

Grammar

CHAPTER HIGHLIGHTS

- Grammar
- Nouns, Pronouns, Articles
- Verbs, Auxiliaries, Modals
- Adjectives, Adverbs
- Prepositions, Conjunctions
- Active/Passive Voice, Direct/Indirect speech
- Verbal Phrases
- Sentence Completion

INTRODUCTION

The Verbal Ability section of the book includes inputs followed by Practice Exercises. It comprises inputs in the following sections:

1. Grammar
2. Sentence Corrections
3. Vocabulary

Grammar

The questions under this category are based on English Grammar. These questions test the student's knowledge of grammar and ability to use English Language correctly. The grammar section includes

1. Nouns, Pronouns, Articles
2. Verbs, Auxiliaries, Modals
3. Adjectives, Adverbs
4. Prepositions, Conjunctions
5. Active/Passive Voice, Direct/Indirect speech
6. Verbal Phrases

Sentence Completion

This section includes sentence correction and sentence rephrasing questions. Questions in this section test a student's ability to comprehend a given context and identify grammatical errors.

SECTION I: GRAMMAR

Overview

A. Sentence

A group of words that makes complete sense is a sentence.

Examples:

1. Birds fly.
2. It is a good college.
3. The children of that school wear blue uniform.
4. This is the theory that throws light on superconductivity.

B. Parts of a sentence

A sentence can be divided into two parts:

(1) subject and (2) predicate

Here are some sentences divided into the two parts.

- | A
(subject) | B
(predicate) |
|----------------------------------|--|
| 1. <u>Birds</u> | <u>fly</u> . |
| 2. <u>Mohan</u> | <u>is an engineer</u> . |
| 3. <u>He</u> | <u>teaches</u> Engineering Graphics. |
| 4. This intelligent <u>girl</u> | <u>has passed</u> her examination in the first division. |
| 5. The <u>President</u> of India | <u>has awarded</u> him a gold medal. |

NOTES

1. The words underlined in Part A are subject words and those underlined in Part B are verbs.
2. The subject is a noun or a pronoun with or without other words going with it.
3. The predicate is the verb with or without other words going with it (other words may be object, complement, adverb, adverb phrase, etc.).
4. The subject of the sentence usually comes first but occasionally the predicate precedes.

Example:

- Down went the Royal Francis.

SAMPLE EXERCISE-1

Underline the subject parts in the following sentences.

1. The train arrived late.
2. He was the captain of his team.
3. There was a large crowd on the platform to receive the team.
4. Birds of the same feather flock together.
5. The Prime Minister with all his Cabinet members has submitted his resignation to the President.

SAMPLE EXERCISE-2

Underline the predicate parts in the following sentences.

1. Aeroplanes fly over my house frequently.
2. They are shortly moving out of their house.
3. He is suffering from a fever.
4. The college is equipped with new furniture.
5. The Secretary and the members of the club have been discussing the issue since morning.

Now study the following sentences:

Group A

1. There is a beautiful garden in front of my house.
2. It has been raining heavily since morning.
3. There is a phone call for your friend.

NOTE

The words underlined in these sentences are not real subjects. They are said to be grammatical or dummy subjects.

Now study the following sentences:

Group B

1. Here come my friends and their parents.
2. There go the principal and the members of the teaching staff.

NOTE

In these sentences, you notice that the predicate part precedes the subject part. This is called S.P and P.P inversion. This construction is allowed in standard English. This is used for emphasis.

Parts of Speech: Identification

English words (according to their functions in a sentence) can be classified into parts of speech as follows:

- | | |
|--------------|-----------------|
| 1. Noun | 5. Adverb |
| 2. Pronoun | 6. Preposition |
| 3. Adjective | 7. Conjunction |
| 4. Verb | 8. Interjection |

Noun

A noun is a word used as the name of a person, place, animal, thing, etc.

Examples: Rajitha, Hyderabad, lion, table, etc.

Pronoun

A word used instead of a noun.

Examples: he, she, it, they, etc.

Adjective

A word that qualifies or describes a noun or a pronoun.

Examples:

1. Our team played a good game.
adj. noun
2. Every sentence that he spoke was listened to with great attention.
adj. noun
3. All these proposals are good.
noun adj.

NOTE

Some words are used either as pronouns or as adjectives as in the following examples.

| Pronoun | Adjective |
|---|--|
| a. <u>These</u> are good students. | 1. <u>These</u> students are good. |
| b. Each of these books is worth reading. | 2. <u>Each</u> book has some special features worth reading. |
| c. Some of the problems are difficult to solve | 3. Some problems are difficult to solve. |
| d. <u>Either</u> of you can participate in the competition. | 4. <u>Either</u> book is good for reference. |

Verb

A verb expresses what the subject of a sentence is or does, or has or what is done to it.

1. Dr. Rao teaches English.
verb
2. He has taught the subject for twenty-five years.
verb
3. He is a capable teacher.
verb
4. She has a car.
verb

Adverb

A word that modifies an adjective or a verb or another adverb.

1. I am deeply grateful to you for your timely help.
adv. adj.
2. This horse runs very fast.
verb adv. adv.
3. He read the passage quickly.
verb adv

Preposition

A preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.

1. Work in the college begins at 10 a.m.
2. He wrote the document with a pen.
3. The Professor gave a lecture on superconductivity.
4. I washed my plate after I had eaten.

In the above sentences, the words underlined are called prepositions.

Conjunction (Connector)

A conjunction is a word that joins words, phrases or sentences.

1. Delhi and Kolkata are densely populated cities.
2. She must be either the President or the Secretary of YMCA.
3. The professor read the essay and was impressed by it.
4. He is not only intelligent but also industrious.

Interjection

A word that expresses a strong or sudden feeling such as surprise, joy, fear, sorrow, etc. It is not grammatically connected with the rest of the sentence. Usually, an exclamatory mark is put after it.

Examples: Ah!, Hurrah!, Well!, Dear!, Oh!

1. Alas! she is dead.
2. Hurrah! we won the match.

NOTE

As words are divided into different parts of speech, depending on the work they do in the sentences, it is not possible to say to which part of speech a word belongs unless we see what function it performs in the sentence.

PHRASES AND CLAUSES

Phrase

A phrase is a group of words without a finite verb. There are three types of phrases.

1. Noun phrase
A fifty-year-old man is seen in the garden.
2. Adjective phrase
This chain is made of gold.
3. Adverb phrase
Please place the chemicals in the storeroom.

NOTE

A 'finite verb' is a word that denotes tense and a 'non-finite' is a verb that does not.

Examples:

1. He has written some books. (finite verb) (present perfect tense)
2. Speaking on the occasion, the Minister said prohibition would be lifted soon. (non-finite verb)

There are three types of non-finites in English: INFINITIVE, GERUND, PARTICIPLE.

(*Please note that there is a separate chapter on non-finites.)

Clause

A clause is a group of words that contains a 'finite verb'. Clauses are of two types:

1. Main clause
2. Subordinate clause

A main clause is also called a principal clause or an independent clause because it makes complete sense.

A subordinate clause, which can also be called a dependent clause, is divided into three types:

NOUN CLAUSE, ADJECTIVE CLAUSE, ADVERB CLAUSE

Now study the uses (functions) of these three types of clauses.

1. THE NOUN CLAUSE is used as

- (a) the subject of a verb.
That he will be appointed to the job is certain.
 subject verb
- (b) the object of a verb.
 We knew that the plan was impractical.
 verb object
- (c) the complement of a verb.
 Our hope is that he will secure first rank.
 v. complement
- (d) the complement of an adjective.
 We were certain that he would pass.
 adj. complement
- I am hopeful that he will agree to our proposal.
 adj. complement

NOTE

When the noun clause is an object or a complement, the conjunction that may be omitted.

Examples:

I believed he was right. (I believed that he was right)

I was sure he was right. (I was sure that he was right)

- (e) in apposition to the noun before it.
 The suggestion, that the meeting should be adjourned, was unanimously accepted.
 N N.Cl (in apposition)

- (f) Wh - clauses as Noun Clauses
Wh - clauses perform all the five functions that the 'that' clauses do. In addition to these, they can function as the objects of prepositions.

Examples:

Subject: What you say is true. Where he lives is a mystery.

Object: I don't know what he would say to this proposal.

Subject Complement: The question is who will bell the cat.

In apposition: My question, who is responsible for the loss, has not been answered.

Adjectival Complement: I wasn't sure whose fault it was.

Object of a Preposition: We were not aware of what they were doing.

- (g) If/whether clauses as noun clauses:
 - I asked him if/whether he can speak French.
 - I don't know if/whether he has been appointed or not.
 - I don't care whether he attends the meeting or not.
 - Whether or not he comes doesn't worry my boss.

2. ADJECTIVE CLAUSES: (also called relative clauses). It does the work of an adjective. It qualifies a noun or a pronoun in the main clause.

- (a) The young man who was here a little while ago is the President of the union.
 antecedent adj. cl
- (b) I have finished reading the novel (that) you gave me.
 ant. adj.
- (c) This is the story (which) my friend wrote.
 ant. adj. cl

Note: () indicates optional use, i.e., may or may not be used.

NOTES

- The words who, that, and which introducing the relative clauses are relative pronouns.
- Who is used to refer to persons; that is used to refer to persons or things; and which is used to refer to things, animals, etc.
- The noun or noun phrase, which a relative pronoun refers to, is called its antecedent (ant.)

Special Note 1: The object form 'whom' can also function as a relative pronoun introducing adjective clauses.

Example: This is the person whom you want to meet.

Special Note 2: When the adjective clause defines a place, time, or reason, we use where, when, and why in place of the relative adverbs.

Examples:

- We visited the place where Mr. Gandhi was assassinated. (place)
- At a time when prices are high, we must reduce our expenditure. (time)
- Could you tell me the reason why he has not been appointed? (reason)

NOTE

The possessive form whose can also introduce a relative clause. 'Whose' can be used in speaking of persons, animals, and non-living things.

Example: The doctor whose car I bought wants to buy it back.

3. **ADVERBIAL CLAUSES:** Adverbial clauses are of different kinds. They modify the verbs to which they are connected in meaning, i.e. they do the work of an adverb.

(a) Adverbial clauses of time:

(The conjunctions used are : when, as, while, till/ until, before, after, as soon as, whenever, since, as long as, etc.)

Example: Some persons in the audience were asleep while the chief guest was speaking.

(b) Adverbial clause of place:

You may go wherever you like.

(c) Adverbial clause of reason or cause :

(as, because, since, now that)

You can be punctual to school now that you have a school bus.

(d) Adverbial clause of purpose:

(so that, that, in order that)

The police officer went in plain clothes so that no one might recognize him.

(e) Adverbial clause of result or effect:

(that, so that, that)

It rained very heavily for two days so that the rivers and lakes were flooded.

(f) Adverbial clause of condition:

(if/unless)

If he apologizes to me, I shall forgive him.

(g) Adverbial clause of concession:

(though, although, even though)

Though he is intelligent, he cannot argue well.

(h) Adverbial clause of manner:

You may complete the work as you please.

SAMPLE EXERCISE-3

In each of the following sentences, you will find a word/a group of words underlined. Write (P) or (C) in the bracket to denote phrase or clause respectively, as the case may be.

1. Mangoes are expensive this year. ()
2. I found this book in the university library. ()

3. This is the novel that Saul Bellow has written. ()
4. Smoke from vehicle exhausts causes air pollution. ()
5. He bought the house that belonged to his friend. ()

SAMPLE EXERCISE-4

Given below are a few sentences in which clauses are underlined. Identify the type of clause (noun clause, adjective clause and adverb clause) in each sentence and write its name in the brackets provided against each sentence.

1. He reached the place when the sun had set. ()
2. Because you have done this, you must explain. ()
3. If you can do it fast, please do so. ()
4. The table that has a broken leg is from the staff room. ()
5. He expects that he would get through the examination. ()
6. He is very rich, yet he is unhappy. ()
7. Although he is an industrious student, he failed in the examination. ()
8. The children clapped as the clown entered the ring. ()
9. People started running out as soon as the accident took place. ()
10. Please answer the call for me in case I go out. ()

CONDITIONALS

There is a great variety of conditional sentences.

The two main divisions are detailed further:

Type A

Those with clauses that contain a condition that may or may not be fulfilled.

These are called clauses of open condition or factual condition.

Example: What shall we do if it rains?

In the above-mentioned example, the speaker does not declare that the condition will be realized or that it will not be realized.

He leaves the question open or unanswered.

The speaker here merely puts forward the possibility that it may rain.

More examples:

- Don't come unless I tell you to come.
- We shall go provided the weather is fine.

Type B

Those with clauses in which a theoretical condition is put forward.

These are clauses in which the condition is combined with improbability or unreality.

- He would come, if he had time.
- If you were a bird, you could fly.

Conditional clauses may be introduced by if (even if, if only), so long as, suppose or supposing (that), on condition (that), provided (that), and, for a negative condition, unless (which means the same as if ...not but is more emphatic). In case is used to introduce a contingency or possibility against which a precaution is needed.

- If you have enough money, why don't you buy a house?
- So long as you return the book faithfully, I will lend it to you with pleasure.
- You'd better take an umbrella with you in case it rains.

If-Conditionals

Type-I

Look at the following example.

If he comes to the library, I will give him these books.

pres. fut.

(It is possible that he will come)

NOTE

This is an open condition, i.e. this expresses a possible situation.

In the aforementioned example, the present tense is used in the if-clause (or conditional clause), and the future tense is used in the result clause.

Type-II

If she practised well, she could win the game.
(She doesn't practise well)

If she came to my house, I would give her your message.
(She doesn't come to my house)

NOTE

This is an unlikely condition. This is called unreal condition used for impossible or unreal situations.

The past tense is used in the 'if-clause' and would, could, or might + the simple past tense verb is used in the main clause.

Type-III

If she had come to my house, I would have given her your message. Would + have + past participle
past perf. (She didn't come to my house)

NOTE

This is a closed condition.

When the past perfect is used in the 'if-clause', would, could, or might + have + the past participle are used in the main clause.

We can summarize the usage of the above-discussed conditionals as follows:

| If-clause | Main clause |
|-------------------|---|
| If + present | future (result) |
| If + past | would + verb (result) |
| If + past perfect | would + have + past participle (result) |

NOTES

(A) In general, avoid using would in the if-clause.

(B) If the if-conditionals express a

- doubt or supposition or
- a wish or desire, the form of the verb to be used is 'were'.

Examples: If he were rich, he would go to the USA for higher studies.

If I were a bird, I would fly to England without a visa.

Examples of Errors in the Usage of Conditionals

The following examples will make clear some of the common mistakes committed in the usage of conditionals.

- WRONG: If I will win the contest, I will buy a new house.
RIGHT: If I win the contest, I will buy a new house.
- WRONG: If I had been there, I would make a speech.
RIGHT: If I were there, I would make a speech.
If I had been there, I would have made a speech.
- WRONG: If I would have a degree from that University, I would get a good job.
RIGHT: If I had a degree from that University, I would get a good job.

- They were so tired that they simply had to sit down to take rest.
- He knew that he had to get someone to cut down the trees in the garden.
- If you want a passport, you must consult the passport issuing authority in the city.

In the aforementioned examples, the underlined words are called subordinating conjunctions that introduce subordinate clauses.

The following is a list of some subordinating conjunctions: after, before, since, as soon as, while, until, as, so long as, till, in order to, lest, so that, that, because, since, supposing, unless, whether, on condition, so ... that, than, no less than, as much as, so far as, according as, if, though, although, however, notwithstanding, even if, whatever, whichever.

SAMPLE EXERCISE-5

Identify the type of sentence—simple, complex, or compound.

- As soon as the boy saw the cobra, he began to run.
- The South Pole is too cold for human beings to live in.
- A hundred per cent in English is a very high scores, and it is almost impossible for a student to achieve this.
- On account of mismanagement, the company suffered a great loss.
- In spite of being supplied with the best weapons, the army could not win the battle.
- The rooms were so selected as to enable me to reach the place of my interview.
- It is in the field of education that the seed of secularism has to be sown at the earliest stage possible so that the plant can be carefully nurtured as it grows.
- Our hope that the clouds would disperse was cheering.
- To most people, a long journey by motorcar is exhausting and disagreeable.
- Although mountains are undoubtedly impressive, they have a kind of dreadful monotony that makes people like me feel hostile to their beauty.

TYPES OF SENTENCES (SEMANTIC)

On the basis of the meaning (semantic), sentences are categorised into:

- Assertive sentences
- Imperative sentences
- Interrogative sentences
- Exclamatory sentences
- Affirmative sentences
- Negative sentences

Assertive Sentences (or) Declarative Sentences

Sentences that state facts, describe things, or report events are called assertive or declarative sentences.

Examples:

Dr. Mohan teaches English.
Varanasi is on the banks of the Ganga.
Hyderabad is the capital of Andhra Pradesh.

Imperative Sentences

Sentences that express an order, a request, an advice, a direction, a suggestion, a command, etc. are imperative sentences. These sentences start with the verb, and the subject (you) is understood.

Examples:

Take these books to the library.
Get me a cup of coffee, please.
Be neither a borrower nor a lender.

NOTE

There are some sentences that express 'commands' in an indirect way. Let is used at the beginning of these sentences. Subject is not omitted but expressed in these sentences.

Examples:

Let the manager talk to the director first.
Let's start at once.
Let the boys assemble in the auditorium for the seminar.

Interrogative Sentences

Sentences that are used to make enquiries and to ask questions are interrogative or question sentences.

Examples:

Can I help you?
What shall we have for lunch?
Is the bus late this morning?

Exclamatory Sentences

Sentences that express surprise, admiration, pity, sorrow, and other feelings in an emphatic way are called exclamatory sentences.

Examples:

How fast time flies!
What a beautiful view we have from here!
What a wonderful piece of art this is!
What a tragedy!

Affirmative Sentences

You have seen that all the above-given sentences as examples are statements, commands, questions, and exclamations. They affirm something in a positive way. They are affirmative sentences.

Negative Sentences

Look at the following sentences.

Examples:

He is not a rich man.

I cannot complete this work today.

They don't understand our difficulties.

I have never watched a test match.

All these are also statements, but they use words such as NOT and NEVER and are negative in meaning. They are called negative sentences.

NOTE

Commands can also be negative.

Example: Don't touch those glass exhibits.

Sentences of this kind are called negative commands or prohibitions. There can also be questions that are negative:

Hasn't he got a car?

Why didn't you come to the class in time?

Sentences of this kind are called negative questions.

SECTION II: SENTENCE CORRECTION**Correct Use of Nouns**

A noun is a naming word. It is the name of a person, place, thing, animal, concept, river, etc. Nouns are divided into five main kinds.

1. **Common Noun:** A name given in common to every person or thing of the same class is called a common noun.

Examples:

- Hyderabad is a big city.
- She is a good girl.

2. **Proper Noun:** The name of a particular person or place is called a proper noun.

Examples:

- King Solomon was a wise king.
- Kalidas was a great poet.

3. **Collective Noun:** It is the name of a number of persons or things taken together and spoken of as a whole.

Examples:

- A herd of cattle is grazing in the field.
- A bunch of keys is on the table.

4. **Abstract Noun:** The name of a quality, a state of mind or a stage of life is called an abstract noun.

Examples:

- Kindness is a virtue.
- Childhood is the happiest stage of one's life.

5. **Material Noun:** All those nouns, which are used to refer to metals and materials, are called material nouns.

Examples:

- This chain is made of gold.
- This house is built of brick.

In the aforementioned examples 'gold' and 'brick' are material nouns.

Nouns are further classified into two types depending on whether they can be counted or not.

1. **Countable nouns:** Countable nouns are nouns that we can count: e.g. boy—one boy, two boys, three boys, etc. **Note:** The classes of nouns known as 'common nouns' (boy, table, etc.) and 'collective nouns' (flock, regiment, crowd, troop, etc.) can be included in the larger class of countable nouns.
2. **Uncountable Nouns:** (also called non-count nouns) Uncountable nouns (NCNs) name things that we cannot count or usually don't count. The classes of nouns known as material nouns and abstract nouns can be included in this category.

Uncountable nouns fall into the following groups:

1. Things that are considered in mass or quantity and not in numbers: sugar, sand, hair, dust etc.
2. **Materials:** wood, cloth, silver, gold, iron, etc.
3. **Liquids:** water, milk, oil, ink, honey, etc.
4. **Gases:** steam, mist, nitrogen, air, etc.
5. **Natural phenomena:** heat, cold, electricity, lightning, etc.
6. **Abstract nouns:** stages of life, states of mind, qualities, processes, actions, ideas, etc. courage, happiness, freedom, attention, childhood, honesty, enjoyment. **Note:** A number of words used to refer to qualities, states, actions, etc. are however countable. These may be considered exceptions. **Examples:** joys, sorrows, dreams, miseries, etc.
7. **Branches of learning:** Economics, Mathematics, Politics, etc.

Note: There are some uncountable nouns, which we refer to in parts. When we do so, we use them with expressions such as a piece of, a grain of and a kilo of. Here is a list of such expressions:

| | |
|-------------------|------------------------|
| a piece of chalk | a piece of information |
| a cake of soap | a piece of furniture |
| a block of ice | a loaf of bread |
| a piece of advice | a log of wood, etc. |

These expressions have their plural forms: pieces of chalk, cakes of soap, etc.

Proper nouns are not categorized either as countable nouns or as uncountable nouns.

Now, study carefully some rules related to the correct use of nouns:

Rule 1: A proper noun becomes a common noun when it is used in the plural form or when an article is placed before it.

Examples:

There are five Gandhis in our college.

Vijay Kumar is the Milton of your college.

Kalidas is the Shakespeare of India.

Rule 2: A collective noun takes a singular verb when the whole group is considered as one unit.

Examples:

The committee consists of five members.

The family living next door has come from Chennai.

NOTE

If we refer to the members of the committee or family separately, the collective noun takes a plural verb, but it (the collective noun) remains singular in form, e.g. The committee have taken their seats.

Rule 3: An abstract noun can also be used as a common noun by placing an article before it.

Example: Rajani is a beauty (a beautiful girl).

Rule 4: An abstract noun can also be used in the sense of a collective noun. When an abstract noun is used as a collective noun, it takes a plural verb.

Example: Youth are the pillars of the nation. (collective noun)

Rule 5: When a material noun denotes a mass of matter, it is not used in the plural form.

Examples:

Their house is built of bricks and stones. (incorrect)

Their house is built of brick and stone. (correct)

Rule 6: Some nouns have the same form for the plural as well as for the singular. The following are some nouns that belong to this category.

Example: sheep, species, deer, aircraft, offspring, yoke, space craft and salmon.

Rule 7: Some nouns are used in the singular only. The following are some nouns that belong to this category.

Example: advice, corn, grain, justice, clothing, information, poetry, scenery, machinery and hair.

NOTE

Advice is the noun form, and advise is the verb form.

The advice of the doctor is that I should not smoke. (noun)

The doctor advised me not to smoke. (verb)

Similarly, practice is noun, and practise is verb.

Rule 8: There are some nouns that are used only in the plural form.

Examples:

| | | |
|----------|------------|------------|
| scissors | shears | spectacles |
| trousers | pantaloons | shorts |
| bowels | intestines | biceps |
| genitals | gymnastics | premises |
| proceeds | riches | thanks |
| nuptials | outskirts | gallows |
| doldrums | earnings | |

Rule 9: Some nouns are apparently plural in form but are singular in use.

Example: news, economics, physics, measles, mumps, ethics.

NOTE

Summons is singular and summonses plural.

Rule 10: The following nouns are always used in plural.

Example: cattle, police, people, vermin, poultry.

Rule 11: When a plural noun denotes a specific amount, length, weight, quantity, etc. considered as a whole, the verb must be in the singular form.

Examples:

Ten thousand rupees is a large amount.

Six kilometres is not a long distance for a runner like you.

Rule 12: Inanimate objects (lifeless objects), which are remarkable for beauty, gentleness, gracefulness, tenderness, weakness, and so on, are treated as feminine gender.

Example: the moon, the earth, spring, virtue, peace, charity, fame, nature, hope, justice, mercy, pity, fortune, truth, victory, defeat, modesty, liberty.

NOTE

Poets refer to them as feminine gender.

Rule 13: Inanimate things that are known for strength, courage, violence, superiority, and so forth are treated as masculine.

Example: the sun, death, summer, winter, war, anger, fear, thunder.

NOTE

The possessive case of nouns is formed when we put's to the noun (apostrophe s)

Examples:

- The girl's dress.
- The boy's pen.

The possessive case is used with the nouns of living things but not with inanimate objects.

- Table's leg (incorrect)
- Leg of the table (correct)

The possessive is used with the names of personified objects.

- Death's icy hands

Rule 14: When the noun is plural and ends in s, the possessive case is formed by adding only an apostrophe (after s).

Examples:

- Girls' hostel
- Birds' nests

Rule 15: When the noun is plural but does not end in s, the possessive case is formed by adding 's.

Examples:

- Men's club
- Children's park
- Women's day

Rule 16: When a noun or a title consists of several words, the possessive case is formed by adding 's to the last word.

Examples:

- The Prime Minister of India's speech.
- The King of Bhutan's visit to India....

Rule 17: When two or more proper nouns are joined by 'and' and a common possession is meant, the possessive case will be formed by adding ('s) to the last noun.

Example: Amar and Kumar's house is really beautiful.

NOTE

This sentence denotes that the house belongs to both Amar and Kumar.

Rule 18: When there are two nouns in apposition, the possessive case will be formed by adding ('s) to the second noun.

Examples:

1. Penicillin, Fleming's discovery, has saved the lives of many people.
2. Mohan, the professor's son, is very intelligent.

Rule 19: The possessive case of a compound noun will be formed by adding ('s) to the last word.

Examples:

Sister-in-law's house.
Commander-in-chief's office.

Rule 20: If the last syllable of a singular noun ends in '-s' or '-ce' and the noun is followed by the word 'sake', the possessive case of the noun will be formed by adding (') only. However, modern day English accepts the use of 's' after apostrophe as the word is pronounced so, e.g. goodness's sake.

Examples:

for goodness' sake, for justice' sake.
for conscience' sake, for Jesus' sake.

SAMPLE EXERCISE-6

Correct the following sentences where necessary.

1. This scissor will not cut such a hard wire.
2. I have seen many cannons in the military parade ground.
3. The beggar is begging for alm.
4. He has lost all his luggages on his way home.
5. The company wants to dispose of the equipment.
6. She took great pain to write the essay properly.
7. The first innings is over just now.
8. These sceneries of Kashmir are beautiful.
9. My brother-in-laws will come to our house next week.
10. These golds have been brought from South Africa.

CORRECT USE OF ARTICLES

There are two types of articles:

1. The Indefinite Article
2. The Definite Article

The Indefinite Article: A and An (Please note that 'An' is a variant of 'A'.)

The Definite Article: The

NOTE

1. A or An is used before a singular countable noun.
2. The choice between A and An wholly depends on the pronunciation of the word.
3. In English, the 'spelling of a word' is different from its 'pronunciation'.
4. 'An' is used before the word, the pronunciation of which starts with a vowel sound.
5. There are 44 sounds (each is given a symbol from the International Phonetic Alphabet).
6. Out of the 44 sounds, there are 20 vowel and 24 consonant sounds.
7. Please note that, strictly speaking, A, E, I, O, U are not vowels but just letters of the English Alphabet consisting of 26 letters.
8. The indefinite article 'a' is used before
 - (a) a word beginning with a letter that has a consonant sound, e.g.: a book, a man, a pen.
 - (b) a word that begins with a letter (like O) with the sound like 'wa' e.g.: a one-rupee note, a one-eyed man.
 - (c) a word beginning with 'u' or 'eu' giving the consonant sound 'yu'.

Examples: a university, a European.
9. The indefinite article 'an' is used before:
 - (a) a word beginning with a letter that has a vowel sound.
Examples: an apple, an egg, an umbrella, etc.
 - (b) a word beginning with 'h' but the pronunciation of which starts with a vowel sound.
Examples: an heir, an hour, an honest man.

(c) an abbreviation, the first letter of which has a vowel sound

Examples: an MLA, an MP, an MCom, an SDO, an FRCS, an X-mas gift.

Some Important Rules Regarding the Use of Articles

Rule 1: A or an is not used before:

1. plural nouns: a books, a universities, a dinners (wrong)
2. uncountable nouns: an advice, an information (wrong)
3. names of meals:

Examples:

Let us have dinner. (correct)

Let us have a dinner. (incorrect)

NOTE

An indefinite article can be used before names of meals when these are preceded by an adjective.

Example: She gave me a good breakfast at 8 a.m.

Rule 2: A or an is used in the following ways:

Before the word ‘most’ when it is used in the sense of very or much or exceedingly.

Examples:

Sreedhar is a most intelligent student.

This is a most unfortunate event.

NOTE

It must be borne in mind that ‘man’ or ‘woman’, when used in a general sense to represent ‘mankind’ as a whole, never takes an article.

Example: Man is mortal.

Rule 3: With a noun complement. This includes names of professions.

Examples:

He is an actor.

She is a good dancer.

It was an accident.

* The words underlined are noun complements. They are also called subject complements.

Rule 4: In certain phrases: a cold, a pain, on an average, make a noise, make an effort, make a mistake, a fever, etc.

Rule 5: With certain numbers: a hundred, a thousand, a million, etc.

Rule 6: ‘A’ can be used before Mr./ Miss/ Mrs. + name

Example: a Mr. Bose, a Mrs. Bose, etc.

NOTE

A Mr. Bose denotes a person who is called Bose and implies that he is a stranger to the speaker.

Mr. Bose without ‘a’, implies that the speaker knows Mr. Bose or knows of his existence.

Rule 7: Before a proper noun to make it a common noun.

Examples:

Mohan is a Newton. (Mohan is a great scientist.)

Amaresh is a Shakespeare. (Amaresh is a great dramatist.)

Rule 8: Before certain uncountable nouns preceded by nouns + of

Example: a piece of advice, a bit of news, a drop of water.

Rule 9: After the words many, rather, such, quite, etc. in certain structures.

Examples:

Many a friend of mine is attending the party.

Such a show cannot be arranged now.

He is rather a fool to take such decisions.

Rule 10: In certain expressions of quantity.

Example: a lot of, a couple, a great many, a good deal of, a good many, a great deal of, a few, a little.

THE is used in the following ways:

Rule 11: Before a noun denoting a hospital, temple, school, college, prison, etc. if its purpose or use is not referred to or if used not in its primary purpose.

Example: He has gone to the hospital to visit a friend.

Rule 12:

Before an adjective in the superlative degree.

Example: Michael is the tallest boy in the class.

Rule 13: With nouns that refer to things that are unique.

Example: the sun, the moon, the sky, the earth, the equator.

Rule 14: Before an abstract noun or a material if it is used with an adjunct (a qualifying clause)

(or when there is a particular reference to the material noun).

Example: The gold you have brought from the USA is of good quality.

Rule 15: Before a singular countable noun that picks out one individual, object, etc. as representative of a class.

Example: The tiger is a ferocious animal.

NOTE

All the following sentences mean the same thing.

The tiger is a fierce animal.

A tiger is a fierce animal.

Tigers are fierce animals.

Rule 16: The is used before certain adjectives to give a plural meaning.

Examples:

rich, poor, dead, sick, healthy, deaf, blind

the rich = rich people

the poor = poor people

Rule 17: With certain adjectives indicating nationality.

Example: the Dutch, the Spanish, the Chinese, the Burmese.

Rule 18: Before 'only' and ordinal numbers, such as first, second, millionth.

Examples:

All the students of the first year are invited.

The second ranker is my son.

Rule 19: Before a noun when special emphasis is needed.

Example: This is the novel I am talking about.

Rule 20: Before a common noun to give it the meaning of an abstract noun.

Example: At last, the father in him prevailed and excused him.

Rule 21: Before an adjective in the comparative degree, when the selection of one out of only two persons, places, or things is meant.

Example: Nalini is the more beautiful of the two girls in the class.

Rule 22: In special comparatives.

Examples:

The more you earn, the more you spend.

The more, the better.

The higher you go, the cooler you feel.

Rule 23: Before musical instruments.

Example: Rajani can play the piano very well.

Rule 24: Before the proper names of certain well-known or sacred books.

Example: the Mahabharat, the Ramayana, the Gita, the Bible, the Quran.

Rule 25: Before the names of certain countries each of which is a union of smaller units.

Example: the USA, the UAE, the U.K. and, etc.

Rule 26: Before the words like north south when these are used as nouns.

Example: the north of India, the Middle East, the West Asia

Rule 27: Before some proper nouns consisting of adjectives and noun or noun + of + noun.

Example: the State Bank of India, the National Museum

Rule 28: The + singular noun + clause or phrase can be used to distinguish one person from another of the same name.

Examples:

We have two Reddys, which Reddy do you want?

I want the Reddy who signed the letter.

Rule 29: Before the names of political parties.

Example: The Congress, The BJP.

Rule 30: When it is clear from the context that a particular person, place, or thing is meant.

Examples:

I talked to the principal yesterday.

The students are playing in the garden.

Rule 31: Before the names of the historical or public buildings.

Example: the Taj Mahal, the Red Fort, the Rashtrapati Bhavan.

Rule 32: Before the names of rivers.

Example: the Krishna, the Ganga, the Yamuna.

Rule 33: Before the names of seas.

Example: the Arabian Sea, the Red Sea.

Rule 34: Before the name of Oceans.

Example: the Indian Ocean, the Atlantic Ocean.

Rule 35: Before the names of certain chains of Mountains.

Example: the Himalayas, the Alps.

Rule 36: Before the names of deserts

Example: the Sahara, the Thar.

Rule 37: Before the names of newspapers, magazines.

Example: the Hindustan Times, the Statesman, the Deccan Chronicle.

Rule 38: Before groups of islands.

Example: the Andamans, the West Indies.

Rule 39: Before the names of certain countries.

Example: the Yemen, the Sudan, the Hagues.

Rule 40: Before the dates of months.

Example: the 23rd October, 1949, the 15th August, 1947, etc.

THE is omitted in the following cases:

Rule 41: Before a common noun used in the widest sense.

Examples:

In general, woman is kind-hearted.

Man is mortal.

Rule 42: Before material nouns.

Example: Gold is a precious metal.

NOTE

The may be used with a material noun if it is used with an adjunct that makes it definite.

Example: The gold we use in India is all imported.

Rule 43: Usually before proper nouns.

Example: Hyderabad is the capital of Andhra Pradesh.

Rule 44: Before abstract nouns used in a general sense.

Examples:

Honesty is the best policy.

Sincerity pays dividends.

NOTE

If an abstract noun is qualified by an adjective or an adjectival phrase or clause, it may have the article 'the' before it.

Example: The wisdom of Moses is biblically significant.

Rule 45: Before the words—father, mother, aunt, uncle, etc., in general sense.

Example: Father is very angry today.

Rule 46: Before predicative nouns denoting a position that is normally held at one time by one person only.

Examples:

Mr. Kiran was elected chairman of the committee.

He became principal of our college in 1996.

Rule 47: Before plural nouns that are used to denote a class.

Examples:

Historians study old monuments for research purposes.

Camels are useful animals in deserts.

Rule 48: Before plural nouns used in general sense.

Example: Members are requested to pay their subscriptions in time.

Rule 49: Before the names of meals.

Examples:

I had lunch at 2.30 p.m.

Let's have dinner at 9.00 p.m.

NOTE

'The' can be used when meals are preceded by an adjective or a clause or phrase particularising them.

Examples:

The dinner given by our colony association yesterday was not properly arranged.

What about the wedding dinner tonight?

Rule 50: Before common nouns used in pairs.

Examples:

He worked day and night to prepare for the Civil Service exam.

Both husband and wife are supposed to take part in this competition.

Rule 51: No article is used before the nouns in the following expressions:

| | | |
|---------------|---------------|-----------------|
| to catch fire | to send word | to give ear |
| to lose heart | to leave home | to take offence |
| at home | in hand | in debt |
| by day | at sunrise | at noon |
| on demand | by land | by air |
| at night | on foot | at ease |

Rule 52: 'The' is not used before the words—bed, hospital, sea, temple, prison, court, school, university, college, etc. when these places are visited or used for their primary purpose.

We go to bed to sleep.

We go to hospital as doctors.

We go to university for higher studies.

NOTE

When these places are visited or used for the other reasons or purposes, 'the' should be used.

Example: Sometimes I go to the prison to give lectures on morality, social behaviour, etc.

The articles a, an, or the can be used as follows in some cases:

Rule 53: When two or more adjectives qualify the same noun, the article is used before the first adjective only.

Example: He has a black and white coat.

Rule 54: When two or more connected nouns refer to the same person or thing, the article is placed before the first noun only.

Example: The chief accounts officer and financial adviser is supposed to certify your documents.

Rule 55: In expressing a comparison, if two nouns refer to the same person or thing, article 'a' is used before the first noun only.

Example: He is a better teacher than administrator.

Articles are omitted in the following cases:

English ⇒ the English language
 the English ⇒ the English people

Examples:

We speak English at home.

The English and the French have fought various wars.

He has gone to ⇒ He has gone to make purchases.
 market

He has gone to the ⇒ He has gone to the place where
 market there is a market, not necessarily
 to make purchases.

To see light ⇒ to look at light

To see the light ⇒ to be born

Examples:

I see light at the end of the tunnel. (metaphoric use which means there is hope)

His proposals for a new international airport never saw the light of the day.

The article 'the' is omitted before the nouns in the phrases below:

He invited me to lunch/tea/dinner.

NOTE

lunch/tea/dinner are used in general sense.

CORRECT USE OF PRONOUNS

A pronoun is a word used in the place of a noun.

Types of pronouns:

Personal Pronouns

| Person | Singular | Plural |
|---------------|-------------|--------|
| First person | I | We |
| Second person | You | You |
| Third person | He, She, It | They |

Forms of pronouns: (cases)

| Nominative case (subject) | Accusative case Possessive (object) | | |
|---------------------------|-------------------------------------|-------|--------|
| I | Me | My | Mine |
| We | Us | Our | Ours |
| You | You | Your | Yours |
| He | Him | His | His |
| She | Her | Her | Hers |
| It | It | Its | Its |
| They | Them | Their | Theirs |

NOTE

The forms my, our, your, his, her, its, and their are determiners. They can also be used as possessive adjectives.

Possessive Pronouns

Example: This book is his.

Reflexive Pronouns

Examples:

1. She washed herself at a well.
2. They killed themselves for no reason.
3. I must blame myself for this.

Emphatic Pronouns

Example: I offered to drive the car myself. She herself made the mistake.

Demonstrative Pronouns

Examples:

1. That is Dr. Rao's house.
2. Those are some new buildings.
3. This is your passport.
4. These are good books.

Indefinite Pronouns

Example:

1. Some are born great.
2. Anyone can take a horse to the pond, but no one can make it drink.

Other indefinite pronouns are: somebody, anybody, anything, something, (the) other, others, another, nobody, nothing etc.

Pronouns of Number

Examples:

1. Of the ten guests, three were men.
2. Many of them are not good books.

Pronouns of Quantity

Examples: more, much, little, etc.

Distributive Pronouns

Look at the pronouns underlined in the sentences given below:

Examples:

1. Everyone has his own problems.
2. Either of these applicants can be employed.
3. Neither of the students can get through the examination.
4. Each of those players deserves a prize.
5. Everybody will be given a chance to participate in this match.

These words, which are underlined, are distributive pronouns. They are called so because they refer to persons considered individually. The distributive pronouns are in the singular number and are therefore followed by singular verbs.

NOTES

1. Neither is a negative word that is used to refer to two persons or things.
2. None is also a negative word that is used to refer to more than two persons or things.
3. The usage: Each one of the boys ... (is wrong because 'one' becomes redundant).

Reciprocal Pronouns

Look at these sentences:

Examples:

1. The two girls helped each other in every respect.
2. The political parties quarrelled with one another.

Each other and one another express a mutual or reciprocal relationship. They are considered as single units and are called reciprocal pronouns or 'compound personal pronouns'.

NOTE

Each other is usually used to refer to two persons or things and one another to more than two persons or things.

Interrogative Pronouns

The words underlined in the following sentences are called interrogative pronouns because they are used in questions.

Examples:

1. Who is the president of India?
2. Whose is this calculator?
3. To whom did you give the parcel?
4. Which is the road to the hospital?
5. What have you to do now?
6. Whom did you borrow this book from?
7. Whom did she refer to in her lecture?

Relative Pronouns

Look at these sentences:

Examples:

1. The gentleman who is speaking is our principal.
2. This is the gentleman whose guest I was in Bombay.

The words underlined are pronouns standing for the nouns used before them. The nouns are called antecedents, and the pronouns are called relative pronouns. They relate the adjective clauses to the main clauses.

Rules for use of Pronouns

Now let us look at some aspects related to pronouns that will be helpful in answering questions in Sentence Correction.

Rule 1: Some important uses of the pronoun 'it' are given below with examples.

1. To introduce a sentence
Example: It is not certain that the president will come.

2. To give emphasis to the noun or pronoun that follows
Example: It was you who began the quarrel with us.
3. As an indefinite nominative of an impersonal verb.
Examples:
It rains.
It is snowing outside.
4. In sentences showing distance
Example: It is not far to walk.
5. In sentences indicating time.
Example: It is ten O'clock now.
6. To introduce a phrase.
Example: It is decided to declare a holiday today.
7. In exclamatory sentences.
Example: What a beautiful book it is!
8. To introduce a that clause.
Example: It is said that smoking is injurious to health.
9. As a sort of object in order to avoid repetition.
Example: Let us fight it (the issue) out.

Rule 2: While confessing a fault (or expressing a negative idea), the sequence of the personal pronouns should be as follows:

Example: I, you, and he are in the wrong and will be punished.

Sequence: First person first, second person next, and third person last.

Rule 3: While expressing a positive idea or praise, the sequence of the personal pronouns should be as follows:

Example: You, he, and I will get an award for the good work we have done.

Sequence: Second person, third person, and first person.

In standard English, however, the sequence of third second and first is also accepted (i.e.) He, you and I _____.

Rule 4: When two singular nouns joined by and denote the same person or thing, the pronoun used for them must be singular in number. The definite article the is placed before the first noun.

Example: The accounts officer and treasurer should be careful in his work of keeping accounts.

Rule 5: When two singular nouns are joined by 'and' and are preceded by each or every, the pronoun must be in singular number.

Example: Every student and every teacher took his or her seat.

Rule 6: When a personal pronoun is connected by a conjunction with some other word in the objective case, it must be in the objective or accusative case.

Example: These clothes are for you and me.

Rule 7: When a singular noun and a plural noun are combined by or, either ... or, neither ... nor, the singular noun usually comes first in the sentence, and the pronoun must be in the plural number, corresponding to the plural noun that is closer to it.

Example: Either the manager or his subordinates failed in their duty in sending the official message.

Rule 8: The personal pronouns—yours, ours, hers, theirs and its—are written without the apostrophe (’).

Examples:

Your’s sincerely. (wrong)

Yours sincerely. (right)

NOTE

‘It’s’ means ‘It is’ and not belonging to it.

Example: It’s a mad dog which bites its tail.

Rule 9: When a personal pronoun is used as a complement to the verb to be, it (the pronoun) must be in the nominative case.

Example: It was he, who could solve the problem easily.

Rule 10: A pronoun should be used in the objective case in a sentence beginning with let.

Examples:

Let him go to his office immediately.

Let her submit the records in time.

Rule 11: One can be used to talk about people in general. The pronoun that follows one should be one’s. (not his/her)*

Examples:

One should do his duty. (wrong)

One should do one’s duty. (correct)

NOTE

But there is a controversy here. In American English, one can be followed by his or her. Students taking TOEFL or GRE or GMAT or SAT should keep this in mind. However, usually one need not worry about this problem. If a sentence begins with one, be sure that you or they DOES NOT follow. Hence, it is never correct to say:

If one takes this exam without studying, you are likely to fail.

Additional example: One should never tell his secrets to a gossip if he wishes them to remain secret. (correct)

Rule 12: A relative pronoun must always be placed as near its antecedent as possible. Also, it must always agree with its antecedent in number, gender, and person.

Example:

This is the manager who abused the clerk.
ant. rel. pr.

Rule 13: Generally, the relative pronoun in the objective case is omitted.

Example: The student (whom is omitted) you wanted to punish is absent today.

Rule 14: The pronouns who, whom, and whose are generally used for persons.

Who is used in the nominative case.

Whom is used in the objective case.

Whose is used in the possessive case.

Examples:

1. Sarita is the student who got an award.
2. They are the thieves whom the police caught.
3. This is the student whose certificates are lost.

Rule 15: When the relative pronoun is in different cases, one in the nominative and the other in the objective, it must be mentioned twice, once for each verb.

Example: The girl, who is my daughter and whom you met in the library yesterday, left for Mumbai this morning.

In the aforementioned example, the subject of the sentence ‘the girl’ is also the object of the sentence. Hence, both ‘who’ and ‘whom’ are used.

Rule 16: Uses of WHICH:

‘Which’ is used in the following ways:

1. For infants, small animals, and objects

Examples:

This is the baby which was lost in the theatre.

This is the dog which my friend bought from the Kennel’s club.

2. When selection is expressed.

Example: Which of these television sets do you want to purchase?

3. To refer to a sentence.

Example: He was said to be drunk, which was not true.

Rule 17: Uses of THAT:

‘That’ is used in the following ways:

1. For persons, lifeless things, and small animals in the singular or in the plural number.

Examples:

This is the girl that failed in the exam.

This is the radio that I bought yesterday.

2. As a substitute for a singular noun already mentioned.

(pay attention to this use, particularly in the comparative degree)

Examples:

The weather of Hyderabad is far better than Chennai (wrong).

The weather of Hyderabad is far better than that of Chennai.

3. After a noun phrase used as direct object.

Example:

I vividly remember the night that she came.
(Here that is used in the sense of when)

Rule 18: ‘Either’ and ‘neither’ are used in speaking of two persons or places or things etc.

Examples:

Neither Mahesh nor Mohan is intelligent.
(negative meaning is implied)

Either Mahesh or Mohan is expected to get a prize.
(positive meaning is implied)

Rule 19: Uses of each other and one another

1. Each other is used for two persons or things or places etc.

Example: These two students love each other.

2. One another is used for more than two persons or things.

Example: Those four countries always disagree with one another.

Rule 20: Each can come in three different positions in a sentence.

- Each of the students got a prize. (initial)
- The students got a prize each. (end)
- The students were each given a prize. (middle)

Rule 21: ONE is used in the following ways :

1. For people in general.

Examples:

One must try to do one's duty.

One must not be proud of oneself.

2. In place of a noun previously mentioned.

Examples:

Give me a banana which is a fresh one.

Give me bananas which are fresh ones.

Rule 22: As regards anybody, everyone, everybody, etc. the pronoun of the masculine or feminine gender should be used according to the context.

Example: Everyone of the boys got his hall ticket.

SAMPLE EXERCISE-7

Rewrite the following sentences after making the necessary corrections.

- She availed of the opportunity.
- Those two companies always help one another.
- India and Pakistan should cooperate with one another in this matter.
- Dear students, enjoy during the holidays.
- The committee were divided in its opinion regarding this issue.

- The team, after taking its bath, have gone for practice of cricket.
- My opinion is the same as your.
- We were told to let only you and she enter.
- This is the scientist which won the first prize.
- His problems are the same as my.

CORRECT USE OF ADJECTIVES

An adjective is a word which qualifies a noun or a pronoun.

Example:

She is a good teacher.

adj. noun

An adjective can be used in two ways:

- (1) attributively (2) predicatively

An adjective is used attributively if it is placed immediately before the noun it qualifies.

Example:

She is a good teacher.

adj. noun

An adjective is used predicatively if it is used after the verb.

Example:

Bimala is intelligent.

v. adj.

An adjective has three forms: positive, comparative, and superlative. These are the three degrees of comparison:

Look at the following examples:

Superlative degree: Mohan is the best student in the class.

Comparative degree: Mohan is better than any other student in the class.

Positive degree: No other student in the class is as good as Mohan.

- The positive degree of an adjective is the adjective in its simple form. It is used to refer to the mere existence of a particular quality.
- The comparative degree of an adjective denotes a higher degree of the quality than the positive, and is used, when two things are compared.
- The superlative degree denotes the highest degree of the quality.

NOTES

- The usages ‘as ... as’ and ‘so ... as’ appear in positive degree.

Comparative degree has ‘adjective + er ... than’.

Superlative degree has ‘the + adjective in the superlative form’.

Note the use of ‘the’ before the adjective in the Superlative (superlative form).

- There is no superlative degree if the comparison involves only two objects, persons, or place.

Examples:

Of the two sisters, she is the best. (wrong)

Of the two sisters, she is the better. (correct)

When selection of one of the two persons or things (sets of things) of the same kind is meant, the comparative degree is preceded by 'the' and is followed by 'of'.

Example:

She is the better of the two sisters.

Let us look at some important rules in the use of adjectives:

Rule 1: Most adjectives form their comparatives by the addition of -r or -er and their superlative by the addition of -st or -est (depending on the spelling) to the positive.

Examples:

| Positive | Comparative | Superlative |
|----------|-------------|-------------|
| Great | Greater | Greatest |
| Brave | Braver | Bravest |

Rule 2: Some adjectives (usually having more than two syllables in the spelling) form their comparative by using the adverb more with the positive and the superlative by using the adverb most with the positive.

Examples:

| Positive | Comparative | Superlative |
|-------------|------------------|------------------|
| beautiful | more beautiful | most beautiful |
| interesting | more interesting | most interesting |

Rule 3: (very important) When two qualities in the same person or thing are compared, the comparative degree is formed by using more, instead of -r or -er with the positive.

Example:

Reddy is more wise than intelligent.

(This sentence means that Reddy is both wise and intelligent. But his wisdom is greater than his intelligence.)

Rule 4: When an object is compared with the rest of the group, the latter term of comparison must exclude the former by using 'any other'.

Examples:

Gold is more precious than any other metal. (correct)

Gold is more precious than any metal. (wrong)

Rule 5: There are some words which are used only in the positive and cannot be used in the comparative or in the superlative.

Example: interior, exterior, ulterior, major, minor.

- This is more inferior than that. (wrong)
- This is inferior to that. (right)

Rule 6: The following are used as comparative adjectives and are followed by to and not than:

Example: superior, senior, junior, inferior, prior, anterior, posterior, prefer.

Rule 7: The adjectives—empty, excellent, circular, extreme, chief, entire, complete, perfect, final, last, unique, universal, round, square, triangular, eternal, etc., are not used in the comparative or superlative degree.

Rule 8: Some adjectives can be used only in the positive and in the superlative. They are:

| Positive | Superlative |
|----------|--------------|
| top | topmost |
| northern | northernmost |
| southern | southernmost |
| eastern | easternmost |
| western | westernmost |

Rule 9: The adjective 'preferable' is used as a comparative. It is followed by to. It is not used with more.

Examples:

This is more preferable than that. (wrong)

This is preferable to that. (correct)

Rule 10: The comparative adjectives ending in 'or' are followed by the preposition to.

Inferior, superior, prior, anterior, posterior, senior, junior

Examples:

He is superior to me. (correct)

He is superior than me. (incorrect)

Rule 11: Sometimes the words much, less, far, etc. are used before the comparatives to denote emphasis or excess.

Example: Ramakrishna is by far the ablest lecturer in the college.

Rule 12: Two adjectives that refer to the same noun or pronoun joined by a conjunction must be in the same degree of comparison.

Example: Gandhiji is the noblest and wisest of all national leaders.

Rule 13: Certain adjectives, when preceded by 'the' become nouns in plural and require a plural verb if they are used as subjects.

These are rich, poor, needy, aged, blind, dead, meek, wicked, etc.

Examples: The rich (rich people) usually hate the poor (poor people).

Rule 14: Some adjectives often confused:

1. FARTHER - FURTHER
Farther denotes more distant in space,

Examples:

Sheela lives at the farther end of this street.

Further means additional; more

Examples:

There is nothing further to say about him.
For further details, please contact the director.

2. Many, a great many, a good many
All these take a plural noun and a plural verb after them.

Examples:

- A great many people died in the cyclone.
 - My sister has a good many friends.
3. Use of many + a + noun (singular) + verb (singular) structure :

Examples:

Many a delegate is attending this seminar.
(meaning: Many delegates are attending this seminar)

4. **MODIFIERS: FEW, LITTLE, MUCH, and MANY**
Few is used with plural nouns. Little is used with singular non-count nouns.

Without articles, few and little usually have rather negative meanings. They often suggest ‘not as much/many as one would like’, or ‘not as much/many as expected’ or a similar idea.

With articles ‘few’ and ‘little’, i.e. a few, and a little, are more positive in meaning. Their meaning is closer to ‘some’. They often suggest ideas like ‘better than nothing’ or ‘more than expected’.

Examples:

- There are few books on ‘Thermodynamics’ in the library; so, you have to purchase them.
- You don’t need to go shopping. There are a few eggs in the fridge.
- I’ve got a little bread and cheese. It’ll be enough for supper.

Difference between fewer and less: In theory, fewer (the comparative of few) is used before countable nouns and less (the comparative of little) before uncountable words.

Examples:

- There are fewer exploited workers than there used to be.
- My friend earns lesser than a postman does.

Note the following:

| <u>PD</u> | | <u>CD</u> | | <u>SD</u> |
|-----------|---|-------------|---|-----------|
| few | - | fewer | - | fewest |
| little | - | less/lesser | - | least |

* fewer and less (lesser) are followed by than as they are the comparative forms.

NOTE

‘Many’ like ‘few’ is used before a count noun.

Example:

Many/few students.
CN

‘Much’, like ‘less’ is used before a non-count or a material noun.

Example:

Much/less water.
NCN

5. **MODIFIERS—TOO, VERY, ENOUGH**

Compare the meanings and patterns of too, very, and enough.

- Very means to a high degree but does not suggest impossibility.
Mary is very intelligent.
- Too suggests impossibility or undesirable degree.
too + adj + to + v
She is too sick to come to class today
Note: It is better not to use ‘too’ with a positive adjective.
Instead of ‘too’ it is better to use ‘very’.
- Enough suggests possibility or sufficient degree.
He is tall enough to play basketball.

NOTES

- Be careful to put enough after the adjective.
- Be careful to put to+v (infinitive) after enough.
- In patterns 1 and 2, do not use any other structure word after the adjective or adverb except to.
- In the aforementioned patterns, adverbs can be used in the same position as adjectives.

Example:

Mary sings very well.

- Enough can come before or after a noun to express sufficiency.

Examples:

He had money enough to buy a new car.
N

OR

He had enough money to buy a new car.
N

6. **MODIFIERS—NEGATION**

There are some words that have negative meanings even though they do not appear to be negative, for example: hardly, scarcely, rarely, seldom, without, and only. Do not use another negative word with these words.

Examples:

- He had scarcely enough money to purchase books.
- They went to bed without dinner.

Note: Scarcely and hardly are followed by when and not than. No sooner is followed by than.

These expressions mean 'as soon as'.

Examples:

- (a) As soon as I reached the station, the train left.
 (b) No sooner had I reached the station, than the train left.
 No sooner + had + subject + past participle + ...
 (c) No sooner did I reach the station, than the train left.
 No sooner + did + subject + present tense verb + ...
 Similarly: Hardly/Scarcely + had + subject + past participle ... when ...

OR

Scarcely/Hardly + did + subject + present tense verb ... when ...

Rule 15: MODIFIERS—ADJECTIVES AFTER VERBS OF SENSATION

These verbs of sensation are generally followed by adjectives* not by adverbs: feel, look, seem, appear, smell, taste, and sound.

(* These are also called predicate adjectives)

| | |
|-----------------------------|-----------|
| He feels bad | (correct) |
| He feels badly | (wrong) |
| The soup smells delicious | (correct) |
| The soup smells deliciously | (wrong) |

Rule 16: MODIFIERS—HYPHENATED OR COMPOUND ADJECTIVES

Nouns are sometimes found as part of hyphenated or compound adjectives (adjectives of more than one word joined by hyphens). These nouns are never plural.

I bought a four hundred year-old painting in Germany.

HYPHENATED ADJ. N

Some more examples:

1. B.Com is a three-year degree course.
2. This is a ten-kilometre-long distance.
3. The professor has delivered a two-hour lecture today.

Rule 17: MODIFIERS—CARDINAL AND ORDINAL NUMBERS

There are two kinds of numbers, cardinal and ordinal.

Examples:

| | |
|------------|--------------|
| CARDINAL | ORDINAL |
| one | first |
| two | second |
| three | third |
| four | fourth |
| twenty-one | twenty-first |

The following patterns are used to designate items in a series:

1. Ordinal numbers are used in this pattern:
THE + ORDINAL + NOUN
The first book of the series is about verbs.
2. Cardinal numbers are used in this pattern:
NOUN + CARDINAL
Book one of the series is about verbs.

NOTES

1. Use the with ordinal numbers.
2. Do not use the with cardinal numbers.
3. Be careful to use the correct word order for each pattern.

Rule 18: MODIFIERS: NOUN ADJECTIVES

The first noun (N) in the following pattern is used as an adjective.

All these are language students.

N N

NOTES

1. When nouns are used as adjectives, they do not have plural or possessive forms.
2. Exceptions: The following nouns always end in -s but are singular in number when they are used as names of courses or sciences : Physics, Mathematics, etc.

He is an Economics teacher.

N N

BUT The current economic situation is extremely uncertain.

NOTES

- 'Economic' is an adjective here.
 'Economical' means frugal, thrifty.

SAMPLE EXERCISE-8

Correct the mistakes relating to the use of adjectives in the following sentences where necessary.

1. The two first chapters of this book are very important.
2. Suvarna is greater than any student in the class.
3. Shakuntala is better than any drama in Sanskrit.
4. His house is further from the station than yours.
5. The later suggestion is better than the former.
6. These flowers smell sweetly.
7. Little learning is a dangerous thing.
8. Her birthday is the most happiest event this year.
9. Usually the rich people hate poor.
10. Go and meet the concerned clerk in the university.
11. Honour is dear to me than life.
12. Little act would have saved the situation.
13. The tiger is the ferocious of all animals in the forest.
14. My knife is the sharpest of the two.

CORRECT USE OF ADVERBS

An adverb is a word which modifies a verb, an adjective, or another adverb in a given sentence.

Examples:

She is reading very fast.
verb adv.

She is a very intelligent girl.
adv. adj.

The horse runs very quickly.
adv. adv.

(Note: usually the adverbs end with -ly.)

Rules Pertaining to Use of Adverbs

Rule 1: In order to make our meaning clear, an adverb must be placed as near as possible to the word it modifies.

Examples:

She has only three dollars with her.
adv. adj.

He says he often visits my place.

He often says he visits my place.

NOTE

Other adverbs like only are: just, nearly, hardly, almost, and scarcely.

Read the following examples:

Wrong : We only have four hours to finish this paper.

Right : We have only four hours to finish this paper.

Wrong : She just wants to take one class. (not anything else)

Right : She wants to take just one class. (not even second)

Wrong : That building nearly costs sixty thousand rupees.

Right : That building costs nearly sixty thousand rupees.

Rule 2: When an adverb modifies an intransitive verb, it usually follows it.

Examples:

- She sang melodiously.
- She writes neatly.

Rule 3: When a verb consists of an auxiliary and a main verb, the adverb is placed between the auxiliary and the main verb.

Wrong : I have told him often not to come late.

Right : I have often told him not to come late

Rule 4: When an adverb modifies an adjective or another adverb, the adverb usually comes before it.

Examples:

The cuckoo sings quite sweetly.
adv.

Do not speak so fast.
adv.

NOTE

The adverb 'enough' is always placed after the word it modifies.

- Why don't you speak loud enough to be heard.

Rule 5: The word 'only' should be placed before the word it is intended to modify.

Examples:

- Only she gave me this book. (i.e. she and nobody else)
- She only told me the truth. (and nothing else)
- I solved only two problems. (correct)
- I only solved two problems. (incorrect)

Rule 6: POSITION OF ADVERBS

The position of adverbs is often determined by shades of meaning, for which rules cannot be given, but some generalizations can be made.

Adverbs of frequency: always, often, rarely, never, ever, generally, usually, sometimes, occasionally, etc.

- If the verb is in the simple tense form, the adverb is usually placed between the subject and the verb, preferably before the verb it modifies.

He always goes to college on foot.

He often visits the US.

His brother never takes alcohol.

- When the verb is some form of 'be' (is, am, was, are), the adverb follows the verb:

They are always late.

He is never punctual.

If you are ever in trouble, please meet me.

If the verb is a compound one, the adverb is usually placed after the auxiliary:

I shall never forget his help.

He will always behave properly.

In negative sentences, the adverb of frequency follows not.

They are not often late.

In interrogative sentences, the adverb of frequency follows the subject immediately:

Does he often go fishing?

Has he ever travelled by air?

At times 'often' may be placed at the end to emphasize it. This is mainly confined to negative statements and questions.

He does not see his friend often, as he lives in a remote village,

'Never' is sometimes placed at the beginning to emphasize it. Then, the verb and subject are inverted as in a question.

I never saw such an accident.

Never did I see such an accident.

(S-V becomes V-S here)

Rule 7: USE OF HARD, HARDLY, SCARCE, SCARCELY

1. Hard as an adverb means 'diligently'. It usually follows the verb.

He works hard to make both ends meet.

2. Hardly when used as an adverb means scarcely, barely. It conveys a negative meaning.

Hardly (scarcely) had he reached the station, when the train left.

Note: Hardly and scarcely are followed by when, not than. No sooner is followed by than not when. (This is very important.)

3. Scarce as an adjective means 'not plentiful', hard to find, not often found.

Coal has become scarce in England.

Scarcely as an adverb is almost synonymous with 'hardly'.

I can scarcely hear you.

They have scarcely enough money to look after their children.

Rule 8: SPLIT INFINITIVE

The infinitive is to + the simple form of the verb (V).

Do not put an adverb between to and verb.

1. He refused to do the work quickly.
to+v Adv.
2. They have decided to repeat the experiments carefully.
to+v adv.

Wrong: He wanted to carefully read the directions.

Right: He wanted to read the directions carefully.

Rule 9: DANGLING MODIFIER

The subject of the main clause must be the same as the understood subject of the introductory phrase. In other words, the introductory phrase modifies the subject of the main clause.

Examples:

1. Looking at his watch, Mr. Vijaykumar got up and left.
Introductory Ph. Subject
Who looked at his watch? Mr. Vijaykumar
Who got up and left? Mr. Vijaykumar
2. Traveling to Bombay, Nalini injured her leg.
Introductory Ph. Subject

NOTE

Both these sentences are right. In both these sentences, the subject of the introductory phrase and the subject of the main clause are same.

Wrong: When only a baby, my mother took me to the circus.

Right: When only a child, I was taken to the circus by my mother.

SAMPLE EXERCISE-9

Direction for questions 1 to 4: Fill in the blanks with suitable adverbs.

1. The speaker pauses _____ in order to heighten the beauty of his speech.
(A) hastily (B) briefly
(C) lustroously (D) incandescently
2. He always speaks _____ unmindful of the seriousness of situation.
(A) facetiously (B) soberly
(C) solemnly (D) thoughtfully
3. Though they are married, they are living _____.
(A) apart (B) away
(C) differently (D) together
4. The politician was careless and _____ made promises.
(A) uncommunicatively (B) inconsiderately
(C) uncommittedly (D) unceremoniously

CORRECT USE OF THE VERB

Structure of the Verb Phrase

A verb indicates the action done by the subject or the state of being of the subject.

Examples:

1. He has completed the work. (action)
2. Radha is an intelligent student. (state)
In every sentence you find a verb phrase (VP).
A verb phrase may have a single word, two words or a group of words.

Examples:

1. The Sun rises in the east.
1
2. He has ordered tea for us.
1 2
3. She has been teaching English since 1965.
1 2 3
4. She will have been typing when I meet her at 10 a.m.
1 2 3 4

Verbs — { Main Verb
Auxiliary Verb

Main Verb — Basic forms — { Simple Present Tense - Sing
Simple Past Tense - Sang
Present Participle - Singing
Past Participle - Sung

Auxiliary Verbs and Their Forms

| | Primary Auxiliaries | Modal Auxiliaries |
|------|---|--------------------------------------|
| BE | be, is, are, am, was, were, being, been | can, might, may, must, will, needn't |
| HAVE | have, has, had, having | shall, daren't, should, ought |
| DO | do, does, did, doing, done | would, used to, could |

NOTE

The verb phrase in any sentence is constituted by using only the main verb form or one of the basic forms of the main verb and the primary auxiliaries or modal auxiliaries or both the primary auxiliaries and the modal auxiliaries.

Examples:

1. I teach English.
MV
2. I am teaching English now.
PA MV
3. I will have been teaching English.
MA PA PA MV

Special Note: Every verb phrase has a particular structure acceptable according to standard written English.

The verb phrases in the following sentences are wrong.

1. I will the work
2. I will did the work
3. I going there
4. I can done the work

Verbs: Transitive and Intransitive

The verbs that do not require or do not have objects in the sentence in which they are used are called intransitive verbs (IV).

In the following sentences, complements are used, not objects.

Examples:

This book costs ten rupees
IV comp.

The play lasted an hour
IV comp.

The birds fly in the sky
IV adv. ph.

The verbs that require or have objects are called transitive verbs

Example:

The professor gave them some assignments
v object

NOTE

There are a number of verbs which can be used with or without objects, that is, 'transitively' or 'intransitively.' Here are some examples of verbs used both intransitively and transitively.

Intransitive use

My father is reading.

The play ended at five.

Transitive use

He is reading the newspaper.

Rain ended the play.

Verb—Voice

There are two voices:

1. Active voice
2. Passive voice

Notice the change in the following sentences.

1. She has done the work. (A.V)
The work has been done by her. (P.V)
2. These engineers can draw good designs. (A.V)
Good designs can be drawn by these engineers. (P.V)
3. The Principal read the report. (A.V)
The report was read by the Principal. (P.V)

NOTES

1. Depending on the emphasis we want to lay, we use a particular voice in a particular context.

Examples:

Some people dug a well to provide water to the village (A.V)

A well was dug to provide water to the village (P.V)

Here we would prefer to use the second rather than the first sentence, because what we want to refer to is not the action of the Panchayat but the result of the action, namely, a well, being provided in order to supply water to the village. Who dug the well is not the main idea in our minds.

2. Intransitive verbs do not have passive voice, i.e. we cannot transform a sentence from active to passive if the verb is intransitive.

For example, the sentence 'Birds fly in the sky' cannot be transformed into passive voice.

A more detailed note on voice is included in a later chapter.

Verb—Form and Use of the Tenses

There are 12 tense-structures in English.

PRESENT

| | | |
|----------------------------|---|--------------------------------------|
| Simple Present | : | I <u>teach</u> English. |
| Present Continuous | : | I <u>am teaching</u> English. |
| Present Perfect | : | I <u>have taught</u> English |
| Present Perfect Continuous | : | I <u>have been teaching</u> English. |

PAST

| | | |
|-------------------------|---|------------------------------------|
| Simple Past | : | I <u>taught</u> English. |
| Past Continuous | : | I <u>was teaching</u> English |
| Past Perfect | : | I <u>had taught</u> English. |
| Past Perfect Continuous | : | I <u>had been teaching</u> English |

FUTURE

| | | |
|---------------------------|---|---|
| Simple Future | : | I <u>will teach</u> English. |
| Future Continuous | : | I <u>will be teaching</u> English. |
| Future Perfect | : | I <u>will have taught</u> English. |
| Future Perfect Continuous | : | I <u>will have been teaching</u> English. |

Uses of Tenses—Some Important Rules

Simple present tense is used to express habitual actions, permanent or verifiable truths, or facts (scientific or universal).

1. He goes to church every Sunday.
2. Water boils at 100°C.
3. Calcutta stands on the banks of the Hoogli.
4. The sun rises in the east.

The simple present tense is used to express a planned future action or a series of such planned actions.

1. We leave Hyderabad at 8:30 p.m. next Tuesday and arrive in New Delhi at 11 a.m. on Thursday.

The present continuous tense is used to describe an action that is in progress at the time of speaking.

2. The children are playing in the garden now.

The present continuous tense is also used to describe an action that is in progress and will be continued, but not necessarily going on at the moment of speaking.

3. The college authorities are building a new hostel.

The present continuous tense can also express an action that has been arranged to take place in the near future and one's immediate plans.

1. I am meeting the CM tomorrow morning.
2. We are going to a movie this evening.

There are a number of verbs that are not normally used in the present continuous tense. These are:

1. verbs of perception : see, hear, smell, notice, etc.
2. verbs used to express feelings or states of mind: want, desire, wish, refuse, forgive, care, hate, like, admire, love, etc.
3. verbs involving the process of thinking: feel, know, mean, remember, forget, recall, etc.
4. verbs denoting possession: have, own, belong, possess, etc.
5. verbs such as: contain, consist, keep, seem, cost

When some of the above-listed verbs are used in the present continuous tense, their meanings change.

1. I see several mistakes in this book.
I am seeing the principal at 3 p.m.
(will be meeting)
2. We hear several rumours about the Minister.
The judge is hearing the case tomorrow. (conducting the trial)
3. I have a house at Malakpet.
I am having my breakfast. (act of eating)

The following sentences are wrong:

1. I am loving that girl. (love ✓)
2. They are understanding the lesson. (understand ✓)
3. I am slowly understanding you. (wrong)
I have begun to understand you. (right)
4. I am having a telephone at my residence. (have ✓)

The present perfect tense is used to indicate an action that has just been completed.

Examples:

I have finished my work. (just now)

The present perfect tense is also used to represent a past action continuing to the present.

Examples:

We have lived in Hyderabad for ten years. (I.e. we are still living in Hyderabad.)

Do not use present perfect tense (has or have) when time is specified (e.g. last year, 1994) in the sentence.

Examples:

I have seen this film last year. (incorrect)

I saw this film last year. (correct)

Also note that for and since are commonly used with the present perfect tense. 'For' shows length of time and 'since' shows some point of time in the past as being the starting point of the action or event.

Examples:

1. My friend has lived in Hyderabad for twenty years.
(He still lives here)
2. These monuments have been here since 1650 A.D.
(still they are here)

The following are some time-expressions that go with the simple past and some that go with the present perfect.

| <u>Simple Past Tense</u> | <u>Present Perfect Tense</u> |
|--------------------------|------------------------------|
| yesterday | so far |
| a week ago | since |
| recently | lately |

Note the difference in meaning between the following two sentences:

Dr. Mohan lived in Delhi for fifteen years. (in the past)

Dr. Mohan has lived in Delhi for fifteen years.
(still Dr. Mohan lives in Delhi)

Simple past tense indicates an action completed sometime in the past.

Example: I lived in Hyderabad for ten years. (in the past)

Past Progressive Tense:

1. The past progressive (continuous) tense expresses an action that was in progress at a point of time in the past, having begun before that point and probably continuing after it.

Examples:

- (a) I was reading the newspaper at 7 a.m. this morning.
 - (b) I was having my breakfast at 9 a.m.
2. The past progressive tense expresses an action continuing over a period of time in the past.

Example: The students in the hostel were listening to the cricket commentary the whole of yesterday.

3. The past continuous tense describes two or more actions going on at the same time; often the conjunction 'while' is used to connect the clauses.

Example: While some boys were reading in the library, the others were playing.

Past Perfect Tense:

This tense is used when we wish to emphasize the sequence of the two actions in the past and when the earlier action has some relation to the later action or situation.

Examples:

1. On reaching the school, I found that I had forgotten to bring my English textbook.
2. When we reached the theatre, the play had begun already.
3. I borrowed some money from a friend of mine, since I had lost my purse.

The Future Tense:

There are several ways of expressing future time in English.

One of the most common ways to express this is to use shall or will with the bare forms of the verb : shall come, will go, etc. But there are other ways of expressing the future :

Example: Our cricket team leaves for Bombay this evening. They play two matches in Bombay. They play one at Poona. They return next Monday.

In the aforementioned sentences, the present simple tense is used to express a series of intended or planned actions in future.

1. The PM is visiting the city tomorrow.
2. The college team is playing a match with the city team next Sunday.

The present continuous tense is used in these sentences to express a future event. Usually, the time is mentioned (tomorrow, next Sunday, etc.), and it is in the near future. Note that the verbs go and come are not usually used with going to. We don't say, for instance, He is going to go to Bombay tomorrow; we say, He is going to Bombay tomorrow.

Special expressions to indicate future:

1. The train is about to leave.
2. The President is about to speak.

This construction be about to + verb expresses events that are likely to happen in a very short while.

1. I am to be at a meeting at 5 o'clock.
2. There is to be an enquiry into the railway accident.

In these sentences, the form be + to + the base form of the verb is used to express a duty or necessity or planned course of action in the future.

Subject and Verb Concord (Agreement)

General rule: The verb must agree with its subject in number and person. In other words, the verb must be of the same number and person as the subject.

NOTE

In the correction of sentences section of many competitive examinations, the S-V concord is usually tested.

Rule 1: When two subjects are joined by 'and', the verb is plural.

My friend and his father are in India.

Rule 2: When two singular nouns joined by and refer to the same person or thing, the verb is singular.

The secretary and treasurer has been arrested.

The District Magistrate and Collector is on leave today.

NOTES

1. Article 'the' is used only once when the two nouns refer to the same person or thing.
2. If the two nouns refer to different persons or things, article 'the' is used before each noun. In such cases, the verb will be in the plural form.

Example: The secretary and the president have been given warm welcome.

Rule 3: If two different singular nouns express one idea, the verb should be in the singular form.

Bread and milk is good for breakfast.

Rice and curry is my favourite dish.

This is the long and the short of the matter.

Rule 4:

When two singular subjects are practically synonymous, the verb should be in the singular form.

The law and order situation in the state is under control.

His power and influence is on the decline.

Power and position has no charm for my friend.

Peace and prosperity is the need of the day.

Rule 5: If two singular subjects (combined by and) are preceded by each or every, the verb should be in the singular.

1. Every boy and girl was present in the class yesterday.
2. Every man and every woman has the right to express his or her view.

Rule 6: When the subjects joined by ‘either–or’ or ‘neither–nor’ are of different persons, the verb will agree in person and number with the noun nearest to it. Also, the plural subject must be placed nearest to the verb. (This is very important and)

Either Radha or Rajani has done this mischief.

Neither Mohini nor Ragini is beautiful.

* Either the chief minister or the cabinet ministers are responsible for this problem.

Neither you nor he is to take up this task.

Either you or I am responsible for this mistake.

Rule 7: If connectives such as with, together with, as well as, accompanied by are used to combine two subjects, the verb agrees with the subject mentioned first.

The President of India together with his personal secretaries is invited to this function.

The actress, along with her manager and some friends, is attending the function.

Mr. Michael, accompanied by his wife and children, is arriving tonight by train.

NOTE

If the conjunction and is used instead, the verb would then be plural.

Compare (i) Saritha and Rajitha are our professor’s daughters.

Rule 8: When ‘not only ... but also’ is used to combine two subjects, the verb agrees with the subject close to it.

Not only Harish, but also his brothers were arrested.

Rule 9: None / No

None can take either a singular or a plural verb depending on the noun which follows it;

Structure: none + of the + non-count noun + singular verb
None of the counterfeit money has been found.

Structure: none + of the + plural count noun + plural verb
None of the students have finished the exam yet.

No can take either a singular or plural verb depending on the noun which follows it.

Structure: No + singular noun + singular verb.

Example: No example is relevant to this case.

Structure: No + plural noun + plural verb

Example: No examples are relevant to this case.

Rule 10: Many words indicating a number of people or animals are singular. The following nouns are usually singular. In some cases, they are plural if the sentence indicates that the individual members are acting separately.

| | | |
|-----------|------------|--------------|
| congress | family | group |
| committee | class | organisation |
| team | army | club |
| crowd | government | jury |
| minority | public | |

Examples of collective nouns used with a singular verb:

The committee has met, and it has accepted the proposal.

The family was happy at the news.

The crowd was wild with excitement.

The Congress has initiated a new plan to combat inflation.

Our team is certain to win the match.

Some collective nouns are used in plural:

Examples:

The committee have arrived by different trains.

The family were fighting over inheritance.

The family living next door often quarrel among themselves

Rule 11: Majority can be singular or plural. If it is alone it is usually singular, if it is followed by a plural noun, it is usually plural.

The majority believes that the country can progress.

V

The majority of the lecturers believe that the student has not copied in the examination.

V

Rule 12: A number of/the number of observe the two structures:

1. A number of + plural noun + plural verb.
2. The number of + plural noun + singular verb.

Examples:

1. A number of students are going to the class picnic.

2. The number of days in a week is seven.

3. The number of residents who have been living in this colony is quite small.

4. A number of the applicants have already been interviewed.

Rule 13: Collective nouns indicating time, money, and measurements used as a whole are singular and take a singular verb.

Twenty-five rupees is not such a big amount for him.
Two miles is too much for this man to run.

Rule 14: When a lot of, a great deal of, plenty of, most of, and some of refer to number, a plural verb is used.

Examples:

A lot of people were present in the gallery.
Some of the students were absent.

NOTE

If these expressions refer to an amount or an uncountable noun, the verb is in the singular number.

Examples:

A lot of work has to be completed before we go.
A great deal of work has been finished.

Rule 15: When the percentage or a part of something is mentioned with plural meaning the plural verb is used.

Examples:

30% of Indian women are literate.
Three-quarters of the food has been eaten.
(Here the reference is to the food as a whole.)

Rule 16: ‘Barracks’, ‘headquarters’, ‘whereabouts’ ‘alms’, etc. take a singular verb, as well as the plural verb.

The headquarters of the UNO is/are New York.

Rule 17: In sports, while referring to the players, the name of the country is followed by plural verb.

England have won the World Cup.

V

Rule 18: When the word ‘enemy’ is used in the sense of ‘armed forces’ of a nation with which one’s country is at war, we have to use the plural verb:

The enemy were forced to retreat.

SAMPLE EXERCISE-10

Direction for questions 1 to 4: Fill in the blanks with 10 appropriate verbs.

- I am sure that you will soon _____ to this environment.
(A) get used (B) be used
(C) be habituated (D) be linked
- I _____ him from taking unnecessary loans.
(A) distinguished (B) dissuaded
(C) diverted (D) dissented
- He _____ his studies.
(A) has left (B) is learning
(C) deserts (D) has discontinued

- This big book _____ 30 chapters.
(A) is comprising of (B) consists
(C) comprises of (D) comprises

NON-FINITES

Verbs can be classified as

1. Finites and
2. Non-finites.

A finite verb is a verb that denotes tense.

Example:

He goes to school.

‘Goes’ represents the simple present tense.

Similarly ‘went’, ‘gone’ are the other forms of the verb. These have been discussed in a later chapter.

Non-finites are verb forms that do not give complete (finite) meaning. They have none of the tenses, have no number, and take no modals (auxiliary verbs). There are four types of non-finites:

1. Infinitive
2. Gerund
3. Present participle
4. Past participle

Look at these sentences:

1. She wants to buy a new house. (Infinitive)
2. Buying a new house needs money. (Gerund)
3. I found him looking for a new house. (Present participle)
4. Wounded in the war, the soldier was brought to the medical camp. (Past participle)

The Infinitives

1. Look at the forms of the infinitive in the following sentences:
(a) Rajitha wanted to learn photography.
(b) She is reported to be learning it.
(c) She is reported to have learnt painting already.
(d) She is known to have been learning music for the last five years.

In these sentences, you see four forms of the infinitive. The following are the structures of these four infinitives.

| | |
|--------------|---|
| Sentence (a) | to + verb |
| Sentence (b) | to be + verb -ing (present participle) |
| Sentence (c) | to have + past participle |
| Sentence (d) | to have + past participle of be + verb -ing |

Some of these forms have the corresponding passive voice.

to learn—to be learnt:

There is a great deal to be learnt in photography.

To have asked—to have been asked:

He was happy to have been asked to deliver the convocation address.

- The aforementioned infinitives have the word to before them.

But look at these sentences:

(a) The mother made the child drink the medicine.

(b) Then she let the child go out and play.

‘To’ is very commonly used with the infinite, but it is not a necessary sign of the infinitive. The following verbs take the infinitive without ‘to’.

- The principal verbs: can, must, let, make, bid, dare, please, need, etc.
- Verbs denoting some kind of perception: see, hear, feel, watch, know, think, etc.

Examples:

- Make her do the work.
- You need not go there.
- Please go there.
- Let him stand there.

The infinitive without ‘to’ is used after had better, had rather, had sooner, would rather, sooner than, rather than.

Examples:

- You had better meet your uncle.
- He would rather fight than give up.
- I had rather write than play.
- She had sooner run than walk.

SAMPLE EXERCISE—I

Rewrite the following sentences using to, wherever necessary, before the verbs given in the brackets.

- Dr. Rao asked his daughter _____ home before 9 o’ clock. (come)
- If you have planned _____ the airport before five, you had better _____ at once. (reach, start)
- He wouldn’t let anyone _____ his bicycle. (use)
- We wanted _____ the house where Mahatma Gandhi was born. (see)
- He would rather _____ than _____ a lie. (die, tell)

THE GERUND

The gerund and the present participle have the same form, verb + ing : swimming, walking, cutting, etc. (the gerund is also called the verbal noun)

Uses of the gerund:

- As the subject of a verb:
Swimming is a good exercise.
Smoking is injurious to health.
Speaking is easier than writing.
Looking after children needs a lot of patience.

- As the object of a verb:
He likes reading detective novels.
Would you mind returning these books to him?
I hate waiting at bus stop.
- As the object of a preposition:
The minister inaugurated the school by lighting a lamp.
He was fined for being drunk.
He is thinking of resigning his job.
They resumed their journey after resting for an hour.
- As the subject complement:
Talking to him is wasting time.
Seeing is believing.

NOTE

When a noun or pronoun is placed before a gerund, it must be in the possessive case.

Example:

- I was pleased at Robert coming here (Incorrect)
- I was pleased at Robert’s coming here (Correct)
- They insisted upon me writing the essay. (Incorrect)
- They insisted upon my writing the essay. (Correct)

But the possessive case cannot be used with the gerund in the following cases.

- When the noun denotes a lifeless thing.

Examples:

There is no danger of the wall’s falling down. (Incorrect)

There is no danger of the wall falling down. (Correct)

NOTES

- The following verbs can take either an infinitive or a gerund as an object.
Continue regret try propose
forget neglect remember learn
- The following verbs can be followed by the infinitive (to + V) as the direct object.
agree forbid learn offer
care forget plan decide
hope pretend deserve intend
mean refuse fail
- The following verbs can be followed by the gerund (V + ing) as the direct object.
admit deny postpone appreciate
enjoy practise avoid finish
stop cannot help keep suggest
consider
- The following verb phrases (verb + preposition) can be followed by the gerund (V + ing). Remember that gerunds, not infinitives, follow prepositions in general.
decide on think about keep on think of
plan on put off look forward to

THE PARTICIPLE

Look at the words underlined in these sentences.

1. The crying child gets milk.
2. We found a man running for the bus.
3. Inaugurating the seminar, the Education Minister spoke about the prohibition policy.

The words underlined are participles. There are two types of participles.

1. The present participle
2. The past participle

The form of the present participle:

Verb + ing Example: cry + ing

The form of the past participle:

V + ed Example: wound + ed

(OR)

V + en Example: drunk + en

Wrong use of participles:

1. Whenever a participle is used, the noun or pronoun to which it refers, must also be mentioned.

Look at the following sentence:

While taking a bath, the shampoo bottle fell.

What is wrong with this sentence?

The sentence, as it stands means that the ‘shampoo bottle’ was taking a bath. In other words, there is no noun or pronoun to which the participle ‘taking’ refers. Hence, the sentence should be re-written, as ‘while I was taking bath, the shampoo bottle fell.’

Given below are a few more examples.

1. Being a rainy day, I did not go out. (Incorrect)
It being a rainy a day, I did not go out. (Correct)
2. Crossing the road, a truck hit her. (Incorrect)
While she was crossing the road, a truck hit her. (Correct)

NOTES

1. Sometimes the spellings of the past participles are not different in the case of some verbs.

Example: come, hit, etc.

2. Sometimes, the present participle and the past participle can function like adjectives.

Examples:

1. The wounded soldier was carried to the medical camp.
past. part.
2. A rolling stone gathers no moss.
pre. part.

CORRECT USE OF PREPOSITIONS

A preposition is a word placed before a noun or a pronoun or a noun equivalent and shows some relationship between that and some other word in the sentence.

1. Mohan gave a lecture on patriotism.
prep N
2. The prize is given to her.
prep. pr. noun
3. His objection is to what all you say.
prep. noun eq. (clause)

The words underlined are called prepositions because they normally take position before (pre) a noun. The preposition is said to ‘govern’ the noun that follows it. The noun is said to be the ‘object’ of the preposition.

Besides single-word prepositions, there are also phrases which do the work of prepositions and are called ‘phrase prepositions.’

Types of Prepositions:

1. Single-word prepositions
in, on, after, at, with, under, above, etc. (These are simple prepositions.)
2. Phrase prepositions (complex prepositions)

Some types of complex preposition structures with examples are given below.

1. Adverb + preposition
along with, apart from, as for, as to, away from, onto, out of, together with, upto, such as, instead of
2. Verb/adjective/conjunction, etc. + preposition
except for, owing to, due to, but for, because of.
3. Preposition + noun + preposition
by means of, on account of, in comparison with, in accordance with, in view of, in spite of,

NOTE

On certain occasions, it is both necessary and correct to end a sentence with a preposition. English is a flexible language and defies pedantic rules of grammar.

Now, look at the following sentences:

This is the boy I gave the book to.

This is the house that I was born in.

In these sentences, the preposition is used at the end of a sentence.

Object of the Preposition

The noun or noun-equivalent (pronoun, adverb, gerund, infinitive, adverbial clause, or any clause that can be used as the object of the preposition) before which the preposition is placed is called its object.

Examples:

- The glass is on the table. (noun)
I depend on him. (pronoun)
Go away from here. (adverb)
He is fond of playing. (gerund)
She was well till a few days ago. (adverbial phrase)
I shall see it for what it is worth. (adverbial clause)

Rules Pertaining to the Use of Prepositions

Rule 1: A preposition is placed at the end of a sentence in the following ways:

- When the relative pronoun is 'that':
Example: Here is the pen that you are looking for.
- If a preposition governs a relative pronoun:
Example: This is the student whom I spoke about.
- When the relative pronoun is understood:
Example: This is the person you spoke to.
- If a preposition governs an interrogative pronoun or an interrogative adverb:
Example: What are you looking at?
- When the preposition is used with the infinitive placed at the end of the sentence:
Example: Do you have a chair to sit on?
- When the object governed by the preposition is placed first:
Examples: This I insist on.
He is known all the world over.

Rule 2: A preposition can also be used at the beginning of an interrogative sentence.

Examples:

In which city do you live?

To whom are you referring?

Rule 3: There are many words which can be used as prepositions or as adverbs. The most important of these are about, above, across, along, before, below, behind, besides, by, down, in, near, off, over, past, round, through, under, up, etc.

Examples:

| Preposition | Adverb |
|---|--|
| He was here <u>before</u> ten. | He has done this <u>before</u> . |
| He was <u>behind</u> us. | She is long way <u>behind</u> . |
| The shop is just <u>round</u> the corner. | Come <u>round</u> and see me this afternoon. |

Rule 4: There are some words with prepositions, which require gerunds after them.

Examples:

| | |
|-------------------------|-----------------------|
| refrain from hurting | abstain from drinking |
| prevent from working | aid at doing |
| persist in disobeying | addicted to gambling |
| succeed in doing | bent upon doing |
| disqualified from doing | averse to playing |
| knack of getting | expert in inventing |
| prohibit from entering | desist from talking |
| tired of writing | capable of teaching |
| pretext for delaying | desirous of going |
| fond of playing | insist on going |

Rule 5: The verbs that are placed immediately after prepositions are usually in the gerund form.

Examples:

Manohar insisted on buying a television.

She left the hotel without paying the bill.

Rule 6: Some words with prepositions can take the gerund as well as the infinitive.

Examples:

He is afraid of going out alone at night.

He is afraid to go out alone at night.

Rule 7: Some intransitive verbs become transitive by placing prepositions after them.

Examples: laugh at, listen to, depend on/upon, prevail on/upon, etc.

Rule 8: In and Within

- In refers to the end of a period of time usually in the future, e.g. He will return in a month. (at the end of one month)
- Within means before the end of a period of time. (at any time before the specified period)
He will return within a month. (he may come after two weeks also)

Rule 9: In and Into

- 'In' indicates rest or motion inside anything.

Examples:

She is in the garden. (rest, inside)

She is walking in the garden (motion inside)

- 'Into' means motion towards the inside of anything.

Examples:

I walked into the garden.

Thieves broke into my friend's house yesterday.

Rule 10: On and Upon

- On is used:
 - in speaking of things at rest.
He sat on a big stone.
 - before the names of days and dates.
On Friday, on the 2nd of August, etc.
 - to denote support for and concern about somebody or something.
He lives on his maternal uncle's wealth.
I wrote books on politics.
- Upon is used:
in speaking of things in motion.
The tiger sprang upon the goat.

Rule 11: Beside and Besides

Beside means 'by the side of'

Example:

My house is beside the Kali temple.

Besides means in addition to or moreover

Examples:

- There are four professors in the department besides the head of the department.
- Besides English we are taught French.

Rule 12: Between and Among

Between is used for two persons or things

Examples: Distribute these sweets between the two children.

There is a good understanding between him and her.

Among is used for more than two persons or things.

Example: The boys were fighting among themselves in the absence of their teacher.

Rule 13: By is used to mean:

1. according to; from the evidence of
By my watch, it is 10.30.
2. to denote the doer of an action in the passive voice.
The thief was beaten by the policeman.

Rule 14: Prepositions from, since, for with reference to time.

From, since indicate a point of time.

1. I have not seen her since Monday.
I have not seen her from August.
For indicates a length or period of time.
2. I have not seen her for six months.

SAMPLE EXERCISE-12

Direction for questions 1 to 5: Fill in the blanks with appropriate prepositions.

1. The aggrieved party demands that the CBI should investigate _____ the case.
(A) into (B) in
(C) at (D) no preposition required
2. He is persistently prevailing _____ his wife to resign her job.
(A) to (B) upon
(C) at (D) over
3. Though she searched _____ the ring everywhere, it was in vain.
(A) for (B) about
(C) out (D) no preposition required
4. The speaker has not yet entered _____ the assembly hall.
(A) into (B) in
(C) to (D) no preposition required
5. Which pen would you like to write _____?
(A) for
(B) with
(C) in
(D) no preposition required

CORRECT USE OF CONJUNCTIONS

A conjunction is a word which connects words, phrases, clauses or sentences. It also brings about relationship between the elements which are thus joined. There are two types of conjunctions:

1. Co-ordinate conjunctions
2. Subordinate conjunctions

A co-ordinate conjunction joins two clauses or sentences of equal rank. Also, it joins two words of equal grammatical rank.

And, but, for, nor, or, but, otherwise, else, also, either-or, neither-nor, etc. are the chief co-ordinate conjunctions.

Examples:

He went to the hospital and met the doctor.

Dr. Rao and Dr. Reddy are best friends.

The co-ordinate conjunctions are of four kinds:

1. **Cumulative Conjunction:** A conjunction which adds one statement or fact to another is a cumulative conjunction.

Example:

The professor as well as the lecturer has accepted to conduct the examination next week.

The following are the cumulative conjunctions:

Not only ----- but also,
Both ----- and,
as well as
too, also, moreover etc.

2. **Alternative Conjunctions:** A conjunction of this kind expresses a choice between two alternatives. Either-or, neither-nor, otherwise, else, etc. are alternative conjunctions.

Examples:

She is good neither at games nor at studies.

Work hard, otherwise you will fail.

3. **Adversative Conjunctions:** An adversative conjunction expresses a contrast between two facts or statements.

Only, however, but, still, yet, whereas, nevertheless, etc. are adversative conjunctions.

Examples:

She was angry, but she kept quiet.

She hates me, yet I love her.

4. **Illative Conjunctions:** Such a conjunction shows that a statement or fact is proved or inferred from another.

Therefore, hence, so, consequently, for, etc. are illative conjunctions.

Example:

He is honest and amiable, hence he is revered.

5. Subordinate Conjunctions: They are the conjunctions that connect a clause to another on which it depends for its full meaning.

The adverbial clauses are usually connected to the main clauses by means of the subordinate conjunctions.

The chief subordinating conjunctions are after, because, if, another, though, till, etc.

The following are some sentences in which important subordinate conjunctions are used.

1. The patient had died before the doctor arrived.
2. We eat so that we may live.
3. He behaved in such a manner that all disliked him.

The following compound expressions also can be used as conjunctions.

Examples: In order that, on condition that, even if, so that, provided that, as though, as well as, as if.

NOTE

There are some words that are used as both conjunctions and prepositions.

Conjunctions

We went home after he came to the office

I went to bed early, for I was tired.

Prepositions

We went home after sunset.

I shall do it for him.

The following conjunctions are used in pairs and hence are called correlative conjunctions.

Either ... or
Neither ... nor
Both ... and
Whether ... or
Not only ... but also

NOTE

When conjunctions are used as correlatives, each of the correlated words should be placed immediately before the words to be connected.

For example

- He not only visited Bombay but also Pune. (wrong)
- He visited not only Bombay but also Pune. (correct)
- He is neither good at Mathematics nor at Science. (incorrect)
- He is good at neither Mathematics nor Science. (correct)

SAMPLE EXERCISE-13

Direction for questions 1 to 10: Fill in the blanks with appropriate conjunctions.

1. I don't know how to rate him; he is neither innocent _____ intelligent.
(A) And (B) Nor
(C) Or (D) But
2. I am ready to help him, _____ he may not accept it.
(A) Therefore (B) However
(C) Even (D) Despite
3. In functions, better be first as far as food is concerned _____ you might starve.
(A) Lest (B) Otherwise
(C) So that (D) Hence
4. He says that he is speaking the truth but I don't think _____.
(A) Still (B) Although
(C) So (D) No conjunction
5. _____ his ill health, he has successfully completed the given task.
(A) Despite (B) Besides
(C) Because of (D) Owing to
6. Beyond doubt he is rich, _____ he could afford to study abroad.
(A) As well as (B) Though
(C) Still (D) Hence
7. _____ it was very hot, we could not walk further.
(A) Because (B) As such
(C) Although (D) Though
8. Many people waste power and water _____ many others are completely deprived of it.
(A) When (B) Because
(C) While (D) For
9. The weather is very hot, _____ it is middle of May.
(A) While (B) Since
(C) Supposing (D) Hence
10. He is very poor _____ he managed to get a good education.
(A) Where (B) Nevertheless
(C) Despite (D) In spite

NOTES ON PHRASAL VERBS

Phrasal verbs: Certain verbs when followed by certain prepositions or adverbs acquire a new significance.

They are said to be phrasal verbs.

Given below are a few phrasal verbs with meanings and usage. Study them carefully.

1. Back up: to support; to sustain.
You need to back up your statement with correct data.
2. Bear down: to overthrow; to overcome.

Question Tags

Question Tags are a feature of most languages, but English differs from many of them. Consequently, the following error is sometimes found.

Examples:

You are going to the cinema this evening, isn't it? (Incorrect)

You are going to the cinema this evening, aren't you? (Correct)

The following rules pertaining to the use of question tags should be borne in mind to avoid making errors:

1. Use the same auxiliary verb as in the main clause.
2. If the sentence has no auxiliary verb, use do, did, or does

Examples:

John sings very well, doesn't he?

John does not sing very well, does he?

3. If the given sentence is positive, the tag is negative. If the given sentence is negative, the tag is positive.

Examples:

Positive Statement Negative Tag

Rajini is a music teacher, isn't she?

Negative Statement Positive Tag

Rajini is not a music teacher, is she?

4. Don't change the tense.
The tense of the verb in the tag should be the same as the one in the statement.

Examples:

Mahesh did not accept the job, did he? (correct)

Mahesh did not accept the job, doesn't he? (incorrect).

5. Both the main sentence and the tag should have the same subject. The tag must contain the subject form of the pronoun.

Example: You are teaching them grammar, aren't you?

6. If the main sentence consists of the forms like it is, there are and there is; the question tag also takes there or it.

Example: There are only twenty boys in this class, aren't there?

Observe the following: (All of the following are correct)

1. Dr. Rao is a professor of English, isn't he?
2. My cousin cannot run fast, can he?
3. She mustn't see the film, must she?
4. We used to live in Nigeria, didn't we?
5. You couldn't swim a mile, could you?
6. Mr. Brown will be our new principal, won't he?
7. I am not a good player, am I?
8. I am a good player, aren't I?

ACTIVE-PASSIVE VOICE

In English, the active voice is more common than the passive voice, although the passive voice is acceptable and even preferred at times. It is the context that is to be taken into consideration while deciding upon the type of construction: active or passive. While both types of construction may be grammatically correct, one of them could be more elegant. The following are some of the points of observation.

1. When the subject of the sentence is the doer of the action, denoted by the verb, then the sentence is said to be in active voice.*

* **Example:** The hunter shot the tiger.

s v o

2. When the subject of the sentence is the receiver of the action denoted by the verb, then it is said to be in the passive voice.

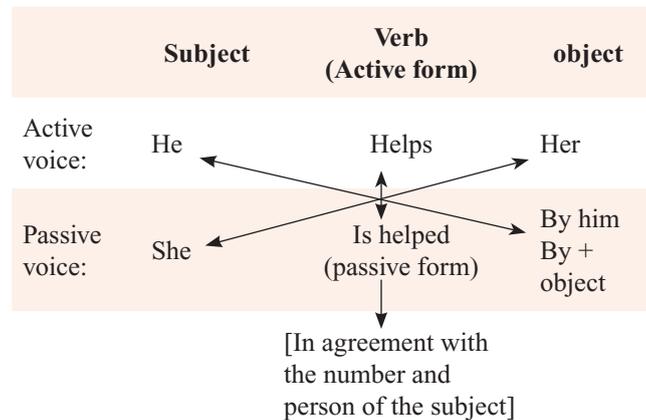
The tiger was shot by the hunter.

s v o

Note: The subject of the verb in the active voice is made the object of the verb in the passive voice and is introduced with the preposition 'by'. Sometimes, the word 'by' is omitted when the agent is not required to be mentioned.

Example: He was elected the leader of the group.

This can be shown graphically:



3. The passive voice is preferred when the doer of the action is unknown or unimportant.
The cure for cancer will probably be discovered by some unknown scientist in a laboratory.
(‘the cure for cancer’ is the main idea in the sentence and not ‘the unknown scientist’)
That church was built in the 16th century.
(who built the church is unimportant and hence not mentioned)

4. When discussing history, the passive voice is often used.

Example:

The war was fought over gold.

5. The active voice is used when the subject is more important than the object.

We watched the news.

Archimedes discovered the laws of floating bodies.

6. Avoid using active and passive in the same sentence.

The food was cooked and served.

passive passive

Susan cooked the dinner and washed the dishes.

active active

7. Use one verb instead of two whenever possible.
Saritha enjoys good food and music.
(Saritha enjoys good food and music is also enjoyed by her.)

The following table will help you to note the changes from the active voice to the passive voice:

| Tense | Active | Passive |
|-------------------------------------|--|--|
| 1. Simple present tense | He <u>writes</u> a letter | A letter <u>is written</u> by him |
| 2. Present continuous | He <u>is writing</u> a letter | A letter <u>is being written</u> by him. |
| 3. Present perfect tense | He <u>has written</u> a letter | A letter <u>has been written</u> by him. |
| 4. Present perfect continuous tense | He <u>has been writing</u> a letter | No passive form. |
| 5. Simple past tense | He <u>wrote</u> a letter | A letter <u>was written</u> by him. |
| 6. Past continuous tense | He <u>was writing</u> a letter | A letter <u>was being written</u> by him. |
| 7. Past perfect tense | He <u>had written</u> a letter. | A letter <u>had been written</u> by him. |
| 8. Past perfect continuous tense | He <u>had been writing</u> a letter. | No passive form. |
| 9. Simple future | He <u>will write</u> a letter. | A letter <u>will be written</u> by him. |
| 10. Future continuous tense | He <u>will be writing</u> a letter. | No passive form. |
| 11. Future perfect tense | He <u>will have written</u> a letter. | A letter <u>will have been written</u> by him. |
| 12. Future perfect continuous tense | He <u>will have been writing</u> a letter. | No passive form. |

NOTE

Sentences with intransitive verbs cannot be changed to passive voice because such verbs do not take objects after them.

Example:

The sky is blue.

He goes to school. (intransitive verb)

Additional Examples

In the following examples, we cannot say that the first sentence is absolutely wrong. In certain contexts, it may even be preferred. However, generally speaking, the corrected sentence (the second sentence) is preferable. We are calling the first sentence AWKWARD and the second sentence BETTER.

- AWKWARD: Ice cream was eaten at the party by the children.
BETTER: The children ate ice cream at the party.
- AWKWARD: Some people painted pictures of animals on ancient cave walls.
BETTER: Pictures of animals were painted on ancient cave walls.

3. AWKWARD: Henry likes swimming and golfing is also liked by him

BETTER: Henry likes swimming and golfing.

DIRECT AND INDIRECT SPEECH

Speech can be reported in two ways

- The actual words of the speaker can be repeated. This is called DIRECT SPEECH
Example: Meena said, 'I don't want to play now'.
- We can report what the speaker said without quoting his exact words. This is called INDIRECT SPEECH.
Example: Meena said that she didn't want to play then.

The verb that introduces the reported speech is called the reporting verb and the words that are put within inverted commas are called the reported speech.

Direct speech is always enclosed within inverted commas and always begins with a capital letter.

It is separated from the reporting verb (said) by a comma.

Rules for changing direct speech into indirect speech.

- No inverted commas are used in indirect speech, and no comma is used after the reporting verb.

- The tense of the reporting verb is never changed.
- The conjunction 'that' is used after the reporting verb in the case of statements.
- When the reporting verb is in the past tense, the present tenses of the direct speech are changed into the corresponding past tenses.

- (a) Simple present becomes simple past

Examples:

Raju said, 'I am happy.'

Raju said that he was happy.

- (b) Present continuous becomes past continuous

Examples:

Madhav said, 'My father is sleeping'. Madhav said that his father was sleeping.

- (c) Present perfect becomes past perfect.

Examples:

Umesh said, 'I have failed in my duty'. Umesh said that he had failed in his duty.

- (d) 'Shall' of the future tense changes to 'should', 'will' changes to 'would' or 'should'.

Example:

He said to me, 'I will meet you tomorrow'.

He told me that he would meet me the next day.

Exceptions

- If the reporting verb is in the present or in the future tense, the tense of the verb in the reported speech does not change.

Examples:

He says, 'I will never come back'.

He says that he will never come back.

My father will say, 'I cannot buy you a car'.

My father will say that he cannot buy me a car.

- If the reported speech expresses a universal truth or a habitual fact its tense remains unchanged.

Examples:

The teacher said, 'Honesty is the best policy'.

The teacher said that honesty is the best policy.

Mother said, 'Mahesh drinks milk before going to bed every night'.

Mother said that Mahesh drinks milk before going to bed every night.

- When the reported speech contains a time clause and both the main verb and the verb in the time clause are in the simple past, the verbs remain unchanged.

Examples:

He said, 'The bus did not move till all the passengers were seated'.

He said that the bus did not move till all the passengers were seated.

NOTE

If the main verb is in the simple past tense and the verb in the time clause is in the past continuous tense, it is usual to change the main verb to past perfect and leave the verb in the time clause unchanged.

Examples:

She said, 'Dhiren fell while he was crossing the road'.

She said that Dhiren had fallen while he was crossing the road.

- If the reported speech describes a state of affairs that still exists when the speech is reported, its tense remains unchanged.

Examples:

Ram said, 'My wife keeps complaining of aches and pains'.

Ram said that his wife keeps complaining of aches and pains.

- When the verb in the spoken sentence is in the past perfect tense, there is no change in the tense of the verb in the reported speech.

Examples:

He said, 'I had waited there for half an hour before the bus arrived'.

He said that he had waited there for half an hour before the bus arrived.

- (a) The simple past in direct speech becomes past perfect in indirect.

Examples:

The student said, 'I wrote a letter yesterday'.

The student said that he had written a letter the previous day.

- (b) Past continuous tense of direct speech is changed to past perfect continuous.

Examples:

Seema said, 'We were watching TV the whole evening'.

Seema said that they had been watching TV all evening.

- The pronouns of the direct speech are changed where necessary so that it is clear who said what to whom, about whom.

Examples:

He said, 'I don't understand you'.

He said he didn't understand me.

I said to him, 'I don't trust you'.

I told him that I didn't trust him.

NOTE

'Said' followed by 'to' changes to 'told'.

They said, 'We will come again tomorrow'. They said that they would come again the next day.

I said, 'I have done my duty'.

I said that I had done my duty.

The teacher said, ‘You have done well’.
 The teacher said that I had done well.
 He said, ‘You should be regular to class’.
 He said that I should be regular to class.

8. Words expressing nearness in terms of time and place become words of distance.

| Direct | Indirect |
|------------|-------------------------------------|
| this/these | that/those |
| here | there |
| now | then |
| ago | before |
| thus | so |
| today | that day |
| tomorrow | the next day |
| yesterday | the day before the previous day |
| last night | the night before/the previous night |
| next week | the following week |

Examples:

He said, ‘These are the books I am looking for’.
 He said that those were the books he was looking for.

9. **Reporting different kinds of sentences**

(a) **Statements**

In indirect statements, the conjunction ‘that’ is placed after the reporting verb. However, it is often omitted. Indirect statements are introduced by such verbs as ‘say’, ‘tell’, ‘reply’, and ‘inform’

Examples:

He said, ‘I am feeling very weak’.
 He said that he was feeling very weak.
 She said to me, ‘You must obey your parents’.
 She told me that I must obey my parents.
 Sheela said, ‘No, I will not be able to come’.
 Sheela replied that she would not be able to come.
 Madhav said, ‘The last train leaves at 10 o’clock’.
 Madhav informed me that the last train leaves at 10 o’clock.

(b) **Questions**

In reporting questions, the indirect speech is introduced by verbs such as ‘asked’, ‘inquired’, etc. In indirect questions, the question form changes to the statement form. That is, the verb is placed after the subject.

Examples:

He said, ‘Where is the letter?’
 He asked where the letter was.

If the question in direct speech begins with a question word (e.g. who, what, which, when), this word serves as a link between the reporting verb and the reported question.

‘Why did she come?’ Sekhar said.
 Sekhar asked why she had come.

If the question has no question word and can be answered with a ‘yes’ or ‘no’, the conjunction ‘whether’ or ‘if’ is placed after the reported verb.

Examples:

‘Do you know French?’ she said.
 She asked me if I knew French.

(c) **Commands and Requests**

In reporting commands and requests, the indirect speech is introduced by a verb expressing command or request and the Imperative mood is changed into the infinitive.

In indirect commands and requests, a verb such as ‘tell’, ‘ask’, ‘order’, ‘command’, and ‘request’ is followed by the person addressed and the ‘to infinitive’.

Examples:

He said to his servant, ‘Bring me a glass of milk’.
 He ordered his servant to bring him a glass of milk.
 ‘Can you post this letter for me?’ she said.
 She requested me to post that letter for her.

(d) **Exclamations**

In reporting exclamations and wishes, the indirect speech is introduced by a verb that expresses an exclamation or a wish such as exclaimed, praised, blamed, applauded, called to witness, wished and desired.

Examples:

‘What a beautiful house you have!’ my friend said.
 My friend exclaimed that I had a very beautiful house.
 Alice said, ‘How clever you are!’
 Alice exclaimed that I was very clever.
 ‘Bravo! You have done well’, the Principal said.
 The Principal applauded the boy for doing well.

Here are some more reporting verbs for statements.

| | | |
|---------|---------|----------|
| declare | inform | maintain |
| state | propose | announce |

When the spoken sentence is by way of a reply to a question, we can use ‘answer’, ‘reply’, ‘respond’, etc.

Some more verbs for reporting imperative sentences:

| | | |
|---------|--------|---------|
| order | tell | pray |
| command | advise | suggest |

DICTION (WORDS OFTEN CONFUSED)

Diction is the choice of words. In English, there are many words which are usually confused. Some words have similar meanings but cannot be used interchangeably; that is, a choice must be made according to the grammatical situation. The following are some pairs of words that are often confused in their usage.

| | |
|---|--|
| 1. Advice : (noun) | The teacher gave much advice to the students. |
| Advise : (verb) | The doctor advised me to take nutritious food. |
| 2. Adapt : (make suitable) | Novels are adapted for the stage. |
| Adopt : (take a child as one's own) | He adopted a son. |
| 3. Allusion : (reference) | The allusion that I am stingy is a mistake. |
| Illusion : (false notion) | I do not have illusions about his ability. |
| 4. Amiable : (pleasant and good-tempered) | Radha is quite an amiable person. |
| Amicable : (friendly) | The dispute is quite serious and therefore cannot be settled amicably. |
| 5. Apposite : (relevant) | His speech was apposite to the occasion. |
| Opposite : (contrary) | <u>Heavy</u> is the opposite of <u>light</u> . |
| 6. Beside : (by the side of, close) | His mother sat beside him. |
| Besides : (in addition to) | Is anyone else coming besides you? |
| 7. Childish : (silly) | I don't like his childish behaviour. |
| Childlike : (innocent) | Gandhiji always put on a childlike smile on his lips. |
| 8. Confidant : (person with whom one trusts with secrets) | Nehruji was a confidant of Gandhiji in political matters. |
| Confident : (to be sure) | I am confident of success in the examination. |
| 9. Continual : (very frequent) | He had continual arguments with his wife. |
| Continuous : (going on without a break) | There was continuous rain yesterday. |
| 10. Deny : (ascertain that something is wrong) | The minister denied the allegation that he had taken bribe. |
| Refuse : (decline to take something that is offered or to do something that one is asked to do) | He refused the money given as bribe. |

EXERCISES

Grammar—Nouns/Articles/Pronouns

Basic

Direction for questions 1 to 5: Fill in the blanks with the correct pair of words or phrases so that the sentence is grammatically correct and meaningful.

1. _____ man loves _____ money.
 - (A) The . . . the
 - (B) A . . . the
 - (C) The . . . no article
 - (D) No article required . . . no article required
2. _____ student of the class _____ to finish the work by tomorrow.
 - (A) All . . . has
 - (B) Each . . . have
 - (C) Every . . . were
 - (D) Each . . . has
3. _____ platinum is _____ any other metal.
 - (A) The . . . costlier than
 - (B) No article required . . . costlier than
 - (C) The . . . more costlier than
 - (D) No article required . . . more costlier than
4. The _____ of my professors inspired me to _____ hard and win the competition.
 - (A) Advise . . . practise
 - (B) Advice . . . practise
 - (C) Advise . . . practice
 - (D) Advice . . . practice
5. In India, _____ power to commute a death sentence is vested _____ the president.
 - (A) The . . . for
 - (B) No article required . . . by
 - (C) No article required . . . on
 - (D) The . . . in

Direction for questions 6 to 10: Fill in the blanks with suitable articles.

6. _____ British ruled India for four hundred years.
(A) No article (B) A
(C) An (D) The
7. The teacher ordered the students not to make _____ noise.
(A) A (B) An
(C) No article (D) The
8. Women in many Middle Eastern countries are deprived of _____ freedom even to this day.
(A) A (B) An
(C) The (D) No article
9. Besides being a scholar, he is also _____ eminent orator.
(A) The (B) No article
(C) An (D) A
10. _____ Rome is one of the ancient cities of the world.
(A) An
(B) No article
(C) A
(D) The

Advanced

Direction for questions 11 to 14: Correct the following sentences where necessary.

11. The doctor has given me many informations about the disease.
12. The magistrate has issued a summon asking me to attend his court on Monday.
13. Our office has purchased new furnitures for our department.
14. Four thieves broke into my cousin's house yesterday.

Direction for questions 15 to 20: Rewrite the following sentences after making the necessary corrections.

15. Good students like you and he should study regularly.
16. You, he and I are in the wrong.
17. Only you and him can do this work fast.
18. She helped everyone of those boys in doing their work.
19. Every teacher and every student should do their duty.
20. Neither of the boys have submitted their records.

Grammar—Verbs/Tenses/Auxiliary

Basic

Direction for questions 21 to 25: Fill in the blanks with suitable verbs.

21. We _____ with the photograph trying to hang it, till it fell to the floor and the frame broke.
(A) Wrested
(B) Wrestled
(C) Strived
(D) Wrecked
22. The young boy was lying in the middle of the road, and _____ in pain but nobody picked him up.
(A) Shaking
(B) Squirming
(C) Twisting
(D) Writhing
23. I took some flowers and chocolates with me for I was anxious to _____ for my thoughtlessness.
(A) Atone (B) Compensate
(C) Propitiate (D) Redeem
24. The ship was scheduled to _____ a couple of days later when it hit an iceberg and sank.
(A) Port (B) Dock
(C) Wharf (D) Moor
25. He _____ on his old feet but there was nobody to extend a helping hand.
(A) Tottered (B) Drooled
(C) Doddered (D) Lurched

Direction for questions 26 to 30: Fill in the blanks with appropriate verbs.

26. Sixty miles _____ a very long distance to drive.
(A) Are (B) Were
(C) Is (D) Has been
27. We hope that they _____ good health.
(A) Kept (B) Are enjoying
(C) Keep (D) Indulge in
28. The Prime Minister _____ to the US next week.
(A) Is flown (B) Fly
(C) Flied (D) Will fly
29. Did you _____ him any letter last week?
(A) Write for (B) Write to
(C) Write (D) Wrote
30. If I _____ you, I would have served them to the best of my ability.
(A) Were (B) Was
(C) Am (D) Will be like

Advanced

Direction for questions 31 to 35: Fill in the blanks in the given sentences so as to make sense. Select the correct word from the answer choices and mark its number as the answer.

31. In our country, agriculture must _____ pace with industrial development.
(A) Take (B) Make
(C) Loose (D) Keep

32. The people of South Asia _____ behind in economic development because of tensions and conflicts.
 (A) Has been left (B) Had been left
 (C) Left (D) Will be left
33. The motivation to _____ comes from a burning desire to achieve a purpose.
 (A) Meet (B) Start
 (C) Succeed (D) Idolize
34. He does not _____ the ugly aspects of human nature from his picture of life.
 (A) Eliminate (B) Include
 (C) Excuse (D) Extricate
35. After the shipwreck, they were _____ on the island for three days
 (A) Stuck (B) Sleeping
 (C) Marooned (D) Guided

Direction for questions 36 to 40: Correct the mistakes relating to the use of verbs in the sentences given below.

36. The 'Arabian Nights' are an interesting book.
 37. The cost of all essential commodities have gone up.
 38. Bread and milk are my only food for today.
 39. Sanjay as well as his brothers have gone home.
 40. The notorious dacoit with his followers have escaped.

Grammar—Adjectives/Adverbs

Basic

Direction for questions 41 to 45: Fill in the blanks with suitable adjectives.

41. In the face of public censure, the government was compelled to take a more _____ stand.
 (A) Staid (B) Acquiescent
 (C) Beneficial (D) Belligerent
42. The ultra modern building looked _____ in such a quaint old village.
 (A) Competent (B) Devious
 (C) Incongruous (D) Decorous
43. He was already well _____ when we reached the party a little late.
 (A) Advanced (B) Sloshed
 (C) Incapacitated (D) Slurred
44. I keep away from _____ people who always preach about morals, values and principles to everyone.
 (A) Spiritual (B) Sacrosanct
 (C) Sanctimonious (D) Devout
45. The preacher's _____ remarks were well received by the audience.
 (A) Sententious (B) Sensuous
 (C) Sequestrable (D) Sheathed

Direction for questions 45 to 50: Fill in the blanks with suitable adverbs.

46. They struggled _____ all through the wind and rain and finally reached their destination.
 (A) Madly (B) Skillfully
 (C) Manfully (D) Roughly
47. After winning the match, he _____ held the trophy aloft for all to see.
 (A) Urgently (B) Surreptitiously
 (C) Vicariously (D) Victoriously
48. As many people repose faith in him, he is _____ a leader of the masses.

- (A) Irrefutably
 (B) Arguably
 (C) Interestingly
 (D) Officially

49. In spite of the big hoardings and TV commercials, there were _____ any people in the theatre for the first show of the picture.
 (A) Realistically (B) Hardly
 (C) Reasonably (D) Discreetly
50. He was appointed the spokesman of the party _____ to focus on the ideology of the party.
 (A) Pre-eminently
 (B) Conspicuously
 (C) Outstandingly
 (D) Uniquely

Advanced

Direction for questions 51 to 57: Correct the mistakes relating to the use of adjectives in the following sentences where necessary.

51. I am more wiser than that student.
 52. The climate of Hyderabad is better than Madras.
 53. Many a student is attending the meeting today.
 54. My friend is senior than me by 4 years.
 55. Death is preferable than disgrace.
 56. Kolkata is a worth-seeing city.
 57. Shakuntala is better than any drama in Sanskrit.

Direction for questions 58 to 60: Correct the mistakes relating to the use of adverbs in the following sentences where necessary.

58. His house is further from the station than yours.
 59. She was so quiet that hardly he noticed her.
 60. No sooner did I go to the railway station when the train left.

Grammar—Conjunctions/Prepositions

Basic

Direction for questions 61 to 65: Fill in the blanks with suitable prepositions.

61. There is no tax _____ printed books.
 (A) On (B) In
 (C) With (D) Towards
62. India is a noble, affluent land, teeming _____ natural wealth.
 (A) At (B) About
 (C) For (D) With
63. After a very long and tiring walk, we rested _____ a tree.
 (A) Below (B) Under
 (C) Down (D) Behind
64. He died _____ cancer at a very young age.
 (A) Of (B) With
 (C) By (D) Off
65. _____ all your shortcomings, I still love you.
 (A) With (B) Through
 (C) For (D) Besides

Direction for questions 66 to 70: Fill in the blanks with suitable conjunctions.

66. Her son hasn't come back from abroad, he hasn't written to her _____.
 (A) Neither (B) Either
 (C) Even (D) Though
67. He _____ plays some games in the evenings.
 (A) Hardly (B) Regularly
 (C) Immediately (D) Cautiously
68. You will be allowed to enter by the gate _____ you bribe the gateman.

- (A) Provided
 (B) Nevertheless
 (C) While
 (D) Whereas

69. I started early _____ I might reach in time.
 (A) So that (B) Lest
 (C) For (D) Since
70. He went to bed early _____ to wake up early in the morning.
 (A) Such that (B) As though
 (C) Such as (D) So as

Advanced

Direction for questions 71 to 75: Correct the errors relating to the use of conjunctions in each of the following sentences.

71. It had been raining as he left the house.
 72. Your action was either just or fair.
 73. I shall not come unless I am not invited.
 74. Unless you have no objection, I shall see you tomorrow.
 75. God made the world so man made the town.

Direction for questions 76 to 80: Correct the error relating to the use of prepositions in each of the following sentences.

76. What is the time with your watch?
 77. You must travel with a bus to reach in time.
 78. He is suffering with malaria.
 79. He has been working since five years.
 80. It has been raining from morning.

Grammar—Active/Passive, Direct/Indirect

Basic

Direction for questions 81 and 82: Change the following sentences from direct to indirect speech.

81. Whenever you call him, he says, 'Indeed, I am thinking of calling you shortly'.
 (A) Whenever you call him, he says that he was thinking of calling you just then.
 (B) Whenever you call him, he said that he was thinking of calling you.
 (C) Whenever you call him, he says that he is thinking of calling you just then.
 (D) Whenever you call him, he says that he had been thinking of calling him just then.
82. Great people never say, 'We are busy and we don't have time'.
 (A) Great people never said that they are busy and they don't have time.

- (B) Great people never say that they are busy and they don't have time.
 (C) Great people will never say that they are being busy and they don't have time.
 (D) Great people would never say that they are busy and they don't have any time.

Direction for questions 83 to 85: Change the following sentences from indirect to direct speech.

83. My friend asked me affectionately what he could do for me when I was in trouble.
 (A) When I was in troubles, my friend asked me, 'What could I do for you dear?'
 (B) When I was in troubles, my friend had affectionately asked me, 'What I can do for you?'
 (C) When I was in trouble, my friend asked me, 'What can I do for you dear?'
 (D) My friend has asked me when I was in troubles, 'What can I do for you?'

84. The employee asked the employer whether there was possibility of a good hike in the salary.
- The employee asked the employer, 'Is there any possibility of a good hike in my salary?'
 - The employee told the employer, 'Whether there is any possibility of a good hike in my salary?'
 - The employee said to the employer, 'If there is any possibility of a good hike in my salary?'
 - The employee said to the employer, 'Was there any possibility of a good hike in my salary?'
85. The doctor advised the patient to give up drinking.
- The doctor said to the patient, 'You should give up drinking'.
 - The doctor warned the patient, 'Give up drinking'.
 - The doctor requested the patient, 'Please give up drinking'.
 - The doctor advised the patient, 'Give up drinking'.

Direction for questions 86 and 87: Change the following sentences from active to passive.

86. Buy this book.
- This book should be bought.
 - This book shall be bought.
 - This book is bought.
 - Let this book be bought
87. Bring fruits immediately.
- Fruits may be brought immediately.
 - Let fruits be brought immediately.
 - Fruits might be bought immediately.
 - All the above are correct.

Direction for questions 88 to 90: Change the following sentences from passive to active voice.

88. This law must be objected to by everyone.
- Everyone must object this law.
 - Everyone had to object to this law.
 - Everyone must object that law.
 - Everyone must object to this law.
89. When is her household work done by her?
- When does she do her household work?
 - When she does her household work?
 - When has she done her household work?
 - When she had done her household work?
90. Jawaharlal Nehru was said to have lived in great luxury in his childhood.
- People say that Jawaharlal Nehru had lived in great luxury in his childhood.
 - People say that Jawaharlal Nehru lived in great luxury in his childhood.
 - People say that Jawaharlal Nehru was lived in great luxury in his childhood.

- People had said that Jawaharlal Nehru lived in great luxury in his childhood.

Advanced

Direction for questions 91 and 92: Select the correct passive form of the given sentences.

91. We use this room only on special occasions.
- Only on special occasions, we use this room.
 - This room will be used only on special occasions.
 - This room is used by us only on special occasions.
 - Only this room is used on special occasions by us.
92. Salesmen from all regions attended the meeting.
- The meeting has been attended by salesmen from all regions.
 - Salesmen have attended the meeting from all regions.
 - The meeting was attended by salesmen from all regions.
 - The meeting by salesmen was attended from all regions.

Direction for questions 93 to 95: Select the correct active form of the given sentences.

93. This polish can be applied to any surface.
- You can apply this polish to any surface.
 - Any surface can be applied by this polish.
 - This polish can apply to any surface.
 - You have applied this polish to any surface.
94. Was the window pane broken by you?
- Do you break the window pane?
 - Did you break the window pane?
 - You broke the window pane, did you?
 - The window pane was broken by you.
95. The electric wires have been cut.
- They cut the electric wires.
 - Someone had cut the electric wires.
 - Someone has cut the electric wires.
 - They have been cutting the electric wires.

Direction for questions 96 and 97: Select the correct reported speech of the given sentence.

96. The hotel manager asked the stranger, 'Where do you come from?'
- The hotel manager asked the stranger whether he knew where he came from.
 - The hotel manager asked the stranger where he came from.
 - The hotel manager enquired where did the stranger come from.
 - The hotel manager asked the stranger where he had came.
97. She said, 'Sorry, I won't do this again'.
- She appologized and said that she wouldn't do that again.

- (B) She said sorry and that she won't do it again.
 (C) She said that she was sorry and that she would not do this again.
 (D) She apologized and said that she shall not do it again.

Direction for questions 98 to 100: Select the correct direct speech of the given sentence.

- 98.** The teacher asked them if they were making good progress.
 (A) The teacher asked them 'Were they making good progress?'
 (B) The teacher told them, 'Were you making good progress?'
 (C) The teacher asked them, 'Are you making good progress?'
 (D) The teacher asked them, 'If you are making good progress?'
- 99.** He suggested that they should come early the next day and complete the work.
 (A) He said, 'They should come early tomorrow and

- complete the work'.
 (B) He said, 'Let us come early tomorrow and complete the work'.
 (C) He said 'We may come early tomorrow to complete the work'.
 (D) He said, 'Come early tomorrow and complete the work'.

- 100.** The teacher asked the new boy what his name was, where he came from, and which school he had attended last.
 (A) The teacher asked the new boy, 'What is your name? Where do you come from? Which school did you attend last?'
 (B) The teacher told the new boy, 'What is your name? Where are you coming from? Which school do you attend last?'
 (C) The teacher said to the new boy, 'What is his name? Where does he come from? Which school he attended last?'
 (D) The teacher asked the new boy, 'What your name is? Where you come from? Which school you attended last?'

Grammar—Phrasal Verbs

Basic

Direction for questions 101 to 110: Fill in the blanks in each sentence with the suitable word.

- 101.** Unscrupulous builders may soon find it impossible to hide _____ terms that conceal the real floor area of the apartments they are selling.
 (A) Away (B) Behind
 (C) In (D) Out
- 102.** The worker is patting _____ the bumps on the floor so that he can lay the marble properly.
 (A) Up (B) On
 (C) Down (D) Off
- 103.** No sooner had the government come to know about the farmer's agitation than it sent the paramilitary forces to snuff it _____.
 (A) Down (B) Out
 (C) Off (D) About
- 104.** The army of Yangon moved along the border to eliminate terrorist training camps and flush the cadres _____.
 (A) In (B) Into
 (C) Out of (D) Out
- 105.** Given his special role in hounding _____ Saddam Hussein, it is Mr. Blair's coy reaction that is most interesting.

- (A) To (B) At
 (C) On (D) Out

- 106.** According to Daniel Archibugi, it is impossible to deal _____ a democratic fashion with undemocratic governments.
 (A) In (B) With
 (C) Into (D) Out
- 107.** South Korea is unable to shrug _____ its US oriented historical baggage of the 1950s.
 (A) Away (B) Off
 (C) Up (D) From
- 108.** In Nafis' plays, we watch women writhing _____ pain in the patriarchal stranglehold.
 (A) With (B) From
 (C) In (D) Away
- 109.** The media reported about victims of road accidents lying on the road and everyone hurrying by paying no attention to lives ebbing _____.
 (A) Out (B) Away
 (C) Off (D) In
- 110.** The onus is clearly on the leadership of both the political parties to build on the spirit rather than to fritter it _____.
 (A) On (B) Up
 (C) Down (D) Away

Advanced

Direction for questions 111 to 120: Select the appropriate phrasal verb from the given options.

111. She is a very friendly girl who can _____ with everyone.
 (A) Get along (B) Get off
 (C) Get ahead (D) Get away
112. Though I knew she was unscrupulous, I was completely _____ by her charming face and started believing her words.
 (A) Taken in (B) Taken aback
 (C) Taken over (D) Taken off
113. She is a woman of many talents and I have _____ her.
 (A) Taken on (B) Taken after
 (C) Taken to (D) Taken up with
114. The prisoner _____ of the prison but was soon recaptured.
 (A) Broke out (B) Broke through
 (C) Ran out (D) Rushed out
115. They had to _____ the party because of heavy rain.
 (A) Call back (B) Cancel out
 (C) Call off (D) Wipe out
116. These machines are programmed to _____ automatically in case of an emergency.
 (A) Shut away (B) Tune out
 (C) Shut down (D) Turn down
117. Most of the water bodies in this area have _____ which has led to serve food and water shortage.
 (A) Dried out (B) Dried up
 (C) Dried off (D) Dried away
118. Our manager gave us the general plan and we _____ the minor details.
 (A) Worked on (B) Worked to
 (C) Worked over (D) Worked in
119. She _____ in any crowd because she is very beautiful and attractive.
 (A) Stands aside (B) Stands out
 (C) Stamps on (D) Stamps out
120. My friend, who considers himself an excellent driver, was put off when he saw so many cars easily _____ us.
 (A) Catching up with
 (B) Catching at
 (C) Taking over
 (D) Taking on

ANSWER KEYS**EXERCISES**

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|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1. D | 2. D | 3. B | 4. B | 5. D | 6. D | 7. A | 8. D | 9. C | 14. B |
| 21. B | 22. D | 23. B | 24. B | 25. C | 26. C | 27. B | 28. D | 29. B | 30. A |
| 31. D | 32. B | 33. C | 34. A | 35. C | 1. B | 42. C | 43. B | 44. A | 45. A |
| 46. C | 47. D | 48. A | 49. B | 50. A | 61. A | 62. D | 63. B | 64. A | 65. C |
| 66. B | 67. B | 68. A | 69. A | 70. D | 81. C | 82. B | 83. C | 84. A | 85. A |
| 86. D | 87. B | 88. D | 89. A | 90. B | 91. C | 92. C | 93. A | 94. B | 95. C |
| 96. B | 97. A | 98. C | 99. B | 100. A | 101. B | 102. C | 103. B | 104. D | 105. D |
| 106. A | 107. B | 108. C | 109. B | 110. D | 111. A | 112. A | 113. C | 114. A | 115. C |
| 116. C | 117. B | 118. A | 119. B | 120. A | | | | | |