for instance, for a change, for example, for ages, for better or worse.
- Without:** Without warning, without success, without fail, without notice, without exception.
- From:** From then on, from bad to worse, from now on, from my point of view.

Prepositions of place: [at and in]

We use **at** with a position, an address, an activity, a journey etc. We use **in** with something big enough to be all around a person, a road, a building, a city and a country.

e.g. I live **at** 54 Cross Roads.

We were **at** the theatre.

Vanita was **in the** garden.

It was dark **in** the theatre.

Prepositions of time: [on, at and in]

e.g. I had my breakfast **at** 8 O' clock.

I got up early **in** the morning.

We graduated **in** the year 2000.

I met him **on** Wednesday morning.

Prepositions of time: [before, during, after, till, until and by]

e.g. I'm always busy **during** the day.

We had to leave immediately **after** the speech.

The children were very excited **before** the show began.

I am very busy **until** Sunday.

We shall be returning home **by** the weekend.

Prepositions meaning transportation and communication: [by]

e.g. Will we go **on** foot or **by** car?

We can inform them **by** post.

Describing: [with and in]

eg. It's number 54, the house **with** the bamboo door.

The photographer is looking for a tall model **with** long hair.

Using: [like and as]

e.g. He's just **like** his father.

I like to use my house **as** my office.

In the case of nouns, adjectives and verbs prepositions combine and form idioms or phrases, Prepositions + Nouns

By

e.g. I paid **by** cheque / credit card.

(to pay by credit card)

I broke the mirror **by** mistake.

(To do something by accident)

There has been a fall **in** prices recently.

(A decrease in something)

For

e.g. Let's go **for** a walk.

(to go for a walk)

We went **for** a swim as soon as we arrived.

I had a hamburger **for** lunch.

Noun + Prepositions

e.g.

Belief **in**: His **belief in the** superstition was unjustified.

Confusion about: There was confusion **about** the schedule.

Participation in: His **participation in** the cultural programme was negligible.

Verb + Preposition

Phrasal Verbs:

The verbs with prepositions are called **phrasal verbs**.

e.g.

Apologize for: He **apologized for** his blunder.

Prepare for: They are **preparing for** the CAT.

Look up: When in doubt, always **look up** the dictionary.

Pay for: Atul had to **pay for** his haste.

Position:

At the back of, at the bottom of, at the top of, behind, in the corner of, in the middle of, next to the left of, on the side of, on top of

e.g. The smallest room is **located to the left of** the building.

Direction:

Across, between, into, out of, past, round, through, towards.

e.g. We went **across** the road to meet our friends.

The passage **through** the market was unapproachable.

Blow up: explode

The militants **blew up** the tracks.

Bring up: mention a topic

They were forced to **bring up** a distasteful topic.

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- Call off :** cancel
We had to **call off** the meet.
- Hold up:** delay
There was a **hold up** on the highway.
- Make up:** invent a story
The boys **made up** a convincing story.
- Put off:** postpone
The trip was **put off** due to external pressure.
- Put on :** wear
The girls **put on** their new dresses.
- Set up:** to arrange
The hall was **set up** to welcome the delegates.
- Talk over:** discuss
The students wanted to **talk over** the examination schedule.
- Catch up with :** keep abreast
The friends were trying to **catch up with** the office gossip.
- Come up with :** to contribute
Everybody **came up with** some unique suggestions.
- Cut down on :** curtail
We should **cut down on** our expenses.
- Keep up with :** maintain pace with
The athletes were very / too quick; we all found it difficult to **keep up with** them.

- Look down on :** despise
Fanatics **look down on** other religions.
- Run out of :** exhaust supply
The canteen had **run out of** sandwiches
- Walk out on:** Abandon
The girl **walked out on** her boyfriend.
- Fill in the correct preposition:**
- Some people believe that in emotional maturity men are inferior women.
(a) Than (b) To
(c) From (d) Against
 - My father was annoyed me.
(a) Towards (b) Against
(c) With (d) Upon
 - Some orthodox persons are averse drinking liquor.
(a) Against (b) For
(c) In (d) To
 - The Cinema Hall was on fire and the Cinema owner had to send the Fire Brigade.
(a) For (b) Through
(c) Off (d) In
 - He was not listening I was saying.
(a) That (b) Which
(c) To what (d) What

[Answers: 1.(b), 2.(c), 3.(d), 4.(a), 5.(c)]

(g) Conjunctions

A conjunction is a word used to join words or sentences.

E.g. Amit **and** Arjun are twins.

I ran fast **but** missed the train.

Coordinating Conjunctions	and / as well as / both ... and / or / nor / neither ... nor / not only ... but also / so / for / therefore / consequently / accordingly / but / still / yet / nevertheless / however
Subordinating Conjunctions	As / as if / as though where / wherever
Subordinating Conjunctions	As / as soon as / since / when / wherever / while / before / after / till / until
Subordinating Conjunctions	Because / since / now that /
Subordinating Conjunctions	(so) that/ in order that / lest ... should / for fear that / so that ... not
Subordinating Conjunctions	so ... that / such ... that
Subordinating Conjunctions	if / if ... not / unless / as long as / on condition that / provided (that) / in case
Subordinating Conjunctions	although / (even) though / even if / no matter / in spite of / however (badly/hard/much/well)
Subordinating Conjunctions	than / as ... as / (not) so ... as / such ... as

- “Scarcely” or “hardly” is followed by “when”. E.g. **Scarcely/Hardly** had I entered the hall **when** the teacher called my name.
- “No sooner” is followed by “than”. **No sooner** did I reach the office **than** I had to attend to a phone call. **No sooner** had I reached the office **than** I had to attend to a phone call.
- “Not only” is followed by “but also”. One must **not only** prepare diligently for the exams **but also** attempt the questions in a quick manner.
- “Lest” is followed by “should”. Cover all the cut fruit **lest** flies **should** sit on them.
- “Both” is followed by “and”. **Both** Arun **and** Arjun came to receive me at the airport.
- “So as” is used in the negative sentences; whereas “as as” is used for affirmative ones. E.g. Rahul is **not so** tall **as** Rajesh. Rajesh is **as tall as** his brother. Reading English is **not so** tough **as** studying French. Learning French is **as** tough **as** learning Latin.
- “As” and “since” are used to express reason. E.g. **As / Since** I was very busy I could not have my lunch on time.
- “Neither” is followed by “nor”. E.g. **Neither** the child **nor** her teacher is on time today.
- “Either” is followed by “or”. E.g. **Either** my friend **or** his cousin is coming for the party.
- “Unless”, “until” are negative in sense and hence should not be negated. E.g. You can’t go out to play **unless** you finish your work.
- “Such” is followed by “as”. E.g. We talked about **such** things **as** the weather, books, etc.
- “If” is used in the conditional sense, “whether” is used in the case of uncertainty. E.g. **If** I do not get the tickets in time, I may have to cancel the trip. I do not know **whether** I’ll get the tickets.

Identify the part of speech of the underlined words in the given sentences:

1. A kindly person is one who behaves kindly.
 (a) noun (b) preposition
 (c) adverb (d) verb
2. He is not normally a very fast runner, but he runs fast in major events.
 (a) adverb (b) adjective
 (c) verb (d) noun
3. I must perfect the operation to make the perfect robot.
 (a) verb (b) adverb
 (c) adjective (d) noun

[Answers: 1.(c), 2.(b), 3(a)]

III. Tense

Grammatical tense is a temporal linguistic quality expressing the time at, during, or over which a state or action denoted by a verb occurs.

Tense is one of at least five qualities, along with mood, voice, aspect and person which verb forms may express.

There are 3 types of tenses:

- I. Present tense
- II. Past tense
- III. Future tense

I. Present Tense

Present indefinite tense

It is used;

1. To describe permanent truths and habitual or customary activities. It is found with such adverbs as:
 - a. Generally, usually, frequently, often, always, rarely
 - b. With adverbial phrases as everybody, once, a week, etc.
 E.g. The moon shines during the night.
 E.g. Your daughter speaks very well.
2. When we speak of the events that will take place in future time but have been planned beforehand. Only a few verbs are used in this way; to be, open, close, begin, start, end, finish, arrive, come, leave, return.
 E.g. The train leaves at 8 p.m in the evening.
3. In exclamatory sentences beginning with ‘here’ and ‘there’.
 E.g. Here comes Mr. Sharma!
 There goes the shuttlecock!
4. Used to express general truths such as scientific fact.
 E.g. Rectangles have four sides.

Present Progressive or continuous tense

It is used;

1. For an action going on at the time of speaking.
 E.g. The students are writing an essay.
2. For a temporary action which may not be actually happening at the time of speaking.
 E.g. I am reading a new book nowadays.
3. For an action that is bound to take place in the near future
 E.g. I am coming there in an hour.
4. For habitual actions, which continues in spite of a warning.
 E.g. You are always chatting on the Internet.

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Present perfect tense

It is used;

1. To indicate completed activities in the immediate past (with just).
E.g. He has just eaten breakfast.
2. For an action whose time is not definite
E.g. Pinky has gone to Honolulu.
3. For a past event whose effect is felt in the present.
E.g. I have taken all the biscuits.
(There aren't any left for you)

Present perfect continuous tense

It is used;

1. To show that something started in the past and is continuing till now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect Continuous.
2. With first person, second person and third person plural subjects always use:
have been+participle;
3. In case of third person singular subjects use always use has been+participle:
E.g. I have been talking to my friend for three days.
She has been sleeping since morning.

II. Past Tense**Past indefinite tense**

It is used;

1. For an action completed in the past.
E.g. He watched a movie yesterday.
2. For an action in the past (regular habit or event).
E.g. He regularly wrote to me for two years.

Past continuous tense

It is used;

To denote an action going on at some time in the past. It may not indicate the time of the action though.
E.g. We were roaming around in the mall throughout the evening.

Past perfect tense

It is used;

To describe a situation of two actions happening in the past in which one action happened earlier than the other.
E.g. When I reached the station the train had already left.

Remember to use:

Had + past participle of the verb with all the persons both in the singular and the plural.

E.g. I had watched the movie before I read the review.

Past perfect continuous tense

It is used;

To show an action that began in the past before a certain point and also has continued up to that time.

E.g. I had been writing for 2 hours.

Remember that with all persons you must use had been + participle.

E.g. I had been reading the novel since morning.

III. Future tense**Future indefinite tense**

It is used;

1. To express the future as a fact.
E.g. I shall be 25 next Month.
2. To talk about what is expected to happen in the future.
E.g. I think India will win the Samsung Series.

Rules

- To express you must use 'shall' or 'will' with the form of the verb (mostly, shall + first person and will + second and third person):
E.g. We shall visit the fair.
- In negative sentences, you may use the following pattern:
E.g. We shall not break the rules of the college.
- In interrogative sentences:
Will or shall + subject + the first form of the verb
e.g. Shall we complete the assignment?
e.g. Will you walk down the road with me?

Future continuous tense

It is used;

For actions, which will be taking place at some time in the future.

E.g. I will be playing cricket in the evening.

Future perfect

It is used;

1. To show the completion of an action by a certain time in the future.
E.g. By the month end, we shall have completed the process.
- Formation of negative and interrogative sentences follows the usual rules.
She will not have played. Will she have played?

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Future perfect continuous tense

It is used;

1. For an action that will be in progress over a period of time and will continue in the future.

E.g. By next march we shall have been studying here for one year.

Now Go through this ...

Expressing the Future

Be Going To

1. It is used when the speaker is making a prediction based on evidence.
 - It's going to rain.
2. When the speaker already has an intention or plan.
 - We're going to enjoy the party tomorrow.

About to

It is used to talk about an impending event.

- He is about to make a change in the schedule.

Identify the appropriate verb form to fill the sentence with:

1. I meant to repair the radio, but _____ time to do it.
(a) was not having (b) haven't had
(c) have no (d) will not had
2. Our guests _____ they are sitting in the garden.
(a) arrived (b) have arrived
(c) had arrived (d) will not had
3. Even after a decade in the state, Sangram _____ mastered Tamil, but he can communicate.
(a) has not (b) have not
(c) had not (d) haven't had
4. I _____ my relatives across the border once in 1990 before I moved in with them in 2000.
(a) have been visiling (b) had visited
(c) had been visiting (d) haven't had
5. I _____ working all afternoon and have just finished the assignment.
(a) will be (b) have been
(c) have (d) would be

[Answers: 1.(b), 2.(b), 3.(a), 4.(b), 5.(b)]

IV. Parallelism

Whenever a sentence expresses a series of actions or ideas, it is important that they should be presented in the same format. In other words, words or phrases used in a series should belong to the same part of speech. Usually a comma separates the words or phrases. E.g.

- I like reading, writing and I enjoy drawing too (incorrect). I like reading, writing and drawing too.
- After you have turned over the soil, weeded and cultivating, you'll be ready to plant the sapling (incorrect). After you have turned over the soil, weeded and cultivated, you'll be ready to plant the sapling.
- A good worker is conscientious, reliable and efficiency (incorrect). A good worker is conscientious, reliable and efficient.
- Ladakh, one of the highest regions in the world, is made up of plains and it has deep valleys too (incorrect). Ladakh, one of the highest regions in the world, is made up of plains and deep valleys.

Quite simple, isn't it? The correct sentences tend to be simple. However, many people write the wrong kind, especially when they are writing in a hurry and have little time to review the construction of each sentence.

Now, correct the following sentence

She cooks, washes dishes, does her homework and then she is relaxing.

- (a) then relaxes
- (b) then relaxing
- (c) relaxing then
- (d) No correction required

[Answer: (a)]

V. Unnecessary Words

Sometimes an unnecessary word that should not be present in a sentence is added to it. This may result in a double subject, a double negative, a repeated similar adjective or adverb, or an unnecessary preposition.

E.g. I went to the library to return back the book (incorrect). I went to the library to return the book.

While jogging strengthens your legs, push-ups they strengthen your arms (incorrect). While jogging strengthens your legs, push-ups strengthen your arms.

VI. Transformation of Sentences

You may be required to transform a sentence without changing its meaning. There are several ways to change the form of a sentence and to do so correctly, you have to be familiar with the variety of sentence structures in English; understand the essential meaning and implications of various sentence patterns; and be able to express yourself in a variety of forms.

While transforming one sentence into another form, remember NOT to change anything that does not require any change.

It is not possible to list all the sentence transformations possible, however, a list of the most common types is given below :

(a) Active to passive voice and vice-versa:

e.g., 'The car was washed by the rain.' *becomes* 'The rain washed the car.'

'The team was reprimanded by the coach' becomes 'The coach reprimanded the team'.

VOICE CHART

ACTIVE VOICE	PASSIVE VOICE
Statements	
Vikram writes a letter	A letter is written by Vikram.
Vikram is writing a letter	A letter is being written by Vikram.
Vikram has written a letter.	A letter has been written by Vikram.
Vikram wrote a letter.	A letter was written by Vikram.
Vikram was writing a letter.	A letter was being written by Vikram.
Vikram had written a letter.	A letter had been written by Vikram.
Interrogative Statements	
How do we do it?	How is it done?
When do they wash their clothes?	When are their clothes washed?
Who wrote <i>Macbeth</i> ?	By whom was Macbeth written?
Why do people laugh at the beggar?	Why is the beggar being laughed at?
Did his behaviour shock you?	Were you shocked by his behaviour?
Imperative Statements	
Shut the door.	Let the door be shut.
Obey your elders.	Let your elders be obeyed by you.
Please bring me a glass of water.	You are requested to bring me a glass of water.

**Notes:**

Whenever it is evident who the doer of the action is, it is unnecessary to mention him in the passive form as this omission gives a neater turn to the sentence. E.g. Someone picked my pocket. (Active) My pocket was picked (by someone).

(b) Interchanging parts of speech:

Reframing sentences by changing parts of speech e.g. *noun to adjective* as in 'The man is known to be generous.' *becomes* 'The man is known for his generosity.' OR *adjective to adverb* as in 'He is slow in his work.' *becomes* 'He works slowly.'

- **Replacing nouns by verbs:**
 - o The men put up a brave **fight**. The men **fought** bravely.
- **Replacing verbs and adjectives by nouns:**
 - o I **regretted** my rude behaviour. I expressed **regret** for my rude behaviour.
 - o She is neither **beautiful** nor **intelligent**. She has neither **beauty** nor **intelligence**.
- **Replacing nouns and adverbs by adjectives:**
 - o There is a possibility that he will **create problems**. It is possible that he will **become problematic**.
 - o You have argued very **convincingly**. You have put forth a very **convincing** argument.
- **Replacing nouns and adjectives by adverbs:**
 - o Handle these delicate clothes with **care**. Handle these delicate clothes **carefully**.
 - o Her behaviour was **courteous** and **sweet**. She behaved **courteously** and **sweetly**.

(c) Reported Speech:

Direct to indirect speech and vice-versa, e.g., "Please make an appointment for tomorrow," the advocate said *becomes* "The advocate told him to make an appointment for the next day."

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1. Change of pronouns: (into second and third person)

DIRECT SPEECH	INDIRECT SPEECH	DIRECT SPEECH	INDIRECT SPEECH
I and you	He or she	We and you	They
Me and you	Him or her	Us and you	Them
My and your	His or her	Our and your	Their
Mine and yours	His or hers	Ours and yours	Theirs

2. Change of Tenses: (into the past tense)

DIRECT SPEECH	INDIRECT SPEECH
Write/s	Wrote
Is/am writing	Was writing
Are writing	Were writing
Has/have written	Had written
Wrote	Had written
Was/were writing	Had been writing
Shall/will write	Should/would write
Shall/will be writing	Should/would be writing
Shall/will have written	Should/would have written



Notes:

Had (the past tense of have) becomes had had in the Indirect Speech.

3. Change of Pointer words: (into distant words)

DIRECT SPEECH	INDIRECT SPEECH
Now	Then
Hence	Thence
Hither	Thither

Hereafter	Thereafter
Today, tonight	That day, that night
Yesterday	The day before / the previous day
The day before yesterday	Two days before
Ago	Before
Tomorrow	The next day / the following day
Next week, month, year, etc	The following ...
Last week, month, year, etc	The previous ...

Some useful hints for converting basic sentences into the Indirect Speech:

Statements	Use reporting verbs like remark, observe, suggest, insist, add, reply, declare, assure, warn, confess, protest, deny, point out, plead, remind, repeat, explain , etc.
Interrogation	Use reporting verbs like wonder, want to know, inquire , etc.
In questions opening with a question-word (who, where, why, when, where, whose and how)	Repeat the question-word in the Indirect Speech.
Imperatives	Use reporting verbs like ask, tell, order, command, beg, request, urge, advise, etc.
Exclamations	Use reporting verbs like exclaimed with ... (grief, joy, sorrow, surprise, etc according to the context)

(d) Degrees of Comparison:

E.g. 'No other plane is as fast as the Concorde.' *becomes* 'The Concorde is faster than any other plane' or 'The Concorde is the fastest plane in the world.'

Sentences of proportionate Comparison or Contrast:

- As I read the book more, I like it more and more. The more I read the book, the more I like it.
- As I play football more, I like it less and less. The more I play football, the less I like it.
- As we grow older, we become wiser and wiser. The older we grow, the wiser we become

(e) Interchange of Sentences:

E.g. "Everyone enjoyed the play." *becomes* "No one disliked the play." The changes can be among assertive, interrogative and exclamatory patterns too, such as "This is a fine book" *can become* "Isn't this a fine book?" or "What a fine book this is!"

Basic Types of Sentences

Affirmative/ Assertive	My uncle drives his car very carefully.
Negative	My uncle does not drive his car carelessly.
Interrogative	Does my uncle drive his car very carefully?
Interrogative Negative	Doesn't my uncle drive his car carefully?

Interchange of Exclamatory and Assertive Sentences

If only I were young again!	I wish I were young again.
How beautiful is the night!	The night is very beautiful.

Interchange of Interrogative and Assertive Sentences

When can their glory fade?	Their glory can never fade..
Shall I ever forget those happy days?	I shall never forget those happy days.

(f) Different ways of expressing a concession or contrast:

- i. **Though** I am poor, I will not beg.
- ii. **Poor as** I am I will not beg for my food.
- iii. **However** poor I may be, I will not beg for my food.
- iv. I am poor, **all the same** I will not beg for my food.
- v. **Admitting** that I am poor, I will not beg for my food.
- vi. **Even if** I am poor, I will not beg for my food.
- vii. **Notwithstanding** that I am poor, I will not beg for my food.
- viii. I am poor **nevertheless**, I will not beg for my food.
- ix. I am poor **indeed**, but I will not beg for my food.

(g) Interchanging conditionals:

Different ways of expressing a condition:

- i. **Just** try once more and you will succeed.
- ii. **If** you try once more, you will succeed.
- iii. **Should** you try once more, you will succeed.
- iv. **Supposing** you try once more, you will succeed
- v. You will not succeed **unless** you attempt it once more.
- vi. Just try it once more **and** you will succeed.
- vii. **If you were to** try it once more, you would succeed.

(h) Using inversion:

E.g. No sooner had he reached the station than the train left. Here 'had' is used before the subject 'he'. This is called inversion of verb.

(i) Synthesis of Sentences:

- By using a participle:
 - He opened the front door. He entered the house. **Opening** the front door, he entered the house.
 - I finished my work. I went for a walk. **Finishing** my work I went for a walk.

- By using a noun or a phrase in apposition.
 - This is my aunt. Her name is Vidya. This is my **Aunt** Vidya.
- By using a preposition with a noun or gerund.
 - My friend was ill. Still he worked hard for the exam. **In spite of his illness** my friend worked hard for the exam.
 - The lights went out. The film had not ended. The lights went out **before** the end of the show.
 - Keats was a poet. He was a critic. **Besides** being a poet, Keats was also a critic.

Transformation of Sentences

1. I only realized the full implications of what had happened sometime later.
It wasn't until later that I realized the full implications of what had happened.
2. We cannot invite an unlimited number of people because of space constraint.
There is a space constraint due to which only a limited number of people can be invited.
3. Nobody could have done anything to prevent the problem from arising.
Nothing that had been done could prevent the problem from arising.
4. One can be highly intelligent, but may not have much common sense.
Having high intelligence does not always amount to having common sense.
5. He has been put in charge of reorganizing the department.
He has been made the incharge of department reorganization.

(j) Sentence Starters:

E.g. Madhuri has been consistent in her studies. Her performance in the examination was nothing but excellent.

The optional starters are:

- (a) Despite being consistent in her studies...
- (b) Madhuri's performance in the examination was nothing but excellent because...
- (c) Since Madhuri was only consistent and not intelligent her performance...

Answer Options

- (i) Only (a)
- (ii) Only (b) and (c)
- (iii) Only (b)
- (iv) All the above

In this kind of exercise we have to proceed carefully, eliminating the starters that do not make grammatically correct sentences or where the starters change the meaning of the given sentences.

Sentence Starter (a) – If this starter were to be used, the meaning of the sentences would change. This starter does not work.

Sentence Starter (b) – This would make a sentence that is grammatically correct and conveys the meaning of the sentence as in - Madhuri's performance in the examination was nothing but excellent because of her consistent study.

Sentence Starter (c) – This sentence adds information that is not provided in the sentences, hence cannot be correct.

Hence, only (b) is the correct sentence.

VII. Punctuation

Punctuation rules are the basic rules of using commas, colons, capitals, semicolons, full stops, ellipses, apostrophes and writing numbers.

The full stop: At the end of a sentence we put a full stop (.). It is also used after statements or imperatives. It is also called period.

Example:

We went for a walk in the morning.

The questions mark (?) comes after a question.

It is also called a note of interrogation.

Example:

Do you like reading books?

An exclamation mark (!) after making an exclamation e.g. Hurrah! Wow! Yippee! Alas! Oh!

The Capital letter: A sentence always begins with a capital letter. Proper names are written in capital letters. Days and months are always written in Capital letters. 'I' is always written in capitals.

The Colon: Colons follow independent clauses and are used to draw attention to the information that comes after. Colons come after the independent clause and before the word, phrase, sentence, quotation, or list it is introducing.

Examples:

Rani had only one thing on her mind : her career.

The Semi-colon: Semi-colons (;) are used between two main clauses when the second main clause is not linked grammatically to the first.

e.g. The father and his son start work at every morning; they get up early because there is always a lot to do.

The Comma: Commas are used to show shorter pauses than a semi-colon (;) or a full stop (.).

We usually put a comma between two main clauses, before but, and or, Commas are put after sub clauses and reported clauses.

Examples:

He looked for the book, but he couldn't find it.

Quotation marks: Quotation marks ("...") are put before and after direct speech. We put a comma before or after the direct speech.

Examples:

Sheen said, "It's time for the movie."

"It's time for the movie," Sheen said.

The Apostrophe: Apostrophes are used in the possessive form of nouns and short forms or contractions.

Some examples of **contractions**

We've - we have

Won't - will not

Aren't - are not

I'll - I will

Apostrophes show possession, they are placed before the 's' to show possession by the person/persons.

e.g. The girl's dress. (singular)

The girls' dresses. (plural)

Mr. Singh's house. (house belongs to one Singh).

The Singhs' house. (house belongs to the family Singh).

Ellipses: The Ellipses (...) consists of three evenly spaced dots. The Ellipses is used when you're quoting material and you want to omit some words. Use ellipses only when omitting words within citations.

Examples:

The ceremony honoured some ... from the US.



Exercise

Grammatical Errors

Exercise – 1

Directions for questions 1 to 25: In the following questions, a sentence is divided into 4 parts, mark the part that has an error.

1. (a) Part of the difference
(b) between the films and its
(c) relative achievements derives
(d) from the source novels.
2. (a) The only child like creatures
(b) are the Hobbits,
(c) short of stature and
(d) averse from responsibility.
3. (a) His movies (b) achieves what
(c) the best fairy (d) tales don't.
4. (a) Climbing Everest is
(b) as much a historic journey
(c) it is a feat
(d) of mountaineering.
5. (a) The early Sherpa climbers
(b) fought not only their
(c) own physical limitations
(d) also cultural and religious barriers.
6. (a) I fully agree when you say
(b) that India is hanging
(c) his head
(d) in shame.
7. (a) Why are clients and
(b) advertising agencies
(c) are making such a
(d) lot of noise?
8. (a) Beside,
(b) the problems faced
(c) by them do not always
(d) relate to money.
9. (a) It may take
(b) at least
(c) a generations to
(d) change their perception.
10. (a) They must realize
(b) that the fault
(c) lie within
(d) themselves.
11. (a) Analysts and columnists
(b) agrees that such a
(c) war of retaliation would
(d) be a disaster.
12. (a) Neither America
(b) or Europe
(c) is that eager
(d) to press the button.
13. (a) The countries present
(b) at Bonn was
(c) probably working with
(d) good intentions.
14. (a) Provinces are (b) working for
(c) its own (d) interests.
15. (a) He had built
(b) almost nothing in America
(c) but writing the fabulous
(d) cult book 'Delirious New York'.
16. (a) Miuccia Prada is
(b) the Italian designer
(c) who turned her family business into
(d) a globe fashion empire.
17. (a) He blurs
(b) the distinctions
(c) among
(d) high art and commercialism.
18. (a) Fluent in
(b) four languages,
(c) he think and writes
(d) about architecture in English.
19. (a) The best (b) idea can
(c) come from the (d) newest persons.
20. (a) Few countries
(b) has ever seen their
(c) cultural heritage decimated as
(d) rapidly as Afghanistan.

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21. (a) Sandra agreed that
(b) the government could not
(c) constitutional make it a
(d) crime to present young-looking adults as children.
22. (a) A positive (b) attitude
(c) make the (d) biggest difference
23. (a) You need to
(b) feel the place,
(c) visiting the ashrams,
(d) know the people.
24. (a) Are we prepared for the consequences
(b) who will follow when young,
(c) impressionable minds
(d) are poisoned?
25. (a) Children are (b) many more
(c) open-minded (d) than adults.
4. Further complicating the situation in the U.S. is the fact that whatever decision is made can be ruled by the family.
(a) that whatever decision is made can be overruled by the family.
(b) whatever decision is made can be overruled by the family.
(c) that what decision is made can be overruled by the family.
(d) that whatever decision is made can be ruled by the family.
5. Once they get past infancy, there is a number of children who aren't adopted and are left in homes.
(a) there is a number of children who aren't adopted and are left in homes.
(b) there are a number of children who aren't adopted and are left in homes.
(c) there are a number of children who isn't adopted and are left in homes.
(d) there are a number of children who aren't adopted and is left in homes.

Exercise – 2

Directions for questions 1 to 25: The underlined part of the following questions may be grammatically erroneous. Replace the underlined portion of the sentence with an appropriate choice from among the given options.

1. Charles has received the information that virtually every British parent is instinctive sympathetically.
(a) instinct sympathetic
(b) instinctively sympathetic
(c) instinctively sympathetically
(d) instinctive sympathetically
2. Everyone in this class receive bad feedback.
(a) has received bad feedback
(b) have received bad feedback
(c) receive bad feedback
(d) have been receiving bad feedback
3. She keeps agonizing over what to wear of the growing parade of awards shows.
(a) to wear at the growing parade of awards shows
(b) what to wear of the growing parade of awards shows
(c) what to wear with the growth parade of awards shows
(d) what to wear at the growing parade of awards shows
6. Hakeem said the Muslims had been overlooked in early peace bids which ended in disaster.
(a) early peace bidding ending in disaster
(b) earliest peace bids which ended in disaster
(c) early peace bids which ended in disaster
(d) earlier peace bids which ended in disaster
7. Intelligent investors make their move ahead of her.
(a) Intelligence investors make their move
(b) Intelligence investors make its move
(c) Intelligent investors make their moves
(d) Intelligent investors make their move
8. Latin America has for long been a forgotten wasteland to the politics controllers Indian foreign policy.
(a) to the politics controllers
(b) to the politics controllers by
(c) to the political controllers of
(d) to the politics controllers in
9. Few are aware of the sacrifices made by some, who since ancient times, have silently worked in uplift human values.
(a) have silently worked to uplift human values
(b) has silently worked to uplift human values
(c) have silently worked in uplift human values
(d) have silently worked to uplifting human values

2.18

Grammar

10. Ranbaxy made headlines around the world by seeking to supply cheap drug to the developing world.
 - (a) seeking supply of cheap drug to the developed world.
 - (b) seeking to supply cheap drugs to the developed world.
 - (c) seeking to supply cheap drug to the developing world.
 - (d) seeking to supply cheap drugs to the developing world
11. Conservative political parties keep winning policy debates then lose elections.
 - (a) policy debates and then lose elections
 - (b) policy debates and then losing elections
 - (c) policy debates and then losing election
 - (d) policy debates then lose elections
12. The diesel Mitsubishi Lancer is powered by a 2 liter, 8 valve engine whose patented Super Silent Shaft technology make it as noiseless as the petrol engine.
 - (a) whose patented Super Silent Shaft technology makes it as noisy
 - (b) whose patented Super Silent Shaft technology makes it as noiseless
 - (c) who patented Super Silent Shaft technology makes it as noiseless
 - (d) whose patented Super Silent Shaft technology make it as noiseless
13. It often happens when a party's ideas is triumphant it ends up faring poorly in national elections.
 - (a) when a party's ideas is triumphant it ends
 - (b) which a party's idea are triumphantly end
 - (c) that when a party's ideas are triumphant it ends
 - (d) that when a party's ideas are triumphant it end
14. Renaming historic places for military correctness is as misguided as apologize for the tangled past.
 - (a) is as misguided as apologizing for
 - (b) is misguided as apologizing for
 - (c) is as misguided as apologizing to
 - (d) is as misguided as apologize for
15. The citizens of Bosnia and Herzegovina spoke for themselves, pleasing neither the West or international journalists.
 - (a) by themselves, pleasing neither the West nor
 - (b) for themselves, pleasing neither the West nor
 - (c) for themselves, pleasing neither the West or
 - (d) for himself, pleasing neither the West nor
16. Lasting peace among blood brothers, as Indians and Pakistanis surely are, are imperative.
 - (a) among blood brothers, as Indians and Pakistanis surely are, is
 - (b) between blood brothers, as Indians and Pakistanis surely are, is
 - (c) among blood brothers, as Indians and Pakistanis surely is, is
 - (d) among blood brothers, as Indians and Pakistanis surely are, are
17. The search for answers begins with the fragmenting of families.
 - (a) for answers begins with the fragmentation
 - (b) for answer begin with the fragmentation
 - (c) for answers begin with the fragmentation
 - (d) for answers begins with the fragmenting
18. A series of Palestinian terrorist attack threatens to destroy the hard-won peace accord signed at Wye.
 - (a) in Palestinian terrorist attacks threatens
 - (b) of Palestinian terrorist attack threatens
 - (c) of Palestinian terrorist attacks threaten
 - (d) of Palestinian terrorist attacks threatens
19. The sound was not a harbinger to hope, but a prelude to disaster.
 - (a) a harbinger of hope, but a prelude to
 - (b) harbinger of hope, but a prelude to
 - (c) a harbinger to hope, but a prelude to
 - (d) a harbinger of hope, but a prelude of
20. There are too may dangers still lurking, to looting to food shortages to epidemics.
 - (a) to may dangers still lurking, from looting to food shortages
 - (b) too many dangers still lurking, from looting to food shortages
 - (c) too may dangers still lurking, from looting from food shortages
 - (d) too may dangers still lurking, to looting to food shortages
21. One is Milford; the others a sharp-eyed old lady with cascading white hair.
 - (a) the others a sharp-eyed
 - (b) the other is a sharp-eyed
 - (c) the others are a sharp-eyed
 - (d) the others a sharp-eye

Grammar

2.19

22. Her life was an incendiary cocktail of literary ambition, famous, adventure and addiction.
(a) famous, adventurous
(b) famous, adventure
(c) fame, adventure
(d) famously adventure
23. Bjork also grapples with a world that is far lesser enchanting than her imagination.
(a) is far lesser (b) further less
(c) are far lesser (d) is far less
24. The government has been steadily pursuing significant economical and political reforms for a year.
(a) has been steadily pursuing significant economic and political
(b) have been steadily pursuing significant economic and political
(c) has been steadily pursuing significant economical and political
(d) has steadily pursuing significant economic and political
25. He is the less ideological man I have met.
(a) less ideological man
(b) low ideology man
(c) least ideological man
(d) lesser ideology man
5. She kept the children ___ all day because it was so wet and cold.
(a) on (b) in
(c) out (d) back
6. You must look ___ and make plans for the future.
(a) on (b) up
(c) ahead (d) back
7. "Keep ___!" he said. "Don't come any nearer."
(a) on (b) up
(c) out (d) back
8. If you look ___ it carefully, you will see the mark.
(a) on (b) at
(c) out (d) back
9. I told the children to keep ___ the room that was being painted.
(a) on (b) up
(c) out of (d) back
10. Looking ___, I see now all the mistakes I made when I was younger.
(a) on (b) up
(c) out (d) back
11. I have started getting ___ at 5 a.m. to study but I don't know if I can keep this up.
(a) on (b) up
(c) out (d) back

Prepositions

Exercise – 1

Directions for questions 1 to 100: Fill in the blanks with the appropriate choice of prepositions.

1. He wanted to talk to me but I kept ___ working and refused to listen.
(a) on (b) up
(c) out (d) back
2. She is a good secretary but she is kept ___ by her ignorance of languages.
(a) on (b) up
(c) out (d) back
3. The country was in a state of rebellion and was only kept ___ by repressive measures.
(a) on (b) down
(c) out (d) back
4. Look ___ the baby while I am out.
(a) on (b) up
(c) after (d) back
12. He had an unhappy childhood and he never looks ___ on it with any pleasure.
(a) on (b) up
(c) out (d) back
13. The man walked so fast that the child couldn't keep ___ with him.
(a) on (b) up
(c) out (d) back
14. She looked ___ to see who was following her.
(a) on (b) up
(c) out (d) back
15. There were so many panes of glass broken that the windows couldn't keep ___ the rain.
(a) on (b) up
(c) out (d) back
16. I've been looking ___ a cup to match the one I broke.
(a) on (b) up
(c) out (d) for

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17. Look ___ me at the station. I'll be at the bookstall.
(a) on (b) up
(c) out for (d) back
18. Look ___! You nearly knocked my cup out of my hand.
(a) on (b) up
(c) out (d) back
19. He was kept ___ in his research by lack of money.
(a) on (b) up
(c) out (d) back
20. Tom is looking ___ his first trip abroad.
(a) on (b) forward to
(c) out (d) back
21. Drop ___ on your way home and tell me what happened.
(a) on (b) up
(c) out (d) in
22. Before putting any money into the business, we must look very carefully ___ the accounts.
(a) on (b) up
(c) into (d) back
23. I look ___ her as one of the family.
(a) on (b) up
(c) out (d) back
24. My windows look ___ the garden.
(a) on (b) on to
(c) out (d) back
25. He asked me to look ___ the document and then sign it.
(a) on (b) up
(c) over (d) back
26. He looked ___ the book to see if he had read it before.
(a) on (b) up
(c) out (d) through
27. If you can afford a new car, your business must be looking _____.
(a) on (b) up
(c) out (d) back
28. You can always look ___ her address in the directory if you have forgotten it.
(a) on (b) up
(c) out (d) back
29. He looked me ___ and ___ before he condescended to answer my question.
(a) on ... on (b) up ... down
(c) up ... up (d) back ... front
30. I am looking ___ seeing your new house.
(a) forward to (b) up to
(c) out to (d) back to
31. Children have a natural inclination to look ___ their parents.
(a) forward to (b) up to
(c) out on (d) back to
32. You will see I am right if you look ___ the matter from my point of view.
(a) on (b) at
(c) down (d) back
33. He looks ___ me because I spend my holidays in Bournemouth instead of going abroad.
(a) down at (b) down on
(c) out of (d) back on
34. If he doesn't know the word he can look it ___ in a dictionary.
(a) on (b) up
(c) out (d) back
35. The crowd looked ___ while the police surrounded the house.
(a) on (b) up
(c) out (d) at
36. Since our quarrel, she looks ___ me whenever we meet.
(a) at (b) up to
(c) down (d) through
37. It was some time before he came ___ after being knocked out.
(a) round (b) up
(c) on (d) back
38. I had to wait for permission from the Town Council before I could go ___ with my plans.
(a) round (b) up
(c) on (d) back
39. He came ___ to my way of thinking after a good deal of argument.
(a) round (b) up
(c) on (d) back

Grammar

2.21

40. The guard dog went ___ the intruder and knocked him down.
(a) round (b) for
(c) on (d) back
41. He had a sandwich and a cup of coffee, then went ___ working.
(a) out (b) up
(c) on (d) back
42. It's no use trying to keep it secret; it's sure to come ___ in the end.
(a) out (b) up
(c) on (d) back
43. I went ___ the proposal very carefully with my solicitors and finally decided not to accept their offer.
(a) over (b) up
(c) on (d) off
44. The gun went ___ by accident and wounded him in the leg.
(a) over (b) up
(c) on (d) off
45. The question of salary increases will come ___ at the next general meeting.
(a) out (b) up
(c) on (d) off
46. Wearing black for mourning went ___ many years ago.
(a) out (b) up
(c) on (d) off
47. She went ___ a beauty contest and got a prize.
(a) in for (b) up for
(c) on for (d) off
48. Those rust marks will come ___ if you rub them with lemon.
(a) out (b) up
(c) on (d) off
49. The price of tomatoes usually goes ___ during summers in England.
(a) out (b) down
(c) on (d) off
50. If there isn't enough soup to go ___, just put some hot water in it.
(a) out (b) round
(c) on (d) off
51. Seeing me from across the room she came ___ me, and said that she had a message for me.
(a) out to (b) up to
(c) on to (d) off to
52. The early colonists of Canada went ___ many hardships.
(a) out (b) to
(c) through (d) off
53. You can't go ___ on your promise now; we are depending on you.
(a) out (b) back
(c) up (d) down
54. I have changed my mind about marrying him; I simply can't go ___ with it.
(a) on (b) up
(c) through (d) off
55. The aeroplane crashed and went ___ in flames.
(a) out (b) up
(c) on (d) off
56. He came ___ a fortune last year.
(a) up (b) into
(c) on (d) off
57. Wait till the prices come ___ again before you buy.
(a) low (b) up
(c) on (d) down
58. I refuse to go ___ now. I'm going on.
(a) out (b) up
(c) on (d) back
59. They have gone ___ all the calculations again but they still can't find the mistake.
(a) out (b) over
(c) on (d) off
60. The party went ___ very well; we all enjoyed ourselves.
(a) out (b) up
(c) on (d) off
61. Come ___ ! It's far too cold to wait here any longer.
(a) out (b) up
(c) on (d) off
62. Mary went ___ in such a hurry that she left her passport behind.
(a) out (b) up
(c) on (d) off

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Grammar

63. The handle of the tea-pot came ___ in my hand as I was washing it.
 (a) out (b) up
 (c) on (d) off
64. Why don't you go ___ for stamp collecting if you want a hobby?
 (a) out (b) up
 (c) in (d) off
65. I came ___ a vase exactly like yours in an antique shop.
 (a) out (b) upon
 (c) on (d) off
66. Her weight went ___ to 70 kilos when she stopped playing tennis.
 (a) out (b) up
 (c) on (d) off
67. Don't go ___ food if you want to economize. Just drink less.
 (a) without (b) no
 (c) on (d) off
68. The sea has gone ___ considerably since last night's gale.
 (a) out (b) down
 (c) on (d) off
69. I'm at home all day. Come ___ whenever you have time.
 (a) out (b) up
 (c) on (d) round
70. She went ___ with her work after the interruptions.
 (a) out (b) up
 (c) on (d) off
71. She goes ___ a lot. She hardly ever spends an evening at home.
 (a) out (b) up
 (c) on (d) off
72. I suggested that we should all take a cut in salary. Naturally this didn't go ___ very well.
 (a) out (b) up
 (c) down (d) off
73. I couldn't take ___ the lecture at all. It was too difficult for me.
 (a) out (b) in
 (c) on (d) off
74. He is inclined to let his enthusiasm run ___ with him.
 (a) out (b) up
 (c) away (d) off
75. When he offered me only \$3, I was too taken ___ to say a word.
 (a) out (b) back
 (c) on (d) aback
76. He has already run ___ the money his father left him two years ago.
 (a) out (b) through
 (c) on (d) off
77. Now he is catching ___ because he wants to pass.
 (a) out (b) up
 (c) on (d) off
78. She took ___ riding because she wanted to lose weight.
 (a) out (b) up
 (c) on (d) off
79. I can't start the car; the battery has run ____ .
 (a) out (b) up
 (c) down (d) off
80. The policeman ran ___ the thief.
 (a) out (b) up
 (c) on (d) after
81. He takes ___ his mother; he has blue eyes and brown hair.
 (a) out (b) up
 (c) on (d) after
82. I forgot to turn off the tap and the wash basin ran ____ .
 (a) out (b) up
 (c) over (d) off
83. That blouse is easy to make. You could run it ___ in an hour.
 (a) out (b) up
 (c) on (d) off
84. I am sorry I called you a liar. I take it ____ .
 (a) out (b) back
 (c) on (d) off
85. Reformers usually run ___ against opposition from all kinds of people.
 (a) out (b) up
 (c) on (d) off
86. He took ___ going for a walk every night before he went to bed.
 (a) to (b) up
 (c) on (d) off

Grammar

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87. Don't run ___ with the idea that Scotsmen are mean. They just don't like wasting money.
(a) out (b) away
(c) on (d) off
88. I wish we could sell the grand piano; it takes ___ too much space here.
(a) out (b) up
(c) on (d) off
89. She is always running ___ her friends behind their backs. She soon won't have any friends left.
(a) out (b) up
(c) down (d) off
90. You'd better take ___ your coat if you're feeling too hot.
(a) out (b) up
(c) on (d) off
91. Just run ___ the music of this song for me.
(a) out (b) over
(c) on (d) off
92. We took ___ each other the first time we met and have been friends ever since.
(a) to (b) over
(c) on (d) off
93. When his father died, Tom took ___ the business.
(a) out (b) up
(c) over (d) off
94. What I saw in the water was only an old tree, I took it ___ the Loch Ness Monster.
(a) out (b) for
(c) on (d) off
95. I ran ___ an old school friend in the tube today.
(a) into (b) up
(c) on (d) off
96. I can't go more than 50 km/hr as this is a new car and I am still running it _____.
(a) out (b) up
(c) in (d) off
97. People often take me ___ my sister. We are very much alike.
(a) out (b) for
(c) about (d) off
98. My neighbour is always running ___ of bread and borrowing some from me.
(a) out (b) up
(c) on (d) off
99. He always takes ___ his false teeth before he goes to bed.
(a) out (b) up
(c) off (d) on
100. I took ___ Tom at chess and beat him
(a) out (b) up
(c) on (d) off

Exercise – 2

Directions for questions 1 to 15: Choose the correct preposition to fill the blanks in the given sentences.

- We decided to carry ___ until midnight.
(a) on (b) forward
(c) up (d) before
- ___ hindsight, it was a very ordinary decision.
(a) In (b) By
(c) Through (d) On
- The hungry lion pounced ___ the cat.
(a) into (b) onto
(c) upon (d) under
- The cat jumped ___ the cage.
(a) on (b) onto
(c) in (d) underneath
- I decided to break ___ the jeweler's shop.
(a) onto (b) into
(c) in (d) forward
- Always stay one step ___ of the game.
(a) beside (b) forward
(c) ahead (d) under
- He earns a lot of money ___ the table.
(a) under (b) over
(c) beside (d) besides
- At the age of 19, Martina Hingis is already a burn _____.
(a) inward (b) in
(c) outward (d) out
- He lived ___ to the ripe old age of 97.
(a) in (b) on
(c) over (d) forward
- Marlon Brando made a deep impression ___ my mind.
(a) over (b) in
(c) on (d) under

11. The little car jumped ____ the speed-breaker.
 (a) in (b) under
 (c) into (d) over
12. I decided to step ____ the gas.
 (a) on (b) in
 (c) into (d) over
13. Why is there a frown ____ his face?
 (a) of (b) in
 (c) on (d) to

14. Little details matter ____ us.
 (a) on (b) to
 (c) in (d) of
15. A wartime trail becomes a symbol ____ Vietnam's future.
 (a) in (b) on
 (c) to (d) of



Answer Key

Grammatical Errors

Exercise – 1

1. (b) 2. (d) 3. (b) 4. (c) 5. (d) 6. (c) 7. (c) 8. (a) 9. (c) 10. (c)
 11. (b) 12. (b) 13. (b) 14. (c) 15. (c) 16. (d) 17. (c) 18. (c) 19. (d) 20. (b)
 21. (c) 22. (c) 23. (c) 24. (b) 25. (b)

Exercise – 2

1. (b) 2. (a) 3. (d) 4. (a) 5. (b) 6. (d) 7. (c) 8. (c) 9. (a) 10. (d)
 11. (b) 12. (b) 13. (c) 14. (a) 15. (b) 16. (b) 17. (a) 18. (d) 19. (a) 20. (b)
 21. (b) 22. (c) 23. (d) 24. (c) 25. (c)

Preposition

Exercise – 1

1. (a) 2. (d) 3. (b) 4. (c) 5. (b) 6. (c) 7. (d) 8. (b) 9. (c) 10. (d)
 11. (b) 12. (d) 13. (b) 14. (d) 15. (c) 16. (d) 17. (c) 18. (c) 19. (d) 20. (b)
 21. (d) 22. (c) 23. (a) 24. (b) 25. (c) 26. (d) 27. (b) 28. (b) 29. (b) 30. (a)
 31. (b) 32. (b) 33. (b) 34. (b) 35. (a) 36. (d) 37. (a) 38. (c) 39. (a) 40. (b)
 41. (c) 42. (a) 43. (a) 44. (d) 45. (b) 46. (a) 47. (a) 48. (a) 49. (b) 50. (b)
 51. (b) 52. (c) 53. (b) 54. (c) 55. (b) 56. (b) 57. (d) 58. (d) 59. (b) 60. (d)
 61. (c) 62. (d) 63. (d) 64. (c) 65. (b) 66. (b) 67. (a) 68. (b) 69. (d) 70. (c)
 71. (a) 72. (c) 73. (b) 74. (c) 75. (d) 76. (b) 77. (b) 78. (b) 79. (c) 80. (d)
 81. (d) 82. (c) 83. (b) 84. (b) 85. (b) 86. (a) 87. (b) 88. (b) 89. (c) 90. (d)
 91. (b) 92. (a) 93. (c) 94. (b) 95. (a) 96. (c) 97. (b) 98. (a) 99. (c) 100. (c)

Exercise – 2

1. (a) 2. (a) 3. (c) 4. (b) 5. (b) 6. (c) 7. (a) 8. (d) 9. (b) 10. (c)
 11. (d) 12. (a) 13. (c) 14. (b) 15. (d)



Explanations

Exercise – 1

1. b 'Films' is plural and therefore option (b) should be - 'between the films and their'.
2. d 'averse from' is incorrect. Averse always takes the preposition 'to'. So, option (d) should have been 'averse to responsibility'.
3. b The 'movies' in option (a) will take the plural 'achieve' in option (b).
4. c Here, a comparison is being made between two activities. Therefore, the correct sentence should be - 'Climbing Everest is as much a historic journey as it is a feat of mountaineering'.
5. d The 'not only' in option (b) hints that there should be a 'but' in option (d). So, it should be - 'but also cultural and religious barriers'.
6. c 'his' in option (c) is incorrect. The name of a country (India in this example) in such cases takes the neuter gender 'its'.
7. c The second 'are' in option (c) is redundant. It should be 'making such a lot of noise'.
8. a 'Besides' should be used which means 'in addition to' or 'moreover'.
9. c 'a' in (c) refers to only one and therefore the use of the plural 'generations' is incorrect. It should be 'a generation'.
10. c The singular 'fault' will take the singular 'lies'. Therefore, option (c) should be 'lies with'.
11. b The 'agrees' in option (b) is incorrect. In option (a), 'Analysts and columnists' form two separate entities and so, the plural 'agree' should be used.
12. b 'Neither' takes 'nor'. Hence, option (b) should be 'nor Europe'.
13. b 'Countries' is plural, so option (b) should be 'at Bonn were'.
14. c 'Provinces' in option (a) is plural and hence, the plural 'their own' should be used.
15. c 'Writing' used in option (c) is not consistent with the past tense 'built' used in option (a). Therefore, the correct sentence should have - 'but wrote the fabulous cult book'.
16. d 'a globe fashion empire' does not make sense. It should instead be 'global fashion empire'.
17. c 'between' should be used instead of 'among' in option (c). 'Between' is for two whereas 'among' is for more than two.
18. c Tense is not consistent throughout the sentence. It should be 'thinks and writes' in option (c).
19. d 'newest of people' is more appropriate in the given sentence.
20. b 'Countries' should take the plural - have. Therefore, option (b) should be - 'have ever seen'.
21. c 'constitutionally' is the word to be used in option (c). It means sanctioned by, or permissible according to the constitution.
22. c In option (c), the singular verb 'makes' should be used.
23. c This is a case of parallelism and the correct parallel structure is - 'feel the place, visit the ashrams, know the people'.
24. b The relative pronoun 'who' is used for living beings. So, in option (b), the more appropriate relative pronoun will be 'which'.
25. b 'Many more' is incorrect. It should be replaced with 'more'.

Exercise – 2

1. b 'instinctively sympathetic' is the correct answer. It works as an adjective phrase that describes British parent (noun).
2. a 'Everyone' is an indefinite pronoun which is taken as singular. Hence, the appropriate verb structure that should follow it is 'has received bad feedback'.
3. d 'what to wear at' is the correct expression. Here, 'at' functions as a preposition of place.
4. a 'Overruled' is the correct word to be used. It means to disallow a certain action, especially by virtue of higher authority.
5. b Plural verbs should follow plural nouns and pronouns. Hence, 'are' should be used for 'they' and 'children'.
6. d The event has already happened hence everything should be in past tense. So the correct phrase to be used is 'earlier place bids'.
7. c Plural verbs should follow plural nouns. Hence, the verb 'moves' should be used for 'investors'.
8. c Correct phrase is 'controllers of Indian foreign policy'. We should use the preposition 'of'.
9. a The correct phrase should be 'have silently worked to uplift human values'. 'The plural word 'have' is used to denote plural pronoun 'some'. Also 'to uplift' is the correct verb form to be used.

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10. d The plural 'drugs' should be used. Also, 'developing world' is the correct phrase.
11. b 'Winning policy debates and then losing elections' forms the correct parallel structure in the sentence.
12. b The quality of the car has to be 'noiseless', and the appropriate possessive pronoun to be used is 'whose' and not 'who'.
13. c Plural verb 'are' should be used to modify 'ideas' (plural noun) and singular verb 'ends' should be used to modify 'party' (singular noun).
14. a The correct parallel structure is given in option (a).
15. b The words 'neither...nor' should be used together.
16. b 'Between' should be used when two people are involved. Hence, option (b) is the correct answer.
17. a The correct verb is 'begins' because the subject is singular i.e. 'The search'.
18. d 'Series' indicates that the plural 'attacks' should be used along with the plural verb 'threaten'.

Grammar

19. a The correct prepositional phrases to be used are 'of hope' and 'to disaster'.
20. b The correct parallel structure has to be used in this sentence – 'from looting to food shortages'. Also the adjective 'many' should be used to describe 'dangers'.
21. b Singular verb should follow singular noun. Hence 'is' must be used.
22. c The qualities described in the sentence have to be nouns in order to have the correct parallel structure.
23. d Correct verb 'is' and 'far' should be used. 'Far lesser' is an incorrect degree of comparison.
24. c Government is a collective noun and takes a singular verb here. Moreover, 'economical and political' forms the correct parallel structure.
25. c Quality has to be a superlative adjective. Hence 'least ideological' must be the appropriate choice.