



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

**The Motto of the University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY



**M.A. English
Semester – I
Course Code: MAEM23104T
Course Name: Academic Writing - I**

ADDRESS: C/28, THE LOWER MALL, PATIALA-147001

WEBSITE: www.psou.ac.in



**JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY PATIALA**
(Established by Act No.19 of 2019 of Legislature of the State of Punjab)

Faculty of School of Languages

Dr. Navleen Multani

Associate Professor in English

Head, School of Languages

Jagat Guru Nanak Dev Punjab State Open University, Patiala

Dr. Tejinder Kaur

Professor in English

Jagat Guru Nanak Dev Punjab State Open University, Patiala

Dr. Avtar Singh

Professor in English

Jagat Guru Nanak Dev Punjab State Open University, Patiala

Dr. Vinod Kumar

Assistant Professor in English

Jagat Guru Nanak Dev Punjab State Open University, Patiala

Mr. Gursandesh Singh

Assistant Professor in English

Jagat Guru Nanak Dev Punjab State Open University, Patiala



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M.A. English

Course Code: MAEM23104T

Course Name: Academic Writing - I

Programme Coordinator

Dr. Navleen Multani

Associate Prof. in English

Head, School of Languages

Course Coordinator and Editor

Dr. Navleen Multani

Course Outcome

Understanding of sentences construction gain competence in written communication.

Appropriate usage of different parts of speech.

Figurative use of language.

Develop vocabulary.



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PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala, established in December 2019 by Act 19 of the Legislature of State of Punjab, is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The Learner Support Centres/Study Centres are located in the Government and Government aided colleges of Punjab, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. G. S. Batra,
Dean Academic Affairs

**M.A English
Semester-I**

MAEM23104T: Academic Writing - I

MAX. MARKS: 100

EXTERNAL: 70

INTERNAL: 30

PASS: 35%

Credits: 5

Objective:

The primary objective of this course is to guide learners through the writing process to produce well-organized and adequately developed paragraphs, essays, and research papers.

INSTRUCTIONS FOR THE PAPER SETTER/EXAMINER:

1. The syllabus prescribed should be strictly adhered to.
2. The question paper will consist of five sections: A, B, C, D, and E. Sections A, B, C, and D will have two questions from the respective sections of the syllabus and will carry 15 marks each. The candidates will attempt one question from each section.
3. Section E will have four short answer questions covering the entire syllabus. Each question will carry 5 marks. Candidates will attempt any two questions from this section.
4. The examiner shall give a clear instruction to the candidates to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.
5. The duration of each paper will be three hours.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any one question each from the sections A, B, C, and D of the question paper and any two short questions from Section E. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

Section - A

Sentence Structure and Analysis

Nouns

Pronouns

Adjectives

Verbs

Section - B

Adverbs

Preposition

Articles

Determiners

Section - C

Gerund

Figures of Speech

Punctuation
Synthesis of Sentences

Section-D

Synonyms, Antonyms, Homonyms
Direct and Indirect Speech
Phrases and Idioms
Conjunctions and Clauses

Suggested Readings:

1. Quirk, R. and S.A. Greenbaum. University Grammar of English, Longman, 1973.
2. Huddleston, Rodney, English Grammar: An Outline, CUP, 1996
3. Singh, Sukhdev and Balbir Singh, Grammar of the Modern English Language, Foundation Books, CUP, 2012.
4. McCrimmon, J.M., Writing with a Purpose, NY: Houghton Mifflin, 195
5. Halliday, M.A.K. and R. Hasan, Cohesion in English, Longman, 1976
6. Legget, Glen et. al. Essentials of Grammar and Composition, Prentice Hall of India, 1988
7. <http://swayam.gov.in/>
<http://edx.org/http://epgp.inflibnet.ac.in>

**M.A. English
Semester – I
MAEM23104T: Academic Writing - I
Section-A**

• **Sentence Structure And Analysis**

Learning Objectives:

- To understand sentence construction
- To be able to form meaningful sentences
- To be fluent in written and spoken English

Structure:

- Introduction
- Sentence
- Parts of Sentence
- Types of Sentences
- Kinds of Sentences
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

English is a simple international language consisting of only twenty six alphabets. All words of English language are formed by combining just these twenty six alphabets. To improve proficiency in English, you should have:

- (i) A command over English grammar
- (ii) A good vocabulary
- (iii) Ability to form proper and meaningful sentences

Grammar is the basis or system through which a language functions. When we speak or write in English, we use sentences. Just using different words cannot help you communicate; you should use these words in a proper sequence and in correct tense to form a sentence. Only then you can form meaningful sentences to explain your thoughts and feelings. In order to gain proficiency in English language, we will dwell deep into English grammar starting from the basics.

Sentence

A sentence is a combination of different parts of speech phrased and placed appropriately to deliver the correct meaning you wish to convey.

Consider this example:

The boys are playing football in the field.

Every word in this sentence has a meaning of its own; rather each is a basic part of speech. All words are arranged in particular order to deliver perfect meaning. None of the words spoken alone can deliver the meaning of the sentence. Just imagine if words in this sentence were arranged like:

(i) *Playing field the in boys football the are*

(ii) *Boys the field playing in football are the*

Any other combination of these words does not form a sentence with proper meaning. Hence, it is important to understand each basic part of speech and its utility in forming a correct sentence. There are eight parts of speech in English. These include:

(i) **Noun**

(ii) **Adjective**

(iii) **Pronoun**

(iv) **Verb**

(v) **Adverb**

(vi) **Preposition**

(vii) **Conjunction**

(viii) **Interjection**

Parts of Sentence

Normally there are two parts of a sentence – **subject and predicate**. **Subject** refers to the main action-doer in a sentence. It is normally the main noun or pronoun of a sentence. **Predicate** contains the verb in a sentence. It explains the action in a sentence. The effect of subject's action is on the **object**, which is again a noun or pronoun. Object is contained within the predicate.

Consider this example:

Sheela goes to school.

Here 'Sheela' is the subject or noun, 'goes to school' is the predicate where the main verb is 'goes' and 'school' is the object. This is the simplest form of a sentence.

A few more examples to elucidate:

- (i) ***Dogs are barking at the buffalo.***
- (ii) ***Children are bathing in the pond.***
- (iii) ***People are strolling on the beach.***
- (iv) ***Birds are flying in the sky.***
- (v) ***Stars are twinkling in the sky.***
- (vi) ***Washer-men are washing clothes.***
- (vii) ***Buses are plying on the roads.***
- (viii) ***Students rushed into the examination hall.***
- (ix) ***The plane will land in London in an hour.***
- (x) ***The bird plunged into the river.***

| S.L. | SUBJECT | PREDICATE | VERB | OBJECT |
|--------|-------------------|---|----------------------|-------------------------|
| (i) | <i>Dogs</i> | <i>are barking at the buffalo</i> | <i>are barking</i> | <i>buffalo</i> |
| (ii) | <i>Children</i> | <i>are bathing in the pond</i> | <i>are bathing</i> | <i>pond</i> |
| (iii) | <i>People</i> | <i>are strolling on the beach</i> | <i>are strolling</i> | <i>beach</i> |
| (iv) | <i>Birds</i> | <i>are flying in the sky</i> | <i>are flying</i> | <i>sky</i> |
| (v) | <i>Stars</i> | <i>are twinkling in the sky</i> | <i>are twinkling</i> | <i>sky</i> |
| (vi) | <i>Washer-men</i> | <i>are washing clothes</i> | <i>are washing</i> | <i>clothes</i> |
| (vii) | <i>Buses</i> | <i>are plying on the roads</i> | <i>are plying</i> | <i>roads</i> |
| (viii) | <i>Students</i> | <i>rushed into the examination hall</i> | <i>rushed</i> | <i>examination hall</i> |
| (ix) | <i>plane</i> | <i>will land in London in an hour</i> | <i>will land</i> | <i>London</i> |
| (x) | <i>bird</i> | <i>plunged into the river</i> | <i>plunged</i> | <i>river</i> |

Types of Sentence

There are four types of sentences. These are:

- i. Simple sentence
- ii. Compound sentence
- iii. Complex sentence
- iv. Mixed sentence

Simple Sentence

As the name suggests, this is the simplest type of sentence. A **simple sentence** contains subject and a finite verb. There is a single clause in a simple sentence. The sentence is complete and expresses comprehensive meaning.

For e.g.:

- i. *Ram won the gold medal in 100m race at his school sports meet.*
- ii. *Sandeep loves eating at a restaurant.*
- iii. *Geeta and Seema go to school together.*
- iv. *Pradeep goes to the club and plays football there.*

All these sentences are simple sentences. In the third sentence, there are two subjects, 'Geeta and Seema'. These are compound subjects. In the fourth sentence, there are compound verbs, 'goes and plays'. Hence, simple sentences could contain a single or compound subject and a single or compound verb. Sometimes a simple sentence can be as simple as a single word.

For e.g.:

Stop, Run, Sit, Go, etc.

It is not essential for a simple sentence to be short; it can be a long sentence yet a simple sentence.

For e.g.:

The scorching sun was relentlessly continuing to heat earth's atmosphere beyond bearable limits of all types of living beings across the globe.

Compound Sentence

A ***compound sentence*** is a sentence that has one or more principal or independent clauses. If there are many independent clauses, separate each by using a comma. Each of the clauses has independent and equal meaning and hence is called **principal clause or independent clause**.

For e.g.:

- i. The sun set **and** we started back.
- ii. The boys ran, **but** they could not catch the thief.
- iii. Snow started falling slowly, **yet** we continued walking.

There are two clauses in each of the above sentences:

In the first sentence, the two clauses are 'The sun set', 'we started back'.

In the second sentence, the two clauses are 'The boys ran' 'they could not catch the thief'

In the third sentence, the two clauses are 'Snow started falling slowly' 'we continued walking'

Compound sentences are most effective when they are used to express contrasts.

For e.g.:

Sharon is a beautiful white horse, but Tinkle is an absolute dark mare.

T-20 cricket is thrilling to watch, but Test cricket is the classy version.

Complex Sentence

To understand complex sentence, you should understand the meaning of a **subordinate or dependent clause**. As the name suggests, subordinate clause is not equal or same in meaning and effect as the principal clause. Rather, subordinate clause does not have an independent meaning. The meaning of subordinate clause depends on the principal clause. Hence, it is known as dependent clause.

For e.g.:

Sharon was sleeping when we left home.

In this sentence, '*Sharon was sleeping*' is the principal clause and '*when we left home*' is the subordinate clause. '*When we left home*' is incomplete in meaning and requires support of the principal clause '*Sharon was sleeping*' to become meaningful.

Coming back to complex sentence, a **complex sentence** is a sentence that has a principal or independent clause joined by one or more dependent or subordinate clauses. Complex sentence clearly expresses the main meaning of the sentence. It consists of various subordinators like *although, since, because, after, which, that*, etc.

For e.g.:

When we were walking towards the market, two youngsters on a bike swished past us.

Because it was dark, we felt scared and started walking fast.

Although the youngsters on the bike could have been harmless, we were paranoid.

We felt relieved only after we entered the crowded marketplace.

Mixed Sentence

A mixed sentence, as the name suggests, is a combination of different types of sentences. Two compound sentences joined by a conjunction, two complex sentences joined by a conjunction, or a

compound and complex sentence joined by a conjunction can be a mixed sentence.

For e.g.:

The team reached the hotel early in the morning, but could not go for practice as it had rained heavily the night before.

Although the government has extended summer vacation due to an unprecedented heat wave, many private schools have reopened as scheduled and the children have to attend school in the sweltering heat.

In the above examples, you can notice that compound, complex, and simple sentences have been combined to form a meaningful mixed sentence.

Kinds of Sentence

Sentences are primarily of six kinds:

(i) Affirmative sentence: A sentence that confirms something or offers a confirmatory reply to a question is an affirmative sentence.

For e.g.:

I shall attend the party this evening.

They are arriving tonight.

You will meet your new colleagues at office.

(ii) Negative Sentence: A sentence that is negative in nature and gives a negative reply to a question is a negative sentence. Common negative words included in such a sentence include *nothing, none, no, not, never*, etc.

For e.g.:

I cannot meet you today.

She does not have an answer to your question.

Boys are not allowed to visit this hostel.

(iii) Assertive Sentence: A sentence that asserts a fact or information is an assertive sentence.

For e.g.:

Give him the book.

Sit down and maintain silence.

Classes will be held at five in the evening.

(iv) Interrogative Sentence: A sentence that asks a question is an interrogative sentence.

For e.g.:

Where are you going?

What is happening here?

How will you reach home?

(v) Exclamatory Sentence: A sentence that expresses emotions like surprise, happiness, sorrow, disappointment, anger, etc. is an exclamatory sentence.

For e.g.:

What a beautiful flower!

What a surprise!

How sad he could not come!

(vi) Imperative Sentence: A sentence that is a command, order, or request is an imperative sentence.

For e.g.:

Please allow me to go.

Sit down.

March on

Any kind or type of sentence can be changed into the other form albeit without changing its meaning. This helps improve versatility of expression.

Summing Up

Sentence is a group of words that make complete sense or meaning. Each word in a sentence has a specific function to perform to convey the meaning. The work done by each word is identified as '**part of speech.**' There are eight parts of speech. Sentence consists of two parts – Subject and Predicate.

Subject is the action-doer and Predicate indicates the action. Predicate contains the verb and object of a sentence.

There are four types of sentences – Simple, Compound, Complex and Mixed. There are six kinds of sentences – Affirmative, Negative, Assertive, Interrogative, Exclamatory, and Imperative. Sentences can be changed into any type or kind without changing the meaning. This offers scope for better expression and improved usage of words.

Model Examination Question

MCQs

1. Change the sentence into an affirmative sentence choosing from the given options:

There was hardly a young prince who did not desire to win her for his wife.

- a. Every young prince desired to win her for his wife.
- b. A young prince desired to win her for his wife.
- c. She was desired by all princes.
- d. All princes wanted her to be his wife.

2. Change the sentence into a simple sentence choosing from the given options:

He is notoriously mean in his treatment of his servants.

- a. He treats his servants very meanly.
- b. His treatment of his servants is very mean and notorious.
- c. He treats his servants very notoriously.
- d. His treatment of his servants is very mean.

3. Change the sentence into a complex sentence choosing from the given options:

He is notoriously mean in his treatment of his servants.

- a. When you see how meanly and notoriously he is in his treatment of his servants.
- b. He is both mean and notorious in treating his servants.
- c. When you see how he treats his servants, it is very mean and notorious.
- d. He is notorious and he is mean in treating his servants.

4. Separate subject (S) and predicate (P) choosing the correct option from the given choices:

The lazy dog jumped over the fence.

- a. The lazy dog jumped (S) over the fence. (P)
- b. The lazy (S) dog jumped over the fence. (P)
- c. The lazy dog jumped over (S) the fence. (P)
- d. The lazy dog (S) jumped over the fence. (P)

5. Separate subject (S) and predicate (P) choosing the correct option from the given choices:

The audience gave a standing ovation at the end of the performance.

- a. The audience gave a standing ovation (S) at the end of the performance. (P)
- b. The audience (S) gave a standing ovation at the end of the performance. (P)
- c. The audience gave a standing ovation at the end (S) of the performance. (P)
- d. The audience gave (S) a standing ovation at the end of the performance. (P)

Exercise 1

Form proper sentences with the given words:

- 1. girl letter cousin wrote her the a to
- 2. music fond boy of the is
- 3. east sun the rises the in
- 4. shot I arrow an air the in
- 5. city Hyderabad a is big

Exercise 2

Separate the Subject (S) and the Predicate (P) in the following sentences:

- 1. He has a good memory.
- 2. Nature is the best physician.
- 3. The earth revolves around the sun.
- 4. All roads lead to Rome.
- 5. Snow white and the seven dwarfs is a good story.
- 6. Many beautiful flowers bloom in my garden.
- 7. I plan to visit my grandparents this summer.
- 8. I was hiding in the attic.
- 9. Who is knocking on the door?
- 10. Today is Sunday.

Exercise 3

Identify each sentence as to whether it is simple, compound, or complex:

- 1. The moon was bright and we could see our way.

2. Take whatever you like.
3. Birds of a feather flock together.
4. Dishonesty never pays, yet many people fall prey to it.
5. After the rains abated, we tried to locate the home but in vain.
6. With festive season around the corner, companies are offering various sops to woo customers.
7. The sun having set, the birds returned to their nests, the children returned to their homes after play, but still many people were at work as offices had not yet closed for the day.

Exercise 4

Short Question/Answers

1. What is a sentence? Explain giving examples.
2. What are the different parts of speech? Name them.
3. What are the parts of a sentence? Explain with examples.

Exercise 5

Long Question/Answers

1. What are the different types of sentences? Explain each with examples.
2. What are the different kinds of sentences? Explain each with examples.

Answers

MCQs

- 1.** a
- 2.** b
- 3.** c
- 4.** d
- 5.** b

Exercise 1

1. The girl wrote a letter to her cousin.
2. The boy is fond of music.
3. The sun rises in the east.

4. I shot an arrow in the air.

5. Hyderabad is a big city.

Exercise 2

1. He (S) has a good memory (P).

2. Nature (S) is the best physician (P).

3. The earth (S) revolves around the sun (P).

4. All roads (S) lead to Rome (P).

5. Snow white and the seven dwarfs (S) is a good story (P).

6. Many beautiful flowers (S) bloom in my garden (P).

7. I (S) plan to visit my grandparents this summer (P).

8. I (S) was hiding in the attic (P).

9. Who (S) is knocking on the door? (P).

10. Today(S) is Sunday (P).

Exercise 3

1. Compound

2. Complex

3. Simple

4. Compound

5. Mixed

6. Compound

7. Mixed

Suggested Readings

1. Wren, P.C., & Martin. H., High School English Grammar & Composition

2. Hashemi, Louise., Murphy, Raymond., English Grammar in Use Supplementary Exercises with Answers

3. Huddleston, Rodney, Pullum, K., Geoffrey., A Student's Introduction to English

- **NOUNS**

Learning Objectives:

- To identify a noun, subject and object in a sentence
- To differentiate nouns
- To interchange and use different types of nouns

Structure:

- Introduction
- Nouns
- Types of Nouns
- Nouns- Countable and Uncountable
- Noun - Number
- Noun - Gender
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Everything and everybody has a name and is rather identified by the name only. Anything nameless is indeed meaningless. Just think if you did not have a name, how your life or even existence would be. It would surely be meaningless. Communication would not only be difficult; rather, it would come to a standstill. Hence, a naming word holds a special category in English grammar. This is identified as a noun.

Nouns

Noun is a word that identifies name of a person, place, or thing.

For e.g.

Anil, Aman, Sanjay, Geeta, Teresa, cow, dog, lion, tiger, elephant, parrot, peacock, Taj Mahal, Mumbai, London, New Jersey, Monday, Sunday, Christmas, Diwali, Golf, Cricket, President, Chief Minister, pen, notebook, computer, table, etc.

In short, noun can be the name of just about anything.

Types of Nouns:

Proper Noun

Proper noun refers to name of specific or particular person, place, or thing. ‘Proper’ refers specifically to someone, some particular place or something. Proper nouns always begin with a capital letter.

For e.g.:

India, Susan, Godrej, etc.

***India** is my country.*

***Susan** is talking on the phone.*

***Godrej** has a collection of electronic goods.*

Common Noun

Common noun refers to common name for person, place, or thing. Common refers to something shared by all.

For e.g.:

College, manager, pen, etc. are common nouns.

*Where is your **college**?*

*Who is the **manager** of this office?*

*This **pen** writes clearly.*

Think a While:

A girl is a common noun while Rita, Geeta, Sheela are names of girls and therefore they are proper nouns. Sometimes proper nouns are used as common nouns.

For e.g.:

Mumbai is the Manchester (Textile hub) of India.

Here Manchester, a proper noun, is used as a common noun.

Kashmir is paradise (heaven) on earth.

Here paradise, a proper noun, is used as a common noun.

The cars parked on the road include a Rolls Royce, Mercedes, and Fiat.

Here ‘cars’ indicate common noun while ‘Rolls Royce, Mercedes, Fiat’ indicate proper noun.

Collective Noun

Collective noun refers to a collection or the name given to a group of similar things. These things taken together are addressed as a single or whole using a common noun.

For e.g.:

*A **flock** of birds, a **group** of islands, a **herd** of elephants, a **fleet** of ships, etc.*

List of Collective Nouns

- A herd of elephants/ deer/ cattle
- A pack of wolves/ dogs/ cards
- A fleet of ships
- A flock of birds/ sheep
- A swarm of bees/ flies,
- A shoal/school of fish
- A crowd/ group of people
- A gang of thieves
- A panel of experts
- A bench of judges
- A fall of snow
- A board of directors
- A troupe of actors/ dramatists/ acrobats
- A bunch of grapes/ flowers/ keys
- A series of events
- A group of islands
- A pile of rubbish
- A set of rules
- A parliament of owls

- A murder of crows
- A batch of students



Figure 2.1 – Collective Noun showing a murder of crows

(Source-<http://www.cartoonstock.com/newscartoons/cartoonists/mgo/lowres/mgon231.jpg>)

In figure 2.1 the collective noun of a murder of crows is represented in a comical manner.

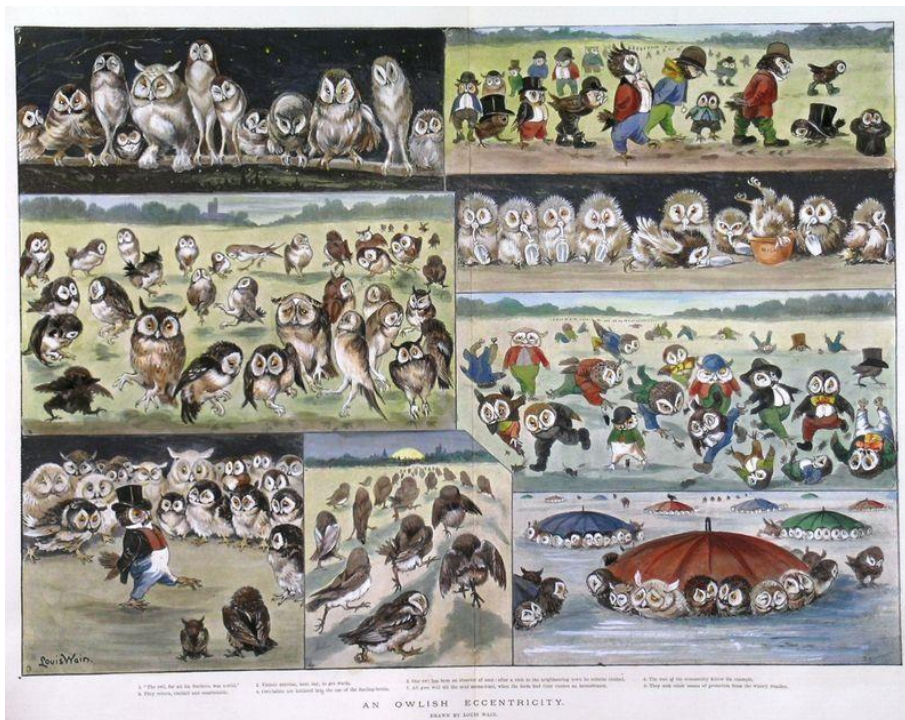


Figure 2.2 – Collective Noun showing

parliament of owls(Source-

http://4.bp.blogspot.com/tPVor1tro7k/TFymPdJ0hHI/AAAAAAAAADec/dwaWpWS0NQk/s1600/red_parka_kitchen_owls.jpg)



Figure 2.3 – Collective Noun showing

parliament of owls(Source-

http://4.bp.blogspot.com/tPVor1tro7k/TFymPdJ0hHI/AAAAAAAAADec/dwaWpWS0NQk/s1600/red_parka_kitchen_owls.jpg)

In figures 2.2, 2.3 collective nouns are artistically represented like owls holding a parliament session!

Abstract Noun

Abstract noun refers to specific quality, state, or action different from the object to which it belongs. Abstract means ‘drawn off’. We normally speak of ‘**a brave soldier.**’ But we can also speak of the **act of bravery** without mentioning the soldier. This is known as the abstract noun form.

For e.g.:

Kindness, beauty, bravery, wisdom, etc.

*The old man was full of **kindness.***

*The scenic **beauty** of that place is enchanting.*

*Mythology recounts various stories of **bravery** of kings and queens.*

***Wisdom** is a virtue that all need to possess.*

Abstract nouns can be formed from:

(i) **Adjectives:**

honesty from honest, beauty from beautiful, kindness from kind

(ii) **Common nouns:**

adulthood from adult, friendship from friend, girlishness from girl

(iii) Verbs:

Growth from grow, construction from construct, development from develop

Material Noun

Nouns that indicate the material, ingredient, or substance the thing is made of are known as material nouns.

For e.g.:

silk, brass, cotton, silver, gold, copper, etc.

Compound Nouns

These are nouns when two separate words are placed together to form a new word. Often, these are linked with a hyphen.

For e.g.:

schoolteacher, sister-in-law, commander-in-chief, bandwagon, etc.

**Nouns- Countable
and Uncountable**

As the name suggests, countable nouns are the nouns that can be counted. You can use numbers to count these nouns.

For e.g.:

Five people, two monkeys, six apples, ten eyes, etc.

Uncountable nouns are nouns that cannot be counted; rather, we use quantity to indicate these nouns.

For e.g.:

A little water, too much sugar, lot of milk

However, we use other countable nouns with these nouns to indicate their quantity.

For e.g.:

One glass of water, ten kilograms of sugar, two litres of milk, etc

But we do not indicate their quantity as ten waters, two sugars, five milks, etc.

Noun - Number

When a noun denotes a single person, place or thing, it is **singular form of noun**. When a noun denotes more than one or many persons, places, or things, it is **plural form of noun**. **Boy, man, cow, table** are singular form of nouns while **boys, men, cows, and tables** are plural form of respective nouns. It is simple to use common rules to form plural noun forms from singular ones. However, each rule cannot be assumed as a blanket rule. Hence, there are exceptions to specific rules, which have been mentioned.

Rules for forming plural noun forms

1. Add 's' to singular form:

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| tree | trees |
| flower | flowers |
| pencil | pencils |
| station | stations |
| bottle | bottles |
| museum | museums |

2. Add 'es' to singular form of nouns ending with '-s, -sh, -x, -ch':

| | |
|--------|----------|
| class | classes |
| brush | brushes |
| branch | branches |
| tax | taxes |
| box | boxes |

3. Add 'es' to most singular form of nouns ending in 'o':

| | |
|---------|-----------|
| mango | mangoes |
| volcano | volcanoes |
| potato | potatoes |
| echo | echoes |
| hero | heroes |

Exceptions: For some words ending in 'o' like dynamo, piano, memento, ratio, photo, add 's' to form plural forms like dynamos, pianos, mementos, ratios, photos.

4. In singular forms ending in 'um', take away 'um' and add 'a' to form plural forms:

| | |
|------------|---------------|
| ovum | ova |
| dictum | dicta |
| agendum | agenda |
| stratum | strata |
| datum | data |
| memorandum | memoranda |
| medium | media/mediums |

Exceptions: Normally agenda and data are used in singular and plural forms:

The agenda of today's meeting contains four items.

The given data should suffice your calculations.

5. In singular forms ending in 'us', take away 'us' and add 'i' to form plural forms:

| | |
|----------|---------|
| syllabus | syllabi |
| radius | radii |
| genius | genii |

6. In singular forms ending in 'f' or 'fe', take away 'f' or 'fe' and add 'ves' to form plural form:

| | |
|-------|---------|
| thief | thieves |
| loaf | loaves |
| wife | wives |
| shelf | shelves |

Exceptions: For some words like chief, brief, strife, belief add 's' to form plural like chiefs, briefs, strifes, beliefs. Some words like hoof, scarf, sheaf take up two forms in their plural like hoofs/hooves, scarfs/scarves, sheafs/sheaves.

7. Add 'en' to singular form to form plural form:

| | |
|-------|----------|
| ox | oxen |
| child | children |

8. Add 's' to a compound noun or word to form its plural:

| | |
|--------------------|---------------------|
| son-in-law | sons-in-law |
| passer-by | passers-by |
| step-son | step-sons |
| looker-on | lookers-on |
| commander-in-chief | commanders-in-chief |
| daughter-in-law | daughters-in-law |

9. Few foreign words with their plural forms include:

| | |
|------------|------------|
| memorandum | memoranda |
| basis | bases |
| analysis | analyses |
| criterion | criteria |
| hypothesis | hypotheses |

10. Add 'ies' to some singular nouns that end in a consonant followed by a 'y' to form the plural:

| | |
|-------|---------|
| city | cities |
| lorry | lorries |
| army | armies |

11. Add 's' to some singular nouns that end in a vowel followed by a 'y' to form the plural:

| | |
|--------|---------|
| day | days |
| boy | boys |
| donkey | donkeys |

12. Some nouns do not follow any rules and form their plurals differently:

| | |
|-------|----------|
| tooth | teeth |
| child | children |
| mouse | mice |
| man | men |

Think a While:

1. Nouns like **sheep, team, crew, jury, deer, salmon, trout, dozen, police, people, pair, hundred, thousand, gross** remain same in singular and plural forms.

For e.g.:

*I spent a few **thousand** rupees at the mall today. I spent **a thousand** rupees at the mall today.*

***Sheep** and **deer** are grazing in the field. Only **one sheep** is grazing in the field.*

*Get me **a pair** of socks. Get me **ten pair** of socks.*

***Crew** of five news channels was standing at the gate. **Crew** of 'Times Now' news channel was standing at the gate.*

*Buy **one dozen** apples. Buy **six dozen** apples.*

*One **hundred** boys are taking part in this competition. Five **hundred** boys are taking part in this competition.*

*Only **one team of boys** is playing football in this field. Both **a team of boys** and **a team of girls** are playing football on this field.*

2. Some nouns are used only in their plural forms like **scissors, tongs, pincers, trousers, assets, nuptials, proceeds of a sale, tidings**, etc.

For e.g.:

*This **scissors** is very sharp.*

*His **assets** include buildings and farmlands.*

*All **proceeds of this sale** will be given to charity.*

*The **tidings** of this event have been very pleasant.*

3. Some plural form of nouns is used in singular form only.

For e.g.:

*India won the match by **an innings**.*

*National **news** is aired every night at ten.*

4. Few collective nouns are always used in plural form.

For e.g.:

***People** thronged the street to catch a glimpse of the politician.*

Cattle have ruined my garden.

5. Abstract nouns do not have any plural forms.

For e.g.:

An act of kindness or acts of kindness

Charity organization or charity organizations

6. Some words like **physics, news, diabetes, mechanics, statistics** end in 's' but remain singular in form. They do not have a plural form either.

Noun - Gender

Nouns can be **masculine, feminine, common, or neutral gender**. Masculine refers to the male, feminine refers to female, common refers to something that could be a male or a female while neutral refers to something that does not have life.

For e.g.:

*Boy, man, tiger, peacock, bullock, hunter, etc. are **masculine gender**.*

*Girl, woman, tigress, peahen, cow, huntress, etc. are **feminine gender**.*

*Child, friend, servant, baby, orphan, etc. are **common gender**.*

*Book, pencil, light, table, chair, etc. are **neutral gender**.*

Few Exceptions

Certain categories of neutral gender are assigned masculine or feminine gender. Although such exceptions are very common in poetry, yet, certain nouns are assigned specific gender even in normal written and colloquial English language use.

For e.g.:

Summer, winter, sun, death, time are masculine gender while things of beauty like *flower, spring, nature, moon, ship*, and similar more are feminine gender.

Rules for forming Feminine noun forms :

1. The feminine form of given noun takes up a completely new form:

Masculine

Boy

Father

Brother

Dog

Feminine

Girl

Mother

Sister

Bitch

| | |
|----------|----------|
| Drone | Bee |
| Uncle | Aunt |
| Nephew | Niece |
| Monk | Nun |
| Husband | Wife |
| Bachelor | Spinster |
| Bull/Ox | Cow |
| Hero | Heroine |

2. Add 'ess' to the masculine form to form the feminine form:

| | |
|----------|-------------|
| Mayor | Mayoress |
| Author | Authoress |
| Host | Hostess |
| Patron | Patroness |
| Lion | Lioness |
| Shepherd | Shepherdess |
| Priest | Priestess |

3. Add 'ess' after taking away vowel from end of masculine to form the feminine form:

| | |
|------------|--|
| Hunter | Huntress (Hunter-e=Huntr +ess= huntress) |
| Founder | Foundress |
| Tiger | Tigress |
| Prince | Princess |
| Songster | Songstress |
| Proprietor | Proprietress |

4. Place a new word before or after the word to form the feminine form:

| | |
|-------------|--------------|
| He-goat | She-goat |
| Man-servant | Maid-servant |
| Peacock | Peahen |
| Doctor | Lady-doctor |
| Washerman | Washerwoman |
| Landlord | Landlady |

Summing Up

Noun is a word that identifies name of a person, place, or thing. The different types of nouns include

Proper noun, Common noun, Collective noun, Abstract noun, Material noun, Countable noun, and Uncountable noun.

Nouns can be classified as singular or plural according to the number. Singular nouns can be changed into plural following specific rules. However, there are exceptions to such rules. Nouns can be classified according to gender into masculine, feminine, common and neutral. There are specific rules to form feminine forms of masculine nouns.

Model Examination Questions

MCQs

1. Mark Proper (P), Common (C), Collective (CL), and Abstract (A) nouns in the given sentence:

Students in the fourth class are studying grammar.

- a. Students (**P**) in the fourth class (**CL**) are studying grammar (**A**).
- b. Students (**C**) in the fourth class (**A**) are studying grammar (**P**).
- c. Students (**C**) in the fourth class (**C**) are studying grammar (**C**).
- d. Students (**C**) in the fourth class (**CL**) are studying grammar (**A**).

2. Write the collective noun of:

A _____ of soldiers

- a. A group of soldiers
- b. A contingent of soldiers
- c. A herd of soldiers
- d. A bunch of soldiers

3. Form abstract noun of 'please':

- a. pleasantness
- b. pleasely
- c. pleasure
- d. pleased

4. Correct the following sentence:

I need ten thousands rupees to buy a television.

- a. I need ten thousands rupees to buy a television.

- b. I need tens thousands rupees to buy televisions.
- c. I needs ten thousands rupees to buy a television.
- d. I need ten thousand rupees to buy a television.

5. Choose the correct option to fill the blank:

Have you been to_____?

- a. Mexico or the United States
- b. the Mexico or the United States
- c. Mexico or United States
- d. the Mexico or United States

Exercise 1

Find out Proper (P), Common (C), Collective (CL), and Abstract (A) nouns in the following sentences:

1. Julie was wearing a beautiful necklace.
2. Everest was first climbed in 1953.
3. If you are looking for a place to eat, I would recommend Waiter's Inn.
4. Our team is better than theirs.
5. The soldiers were rewarded for their bravery.
6. He bought me a bunch of grapes.
7. Honesty is the best virtue.
8. The committee will look into the problems.

Exercise 2

Write the collective nouns of:

1. A_____of ships
2. A_____of people
3. A_____of players
4. A_____of cattle
5. A_____of students

6. A _____ of sailors

Exercise 3

Make Abstract nouns from the following:

1. Prudent
2. Decent
3. Expect
4. King
5. Punish
6. Infant
7. Pilgrim
8. Rogue
9. Conceal
10. Humble
11. Laugh
12. Protect
13. Starve
14. Depart
15. Bond

Exercise 4

Correct the following sentences:

1. He is not a nice person but they are nice persons.
2. You are wearing a blue jeans.
3. Please give me your scissor.
4. There are many news in this newspaper.
5. I saw five spotted deers in the park.
6. Buy five dozens oranges.
7. Betty has sold all her furnitures.

8. One of his daughter is a doctor.

Exercise 5

Write the gender of the following words:

1. Picture
2. Priest
3. Banner
4. Duchess
5. Hospital
6. Spaniard
7. Letter
8. Sailor
9. Queen
10. Captain
11. Curtain
12. Lioness
13. Nun
14. Widow
15. Wizard
16. Brother
17. Countess

Exercise 6

Short Question/Answers

1. Define noun giving examples.
2. Classify noun according to number with appropriate examples.
3. Classify noun according to gender with appropriate examples.

Exercise 7

Long Question/Answers

1. Explain the rules for changing singular nouns into plural citing suitable examples.
2. Explain the rules for forming feminine nouns citing suitable examples.

Answers

MCQs

1.c

2.b

3.a

4.d

5.a

Exercise 1

1. Julie (**P**) was wearing a beautiful necklace(**C**).
2. Everest (**P**) was first climbed in 1953.
3. If you are looking for a place (**C**) to eat, I would recommend Waiter's Inn (**P**).
4. Our team (**CL**) is better than theirs.
5. The soldiers (**C**) were rewarded for their bravery (**A**).
6. He bought me a bunch of grapes (**CL**).
7. Honesty (**A**) is the best virtue (**A**).
8. The committee (**CL**) will look into the problems(**C**).

Exercise 2

1. A fleet of ships
2. A crowd/mob of people
3. A team/group of players
4. A herd of cattle
5. A class/batch of students
6. A group of sailors

Exercise 3

- | | |
|-------------|---------------------|
| 1. Prudent | Prudence |
| 2. Decent | Decency |
| 3. Expect | Expectation |
| 4. King | Kinship |
| 5. Punish | Punishment |
| 6. Infant | Infancy |
| 7. Pilgrim | Pilgrimage |
| 8. Rogue | Rogueness |
| 9. Conceal | Concealment |
| 10. Humble | Humility/Humbleness |
| 11. Laugh | Laughter |
| 12. Protect | Protection |
| 13. Starve | Starvation |
| 14. Depart | Department |
| 15. Bond | Bondage |

Exercise 4

1. He is not a nice person but they are nice people.
2. You are wearing a pair of blue jeans.
3. Please give me your scissors.
4. There are many news items in this newspaper.
5. I saw five spotted deer in the park.
6. Buy five dozen oranges.
7. Betty has sold all her furniture.
8. One of his daughters is a doctor.

Exercise 5

1. Picture (Neutral)

2. Priest (Masculine)
3. Banner (Neutral)
4. Duchess (Feminine)
5. Hospital (Neutral)
6. Spaniard (Common)
7. Letter (Neutral)
8. Sailor (Common)
9. Queen (Feminine)
10. Captain (Common)
11. Curtain (Neutral)
12. Lioness (Feminine)
13. Nun (Feminine)
14. Widow (Feminine)
15. Wizard (Common)
16. Brother (Masculine)
17. Countess (Feminine)

Suggested Readings

1. Wren, P.C., & Martin. H., High School English Grammar & Composition
In-text reference: (Wren & Martin, Revised Edition)
2. Hashemi, Louise., Murphy, Raymond., English Grammar in Use Supplementary
Exercises with Answers
In-text reference: (Louise Hashemi, with Raymond Murphy, 2012)
3. Huddleston, Rodney. , Pullum, K.,Geoffrey., A Student's Introduction to English
Grammar
In-text reference: (Rodney Huddleston, Geoffrey K. Pullum, 2005)

- **PRONOUNS**

Learning Objectives:

- To identify a pronoun

- To understand need for pronoun
- To use different types of pronouns

Structure:

- Introduction
- Pronouns
- Types of pronouns
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Repetition is commonly used in language, more so in poetry. This could be for emphasis, for asserting a fact, for alliteration or rhyme, or for various others. However, in such instances repetition holds a special significance. It adds to the beauty of the expression or improves on the meaning.

However, imagine if we repeat a naming word without any specific intention, the written piece or the talk would become boring. Rather, it would sound funny. Hence, in English grammar, the word that does away with unnecessary repetition is a pronoun. In simpler terms, it is the word that improves sentence construction and usage in a beautiful way.

Pronouns

Pronoun can be split as pro and noun, which in other words means 'in place of a noun'. This gives us the simplest definition of pronoun. Pronoun is the word used for or in place of a noun.

Now just look at the following groups of sentences:

(i)

Peter goes to school every day.

Peter studies in the eighth class.

After school, Peter plays football with his friends.

Peter has his dinner at eight each night.

Peter finishes his homework before going to bed at night.

(ii)

Peter goes to school every day.

He studies in the eighth class.

After school, he plays football with his friends.

He has his dinner at eight each night.

He finishes his homework before going to bed at night.

Which group of sentences is correct, rather sounds better? (I) or (II)?

In (I), *Peter* is repeated. In (II), *Peter* is not repeated, instead, is replaced by '**he**'. This is pronoun. the word that comes in place of '*Peter*' (noun).

Types of Pronouns

(1) **Personal pronouns** come in place of proper or common nouns like *I, We, You, He, She, They, Him, Her, Them*, etc. They can be used as subjects or objects of verbs.

For e.g.:

Ronald is an Alsatian pet dog of the Renshaws. They take him for a walk every morning and evening. They even carry him along while they go on a vacation.

'They' replaces 'Renshaws' and 'him' replaces 'Ronald'.

'I, me, you, he, his, she, her, it' are singular while 'we, us, you, they, them' are plural.

Think a while

Personal pronouns like *my, your, our* are addressed as possessive adjectives as they do the work of an adjective although the word is a pronoun.

For e.g.:

This is *my* house.

Here '*house*' is a noun and '*my*' classifies the noun '*house*'. Hence it is an adjective. However, '*my*' is a personal pronoun. Therefore, such pronouns are called **possessive adjectives**.

(2) **Relative pronouns** are used in relation to another noun or pronoun and to link one with another.

They appear in sentences as *which, that, whom, where, who, what, whose*, etc.

For e.g.:

The man *who* is wearing a blue shirt is the teacher.

The girl *who* is carrying a book is my sister.

The children *whose* parents are working stay in a crèche.

The next village starts from where this road ends.

These words act as link words connecting a noun to another noun, phrase, or pronoun. So they are relative pronouns.

(3) **Possessive pronouns** are pronouns indicating possession or owning like *ours, yours, mine, his, its, their*, etc.

For e.g.:

These puppies are mine.

It is their garden.

(4) **Reflexive pronouns**, as the name suggests, reflects back on the subject, rather action done by subject is reflected back on the subject like *yourself, himself, herself, myself, itself*, etc. Normally in such sentences, subject and object are the same.

For e.g.:

If you run fast, you could hurt yourself.

I want to climb the peak myself.

The dog fell down the couch by itself.

(5) **Emphatic pronouns** are pronouns that are specifically used for emphasis. It combines a personal pronoun and 'self or selves'. As for example myself (my + self), themselves (them + selves).

For e.g.:

I myself cooked this dish.

They themselves are trying to sort out all problems.

(6) **Demonstrative pronouns** are used to point objects they refer or indicate like *this, that, there, those, these*, etc.

For e.g.:

This act is unbelievable.

That was a beautiful gesture.

These are the places you must visit in New Zealand.

However, these same words act as demonstrative adjectives also when used in such context.

For e.g.:

This bag is made of jute.

That boy has broken his arm.

(7) **Interrogative pronouns** are pronouns that are used for asking questions.

For e.g.:

Who is your brother?

Where are you going?

Which is the shortest way?

(8) **Indefinite Pronouns** are pronouns that do not refer to someone or something specific.

For e.g.:

None of the flowers are pink in color.

One must use one's prudence to tackle tricky situations.

Few escaped unhurt.

He is loved by all.

Someone rushed past just now.

These underlined words do not indicate anybody in particular. They address things in a general tone.

These are indefinite pronouns.

Usage of Pronouns

'It' and 'This'

'It', as you know, is used to refer to inanimate objects like table, chair, air, pen, pencil, road, bottle, etc. Sometimes, 'it' is also used to refer to infants and young children when you do not specify the gender. 'It' is used as an emphatic pronoun to emphasize on the subject. Although animals are referred to as it, in some cases, animals are referred according to their gender. Then 'it' cannot be used.

Common usages of 'it' as a pronoun:

For e.g.:

It is a warm day.

Please take care of the baby. It is crying.

It rains heavily in the north-eastern states.

The table is broken. Please repair it.

It is because of you that the mishap occurred.

It was expected that she would top the exams.

Common usages of 'this' as a pronoun:

'**This**' is used as a pronoun in different ways. Normally 'this' indicates specific direction or thing. It acts as an indicator.

For e.g.:

This is the way to the hotel.

This boy will guide you to the hotel.

This is the place I was telling you about.

Also, '**This**' indicates something close-by, rather not very far.

For e.g.:

This shop across the road remains open day and night.

I do not want this watch, I want that watch.

Summing Up

Pronoun can be split as pro and noun, which in other words means 'in place of a noun'. Hence, the word that is used in place of a noun is a pronoun. Pronoun helps in improving the language and enhances the beauty of a written piece. It does away with repetition.

Pronouns are of eight kinds: - Personal, Relative, Possessive, Reflexive, Emphatic, Demonstrative, Indefinite, and Interrogative. Personal pronouns act as possessive adjectives while demonstrative pronouns act as demonstrative adjectives when used in specific contexts.

Model Examination Questions

MCQs

1. Correct the given sentence using suitable pronoun:

It was me who talked to you on the phone.

- a. It was him who talked to you on the phone.
- b. It was me who talked to him on the phone.
- c. It was I who talked to you on the phone.
- d. It was you who talked to him on the phone.

2. Fill in the blank with appropriate pronoun:

You _____ can explain this clearly.

- a. You yourself can explain this clearly.
- b. You myself can explain this clearly.
- c. You herself explain this clearly.
- d. You himself can explain this clearly.

3. Fill in the blank with an indefinite pronoun:

_____ are enjoying the show.

- a. You are enjoying the show.
- b. They are enjoying the show.
- c. All are enjoying the show.
- d. We are enjoying the show.

4. Fill in the blank with a demonstrative pronoun:

_____ are the books I borrowed from the library.

- a. Such are the books I borrowed from the library.
- b. Those are the books I borrowed from the library.
- c. It are the books I borrowed from the library.

d. Whose are the books I borrowed from the library.

5. Use an interrogative pronoun in the blank:

Did you hear _____ they said?

a. Did you hear that they said?

b. Did you hear what they said?

c. Did you hear it they said?

d. Did you hear his they said?

Exercise 1

Use pronouns in the following sentences:

1. Ram went to the market where Ram saw a big basket, full of mangoes. Ram wanted to buy all mangoes and Ram asked the shop-keeper to give Ram all the mangoes. Ram packed all the mangoes in a huge bag and Ram kept the bag in his car.
2. Sandra was playing badminton with her friends when Sandra sprained her ankle. Sandra started wailing in pain. Soon Sandra's friends took her to a doctor.

Exercise 2

Fill in the blanks with appropriate pronouns:

1. He and _____ are great friends.
2. Whom else to trust other than _____?
3. Could you find the cat? _____ has been missing since last morning.
4. I was sitting by _____ in the park.
5. What was _____ noise?
6. Is _____ your pen?
7. The children are enjoying _____.
8. Kim and Jack stood in front of the mirror and looked at _____.

Exercise 3

Correct the following sentences:

1. Every one of them was given their bags.
2. Neither of these flowers are in full bloom.
3. Let me take your leave.
4. Last winter it was very cold and it was lot of snow.
5. After teaching, it will be time to ask doubts.
6. I thought it would be somebody to pick me from the airport.

Exercise 4

Form answers for the following questions: (*The first one is done for you*)

Q. Who will answer the bell?

Nobody, **I myself**.

Q. Do you want me to buy milk for you?

A. No, _____

Q. Who told you that Sam will be away?

A. Sam_____.

Q. Can you run this errand for me?

A. Why can't _____?

Exercise 5

Read the first sentence and write the second sentence starting with 'There': (*The first one is done for you*)

1. The shops were very crowded. There were lots of people in the shop.
2. The roads were very busy. There_____.
3. The film is very violent. There_____.
4. Children's garments were offered at highly discounted prices. There_____.

Exercise 6

Fill in the blanks with who, what, whom, which, this or that:

1. The man_____lives in_____house is a doctor.
2. I won't be able to do much, but I'll do the best_____I can.
3. Where is the money_____was on the table?
4. The people_____work in_____hospital are very friendly.
5. Parents give their children all_____they want.
6. We do not know_____he intends to do.
7. He plays the game_____he likes the best.
8. I know_____you are searching for.
9. I know a man_____has lived in forests.
10. The teacher sent for the boy_____came at once.
11. This is the building_____was built in a month.
12. Get me the book_____is on the table.
13. People_____live in glasshouses should not throw stones at others.
14. The boy_____fell down from the bicycle hurt his leg.
15. By_____was this book written?
16. _____do you think is right?
17. With_____were you talking?
18. _____of these bats will you take? _____or _____?
19. _____did you find in the caves?

Exercise 7

Short Question/Answers

1. What is a pronoun? Explain with suitable examples.
2. Why should we use a pronoun?

Exercise 8

Long Question/Answers

1. Discuss kinds of pronouns giving two examples for each.
2. Explain the difference between reflexive pronoun and emphatic pronoun.

Answers

MCQs

1.c

2.a

3.c

4.b

5.b

Exercise 1

1. Ram went to the market where **he** saw a basket, full of mangoes. **He** wanted to buy all of **them** and **he** asked the shopkeeper to give **him** all. **He** packed **them** in a huge bag and kept **it** in his car.
 2. Sandra was playing badminton with her friends when **she** sprained her ankle. **She** started wailing in pain. Soon **her** friends took her to a doctor.

Exercise 2

1. He and **I** are great friends.
2. Whom else to trust other than **you**?
3. You **yourself** can explain this clearly.
4. Could you find the cat? **It** has been missing since last morning.
5. I was sitting by **myself** in the park.
6. What was **that** noise?
7. Is **this** your pen?
8. The children are enjoying **themselves**.

9. Kim and Jack stood in front of the mirror and looked at **themselves**.

Exercise 3

1. Every one of them was given **his** bags.
2. **None** of these flowers are in full bloom.
3. Let me take leave **of you**.
4. Last winter it was very cold and **there** was lot of snow.
5. After teaching **there** will be time to ask doubts.
6. I thought **there** would be somebody to pick me from the airport.

Exercise 4

- A. No, **I will buy it myself**.
- A. Sam **himself**.
- A. Why can't **you yourself do it**?

Exercise 5

1. There **were lots of people in the shop**.
2. There **was a lot of traffic**.
3. There **was a lot of violence in the film**.
4. There **was a huge discount on children's garments**.

Exercise 6

1. The man **who** lives in **this/that** house is a doctor.
2. Did you hear **what** they said?
3. I won't be able to do much, but I'll do the best **that** I can.
4. Where is the money **that** was on the table?
5. The people **who** work in **this** hospital are very friendly.
6. Parents give their children all **that** they want.

7. We do not know **what** he intends to do.
8. He plays the game **that** he likes the best.
9. I know **what** you are searching for.
10. I know a man **who** has lived in forests.
11. The teacher sent for the boy **who** came at once.
12. This is the building **that** was built in a month.
13. Get me the book **that** is on the table.
14. People **who** live in glasshouses should not throw stones at others.
15. The boy **who** fell down from the bicycle hurt his leg.
16. By **whom** was this book written?
17. **What** do you think is right?
18. With **whom** were you talking?
19. **Which** of these bats will you take? **This** or **that**?
20. **What** did you find in the caves?

Suggested Readings

1. Wren, P.C., & Martin. H., High School English Grammar & Composition
In-text reference: (Wren & Martin, Revised Edition)
2. Huddleston, Rodney. , Pullum, K.,Geoffrey., A Student's Introduction to English Grammar
In-text reference: (Rodney Huddleston, Geoffrey K. Pullum, 2005)
3. Murphy, Raymond., Murphy's English Grammar In-text reference: (Murphy's English Grammar, 2012)

Learning Objectives:

- **ADJECTIVES**

- To identify an adjective
- To use an adjective appropriately
- To express adjectives comparatively

Structure:

- Introduction
- Adjectives
- Formation of Adjectives
- Kinds of Adjectives
- Comparison of Adjectives
- Formation of different degrees of comparison (Regular)
- Formation of different degrees of comparison (Irregular)
- Few Comparisons Explained
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

If we want to improve upon a noun by giving additional information in the form of description, we cannot use more nouns. We need to use a different word that can focus on specific quality of the noun, elaborate the quantity or highlight any similar feature. These words not only improve on the meaning but also beautify the presentation. It is possible to include several attributes within a single sentence with the help of these words.

This different word is known as an adjective. The word adjective literally means ‘added to’. An adjective adds to the meaning of a noun or pronoun by giving further information regarding its quality,

quantity, description, or just about any feature. Hence, adjective is an important attribute of a sentence.

Adjective

The word that describes a noun or a pronoun and tells something more about the quantity or quality of the noun or pronoun is an adjective. Simple examples of adjectives include:

*He is a **lazy** boy.*

*She is a **beautiful** woman.*

*There are **five** apples.*

*In these sentences, '**lazy, beautiful, five**' give more information about the nouns '**boy, woman, and apples**' respectively.*

Formation of Adjectives

Adjectives are formed from nouns, verbs, or other adjectives. The following list depicts formation of adjectives:

| <u>NOUN</u> | <u>VERB</u> | <u>ADJECTIVE</u> | <u>FORMED ADJECTIVE</u> |
|-------------|-------------|------------------|-----------------------------|
| gold | | | golden |
| man | | | manly |
| king | | | kingly |
| hope | | | hopeful |
| care | | | careful |
| courage | | | courageous |
| laugh | | | laughable |
| pardon | | | pardonable |
| storm | | | stormy |
| | move | | movable |
| | play | | playful |
| | cease | | ceaseless |

| | | | |
|--|-------|-------|-----------|
| | talk | | talkative |
| | write | | written |
| | sleep | | sleepy |
| | | sick | sickly |
| | | black | blackish |
| | | ten | ten-fold |
| | | brave | bravery |

Kinds of Adjectives

Adjectives are of the following kinds:

(1) Descriptive Adjectives: These are **Adjectives of Quality**. As the name suggests, these adjectives describe qualities like goodness, beauty, laziness, wisdom, foolishness, etc. Descriptive adjectives answer the question ‘what kind?’

For e.g.:

*Rose is a **beautiful** flower.*

*He is an **honest** man.*

When we say ‘rose is a beautiful flower’, we describe a quality of the rose, i.e. beauty. We can ask the question ‘what kind of flower is rose?’ A beautiful flower. Hence, ‘beautiful’ is the adjective that describes ‘flower’ (noun). In the next sentence, we can ask the question ‘what kind of man is he.’ He is an honest man. Hence, ‘honest’ is the quality that describes ‘man’ (noun).

(2) Adjectives of Quantity: These adjectives specify quantity of the noun like little, more, few, some, sufficient, etc. These are quantitative adjectives. Adjectives of Quantity answer the question ‘how much?’

For e.g.:

*I drank **little** broth.*

*We ran for **some** distance.*

*There is **sufficient** water to wash all clothes.*

*When I say ‘I drank little broth’, I specify a certain quantity, although not the exact quantity. We can ask the question ‘how much broth did I drink?’ **little** broth. Hence, ‘little’ is the adjective that describes the amount of broth I drank. In the next sentence, we can ask the question ‘how much distance did we*

run?' **'some distance'**. Similarly, how much water is there? **'sufficient.'**

(3) Numeral Adjectives: These are adjectives of number. They specify the amount numerically like five, two, ten, hundred, most, many, and so on. Numeral adjectives answer the question 'how many?'

For e.g.:

There are **ten** pens on the table.

Most girls play badminton.

There is not a **single** shop in sight.

Ten, most, single, specify or qualify a numerical. When we ask the question how many girls play badminton, we say 'most girls'. Here 'most' specifies number of girls. Similarly 'single, ten' specify a numerical.

Accordingly numeral adjectives are of three kinds:

1. **Definite numeral adjectives** like one, three, fourth, second, and so on.
2. **Indefinite numeral adjectives** like few, some, all, any, several, and so on.
3. **Distributive numeral adjectives** like each, every, either, neither, and so on.

(4) Demonstrative Adjectives: As the name suggests, these adjectives display or pinpoint specific person or thing.

For e.g.:

This egg is bigger than others in the basket.

That house has a red roof.

There comes the bus you need to board.

I avoid eating **such** food.

In the first sentence 'this' is a demonstrative adjective as it tells something more about the specific egg. It answers the question, 'Which egg is bigger than the others in the basket?' Similarly other sentences answer the question 'which':

Which house has a red roof?

Which bus do you need to board?

Which food do you avoid eating?

Demonstrative adjectives include ‘**this**’ and ‘**that**’ for singular nouns and ‘**these**’ and ‘**those**’ for plural nouns. Normally ‘**this or these**’ indicate something close or nearby while ‘**that and those**’ indicate something at a distance or far away.

For e.g.:

These boys are wearing blue trousers while those boys are wearing green trousers.

Traffic signal at that corner is not functioning but the one at this road end is fine.

(5) Interrogative Adjectives: Interrogative words like ‘Who, What, Whose, Where’ when used with nouns are interrogative adjectives.

For e.g.:

Whose car is this?

Where are the boys?

What do you want?

Who are you?

(6) Exclamatory Adjectives: When you exclaim and express something more about a noun, it is an exclamatory adjective. Normally exclamatory sentences end with an exclamation mark (!).

For e.g.:

What an idea!

What a beauty!

How wonderful!

(7) Emphasizing Adjectives: Emphasizing means laying stress on or insisting on something specific to explain or get your idea or feelings across to others.

For e.g.:

I travelled on my own.

This is the very place where he was shot.

In the above sentences, ‘own’ and ‘very’ emphasize on specific person or place to convey meaning of the sentences in a much better manner.

(8) Possessive Adjectives: The adjectives that express the state of possession of nouns are possessive adjectives. They are placed before nouns and show possession.

Possessive adjectives include my, your, his, her, or, its, their, etc.

For e.g.:

*My school is not far away from **your** house.*

Comparison of Adjectives

Comparison is a self-explanatory word. When an adjective elaborates specific quality in a relative sense, rather in relation to same quality in similar noun, it is comparison of adjectives. The following example will elucidate it better:

*Shyam is a **bright** student of my class.*

*Shyam is **brighter** than Hari.*

*Shyam is the **brightest** student of my class.*

*In the above sentences, the adjective '**bright**' is described in relation to other students.*

In the first sentence, Shyam is acknowledged as a bright student.

In the second sentence, Shyam is compared to another student, Hari.

In the last sentence, Shyam is considered the brightest student, which means there is no other student who can equal Shyam.

Accordingly, there are three degrees of comparison of adjectives:

Positive Degree: Bright

Comparative Degree: Brighter

Superlative Degree: Brightest.

The positive degree of an adjective just describes the simple quality. There is no comparison. It is used for a single person or thing. The comparative degree compares the same quality amongst two while the superlative degree establishes supremacy amongst all. Hence superlative degree is used to compare more than two persons or things.

Adjectives are normally formed from the positive degree. These are **regular formations**. Normally you add 'er' or only 'r' to the adjective to form comparative degree and 'est' or only 'st' to form superlative degree. In y-ending adjectives, you change 'y' into 'i' and add 'er' or 'est'. If the adjective ends in a vowel and a consonant in the positive degree, you double the consonant and then add 'er' or 'est'. In some adjectives, you add 'more' to form comparative degree and 'most' to form superlative degree.

Formation of Different Degrees of Comparison (Regular)

| Positive | Comparative | Superlative |
|-----------|----------------|----------------|
| Brave | Braver | Bravest |
| Sweet | Sweeter | Sweetest |
| Strong | Stronger | Strongest |
| High | Higher | Highest |
| Bold | Bolder | Boldest |
| Short | Shorter | Shortest |
| Swift | Swifter | Swiftest |
| Slim | Slimmer | Slimmest |
| Wealthy | Wealthier | Wealthiest |
| Wet | Wetter | Wettest |
| Big | Bigger | Biggest |
| Staunch | Stauncher | Staunchest |
| Beautiful | More beautiful | Most beautiful |
| Proper | More proper | Most proper |

Few adjectives are not formed from their positive degree. These are **irregular formations**.

Formation of Different Degrees of Comparison (Irregular)

| Positive | Comparative | Superlative |
|-----------|--------------|---------------|
| Many/Much | More | Most |
| Good/well | Better | Best |
| In | Inner | Innermost |
| Little | Less | Least |
| Old | Older/elder | Oldest/Eldest |
| Bad | Worse | Worst |
| Far | Farther | Farthest |
| Far | Further | Furthest |
| Late | Later/Latter | Latest/Last |

Few Comparisons

Explained

It is easy to express comparative degree of most adjectives. Yet there are few adjectives whose usage is often confusing for most.

(1) Elder, eldest/ older, oldest

The adjective elder and eldest is normally used for expressing relationships in a family. It depicts seniority. Older/oldest is used for persons and things. It stresses on age. The following examples will elucidate this better:

For e.g.:

Reena is Shyam's elder sister.

Reena is the eldest child in their family.

This monument is older than Taj Mahal.

This is the oldest statue in this city.

Varun is older to Anurag by five years.

Varun is the oldest amongst all his friends.

(2) Farther, Farthest/ Further, Furthest

Further and Farther are adjectives to indicate distances. The only point of difference in their usage is that 'further, furthest' can be used with abstract nouns also.

For e.g.:

I cannot walk any further.

Simla is farther from Delhi than Chandigarh.

It is useless to proceed any further in this discussion. (Used with abstract noun 'discussion')

This is the farthest point on this mountain range.

(3) Less, Lesser, Few, Fewer

Less and lesser is normally used for uncountable nouns while few and fewer is used for countable nouns.

For e.g.:

She has few dresses.

There are fewer migrant birds this winter.

He eats lesser in the night than in the mornings.

We use less to indicate specific numerical distances like:

This place is less than two hundred kilometers away from Mumbai.

Less/lesser also indicate degree of importance of someone or something.

The first chapter is less important than the second chapter.

This meeting is of lesser importance than tomorrow's meeting.

(4) Much, Many

It is often confusing to understand where to use 'much' and where to use 'many'. Both are adjectives of number or quantity. The simplest way to be sure of your usage is to judge whether the noun is countable or uncountable. 'Much' is used before uncountable nouns while 'many' is used before countable nouns. Again 'much' is commonly used before abstract nouns like bravery, humility, and similar others.

For e.g.:

How much food is leftover?

We have used much water since this morning.

How many boys and girls are there in your class?

How many oranges are there in the basket?

He does not have much humility.

She does not believe much in charity.

(5) Later, Latter, Latest, Last

All these adjectives are used to express something more about time, specific moment, or even an era.

For e.g.:

The dignitaries entered much later than scheduled.

I was the last to board the train.

What is the latest update on the abduction?

The latter of the two suggestions seems to be the best option.

Although all describe time, yet, you can find a minute difference in their usage. 'Later' and 'Latter' specifically indicate time while 'Last' and 'Latest' indicate position in relation to time.

(6) Either-or, Neither-nor

These are adjective groups commonly used in comparison.

For e.g.:

Either you reach your office on time or return home.

Neither I nor your sister is going to support you.

(7) Little, a little, the little

The word little means less, few, or something meager. Look at the following usages:

For e.g.:

Add little salt to the soup.

Pour little water into the glass.

There is a little change in our program.

The little savings we have has to be used now.

Please do not quarrel in the little time you get to be together.

In the first two sentences, 'little' indicates very small quantity. In the third sentence, 'a little' also indicates something very small. In the last two sentences, 'the little' refers to something very less yet very useful.

(8) Each, Every

Both words are almost same in meaning except that 'each' is used for definite or countable nouns while 'every' is used for indefinite or uncountable nouns. Also, 'every' lays greater emphasis than each.

Sometimes both 'each' and 'every' are used together.

For e.g.:

She goes for a walk every morning.

Each boy of this class should submit his book by today.

Every day, we used to play in the garden.

Every evening the sun sets in the west.

Each pencil is of a different colour.

Summing Up

Adjective is the word that qualifies a noun or pronoun. They can be formed from nouns, verbs or adjectives. There are eight kinds of adjectives: Adjectives of Quality, Adjectives of Quantity, Numeral Adjectives, Demonstrative Adjectives, Interrogative Adjectives, Exclamatory Adjectives, and Possessive Adjectives.

When adjectives compare a quality relatively, it is comparison of adjectives. Accordingly, we have positive, comparative and superlative degrees of comparison. When adjectives are formed from their positive degree, it is regular formation and when it is not formed from the positive degree, it is irregular formation.

Model Examination Questions

MCQs

1. The adjective of gift is:

- a. gifting b. gifted c. gifts d. gifter

2. Correct the following sentence:

How much boys are there in your class?

- a. How much big boys are there in your class?
b. How many boys are there in your class?
c. How more boys are there in your class?
d. How little boys are there in your class?

3. Choose the correct answer from the given options:

Julie went shopping and spent _____ of money.

- (a) more (b) a lot of (c) many (d) much

4. Choose the correct answer from the given options:

Please sit with her_____.

- (a) a little (b) little(c) the little(d) little of

5. Choose the correct answer from the given options:

I am the elder but you are old than me.

- a. I am the older but you are old than me.
- b. I am the elder but you are older than me.
- c. I am the eldest but you are older than me.
- d. I am the eldest but you are old than me.

Exercise 1

Pick out the adjectives in the following sentences:

- 1. The days are warm and nights are cool.
- 2. How many children are going for the excursion?
- 3. Please lend me some money.
- 4. What a beautiful painting!
- 5. Every boy has to be present at the assembly.
- 6. Please do not waste the little energy left in you.
- 7. The lazy fox jumped over the fence.

Exercise 2

Form correct adjectives from the following words:

- 1. Sense
- 2. Dirt
- 3. Hope
- 4. Fool
- 5. Gift

6. Trouble
7. Shame

Exercise 3

Express the following adjectives in different degrees of comparison. The first one is done for you:

1. This mango is sweet. (**Positive**)

This mango is sweeter than other mangoes. (Comparative)

This mango is the sweetest of all mangoes. (Superlative)

2. My knife is sharp.
3. Switzerland is the coldest place in the world.
4. Which is the best way to reach your office in an hour?
5. Swimming is the best form of exercise.
6. Arun is healthier than others.

Exercise 4

Fill in the blanks with some, any, anyone, something, somebody, anything, anybody

1. I was too tired to do ----- work.
2. Can I have -----more sugar?
3. I want to start early as I have ----- important work to do.
4. The inclement weather has----- to do with the recent cloudburst.
5. Can ----- tell me where I kept my spectacles?
6. Does -----know the shortest route to reach Swiss Park?
7. Just do----- , but please keep out of my way!
8. I was not hungry, so I did not eat_____.
9. If -----phones when I am out, tell them I will call on return.
10. The girls are planning----- very special.
11. _____ is knocking at the door.+

Exercise 5

Fill in the blanks with much, many, lot, few, a lot of, lots of, plenty, little, a little, the little

1. Gopal is extremely busy with his work. He has ----- time for his family.
2. She does not mingle freely. So she has ----- friends.
3. There is no need to rush. You have _____ of time left.
4. How _____ time does it take to reach the station?
5. _____ birds migrate during the winter season.
6. _____ of the work is still undone.
7. I have _____ work to do.
8. Do you mind if I ask you _____ questions?
9. I need _____ time to think before taking a decision.
10. I am quite free today and do not have _____ to do.
11. She has been working on this project since _____ years.

Exercise 6

Fill in the following blanks with each or every:

1. _____ of the apartments in this block has a balcony.
2. There is a train to Ludhiana _____ hour.
3. The Olympic Games are held _____ four years.
4. This book is divided into seven parts and _____ part has five sections.
5. _____ car driver should wear seat belt while driving.
6. _____ side of a square is of the same length.
7. I try to visit my grandparents _____ other year.
8. _____ cricket team has eleven players.
9. We have _____ reason to believe that the operation has been a success.

Exercise 7

Fill in the following blanks with adjectives in correct degree and mention degree in bracket: (The first one is done for you)

1. The pen is **mightier** than the sword. (**Comparative**)
2. Public is the _____ judge.
3. Wordsworth is a _____ poet than most other poets of that time.
4. Economy is not as _____ as last year.
5. It is _____ to preach than to practice.
6. A soldier, _____ than his comrades scaled the wall fast.

Exercise 8

Fill in the blanks with later, latter, latest, last

1. The _____ part of the movie was a bore.
2. Have you read the _____ book of this writer?
3. When is the _____ train to Noida?
4. I got caught in a traffic jam and hence arrived _____ than others.
5. What is the _____ news of his condition?

Exercise 9

Correct the following sentences:

1. How much boys are there in your class?
2. Between gold and silver, the later is cheaper.
3. At latest, he accepted his guilt.
4. This is the eldest building in this complex.

Exercise 10: Test Your Learning

Choose the correct answer from the given options:

1. She's lazy. She never does _____ work.

(a) any (b) some (c) no

2. I asked two people the way to your home, but _____ of them could help me.

(a) either (b) both (c) none (d) neither

3. "What do you want to eat?" "_____, I don't mind, whatever is available."

(a) Nothing (b) Something (c) Anything

4. The metro service is excellent. There is a train _____ two minutes.

(a) each (b) every (c) all

5. _____ do not visit India in summer as they cannot bear the heat.

(a) The many tourists (b) Most tourists (c) Most of tourists

6. Jane likes walking. _____.

(a) Every morning she walks to work. (b) She walked to work every morning.

(c) She walks every morning to work. (d) She every morning walks to work.

7. The more distance you drive, _____.

(a) your petrol bill will be higher. (b) will be higher your petrol bill

(c) the higher your petrol bill will be (d) higher your petrol bill will be

8. The concert was really boring. It was _____ I have ever been.

(a) most boring concert (b) the more boring concert (c) the most boring concert

(d) the concert more boring

9. The English exam was fairly easy, _____ I expected.

(a) more easy than (b) easier as (c) easier than (d) more easy that

10. Belinda is the *more energetic* / *most energetic* / *energeticest* girl on the squad.

11. Brett is the *lesser artistic* / *less artistic* / *least artistic* one in the family.

12. This house is the *most* / *more* appealing one on the block.

13. It is *better* / *best* for you to go out now rather than later.

14. Teddy is *more funnier* / *more funny* / *funnier* than Stephen.

15. Lewis is arguably the *faster* / *fastest* / *most fast* runner in town.

16. The *cheaper* / *cheapest* telephone in the store is not likely to be the *better* / *best* / *most good* one.

17. Who is *shortest* / *shorter*, Ria or Betty?

18. *Journey to the Middle of the Earth* is my *most favorite* / *favorite* / *favoritest* book.

19. Spotty was the *fatter / fattest / most fat* of the two puppies.
20. We decided to discuss the issue *farther / further* in a private meeting.
21. He lives *farther / further* away from school than I do.
22. When she was training for the marathon, she ran *farther / further* than she did when she was running just for fitness.
23. If you need *farther / further* information on the parts of speech, you should use the resources in Section II.
24. She was anxious that she would fall *farther / further* behind in her studies if she skipped class.
25. Michael hit the ball *farther / further* than any other player.
26. If you pursue this issue any *farther / further*, you may get into trouble.
27. By attempting to climb Mt. Everest, Daniel pushed the limits of his endurance *farther / further* than he ever had before.
28. There are *fewer / less* women in my family than men.
29. Her SUV gets *less / fewer* miles per litre than my car.
30. I have *less / fewer* interest in gardening than he does.
31. There are *less / fewer* people in the meeting this year than there were last year.
32. You should try to use *less / fewer* energy by turning off the light when you leave the room.
33. Standard Stadium had *less / fewer* attendance than any other ballpark last year.
34. Jessy dumped me, but that doesn't mean I like her any *less / fewer*.
35. The blue line is only for shoppers with ten items or *less / fewer*.

Exercise 11

Short Question/Answers

1. What is an adjective? Explain with suitable examples.
2. Why is meant by comparison of adjectives? Why is it necessary?

Exercise 12

Long Question/Answers

1. Discuss kinds of adjectives giving two examples for each.

2. Explain the usage of ‘much, many’, giving examples to substantiate your explanation.

Answers

MCQs

1. b

2. b

3. b

4. a

5. c

Suggested Readings

1. Hashemi, Louise., Murphy, Raymond., English Grammar in Use Supplementary Exercises with Answers

In-text reference: (Louise Hashemi, with Raymond Murphy, 2012)

2. Wren, P.C., & Martin. H., High School English Grammar & Composition

In-text reference: (Wren & Martin, Revised Edition)

3. Murphy, Raymond., Murphy’s English Grammar

In-text reference: (Murphy’s English Grammar, 2012)

VERBS

Learning Objectives:

- To identify action word as verb
- To relate verb to time
- To relate verb to subject or action-doer

Structure:

- Introduction
- Verbs
- Kinds of Verbs

- Phrasal Verbs
- Tenses of Verbs
- Verbs-Voice
- Participle
- Agreement of Verb with Subject
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

A sentence consists of two main parts – Subject and Predicate. A subject is either a noun or a pronoun. In a sentence, the subject does some action. Only then the sentence has a proper meaning. Without any action, a sentence is incomplete. The action done is recognized as a verb. Sometimes the subject does not do any action; instead, indicates presence of something. This is also identified as a verb.

In a sentence, predicate indicates any action being done or even the presence of something. Hence, predicate includes the verb within itself. Verb is an integral part of a sentence as a sentence is incomplete without a predicate.

Verb

Verb is a word in a sentence that signifies or denotes action or any work being done. It is not only an action word; it also denotes presence or existence of something.

For example:

*I **walk** to school.*

*Children **are playing** in the park.*

*Here ‘**walk**’, ‘**are playing**’ denote action.*

Now look at these sentences:

*It **is** a private company.*

*Birds **have** two legs.*

*Here ‘**is**’, ‘**have**’ denote existence of something. They do not denote any action or work being done.*

These are also verbs.

Kinds of Verbs

(1) Transitive and Intransitive Verb: As you already know, verb is an action word. Now consider the following examples:

(a) *The man is walking.*

(b) *Children are running.*

(c) *The man is walking on the road.*

(d) *Children are running to school.*

In (a) although the sentence is complete, yet, something more about the man can be said. In (c) you get more information about the man; rather, the action of walking is being transferred, 'on the road'. Here road is the object of the sentence. When action is transferred from the doer to the object, it is a **transitive verb**. In (d), action is transferred from the doer to the object, 'to school'; hence, it is a **transitive verb**.

When action does not get transferred from the subject to the object, it is an **intransitive verb**. In (a), 'is walking' is an intransitive verb. Similarly in (b) 'are running' does not indicate any transfer of action. It is therefore an **intransitive verb**.

Think a While

The same verb can be both transitive and intransitive. There is no separate class differentiation between verbs that are transitive and verbs that are intransitive. As in our examples, 'running' and 'walking' are both transitive and intransitive verbs. The difference lies only in the presence or absence of object.

Hence we cannot classify a specific verb as only transitive or only intransitive. It can only be expressed

as the verb is used transitively or the verb is used intransitively.

| S.L.No. | VERB USED TRANSITIVELY | VERB USED INTRANSITIVELY |
|---------|-------------------------------------|--------------------------|
| 1. | Soldiers are fighting a fierce war. | Soldiers are fighting. |
| 2. | Birds are chirping on the trees. | Birds are chirping. |
| 3. | Girls are dancing to the music. | Girls are dancing. |
| 4. | The sun shines brightly in the sky. | The sun shines brightly. |

| | | |
|----|------------------------------------|-------------------|
| 5. | The cat sleeps on the couch. | The cat sleeps. |
| 6. | Waves are rising across the ocean. | Waves are rising. |

Transitive Verbs, Intransitive Verbs, and Objects

Normally transitive verbs take a single object. But some transitive verbs take two objects.

For e.g.:

The baby sleeps on the cot.

In this sentence, ‘cot’ is the single object. Now, look at this sentence:

The boy gave me a flower.

In this sentence there are two objects – ‘me’ and ‘flower.’ ‘Me’ is the indirect object while ‘flower’ is the direct object. You can identify an indirect and direct object in a simple manner. Consider the same example. It can be also written as:

The boy gave a flower.

But if you write it as ‘the boy gave me’, it sounds incomplete. The object that gives complete meaning to the sentence is the **direct object** and the object that does not give complete meaning to the sentence is the **indirect object**.

Normally intransitive verbs do not have any object. Sometimes, intransitive verbs take an object that is almost same as the verb itself. Does this sound confusing? Consider the following example to make things clearer:

I yawned a huge yawn.

*Here ‘yawned’ is the intransitive verb and ‘yawn’ is the object. ‘Yawned’ and ‘yawn’ are almost same. Such an object is called a **cognate object**.*

Few examples of cognate objects include:

Last night I slept a disturbed sleep.

She sang a beautiful song.

I danced a fast dance.

(2) **Reflexive Verb:** When subject and object in a sentence refer to the same person or thing, it is a reflexive verb as the action of the verb reflects back. In some cases, when verb is used reflexively, object is not explicitly used in the sentence.

For e.g.:

The girl hurt herself.

Here the subject is ‘Girl’ and ‘herself’ is the object. But both refer to the girl only. This is a reflexive verb.

However, the same verb can be used as a transitive verb and as a reflexive verb. The difference lies in the usage and not in the verb form as such.

For e.g.:

She loves singing to herself. (Reflexive verb)

She loves singing songs. (Transitive Verb)

(3) **Causative Verb:** When an intransitive verb becomes a transitive verb due to specific cause, it is a causative verb.

For e.g.:

Consider the verb 'fly'

Birds fly.

Strong winds help boys fly kites.

In the first sentence, 'fly' is an intransitive verb as there is no object. In the second sentence, 'fly' is a transitive verb since the object is 'kites'. But here the subject 'winds' does not fly kites, 'boys' fly kites (be) cause of strong winds. So, 'fly' is a causative verb.

Few more examples of causative verbs:

Her antics made me laugh.

I made her dance to my music.

I helped her complete the assignment.

In all the above sentences, the subject does not directly do the action. Instead, subject causes the action to be done.

Common causative verbs include keep, make, have, get, etc.

(4) **Helping Verb:** As the name suggests, this verb helps form another verb. These verbs do not have any meaning of their own but form perfect meaning when combined with other verbs. These are same as Auxiliary verbs. Such verbs include be, do, have, shall, can, may, ought, might, should, will, would, need, used, etc.

For e.g.:

I shall go tomorrow.

I might cancel my trip.

You should walk faster.

I used to drive.

(5) **Anomalous Verb:** These are special verbs as they can come before the subject when used in a question.

For e.g.:

Can you drive?

Will you dance?

Shall we start?

Should I jump?

(6) **Linking Verb:** Linking verb is the link between the subject and the rest of the sentence. It is always followed by a noun or an adjective. These are known as predicate nouns or predicate adjectives.

For e.g.:

I was happy to be the class topper.

In this sentence, 'was happy' is the linking verb while 'class topper' is the 'predicate noun'.

Few more examples include:

You seem fine at this place.

The water glistened when the sun shined brightly.

Who is hiding behind the door?

(7) **Weak Verb and Strong Verb:** Verbs that form their past tense by adding 'ed', 't', or 'd' to their present tense are known as **Weak Verbs**. Verbs that form their past tense by adding only 'ed' to their present tense are known as **Regular Verbs**. Verbs that form their past tense by either changing the vowel in their present tense or taking up a new form are known as **Strong verbs or Irregular verbs**.

| Weak Verbs | Strong Verbs |
|-------------------|---------------------|
| laugh – laughed | buy – bought |
| walk – walked | sell – sold |
| want – wanted | sit – sat |

| | |
|--------------|----------------|
| fix – fixed | catch – caught |
| Burn – burnt | Teach – taught |

(8) **Finite Verb and Non-finite Verb:** Finite verb is bound by tense and must agree with number and person of the subject. Non-finite verb is not bound by tense and need not agree with number and person of the subject.

For e.g.:

Manav owns a scooty.

In this sentence, ‘owns’ is a singular verb, third person and present tense. ‘Manav’ is singular noun in third person.

David is learning to play tennis.

In the above sentence, ‘learning’ does not change with change in tense or number. Rather, if the subject becomes plural and first person, as in ‘we’, the verb ‘learning’ does not change. Such verbs are non-finite.

A sentence cannot have complete sense without a finite verb. A non-finite verb is just an extension of the sentence and at times can be left out. Yet, the sentence would be complete.

Kinds of Non-finite Verbs:

There are three kinds of non-finite verbs:

1. Infinitive
2. Participle
3. Gerund

Infinitive is a non-finite generally preceded by ‘to’. It simply names an action and is used as a complement of the verb and sometimes of the subject.

For e.g.:

The prince loves *to hunt*.

Here, ‘*to hunt*’ has no subject and is not bound by the number, person, or subject.

The Infinitive is used to join sentences and can be used as a substitute for ‘so that’.

For e.g.:

I went to Simi's place. I wanted to meet her.

*I went to Simi's place **to meet** her. (Infinitive is used to join sentences)*

*This lesson is **so difficult that** I cannot understand it.*

*This lesson is **too difficult to understand**. (Infinitive used as a substitute for 'so that')*

(Participle and Gerund have been dealt with later.)

Phrasal Verbs

Phrasal verb is a combination of a phrase and a verb. Again the verb could be a transitive verb and hence have an object. Or the verb could also be intransitive. The verb is normally followed by a preposition. Phrasal verbs are commonly used without being specifically classified and identified as such. In simple terms, phrasal verbs are a combination of a verb and a group of words.

Phrasal verbs are commonly used with the following prepositions:

In, out, up, from, down, off, back, round, forward, away, through, about, along, forward, by, on, over, with, upon

| <u>S.L.</u> | <u>PHRASAL VERB</u> | <u>MEANING</u> | <u>SENTENCE</u> |
|--------------------|--------------------------------|----------------------------|--|
| 1. | Ask out | Ask for a date | Jack asked Sheela out for dinner. / Jack asked her out for dinner. |
| 2. | Act on | Create an effect/worked on | I acted on his instructions. / Water acts on iron. |
| 3. | Act upon | In accordance with | The police acted upon their clues timely to nab the miscreants. |
| 4. | Act up | To misbehave | The presentation ceremony had to be cancelled since the students started acting up and created a ruckus. |
| 5. | Bear up | To face difficulties | Commuters had to bear up with traffic snarls due to renovation work. |
| 6. | Bear with | To endure | Mothers can bear with the tantrums of their children. |
| 7. | Bear down/Beat down | To crush down | The ruling party was successful in bearing down the opposition. |
| 8. | Beat up | To beat | The poor boy was beaten up for no reason at all. |
| 9. | Beat off | To drive away | The barking dog beat off predator birds to save the |

| | | | |
|-----|--------------------|--|--|
| | | | young ones. |
| 10. | Back up | To go in reverse, to confirm facts, to create a copy | Back up your car and park properly. Administrative authorities backed up all information before submitting to higher-ups. Keep a back-up of all data as a safeguard measure. |
| 11. | Back off/Back down | Not to follow a threat | The militants backed down on their attempt to blow up the building when they saw ladies and children trapped within. |
| 12. | Blow up | Explode, inflate, to get angry suddenly | Crackers blew up inside the factory. Samuel blew up when district authorities were lackadaisical in their approach despite his repeated requests. |
| 13. | Break in | Enter by force | Thieves broke into their flat at midnight. |
| 14. | Break down | Stop functioning/to be terribly upset | Grid failure led to complete breakdown of metro services. /She broke down on seeing her husband's body. |
| 15. | Break up | To end an relationship | They broke up after they had a terrible fight. |
| 16. | Bring off | To accomplish something very difficult | We were very apprehensive of his performance initially, but he really brought off a stellar presentation. |
| 17. | Bring up | To rear/ to mention | The farmer brings up cattle and sheep on his ranch. She intentionally brought up the topic of pay-hike while talking with top management of the company. |
| 18. | Burn up | To get angry | His audacious behavior burned me up. |
| 19. | Burn down | To destroy through fire | Short circuit burned down the entire market in few minutes. |
| 20. | Butter up | To praise excessively with ulterior motive | She butters up her seniors often with an eye for monetary favors. |
| 21. | Butt in | To interrupt | He butts in to every conversation just to seek attention. |
| 22. | Call off | To cancel | He called off all meetings to be with his ailing mother. |
| 23. | Call on | To visit | Few relatives called on late last night. |

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| 24. | Catch on | To grasp fast | Although a newbie, Samvat has caught on with his lessons. |
| 25. | Catch up | To stop being behind or left out | After a long vacation, she is now catching up with all news at the office. |
| 26. | Check in | To move in | Aditya checked into the hotel this morning. |
| 27. | Check out | To move out | Aditya checked out of the hotel this morning. |
| 28. | Cheer up | To enliven someone | The crowd cheered up when their favourite team started scoring runs. |
| 29. | Chicken out | To lose confidence at the last moment | He was very upbeat about his preparations but just chickened out in the examination hall. |
| 30. | Chip in | To contribute | Please chip with your inputs to make this program a grand success. |
| 31. | Come down with | To be ill | She has come down with a bout of measles. |
| 32. | Clam up | To become quiet suddenly | The trauma has clammed up her bubbly self. |
| 33. | Come to | To regain consciousness/ to add up to | After the accident, it took more than four hours for her to come to and police were waiting to hear from her. Your total savings come up to ten lakhs. |
| 34. | Come across | To meet suddenly | I came across my schoolmate after around three decades. |
| 35. | Count on | To depend | I can count on his ability to deliver all projects on time. |
| 36. | Cut back | To reduce | Cut back on all fatty foods to lose weight. Cut back on your expenditure to save more. |
| 37. | Drag on / Draw out | To continue for longer hours boringly | The meeting dragged on for more than six hours. |
| 38. | Drop in/drop by | To visit | Our neighbours dropped in Sunday morning. |
| 39. | Drop off | To deliver something/ to give a ride | Drop off these letters on your way to college. / I shall drop you off at your college on my way to office. |

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|-----|--------------|--|--|
| 40. | Drop out | To stop attending | She dropped out of college in the first year itself. |
| 41. | To egg on | To prod /encourage | His mother egged him to take up fine arts for a career. |
| 42. | Eat out | To dine at a restaurant | We normally eat out on Saturday nights. |
| 43. | End up | To reach / to complete | We lost our way and ended up at a dead end. If you overwork, you are sure to end up in hospital. |
| 44. | Face up | To admit | You are trying to work hard but soon you will have to face up for negligence and laziness. |
| 45. | Fall through | To fail | Despite extensive planning, everything fell through as the government did not sanction necessary funds. |
| 46. | Figure out | To find out | I am trying to figure out the correct solution to this mathematical problem./ I am trying to figure out why he took this extreme step of killing himself. |
| 47. | Fill in | To supply/ to take someone place | Please fill in all pots with drinking water./ I had to fill in for his classes as he is sick and cannot teach. /Please fill in detailed information as stated in the form. |
| 48. | Fill out | To provide information/to gain weight | I had filled out all columns on the application form last week. / Despite his gruelling exercise schedule, he looks filled out. |
| 49. | Get along | Have friendly relationship | I get along fine with all my neighbours. |
| 50. | Get around | Move from place to place/ to avoid doing something | I get around my errands on my own vehicle./ I do not like doing the dishes but I need to get around doing it today. |
| 51. | Get across | To understand | I tried sign language to get across my queries to the foreigner. |
| 52. | Get by | To manage financially | The meager income from his tuitions helps us get by with all expenses somehow or the other. |
| 53. | Get on | To board/to manage | Susan had already got on the flight when she realized she had forgotten few files in office./ How are you able to get on with your imposing boss? |

| | | | |
|-----|-------------|---|--|
| 54. | Get off | To de-board/ to be excused | Please get off at the next crossing to reach your destination. /He could get off with all allegations due to his strong alibis. |
| 55. | Get out of | To escape | Her failing health helped her get out of all legal tangles. |
| 56. | Get over | To finish | She started early so that she could get over early and catch the train on time. |
| 57. | Get rid of | To dispose/ to forsake | Please get rid of all unwanted junk accumulated in the house. |
| 58. | Get up | To leave bed | Get up early tomorrow morning. |
| 59. | Give up | To quit/ to resign | He has given up smoking to appease her./ I tried solving the puzzle many times but at last I gave up. |
| 60. | Go with | To look pleasing | Does this red blouse go with this skirt? |
| 61. | Go out with | To date | Are you going out with Suman? |
| 62. | Grow up | To grow in age/ to behave responsibly | I grew up in a small village./ You are no longer a kid to cry over small issues. Grow up! |
| 63. | Goof off | To be lazy | I want to just goof off during my vacations. |
| 64. | Hand out | To distribute | The president handed out prizes to the students. |
| 65. | Hand in | Submit | I handed in my resignation last week. |
| 66. | Hang up | To retire/to complete a telephonic conversation | This footballer hung up his boots at the end of the season./ She hung up after nearly a hour-long conversation with her mother. |
| 67. | Hold up | To stop/to threaten/ to hold at a higher level | The processions held up traffic at various points across the city. / The dacoits were holding up guns at the children. / The winners held up their trophies when photographed. |
| 68. | Iron out | To resolve | Both parties ironed out all their differences and started working. |
| 69. | Keep up | To continue | Keep up with your efforts! |
| 70. | Knock out | To make someone unconscious/ to sleep soundly | The boxer knocked out his opponent in the ring. / I was knocked out completely after swimming for two continuous sessions. |

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|-----|-------------------|---|---|
| 71. | Kick out | To expel | The unruly and ill- mannered students were kicked out of school by the principal. |
| 72. | Knock oneself out | To work tirelessly | He knocked himself out to complete the book well within the deadline. |
| 73. | Let down | To disappoint | She let us down when she did not turn up at the event as promised. |
| 74. | Let up | To slow down | The rains have not let up even once since they started early in the morning. |
| 75. | Leave out | To omit or forget | Do not leave out any questions in your examination. |
| 76. | Lay off | To be dismissed from service | The company has laid off 700 employees this year. |
| 77. | Look forward to | To anticipate | I am looking forward to my first overseas trip this summer. |
| 78. | Look down on | To regard as inferior | People of higher castes look down on others. |
| 79. | Look back on | To reflect something of the past | I often look back on the time spent during my schooling days at Dehradun. |
| 80. | Look into | To investigate | The detectives are looking into all details of the murder. |
| 81. | Look in on | To visit an ailing person | She looks in on her mother daily on her way home. |
| 82. | Look up | To locate something or someone/ | I am trying to look up reference books for my project. /I shall look up your brother if he is in town. / |
| 83. | Look up to | to respect | Everybody look up to him because of his noble deeds and humble nature. |
| 84. | Look over | To check | Look over your report for any inadvertent mistakes. |
| 85. | Make up | To reconcile/ to compensate/ to imagine | After our intervention, the old friends made up with each other and are back on good terms. / I have missed many classes due to my ailment; I am trying hard to make up for the absence. / Children make up many things as an excuse to avoid doing homework. |
| 86. | Make out | To understand | I could make out the hidden threat in his sweet talks. |

| | | | |
|------|-------------|--|---|
| 87. | Make for | To rush towards/ | The children make for the fridge as soon as they come home from play. |
| 88. | Make fun of | To joke unkindly | Almost everyone in the class makes fun of his short stature. |
| 89. | Mix up | To confuse | It is difficult to decipher his talk as he normally mixes up many things while talking. |
| 90. | Mark down | To reduce the price | Shopkeepers often mark down on the printed price. |
| 91. | Mark up | To increase price | All products are marked up during the festive season. |
| 92. | Nod off | To sleep off in boredom | The picture was very uninteresting and I soon nodded off. |
| 93. | Pass out | To succeed/ to become unconscious | The cadets passed out in flying colours. / She passed out when she was informed of her unprecedented win. |
| 94. | Pass away | To die | Her mother passed away last night. |
| 95. | Pick up | To get a lift/ to buy/to take off the ground/ to start a fight | Her office cab picks her up at nine each morning. / please pick up few provisions on your way home./ Can you pick up these papers from the ground please?/ She often picks up fights with her neighbours. |
| 96. | Pick out | To choose | Pick out the dresses you like! |
| 97. | Pick on | To bully | Do not pick on your baby sister! |
| 98. | Pull over | To park or stop | A vehicle pulled over by her side when she asked for a lift. |
| 99. | Put off | To postpone | Sampat has put off all his meetings until tomorrow. |
| 100. | Put away | To stack or arrange | Please put away your dresses in the cupboard. |
| 101. | Put on | To gain weight/ to wear | She has put on many pounds since her last visit. / Put on the jacket, it is cold outside. |
| 102. | Put out | To extinguish/ to inconvenience someone | Please put out the candle. /Despite your grueling schedule, I had to put you in this job as you alone can do it perfectly. |

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|------|--------------|--|--|
| 103. | Put up | To tolerate/ to provide someone with a place | I had to put up with his incorrigible behavior for a week. / can you put him up for the night as he has to leave early tomorrow morning? |
| 104. | Run into | To meet by chance | I ran into my college mate at the market today. |
| 105. | Run out of | To be exhausted of | We ran out of gas on our way home. |
| 106. | Rip off | To cheat, to take away | The IOA ripped off his medals when he was tested positive for doping. |
| 107. | Set off | To start | We set off early so that we could reach by noon. |
| 108. | Stand out | Distinguishing | Your painting stands out among the rest. |
| 109. | Stand for | Represent/tolerate | The sign stands for a bus-stop. She cannot stand for injustice across anyone. |
| 110. | Set back | delay | The sudden rains set back our schedule by a day. |
| 111. | Show up | To arrive | The bosses showed up much later than expected. |
| 112. | Take care of | To look after/to make arrangements | Please take care of these kids while I am away to the market. / You take care of refreshments for the meeting. |
| 113. | Take up | To start | Take up a hobby in your spare time, it will be relaxing. |
| 114. | Tick off | To irritate/ to check | Her boisterous attitude ticked me off./ please tick these items from the checklist. |
| 115. | Throw up | To vomit | The heat made her throw up. |
| 116. | Throw out | To discard/ to force someone out | Do not throw out your garbage through the window. / He was thrown out of his job due to his dishonest behavior. |
| 117. | Turn around | Make changes/ change direction | His planning and implementation turned around the company's profits. / Turn around and face the rising sun while doing yoga. |
| 118. | Turn down | To refuse/ to lower volume | I turned down the offer as I cannot work in night shifts. / Please turn down the volume of television, the baby is asleep. |
| 119. | Wear out | To be exhausted/ to be used up fully | The grueling schedule wore me out. / My shoes are worn out, I need a new pair. |

| | | | |
|------|---------------|--------------------------|---|
| 120. | Watch out for | To be careful | Watch for dogs on the prowl. |
| 121. | Wrap up | To complete/ to cover up | Finally I wrapped up all work for the day. / Wrap up a shawl on your shoulders, it is cold outside. |

Tenses of Verbs

In a sentence, Tense dictates the form of a verb with respect to time. Tense is a grammatical concept and time means when the action is being done. Often you use verbs in correct tenses but may not know exact technicalities of their usage. Just read along and everything will be clear.

Consider the following example:

I write a letter.

This sentence indicates your action in the present time. This is **simple present tense**.

Next:

I wrote a letter.

This sentence indicates your action in the past (time or moment). This is **simple past tense**.

Next:

I shall write a letter.

This sentence indicates your action in the future (time or moment). This is simple **future tense**.

In the above examples, we used the subject 'I'. The verb form changes with the subject. Observe the following tables for verb 'walk':

PRESENT TENSE

| | SINGULAR | PLURAL |
|----------------------|--------------|-----------|
| First Person | I walk | We walk |
| Second Person | You walk | You walk |
| Third Person | He/she walks | They walk |

PAST TENSE

| | SINGULAR | PLURAL |
|----------------------|---------------|-------------|
| First Person | I walked | We walked |
| Second Person | You walked | You walked |
| Third Person | He/she walked | They walked |

FUTURE TENSE

| | SINGULAR | PLURAL |
|----------------------|------------------|----------------|
| First Person | I shall walk | We shall walk |
| Second Person | You will walk | You will walk |
| Third Person | He/she will walk | They will walk |

Now, present, past and future tenses have four forms each. These go to form the twelve tenses as shown in the table below. They are:

TENSES



| | | |
|------------------------------------|---------------------------------|-----------------------------------|
| SIMPLE PRESENT | SIMPLE PAST | SIMPLE FUTURE |
| PRESENT PROGRESSIVE | PAST PROGRESSIVE | FUTURE PROGRESSIVE |
| PRESENT PERFECT | PAST PERFECT | FUTURE PERFECT |
| PRESENT PERFECT PROGRESSIVE | PAST PERFECT PROGRESSIVE | FUTURE PERFECT PROGRESSIVE |

We shall use the same verb 'walk' and explain the above table accordingly:

| | | |
|---|---|--|
| SIMPLE PRESENT I walk | SIMPLE PAST I walked | SIMPLE FUTURE I shall walk |
| PRESENT PROGRESSIVE I am walking | PAST PROGRESSIVE I was walking | FUTURE PROGRESSIVE I shall be walking |
| PRESENT PERFECT I have walked | PAST PERFECT I had walked | FUTURE PERFECT I shall have walked |
| PRESENT PERFECT PROGRESSIVE I have been walking | PAST PERFECT PROGRESSIVE I had been walking | FUTURE PERFECT PROGRESSIVE I shall have been walking |

PRESENT TENSE

Simple Present

This is the form of verb which is used to denote an action or state of being at the moment of speaking. It is used:

1. To express a habitual action

For e.g.: I drink hot milk every morning.

2. To express universal truths

For e.g.: The sun rises in the east.

3. To express future action about which a decision has already been taken

For e.g.: My plane takes off in an hour's time.

4. To express surprise and wishes in sentences.

For e.g.: Here comes the brave soldier!

5. Sometimes as a substitute for simple past to explain or narrate vividly

For e.g.: Quickly, the emperor hurries to his kingdom.

Present Progressive (Continuous)Tense

The simple present tense of the verb 'to be' is used with present participle to form present progressive/continuous tense. This tense shows the continuity of an action or the state of being. It is used:

1. To denote an action going on at the time of speaking

For e.g.: The bees are buzzing, the cows are grazing, the rain is falling

2. For a temporary action that may not be happening at the time of speaking

For e.g.: I am studying (but I am not studying at the moment)

3. For an action that has already been decided to take place in the near future

For e.g.: We are going to Surajkund this weekend.

Present Perfect Tense

In this tense the action spoken of is, has been, or will be entirely completed at the time denoted by the verb. It is used:

1. To indicate completed activities in the immediate past

For e.g.: The clock has just struck four.

2. To express past action whose time is not given and is not definite

For e.g.: My father has been to the USA.

3. To describe past events when we think more of their effect in the present than of the action itself.

For e.g.: I have done my work. (now I am free)

4. To express an action beginning at sometime in the past and continuing up to the present moment

For e.g.: My friend has lived in Nepal for four years.

Present Perfect Progressive (Continuous) Tense

This is used to denote an action which began sometime in the past and is still continuing.

For e.g.: Shalini has been dancing for one hour. (and is still dancing)

PAST TENSE

Simple Past

This is the form of verb which is used to denote an action or state of being in the past. It is used:

1. To indicate an action that is completed in the past.

For e.g.: We went to a musical concert last evening.

2. To denote past habits.

For e.g.: My father always carried a walking stick. Past Progressive (Continuous) Tense

This tense shows the continuity of an action or the state of being in the past. It is used:

1. To denote an action going on at some time in the past. The time of action may or may not be indicated.

For e.g.: While I was walking, a thief snatched my mobile phone.

2. It is denoted with always, continually, etc for persistent habits in the past.

For e.g.: Mrs. Stephens was always muttering.

Past Perfect Tense

In this tense the action spoken of was or had been entirely completed at the time denoted by the verb. It is used:

1. To describe an action completed before a certain moment in the past.

For e.g.: Kitty ~~had learnt to speak~~ French before she came to France.

2. If two actions happened in the past, it may be necessary to show which action happened earlier than the other.

For e.g.: When the chairman arrived at the stadium, more than half of the spectators had left.

Past Perfect Progressive (Continuous) Tense

This tense describes what was happening at certain specific time in the past. It is used:

1. To express an action that began before a certain point in the past and continued up to that time.

For e.g.: When I entered the classroom, the teacher had already been teaching for over ten minutes.

FUTURE TENSE

Simple future

This is the form of verb which is used to denote an action or state of being in the future. It is used:

1. To express an indefinite supposed action or activity in the future time.

For e.g.: Vikas and Sonam will live on a houseboat.

2. To express determination, promise, order or command.

For e.g.: Ravi will run fast to win the race.

3. To express a natural phenomenon

For e.g.: The lava will come out of the volcano.

4. To express the expected or supposed main action

For e.g.: If it rains, Neeta will carry an umbrella.

Future Progressive (Continuous) Tense

This tense shows the continuity of an action in future. It is used:

1. To indicate predictions and probability of future activity

For e.g.: I am sure my friend will be waiting for me in the beach.

2. To denote future plans that have already been decided.

For e.g.: John will be marrying Miss Jill next week.

Future Perfect Tense

In this tense the action spoken of will be entirely completed at the time denoted by the verb. It is used:

1. To express the completion of an action supposed or expected to take place in the future.

For e.g.: Ruma will have arrived by the time you finish your breakfast.

2. To express an action which started earlier but is still expected to continue in the future

For e.g.: I shall have worked here for twenty years on my retirement next year.

Future Perfect Progressive (Continuous) Tense

This tense describes what will be happening at certain specific time in the future. It is used:

1. To express an action which will be in progress over a period of time that will end in the future

For e.g.: By the end of this month, we shall have been using this car for five years.

Verbs – Voice

Voice is that specific verb form which denotes whether subject acts or whether subject is acted upon. A transitive verb has two voices – Active voice and Passive voice. Normally voice of a verb exists only in transitive verbs as only such verbs carry an object. Intransitive verbs do not carry an object. A verb is in **Active voice** when subject is the action-doer. A verb is in **Passive voice** when subject is not the action-doer. Instead, subject is acted upon and something is done to subject by somebody or something else.

Look at the following examples:

The dog bit the man.

The man was bitten by the dog.

In the first sentence, ‘**dog**’ is the **subject** and ‘**man**’ is the **object**. In the first sentence, the subject does the action, in the sense, ‘**dog**’ as the subject bit the ‘**man**’ (**object**). This is **Active Voice**.

In the second sentence, ‘**man**’ is the **subject** and ‘**dog**’ is the **object**. *The subject and the object have interchanged.* In the second sentence, the subject does not do the action, in the sense, ‘**man**’ as the subject does not bite the ‘**dog**’. Instead, subject, ‘**man**’, is acted upon or rather bit by the object, ‘**dog**’. This is **Passive Voice**.

Active voice is used when there is a specific subject. Sentences in active voice are small, crisp, and direct. They are easy to understand. If subject is vague like somebody, somewhere, passive voice is used. Passive voice sentences are common in legal documents. The main purpose of presenting a sentence in passive voice is to highlight the object. Sometimes passive voice does away with the subject as it is irrelevant.

For e.g.:

The order has been delayed. (Passive Voice)

If the same is said in active voice, it would be as:

You have delayed the order.

The sentence in passive voice is more direct and emphatic.

Steps for changing from Active to Passive Voice

1. The object of the verb in active voice becomes the subject of the verb in passive voice.
2. The subject of the verb in active voice becomes the object of the verb in passive voice and the preposition ‘by’ is used before it.

3. An appropriate form of the verb is used.

For e.g.:

The police caught the thief. (This is in active voice)

(Subject) (Object)

Now, while changing it into passive voice, 'police' has to become the object and 'thief' has to become the subject:

The thief was caught by the police. (Passive voice)

(Preposition 'by' precedes the object)

Change of Pronouns from active to passive voice:

| <u>Active Voice</u> | <u>Passive Voice</u> |
|----------------------------|-----------------------------|
| I | me |
| we | us |
| you | you |
| he | him |
| she | her |
| they | them |

Change of Tense in voice change

The third step for changing from active to passive voice mentions 'An appropriate form of the verb is used'. The chart given below details this. Let us take the verb 'give'

| <u>Tense</u> | <u>Active Voice</u> | <u>Passive Voice</u> |
|---------------------|----------------------------|-----------------------------|
| Simple Present | give/gives | is/are given |
| Present Continuous | is/are giving | is/are being given |
| Present Perfect | has/have given | has/have been given |
| Simple Past | gave | was/were given |
| Past Continuous | was/were giving | was/were being given |
| Past Perfect | had given | had been given |
| Simple Future | shall/will give | shall/will be given |
| Future Perfect | shall/will have given | shall/will have been given |

Verbs in future continuous cannot be expressed in passive voice.

Steps for changing from Passive to Active Voice

1. The object of the verb in passive voice becomes the subject of the verb in active voice.
2. The subject of the verb in passive voice becomes the object of the verb in active voice and the preposition 'by' is removed.
3. An appropriate form of the verb is used.

For e.g.:

The mouse was chased by the cat. (Passive Voice)

(Subject) (Object)

The cat chased the mouse. (Active Voice)

(Subject) (Object) Preposition 'by' is removed.

It is to be clearly noted that while changing the voice, the meaning of the sentence should always remain the same. Also, the kind of sentence should also remain the same. You cannot change an interrogative into an assertive or into any other form.

Participle

Participle is a form of verb. It has characteristics and functions of both adjective and verb. It normally ends in 'ing', 'ed', or 'en'. For e.g.: developed, knocked, called, waiting, broken, announced, headed, etc. Participles are of three kinds: **Present Participle, Perfect Participle, and Past Participle.**

Present participle is similar to present progressive tense. It represents some action that is going on at the moment, rather it is incomplete. These words normally end in 'ing'.

For e.g.:

Walking, singing, standing, sitting, crying, bending, writing, baking, sleeping, and so on.

If the verb is transitive, the participle takes an object.

For e.g.:

I came across a woman washing clothes by the roadside.

Looking across the window, Shanta saw a dog chasing a cow.

As we passed through the village, we saw an old woman sleeping on the pavement.

Present Participle and Perfect Participle are quite similar. Rather, perfect participle develops from present participle.

Look at the following examples:

Seeing the bus approaching, I quickened my step to reach the bus-stop. (Present Participle)

Having seen the bus approaching, I quickened my step to reach the bus-stop. (Perfect Participle)

Tying my hair, I rushed towards the door. (Present Participle)

Having tied my hair, I rushed towards the door. (Perfect Participle)

Being in the service sector for so long, she was an expert at handling customer queries. (Present Participle)

Having been in the service sector for so long, she was an expert at handling customer queries. (Perfect Participle)

Past Participle is almost same as past tense of a word.

For e.g.:

Walked, cried, baked, booked, bored, believed, restored, snored, stared, etc.

The children, scared by the barking dog, ran down the road.

We walked for many miles before reaching a resort.

This act is to be seen to be believed.

Power supply was not restored until repair technicians arrived at ten in the morning.

The men stared in disbelief as the young children performed on the gymnastics floor.

Weak Verbs, Their Past Tense, and Past Participle

Some weak verbs do not form their past tense or participle by adding 'd' or 'ed'. Such weak verbs include:

| <u>Weak Verb</u> | <u>Past Tense</u> | <u>Participle</u> |
|-------------------------|--------------------------|--------------------------|
| Bleed | Bled | Bled |
| Burn | Burnt | Burnt |
| Dwell | Dwelt | Dwelt |
| Feed | Fed | Fed |
| Have | Had | Had |
| Learn | Learnt | Learnt |
| Lend | Lent | Lent |
| Make | Made | Made |
| Sell | Sold | Sold |
| Shed | Shed | Shed |
| Shut | Shut | Shut |
| Spread | Spread | Spread |
| Wed | Wed | Wed |

Strong Verbs, Their Past Tense, and Past Participle

| <u>Strong Verb</u> | <u>Past Tense</u> | <u>Participle</u> |
|---------------------------|--------------------------|--------------------------|
| Awake | Awoke | Awaken |
| Arise | Arose | Arisen |
| Beat | Beat | Beaten |
| Break | Broke | Broken |
| Begin | Began | Begun |
| Bend | Bent | Bent |
| Burst | Burst | Burst |

| | | |
|--------|--------|-----------|
| Blow | Blew | Blown |
| Become | Became | Become |
| Come | Came | Come |
| Choose | Chose | Chosen |
| Cling | Clung | Clung |
| Dig | Dug | Dug |
| Do | Did | Done |
| Draw | Drew | Drawn |
| Drive | Drove | Driven |
| Drink | Drank | Drunk |
| Eat | Ate | Eaten |
| Fall | Fell | Fallen |
| Find | Found | Found |
| Forget | Forgot | Forgotten |
| Freeze | Froze | Frozen |
| Fly | Flew | Flown |
| Fight | Fought | Fought |
| Get | Got | Got |
| Go | Went | Gone |
| Give | Gave | Given |
| Grow | Grew | Grown |
| Hide | Hid | Hidden |
| Hurt | Hurt | Hurt |
| Hold | Held | Held |
| Lie | Lay | Lain |
| Ride | Rode | Ridden |
| Rise | Rose | Raised |
| Run | Ran | Run |
| Shine | Shone | Shone |
| See | Saw | Seen |
| Shoot | Shot | Shot |

| | | |
|--------|--------|---------|
| Sing | Sang | Sung |
| Sit | Sat | Sat |
| Speak | Spoke | Spoken |
| Stand | Stood | Stood |
| Swing | Swung | Swung |
| Strike | Struck | Struck |
| Swim | Swam | Swum |
| Take | Took | Taken |
| Throw | Threw | Thrown |
| Tear | Torn | Torn |
| Wear | Wore | Worn |
| Win | Won | Won |
| Write | Wrote | Written |

Agreement of Verb with Subject

There are three categories of a subject. These are:

1. **First Person**
2. **Second Person**
3. **Third Person**

‘**I**’ refers to singular first person; ‘**we**’ refers to plural first person.

‘**you**’ refers to singular and plural second person.

‘**he/she/it**’ refers to singular third person while ‘**they**’ refers to plural third person.

In a sentence, verb should agree with the subject in both number and person. If subject is singular and infirst person, verb should also be singular first person. This rule is known as **Concord**.

For e.g.:

| | |
|----------------------|-------------------|
| <i>I sleep</i> | <i>We sleep</i> |
| <i>You sleep</i> | <i>You sleep</i> |
| <i>He/She sleeps</i> | <i>They sleep</i> |

This is same for almost all verbs like ‘**stand, eat, drink, run, play, sit, etc.**’ There are few exceptions.

(1) The conjugation of verb ‘**be**’ is different:

I am *We are*
You are *You are*
He/She/It is *They are*

(2) When you wish for something, verb normally takes the plural form:

For e.g.:

*I wish I **were** in a spacecraft. (It is not 'I wish I was in a spacecraft.')*

Here 'I' is first person singular and 'were' is plural.

Similar examples include:

*He ordered as if he **were** the boss. (It is not 'He ordered as if he was the boss.)*

*She exclaimed as if she **were** the princess. (It is not 'She exclaimed as if she was the princess')*

(3) Verbs 'dare' and 'need' are used as singular when used as an interrogative or negative:

For e.g.:

*Does she **need** go there at this hour? (It is not 'Does she needs go there at this hour?')*

***Dare** he not enter my room! (It is not 'Dares he not enter my room!')*

(4) Verbs like *save, bless, live, help, etc.* when used to express good wishes or desires always take plural form.

For e.g.:

God bless you! (It is not 'God blesses you!')

May God save you! (It is not 'May God saves you!')

'Long live the King!' (It is not 'Long lives the King!')

Important Features of Agreement of Verb with Subject

(1) Nouns that are plural in form but singular in meaning take a singular verb.

For e.g.:

The news is correct.

'News' is a plural subject but its meaning is singular. So the verb is also singular.

Politics for him was the driving force of his life.

'Politics' although plural takes singular verb form 'was'

(2) When two subjects are joined by 'and', verb is in plural.

For e.g.:

She and I are going to the market.

They and we are going to the market.

They and I are going to the market.

(3) When two or more singular subjects are joined by either-or, neither-nor, verb takes the singular form.

Neither she nor you can eat your dinner.

Either you or Reena is answerable.

(4) If two subjects are joined by either-or, neither-nor, where the first subject is singular and the second subject is plural, verb will take up the form closest to it, rather the plural form.

Either Nimish or his family have to attend the ceremony.

Neither Navin nor his parents have to attend the ceremony.

(5) If two subjects are joined by either-or, neither-nor, where the first subject is plural and the second subject is singular, verb will take up the form closest to it, rather the singular form.

Either his family or Nimish to attend the ceremony.

Neither his parents nor Navin has to attend the ceremony.

(6) A collective noun takes a singular verb when talked about as a whole and a plural verb when members of the collective noun are addressed.

For e.g.:

The cattle herd is grazing on the fields. ('is' the singular form)

Few cattle of the herd have gone deeper into the jungles. ('Have' is the plural form)

The crowd has been all through the meeting. ('has' is the singular form.)

Some people from the crowd are throwing stones. ('are' is the plural form.)

(7) A noun singular in form but plural in meaning takes a plural verb.

For e.g.:

Two dozen apples cost hundred rupees. ('dozen' is the singular collective noun but carries a plural meaning)

Three hundred rupee notes were lost. ('hundred' is the singular form but indicate plural form)

(8) Words like 'together with', 'with', 'as well as', 'in addition to', when joined with a singular subject do not affect the verb form.

For e.g.:

*The commander, **with** all his men, **is** marching towards the gate.*

*Ramesh, **together with** his friends, **has** gone to Allahabad.*

*Aryan, **as well as** Deepak and Arjun, **likes** to play football.*

(9) When two singular nouns refer to the same person or thing, verb is singular.

For e.g.:

*My 'friend and guide' **has** arrived.*

*By the death of Gandhiji, a patriot and able administrator, **was** lost to the nation.*

(10) When two subjects convey a single idea or meaning, verb takes the singular form.

For e.g.:

*Bread and butter **is** his staple diet.*

*Pen and paper **is** sufficient today.*

*Horse and carriage **is** waiting at the door.*

(11) Verb is normally singular when used with 'each' or 'every'.

For e.g.:

*Each boy and girl of this class should **bring** a pen.*

*Every man and woman on the road **is** carrying an umbrella.*

(12) Uncountable nouns like knowledge, advice, worship take singular verb.

For e.g.:

*Knowledge **is** worship.*

*Advice **is** helpful.*

(13) Words like 'many a', 'more than one' although sound plural in form take a singular verb.

For e.g.:

*More than one boy **was** present at the occasion.*

*Many a girl **was seen** going to college today.*

***Either** she **or** they have to attend the meeting.*

***Not only** he but we also have to play the match.*

(14) Nouns like a pair of socks, a pair of scissors, etc. are taken as singular and hence take a singular verb.

For e.g.:

*A pair of socks **was** missing from the clothesline.*

Summing Up

Verb is an action word. The kinds of verbs include transitive, intransitive, weak, strong, reflexive, causative, helping, anomalous, linking. Verbs in relation to time indicate tense of verb. Accordingly, we have twelve forms of tenses. These include simple present, present continuous, present perfect, present perfect continuous, simple past, past continuous, past perfect, past perfect continuous, simple future, future continuous, future perfect and future perfect continuous.

Voice is that specific verb form which denotes whether subject acts or whether subject is acted upon. Accordingly, we have active voice and passive voice. Interchange of voice is done according to specific rules. Verb form that has characteristics of verb and adjective is participle. Accordingly, we have present participle, past participle and perfect participle. Verb has always to be in tandem with subject. In a sentence, verb should agree with the subject in both number and person.

Model Examination Questions

MCQs

1. Correct the following sentence:

There are lots of sugar in the tin.

- (a) There are lot of sugar in the tin. (b) There is lots of sugar in the tin.
(c) There is lot of sugar in the tin. (d) There are lots of sugars in the tin.

2. Fill the blank choosing the correct answer from the given options:

Today's weather report _____ that there will be heavy rain tonight.

- (a) says (b) has been saying (c) is saying (d) said

3. Fill the blank choosing the correct answer from the given options:

That house facing the east appears to _____ recently.

- (a) was painted (b) have been painted (c) is painting (d) having had painted

4. Use the correct form of the verb choosing from the given options:

Oliver Twist is an _____ novel.

- (a) interested (b) interesting (c) interest (d) interestable

5. Choose the correct option:

Either Radha or her friend have won the prize.

- (a) Either Radha or her friend has won the prize.
(b) Either Radha or her friend both have won the prize.
(c) Either Radha or her friend were won the prize.
(d) Either Radha or her friend was won the prize.

Exercise 1

In the following sentences, pick out the verb and (a) tell if the verb is transitive (TV) or intransitive (ITV) (b) identify the object (O) if verb is transitive

1. A tiny bird drinks nectar from the flowers.
2. The plane takes off.
3. Time is an excellent healer.
4. The guard blew his whistle.
5. Horses trotted away.
6. The war ended last week.
7. Where is my book?
8. The paper is fluttering in the air.
9. A creeper grows along a support.
10. When does your school get over?

Exercise 2

Change verbs in the following sentences into transitive or intransitive as required:

1. Sheep graze in the fields.
2. The moon shines.
3. Children are playing.
4. Get up early.
5. Talk in a low voice.

Exercise 3

State and change the voice in the following sentences:

1. I want to finish this work.
2. We shall buy a car this year.
3. People will soon forget it.
4. He was questioned by the police.
5. We stopped writing as soon as the bell rang.
6. Can we ever forget those carefree days?
7. Promises are meant to be kept.
8. We can see the storm approaching.
9. Did you mail me a gift?
10. These apples taste sour.
11. English grammar should be learnt.
12. Who will guide the tourists?
13. A lie should not be told.
14. Who rang the bell?

Exercise 4

Change the following sentences into simple past tense (PT) and simple future tense (FT):

1. He is waiting for you in the garden
2. The farmers are cutting paddy that has ripened.

3. I have been living in this house for many years.
4. The boys are walking to their school.
5. Fetch me a glass of water.
6. I am planning to visit my lawyer today.
7. I am having a huge breakfast today.
8. Davis slipped down the stairs this morning.
9. I am watching television.

Exercise 5

Correct the following sentences:

1. We have been eating for two o'clock.
2. He pass all examinations successfully.
3. They goes to school every day.
4. I went to the doctor tomorrow.
5. People will loved watching these movies.
6. My father go for morning walk daily.

Exercise 6

Change into past tense:

1. Rahul goes to the market.
2. Sheela sleeps for seven hours.
3. Where are you going?
4. The principal will scold students if they are late.
5. There are four holidays this week.
6. Shall we walk down to your house?

Exercise 7

Fill in the blanks with the correct form of verb given in brackets:

1. We _____ the parade yesterday. (see)
2. Can I have some milk before I _____ to bed. (go)

3. He thanked me for what I _____ done. (have)
4. We _____ English since seven years. (study)
5. He _____ asleep while driving. (fall)
6. He _____ out just five minutes ago. (go)
7. Do not disturb me when I _____ my homework. (do)
8. I am sure that I _____ him at the mall last night. (see)
9. It was hard carrying the bags. They _____ very heavy. (be)
10. The bed was very uncomfortable. I _____ very well. (sleep)
11. I was very tired. So I _____ the party early. (Leave)
12. It was warm, so I _____ off my coat. (Take)

Exercise 8

Complete the following sentences using given verbs in their correct tenses:

Catch, buy, fall, hurt, cost, teach, spend, throw, write, sell

1. Chaucer _____ many poems.
2. We could not afford to keep our car, so we _____ it.
3. 'How did you learn to cook?' 'My mother _____ me.'
4. Suman _____ a lot of money yesterday. She _____ a dress that _____ thousand rupees.
5. I _____ the ball to Priya who _____ it.
6. My sister _____ down the stairs this morning and _____ her leg.

Exercise 9

Use your imagination to complete the sentences using past progressive form of verbs. (The first one is done for you):

1. The doorbell rang while I *was taking a shower*.
2. Susan fell asleep while she _____.
3. The music was on, but nobody _____.
4. We saw an accident while we _____.
5. Samuel took a photograph of me when I _____.

6. When Rina arrived, we _____.

Exercise 10

Use present progressive or present perfect progressive forms of verbs to complete the following sentences:

1. Hello, Sam, _____ (I/look) for you. Where have you been?
2. Mitali is a teacher. _____ (She/teach) for over a decade.
3. 'Is Pawan on holiday this week?' 'No, _____ (he./work).
4. Ram _____ (Have/sell) computers for fifteen years.
5. The ground is wet. It _____ (have/rain) since morning.
6. The rescue workers _____ (have/search) for survivors since last night.

Exercise 11

Fill in the blanks with proper form of verb:

1. The formation of sentences _____ very important.
2. The horse and trap _____ been waiting for a long time.
3. Sixty rupees _____ too much for this dress.
4. Bread and butter _____ wholesome food.
5. The goat as well as the donkey _____ grass.
6. A good man and meticulous teacher _____ passed away.
7. The jury _____ divided in their opinions.
8. Three plus three _____ six.
9. Not less than a dozen _____ injured.
10. Geeta or her parents _____ abusing Seema.
11. Not only the students, but also the teachers' _____ on strike.

Exercise 12

Use the following words to fill in the blanks with phrasal verbs:

Get, go, fly, away, on, out, up, in, forward, through, to, at

1. We were trapped in the building. We couldn't _____.
2. A cat tried to catch the bird, but it _____.

3. House prices are very high. They have _____ a lot in the last few years.
4. Are you looking _____ to the party next week?
5. I love to look _____ the stars in the sky at night.
6. We went _____ the top floor of the building to admire the view.
7. I was sitting in the kitchen when suddenly a bird flew _____ the open window.

Exercise 13

Complete the sentences using following words with them/it/me:

Fill in, get out, give back, switch on, take off, wake up

1. I'm going to bed now. Can you _____ at 6.30?
2. I don't like it when people borrow things and don't _____.
3. My shoes are dirty. I'd better _____ before going into the house.
4. They gave me a form and told me to _____.
5. I've got something in my eye and I can't _____.
6. I want to use the kettle. How do I _____?

Exercise 14

Complete each sentence using a verb + out

1. Steve is very fit. He does a lot of sport and _____ regularly
2. We didn't manage to discuss everything at the meeting. We _____ of time.
3. I phoned the station to _____ what time the train arrived.
4. I thought the two books were the same until a friend of mine _____ the difference.
5. There was a power cut and all the lights _____.
6. Sometimes it _____ cheaper to eat in a restaurant than to cook at home.
7. It took the fire brigade two hours to _____ the fire.
8. The company is _____ a new computer system at the moment.
9. The road will be closed for two days next week while building work is _____.
10. You have to _____ the problem yourself. I can't do it for you.
11. The new drug will be _____ on a small group of patients.
12. They got married a few years ago, but it didn't _____, and they separated.

13. We thought she was American at first, but she _____ to be Swedish.

14. I haven't applied for the job yet. I want to _____ more about the company first.

Exercise 15

Identify the infinitive in the following sentences:

1. She is willing to help us.
2. To exercise daily is a good habit.
3. It is easy to advise others.
4. To err is human.
5. He offered me a chair to sit.
6. The plane is about to take off.

Exercise 16

Combine the following sentences using infinitive:

1. He was too tired. He could not work.
2. I heard the news. I was shocked.
3. I speak the truth. I am not afraid of it.
4. Suhani collects old stamps. This is her hobby.
5. We go to a shopping mall. We buy things.

Exercise 17

Short Question/Answers

1. What is voice of a verb? What are the types of voice?
2. What is meant by agreement of verb with subject? What are the exceptions to concord?
3. Name the different tenses.
4. What are phrasal verbs?

Exercise 18

Long Question/Answers

1. What are the important features of agreement of subject and verb? Explain.
2. What are the steps for changing voice of a sentence?

3. Explain the different kinds of verbs with suitable examples.

Answers

MCQs

1. b

2. a

3. b

4. b

5. a

Exercise 1

1. A tiny bird drinks (*TV*) nectar from the flowers (*O*).
2. The plane takes off (*ITV*)
3. Time is (*TV*) an excellent healer (*O*).
4. The guard blew (*TV*) his whistle (*O*).
5. Horses trotted away (*ITV*)
6. The war ended (*TV*) last week (*O*).
7. Where is (*TV*) my book (*O*)?
8. The paper is fluttering (*TV*) in the air (*O*).
9. A creeper grows (*TV*) along a support (*O*).
10. When does (*TV*) your school (*O*) get over?

Exercise 2

1. Sheep graze.
2. The moon shines in the sky.
3. Children are playing in the ground.
4. Get up early in the morning.
5. Talk low.

Exercise 3

1. This work has to be finished by me. (Passive)
2. A car shall be bought by us this year. (Passive)
3. It will be soon forgotten by people. (Passive)
4. The police questioned him. (Active)
5. Writing was stopped by us as soon as the bell rang. (Passive)
6. Can those carefree days be ever forgotten by us? (Passive)
7. Keep your promises. (Active)
8. The approaching storm can be seen by us. (Passive)
9. Was a gift mailed to me by you? (Passive)
10. These apples are sour when tasted. (Passive)
11. Everyone should learn English grammar. (Active)
12. By whom will the tourists be guided? (Passive)
13. Never tell a lie. (Active)
14. By whom was the bell rung? (Passive)

Exercise 4

1. He was waiting for you in the garden. **(PT)**
He will be waiting for you in the garden. **(FT)**
2. The farmers were cutting paddy that had ripened. **(PT)**
The farmers will be cutting paddy that has ripened. **(FT)**
3. I had been living in this house for many years. **(PT)**
I would have been living in this house for many years. **(FT)**
4. The boys were walking to their school. **(PT)**
The boys will be walking to their school. **(FT)**

5. (You/he/she/they) fetched me a glass of water. **(PT)**

(You/he/she/they will) fetch me a glass of water. **(FT)**

6. I was planning to visit my lawyer yesterday. **(PT)**

I shall plan to visit my lawyer tomorrow. **(FT)**

7. I was having a huge breakfast yesterday. **(PT)**

I shall have a huge breakfast tomorrow. **(FT)**

8. Davis slipped down the stairs last morning. **(PT)**

Davis will slip down the stairs next morning. **(FT)**

9. I was watching television. **(PT)**

I shall be watching television. **(FT)**

Exercise 5

1. We have been eating since two o'clock.
2. He passed all examinations successfully.
3. They go to school every day.
4. I shall go to the doctor tomorrow.
5. People will love watching these movies.
6. My father goes for morning walk daily.

Exercise 6

1. Rahul went to the market.
2. Sheela slept for seven hours.
3. Where were you going?
4. The principal scolded students if they were late.
5. There were four holidays that week.
6. Had we walked down to your house?

Exercise 7

1. saw

2. go
3. had
4. are studying
5. fell
6. went
7. am doing
8. saw
9. were
10. did not sleep/ could not sleep
11. had to leave/ left
12. took

Exercise 8

1. wrote
2. sold
3. taught
4. spent, bought, cost
5. threw, caught
6. slipped, broke

Exercise 9 – To be done according to your imagination

Exercise 10

1. I have been looking
2. She has been teaching
3. he is working
4. has been selling
5. has been raining
6. have been searching

Exercise 11

1. is
2. has
3. is
4. is
5. eats
6. has
7. is
8. equals
9. were
10. are
11. were

Exercise 12

1. Get out
2. Flew away
3. Gone up
4. Forward to
5. Up at
6. Up to
7. In through

Exercise 13

1. wake me up
2. give them back
3. take them off
4. fill it in
5. get it out
6. switch it on

Exercise 14

1. Works out
2. Ran out
3. Find out
4. Pointed out
5. Went out
6. Works out
7. Put out
8. Trying out
9. Carried out
10. Sort out
11. Tried out
12. Work out
13. Turned out
14. Find out

Exercise 15

1. to help
2. To exercise
3. to advise
4. To err
5. to sit
6. to take off

Exercise 16

1. He was too tired to work.
2. I was shocked to hear the news.
3. I am not afraid to speak the truth.
4. Suhani's hobby is to collect old stamps.

5. We go to a shopping mall to buy things.

Suggested Readings

1. Wren, P.C., & Martin. H., High School English Grammar & Composition

In-text reference: (Wren & Martin, Revised Edition)

2. Murphy, Raymond., Murphy's English Grammar

In-text reference: (Murphy's English Grammar, 2012)

3. Huddleston, Rodney., Pullum, K. Geoffrey, A Student's Introduction to English Grammar

In-text reference: (A Student's Introduction to English Grammar, 2005)

Section-B

- **ADVERBS**

Learning Objectives:

- To identify an adverb
- To use an adverb appropriately
- To use adverbs to enhance implications

Structure:

- Introduction
- Adverb
- Types of Adverbs
- Differentiation of Adverbs and Adjectives
- Degrees of comparison of Adverbs
- Formation of Adverbs
- Placement of Adverbs
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

A verb indicates the action done by the subject in a sentence. However, if we want to express and detail the action done in an elaborate manner, we have to use words that amplify the meaning of a verb. It is not possible to use many verbs to deliver the meaning you want to express. Hence, we use additional words that increase and improve upon the meaning expressed through a verb. This is adverb.

Adverb, in simple terms, adds to the meaning of a verb. This provides an in-depth visualization and understanding of the action expressed in a sentence. It goes without saying that adverbs bring out the

beauty of the language without any special effort to do so.

Adverb

The word that modifies or adds further meaning to a verb, adjective, or another adverb in a sentence is called an adverb.

For e.g.:

The boy ran quickly.

In this sentence, 'ran' is the verb and 'quickly' tells something more about the verb 'ran'. So 'quickly' is the adverb.

This egg is fully rotten.

In this sentence, 'rotten' is the adjective and 'fully' is the adverb as it tells something more about the adjective.

Benoy drives the car very carefully.

In this sentence, 'drives' is the verb, 'carefully' is an adverb and 'very' adds further meaning to the adverb 'carefully'.

In the above sentences, 'quickly', 'fully', 'carefully', and 'very' are adverbs.

Adverbs also modify phrases or an entire sentence. If used in the beginning of the sentence, it modifies entire sentence.

For e.g.:

He sat close to her for the entire journey.

Fortunately, none of them were injured in the mishap.

In the first sentence, 'close' modifies entire phrase 'to her for the entire journey' and 'fortunately' modifies the entire second sentence.

Look at the following examples:

(a) *She draws beautifully. Here 'beautifully' adds meaning to verb 'draws'. Hence, 'beautifully' is an adverb.*

(b) *The lady is an exceptionally sharp manager. Here 'manager' is noun, 'sharp' is adjective, and*

'exceptionally' is adverb. The word 'exceptionally' signifies the adjective 'sharp'.

There can be many adverbs in a sentence wherein one adverb signifies the other adverb which in turn signifies the verb.

For example:

Young girls find it very difficult to tie their hair neatly.

Here 'very' is the first adverb that signifies adjective 'difficult'. Again, 'neatly' is an adverb that signifies the verb 'to tie'.

Adverbs add significance to prepositions and conjunctions.

(a) The exit door is right behind you. Here 'behind' is a preposition and 'right' is the adverb signifying 'behind'.

(b) I advise you to go ahead with this project only because you are a great writer. Here 'only' is the adverb signifying the conjunction 'because'.

Types of Adverbs

There are different types of adverbs. However, the line of distinction between adverb types is not very accurate. Some adverbs often overlap. An adverb of frequency can also be an adverb of time, adverb of place can also be an adverb of affirmation, and so on.

Adverb types include:

(1) **Adverbs of Place:** These adverbs specify location. Such adverbs include **here, there, away, upstairs, downstairs, abroad, nowhere, everywhere, out, up, etc.**

For e.g.:

*Turn **right** to reach Marriott Garden.*

*On hearing the noise, Swaroop rushed **downstairs**.*

*I was **away** for a fortnight.*

*Her parents are settled **abroad**.*

*After the devastation, they had **nowhere** to go.*

*Please sit **out (outside)**.*

(2) **Adverbs of Frequency**: These adverbs specify how often it occurs. Such adverbs include **always, sometimes, frequently, occasionally, repeatedly, periodically, never, ever, usually, again, seldom, etc.**

For e.g.:

*He does the same mistake **repeatedly**.*

*We visit the museum **often**.*

*We have **never** been to a circus.*

*She **never** enters the kitchen.*

*You have been told **many times** not to meddle with the computer.*

*Seema **seldom** comes unprepared for the class.*

***Always** close the door behind you.*

*He came home only **once** last year.*

(3) **Adverbs of Time**: These adverbs specify the time or when it happens or occurs. Such adverbs include **once, twice, recently, lately, now, soon, daily, thereafter, eventually, today, since, tomorrow, afterwards, then, immediately, before, early, late, etc.**

For e.g.:

*As **soon** as the flight landed, the tyre burst.*

***Tomorrow** is the final examination.*

***Daily** I reach home at eight.*

***Eventually** the train chugged into the station.*

*Reach the station **early** to avoid missing your train.*

*I have been working on this project **since** two years.*

(4) **Adverbs of Degree (Quantity)**: These adverbs specify quantity like how much, to what extent, or what degree. Such adverbs include **enough, barely, extremely, absolutely, hardly, scarcely, nearly, entirely, well, altogether, partly, only, quite, rather, just, etc.**

For e.g.:

*It is **extremely** hot today.*

*There is **absolutely** no water to drink.*

*His knee is swollen; he can **barely** walk few steps.*

*He **only** wanted to speak to you.*

*I **just** have few ten-rupee notes in my wallet.*

(5) **Adverbs of Manner:** These adverbs show the manner or in what way or how the verb functions. Such adverbs include *slowly, clearly, soundly, beautifully, quickly, carefully, astonishingly, surprisingly*, etc. Normally such adverbs are placed after the verb.

For e.g.:

He strode quickly into the room.

She sings beautifully.

She watched each move carefully.

He walked into the room most reluctantly.

The boys hastily denied having done any mischief.

(6) **Adverbs of Negation and Affirmation :** As the name suggests, such adverbs act as affirmatives or negatives.

For e.g.:

I certainly want to attend the convocation.

You do not know him.

You are surely mistaken.

(7) **Adverbs of Interrogation:** Adverbs that ask questions are called Adverbs of Interrogation. Such adverbs include where, when, how much/many, why, etc.

For e.g.:

Where are you?

How many times do I have to remind you?

Why are you shouting?

When will your train arrive?

Differentiation of Adverb and Adjective

You will notice some adverbs are same as adjectives in form. The difference lies only in their usage.

For e.g.:

There was a loud thunder before the rain started pouring.

Please do not talk so loud in the corridor.

Notice usage of the word 'loud' in both the sentences. In the first sentence, 'loud' describes 'thunder'(noun). Hence, here 'loud' is an adjective. In the second sentence, 'loud' describes 'talk'

(*verb*).

Hence, here '**loud**' is an *adverb*.

There is no golden rule to differentiate whether a word is an adjective or an adverb. You have to notice and understand its usage to decipher the correct part of speech.

Few examples to elucidate it further:

Adverbs

(1) The sun shines **brightly** between the clouds.

(2) Aim **high**

(3) The child ate **little**.

(4) He is **well-known** in India.

(5) We started **late** in the evening.

Adjectives

(1) **Bright** sunshine keeps smells away.

(2) People were in **high** spirits after winning the match.

(3) Every **little** boy has a tricycle.

(4) This **well-known** dance troupe is in India.

(5) He is a **late** riser.

Degrees of Comparison of Adverbs

Just like adjectives, adverbs are also compared. The degrees of comparison include positive, comparative, and superlative degrees. Just as in degrees of comparison of adjectives, you add 'er' to form comparative degree and 'est' to form superlative degree.

For e.g.:

| <u>Positive</u> | <u>Comparative</u> | <u>Superlative</u> |
|------------------------|---------------------------|---------------------------|
| <i>Fast</i> | <i>Faster</i> | <i>Fastest</i> |
| <i>Long</i> | <i>Longer</i> | <i>Longest</i> |
| <i>Soon</i> | <i>Sooner</i> | <i>Soonest</i> |
| <i>Hard</i> | <i>Harder</i> | <i>Hardest</i> |
| <i>Early</i> | <i>Earlier</i> | <i>Earliest</i> |

Some adverbs form comparative and superlative degrees by adding 'more' and 'most' respectively.

For e.g.:

| <u>Positive</u> | <u>Comparative</u> | <u>Superlative</u> |
|--------------------|-------------------------|-------------------------|
| <i>Swiftly</i> | <i>More swiftly</i> | <i>Most swiftly</i> |
| <i>Sweetly</i> | <i>More sweetly</i> | <i>Most sweetly</i> |
| <i>Stunningly</i> | <i>More stunningly</i> | <i>Most stunningly</i> |
| <i>Beautifully</i> | <i>More beautifully</i> | <i>Most beautifully</i> |

Some adverbs are irregular and take up new words in comparative and superlative degrees.

For e.g.:

| <u>Positive</u> | <u>Comparative</u> | <u>Superlative</u> |
|-----------------|--------------------|----------------------|
| <i>Much</i> | <i>More</i> | <i>Most</i> |
| <i>Little</i> | <i>Less</i> | <i>Least</i> |
| <i>Ill</i> | <i>Worse</i> | <i>Worst</i> |
| <i>Near</i> | <i>Nearer</i> | <i>Nearest/ Next</i> |
| <i>Far</i> | <i>Farther</i> | <i>Farthest</i> |
| <i>Late</i> | <i>Later</i> | <i>Last</i> |

Formation of Adverbs

(1) Normally, most adverbs are formed by adding 'ly' at the end of the adjective.

For e.g.:

| <u>Word (Adjective)</u> | <u>Adverb</u> |
|-------------------------|------------------|
| <i>Clever</i> | <i>Cleverly</i> |
| <i>Bright</i> | <i>Brightly</i> |
| <i>Kind</i> | <i>Kindly</i> |
| <i>Quick</i> | <i>Quickly</i> |
| <i>Foolish</i> | <i>Foolishly</i> |
| <i>Wise</i> | <i>Wisely</i> |

(2) For adjectives ending in 'le', change 'e' into 'y' to form adverb.

For e.g.:

| <u>Word (Adjective)</u> | <u>Adverb</u> |
|-------------------------|---------------|
| <i>Single</i> | <i>Singly</i> |
| <i>Double</i> | <i>Doubly</i> |
| <i>Simple</i> | <i>Simply</i> |
| <i>Humble</i> | <i>Humbly</i> |

(3) Some adverbs are formed by combining a preposition and an adverb such as *within* (*with + in*), *without* (*with + out*), *before* (*be + fore*), *behind* (*be + hind*), and so on.

(4) Some adverbs are formed as (a + word) like:

Asleep, afoot, aboard, aloud, ahead, away, etc.

(5) Some adverbs are formed by combining prepositions and nouns/adjectives.

For e.g.:

Along, abroad, anew, today, tomorrow, besides, overboard, etc.

(6) Some adverbs are formed by joining two words with a conjunction.

For e.g.:

- **Far and wide:** Slowly he became famous far and wide.
- **Again and again:** I had to repeat the same instructions again and again. (Repeatedly)
- **Now and then:** Now and then (occasionally) I drop in to visit my old grandmother.
- **First and foremost:** First and foremost (first of all) buy new clothes for yourself.
- **Once and again:** I phoned him once and again. (Repeatedly)
- **Through and through:** He reads the newspaper through and through. (Completely)
- **Over and above:** He is a thorough gentleman over and above (besides) being extremely hardworking.
- **Over and again:** You admonish him over and again (repeatedly) for being forgetful.
- **To and fro:** Children were running to and fro (up and down) during the festivities.

- **Out and out:** He is out and out (Undoubtedly) the first choice for team captain.
- **By and by:** By and by (after some time), they will return to their normal routine.
- **Off and on:** Off and on (intermittently), I glance through my child's school notebooks.

(7) Some adverbs are formed by combining prepositions and pronouns.

For e.g.:

Hitherto, henceforth, thereby, therefrom, hereupon, thereupon, herewith, therewith, henceforward, hitherto, wherein, whereto, thereto, etc.

(8) Some adverbs are formed by combining a noun and qualifying adjective.

For e.g.:

Yesterday, midway, otherwise, meanwhile, sometimes, etc.

Placement of Adverbs

When you form a sentence, specific parts of speech should be placed at specific places to convey correct meaning. Often, students are at a loss to understand how to create a complete and correct sentence. Here we shall discuss where to place adverbs in a sentence.

(1) Adverbs of time like **now, then, today, next day, yet, tomorrow** and adverbs of place like **here, there, everywhere**, etc. are normally placed after the verb. If the sentence has an object, then the adverb is placed after the object.

For e.g.:

It is too late to go **there**. ('Go' is the verb)

It is too late to go **now**. ('Go' is the verb)

I am not **yet** ready. ('Am' is the verb)

Please keep the book **here**. ('Keep' is the verb and 'book' is the object)

Boys and girls started running **everywhere**. ('Running' is the verb)

(2) If verb consists of one word, adverbs of frequency like **rarely, usually, often, generally, never, always**, etc. and other adverbs like **hardly, almost, just, quite, nearly**, etc. are normally placed between the subject and verb.

For e.g.:

She **rarely** goes out on Sundays.

It is *nearly* a month since I last met him.

He *often* goes on tour.

You *never* arrive on time.

(3) If there are many adverbs after a verb, adverbs are placed in specific order:

Adverb of manner followed by adverb of place followed by adverb of time

For e.g.:

He should reach *there* by *today*. ('There' is adverb of place and 'Today' is adverb of time)

She will perform *confidently* *this time*. ('Confidently' is adverb of manner and 'this time' is adverb of time)

(4) Adverbs of manner like *quickly, fastly, slowly*, are normally placed after the verb. If the sentence has an object, adverb is placed after the object.

For e.g.:

She drives *slowly*.

She drives her car *carefully*.

The cat lapped up all the milk *quickly*.

(5) Adverbs are placed in front of auxiliary verbs like 'used to', 'have to'.

For e.g.:

I *often* have to rush to reach office on time.

You *seldom* used to throw tantrums in your childhood.

(6) Adverb 'enough' is always placed after the word it qualifies or modifies.

For e.g.:

Is this space *enough* to accommodate all?

Please buy provisions *enough* to last entire fortnight.

(7) Adverb 'only' should be placed before the word it modifies.

For e.g.:

Buy *only* ten bananas.

Discuss *only* relevant matter.

Summing Up

Adverbs are words that add meaning to a verb, adjective or another adverb. There are eight kinds of adverbs: Adverbs of Place, Adverbs of Manner, Adverbs of Time, Adverbs of Quantity, Adverbs of Frequency, Adverbs of Affirmation and Negation, and Adverbs of Interrogation. The same word can be used as an adverb and as an adjective. The difference lies in their usage and the meaning expressed.

Normally, 'ly' ending words are adverbs. However, adverbs are formed through various other ways too. Adverbs need to be placed at specific place in a sentence to express the meaning correctly.

Model Examination Questions

MCQs

1. Place given adverb at the correct position:

The train has left (just)

- (a) The train has left just. (b) The train just has left.
(c) The train has just left. (d) Just the train has left.

2. Correct the following sentence:

Sweta was fortunately not present at the occasion.

- (a) Sweta was not present at the occasion fortunately.
(b) Sweta was not fortunately present at the occasion.
(c) Sweta fortunately was not present at the occasion.
(d) Fortunately, Sweta was not present at the occasion.

3. Correct the following sentence:

I go to his place often.

- (a) Often I go to his place. (b) I often go to his place.
(c) I go often to his place. (d) I go to his often place.

4. Correct the following sentence:

Will he be there still?

- (a) Will he still be there? (b) Will still he be there?
(c) Will he be still there? (d) Still will he be there?

5. Place given adverb at the correct position:

Seema danced (at the function, superbly)

- (a) Seema danced superbly at the function.
- (b) Seema danced at the function superbly.
- (c) At the function Seema danced superbly.
- (d) Seema at the function danced superbly.

Exercise 1

Pick out adverbs in the following sentences:

1. Are you doubly sure of what you are telling?
2. Who is there?
3. He spoke hastily and left the room in a muff.
4. Are there enough boys to lift this heavy trunk?
5. We keep discussing on such matters off and on.
6. He humbly answered to all our questions.
7. Again and again, I warn him to be careful with his money.
8. How far is the market?
9. She has travelled extensively.
10. Over and above all expenses, you should carry a thousand dollars.

Exercise 2

Use the following words as an adjective (AJ) and as an adverb (AV) and thereby show the difference in their meaning:

Ill, late, fast, early, enough, only, clean,

Exercise 3

Express the following adverbs across different degrees of comparison and make sentences in respective usage:

Patiently, little, early, swiftly, loud, near, often, well.

Exercise 4

Place given adverbs at their correct position in the following sentences:

1. I reach home. (usually, by ten)
2. He has recovered from his trauma. (yet)
3. She goes out (seldom)
4. This is not good (enough)

Exercise 5

Correct the following sentences:

1. Roshan visited his aunt frequently.
2. He just returned last night.
3. I feel comparatively better today.
4. You must say such a thing never.
5. I shall meet you this evening in the park.

Exercise 6 (Test Your Learning) Fill the

blanks appropriately:

1. There was a _____ change in their program. (Sudden, suddenly)
2. Liz fell down and hurt herself quite _____. (badly, bad)
3. Everybody at the party was _____ dressed. (Colourful, colourfully)
4. Do you usually feel _____ before the examination? (Nervously, nervous,)
5. I think you behaved very _____. (Selfishly, selfish)
6. Nobody knew Sam was coming to see us. He arrived _____. (Unexpected, unexpectedly)
7. Our team lost the game because we played _____. (Badly, bad)

Exercise 7

Short Question/Answers

1. What is an adverb? Why do we need to use an adverb in a sentence?
2. Can the same word be used as an adjective and an adverb? Give examples
3. From what are adverbs formed? Explain

Exercise 8

Long Question/Answers

1. What are the kinds of adverbs? Explain with suitable examples.
2. Where should adverbs be placed in a sentence? Explain in detail.
3. Explain adverbs that are formed by using conjunctions to join them.

Answers

MCQs

1. c
2. d
3. b
4. a
5. a

Exercise 1

1. Doubly
2. There
3. Hastily
4. Enough
5. Off and on
6. Humbly
7. Again and again

8. Far
9. Extensively
10. Over and above

Exercise 2

The ill-mannered boy broke the glass. (AJ)

Are you ill? (AV)

Never go late to your class. (AV)

He is always a late comer. (AJ)

Can you run fast? (AV)

The fast train is at 5 o'clock. (AJ)

Please come home early. (AV)

He is an early riser. (AJ)

There is enough food in the refrigerator. (AJ)

He has slept enough for today. (AV)

Drop only shillings in this box. (AV)

He is their only child. (AJ)

Keep your surroundings clean. (AV)

The clean surface glistened. (AJ)

Exercise 3

1. Patiently, more patiently, most patiently
2. Little, less, least
3. Early, earlier, earliest

4. Swiftly, more swiftly, most swiftly
5. Loud, louder, loudest
6. Near, nearer, nearest
7. Often, more often, most often
8. Well, better, best

Exercise 4

1. I usually reach home by ten.
2. He has not yet recovered from his trauma.
3. She seldom goes out.
4. This is not good enough.

Exercise 5

1. Roshan frequently visited his aunt.
2. He returned just last night.
3. I feel much better today.
4. You must never say such a thing.
5. I shall meet you in the park this evening/ This evening, I shall meet you in the park.

Exercise 6 (Test Your Learning)

1. Sudden
2. Colourfully
3. Badly
4. Nervous
5. Selfishly
6. Unexpectedly
7. Badly

Suggested Readings

1. Huddleston, Rodney., and Geoffrey, Pullum., *The Cambridge Grammar of the English Language*

In-text reference: (The Cambridge Grammar of the English Language)

2. Aarts, Bas., *Oxford Modern English Grammar*

In-text reference: (*Oxford Modern English Grammar 2009*)

3. Wren, P.C., & Martin. H., *High School English Grammar & Composition*

In-text reference: (Wren & Martin, Revised Edition)

- **PREPOSITIONS**

Learning Objectives:

- To identify a preposition
- To understand need for a preposition
- To use preposition suitably

Structure:

- Introduction
- Preposition
- Placement of Prepositions
- Types of Prepositions
- Usage of Different Prepositions
- Important Hints of Prepositions
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Every sentence requires certain adjuncts to convey the meaning intended to be. In the absence of such an adjunct, the meaning of the sentence could be incomplete, irrelevant, misleading, or even ambiguous. Preposition is such an adjunct that helps convey the right meaning as exactly intended to be.

The simplest way to understand preposition lies in its spelling itself. 'Pre' means 'before' and 'position' means place. Therefore, preposition means the word that is placed before a certain part of speech for clear comprehension.

Preposition

Preposition is the word that is placed before a noun or pronoun to show its position in respect to place,

time, or in a similar manner. It is basically a link word.

For e.g.:

(1) This book **belongs** to you.

'Belongs' is the preposition placed before pronoun 'you'.

(2) He threw a stone **on** the ground.

'On' is the preposition placed before noun 'ground'.

Prepositions include **beyond, from, about, with, for, at, behind, within, on, and similar more.**

Placement of Prepositions

In common usage, there is no hard and fast rule where preposition should be placed. It is only that the sentence should read and mean well. Often, usage defines placement of preposition in a sentence. However, a wrong preposition can change meaning of your sentence completely. Therefore, understand prepositions and use them accordingly. There are a few rules that can help you understand placement of prepositions.

(1) It is correct to end a sentence with a preposition. Normally interrogative sentences end in prepositions.

For e.g.:

Where are you coming **from**?

What are you thinking **of**?

What are you sitting **on**?

Which boy are you talking **of**?

Sometimes interrogative sentences start with a preposition. For

e.g.:

By which train are you arriving?

By when will you reach home?

With whom are you travelling?

From where are you coming?

For whom are you waiting here?

(2) Normally, a preposition cannot be followed by a verb. The verbs that come after prepositions are in 'ing' form. These are **gerund**.

For e.g.:

*She prevented me **from**entering the room.*

*They are scared **of** breaking the glass.*

*She seemed wary **of** climbing the stairs.*

(In the above sentences, the bold words are prepositions and underlined words are gerund.)

(3) Sometimes prepositions like *from, in, for, on* are omitted if placed before noun of time or place.

For e.g.:

*Wait (**for**) a minute.*

*I cannot walk (**for**) long distances.*

*What is it (**for**)?*

(4) Normally preposition is placed before its object.

For e.g.:

*Keep the plate **on** the table.*

In this sentence, 'table' is the object and preposition 'on' is placed before it.

Similar examples include: (underlined bold words are prepositions and only bold words are objects)

*Please sit **on** this chair.*

*This road winds **through** hills.*

*I went **to** Kashmir last year.*

*Please drop this letter **in** the box.*

(5) Sometimes object is placed before preposition to emphasize.

For e.g.:

*He is famous all the **world**over.*

*He is famous all **over** the world.*

Both the above sentences are correct. In the first sentence preposition 'over' is placed after the object 'world'. This delivers a greater emphasis. In the second sentence, preposition 'over' is placed before the object 'world'.

(6) Sometimes, preposition is attached to the verb.

For e.g.:

I dislike being stared at.

I like being waited on.

She hates being taken for granted.

(7) If in a sentence, relative pronoun 'that' is the object, then preposition is placed at the end of the sentence.

For e.g.:

This is the bus that you were waiting for.

Here is the book that you were looking for.

Types of Prepositions

The different types of prepositions include:

(1) **Simple Prepositions:** Common prepositions include *at, on, from, in, of, by, as, out, off, through, between, up, with, belong,* etc.

For e.g.:

Look at that boy there!

Keep the plate on the table.

From where are you returning?

Put in the cash.

The sides of a square are equal in length.

You pass by my house daily.

This dress has been stitched as you wanted.

Get out!

The meeting has been put off.

The mouse passed through the small hole.

His leg got stuck between the stones.

Get up early.

With whom are you going?

This book **belongs** to me.

(2) **Phrase Prepositions:** A group of words are used as a preposition. Such phrase prepositions include:

Along with his wallet, his mobile phone was also stolen.

According to the rules, you cannot enter the premises after ten.

The young ones were taken **away from** their mother brutally.

They climbed the wall **by means of** ropes.

He has succeeded **by dint of** his perseverance.

For the sake of their children, they entered into an agreement.

Because of your adamant nature, you face various problems.

By virtue of the power of attorney, I can let out your house for rent.

I have furnished all details **in compliance with** rules and regulations of the company.

In lieu of my salary, I only take a small token amount each month.

This book is very exhaustive **in comparison to** other books.

As a consequence of your efforts, the deal has been finalized.

Please cast your vote **in favour of** the youth.

In order to avoid any further disputes, I am signing these legal papers.

With an eye to our future, I want settle down at this place.

Instead of arguing, please listen carefully.

Paste this notice **in place of** the earlier one.

In spite of my repeated warnings, you trespassed.

Owing to an acute shortage of essential supplies, people are organizing community kitchens.

Few more phrase prepositions include:

In addition to, in case of, in course of, on behalf of, in regard to, in reference to, on account of, conformably to, agreeably to, etc.

(3) **Compound Prepositions:** Such prepositions are formed by prefixing a preposition to an adjective, adverb, or a noun. These include:

Beneath: The owlet was found beneath the bushes.

Beside: Lie down beside me.

Below: Given below is the list of nouns and adjectives.

Along: Carry along your passport wherever you go.

About: This story is about a young woman.

Above: Look above your head.

Across: The ship sailed across the seven seas.

Beyond: Look beyond the given details to locate any further information.

Amongst: Amongst all the performances, I liked this dance the best.

Outside: All the candidates were waiting outside the gate.

Inside: Please come inside.

Around: There was no one around to help me.

Amidst: Amidst all confusion, I lost my spectacles.

Within: I will reach the airport within an hour.

Without: I cannot prepare for my examinations without these books.

Between: Between the two, who is younger?

Before: Before coming to the office, I had been to his place.

Behind: A lone car was coming behind our caravan.

(4) Some words function as adverbs or prepositions. They are identified only by their usage.

For e.g.:

Off

The car sped off. (**Adverb**)

She jumped off the car. (**Preposition**)

On

Please put on the fan. (**Adverb**)

Place the cup on the table. (**Preposition**)

Since

I have not met him since. (Adverb)

Since last night, I have received numerous calls. (Preposition)

After

She arrived soon after. (Adverb)

After a month, the package was delivered. (Preposition)

(5) Few present participles of verbs like *considering, notwithstanding, barring, regarding, respecting, pending, etc.* are used and accepted as prepositions.

For e.g.:

Notwithstanding *the late hour, she attended the meeting as scheduled.*

Barring *few episodes, the program was appreciated by all.*

Regarding *your appointment, the company has not yet finalized anything.*

Pending *further orders, you will continue as the class teacher.*

Usage of Different Prepositions

At

*I will meet you **at** ten.*

*Please meet me **at** the station Drop me **at** the bus stop.*

*Are you **at** home?*

*The train will arrive **at** four o'clock. Shall I meet you **at** the club?*

*I reached office **at** nine in time for the meeting.*

*She starts her exercises **at** dawn.*

*Mom used to read us stories **at** bed-time.*

*We talk about everything **at** the dinner-table.*

*The sun is right above our head **at** noon.*

Across

*The ship sailed **across** the choppy seas.*

*The school is **across** the road.*

Along

We walked **along** the riverbank.

You will come across a small lane somewhere **along** the main road.

Above

The sky **above** is dark grey in colour.

People standing **above** in the galleries had a better view of the match.

Rise **above** your differences and settle your scores.

After

She returned home **after** a decade.

I could meet the minister only **after** waiting there for many hours.

After her husband's death, she left this place.

I slept like a log **after** working the whole day.

He drinks coffee **after** his breakfast.

Afterwards

They finished their homework and played **afterwards**.

We started on our forward journey soon **afterwards**.

Among

He is the best-dressed **among** all guests.

He left his wealth to be distributed **among** the poor.

Amongst

He is the eldest **amongst** all children.

She is the best singer **amongst** all entrants in the competition.

Below

The temperature has fallen **below** normal levels many times this winter.

The couple staying **below** our apartment have shifted.

Type the questions **below** the bar graph.

Rainfall has been **below** average.

Beneath

Keep the rose **beneath** the pillow

The books are placed **beneath** the shelf.

I could see his skinny structure **beneath** his shirt.

Between

Between you and him, who is elder?

They shared the booty **between** themselves.

His feet got stuck **between** the tracks.

But

Nothing **but** the best shirts is available at this shop.

No one **but** the strongest can survive this ordeal.

You cannot **but** reject this offer.

Besides

Besides me, there were few more ladies in the compartment.

Besides other musical programs, there was a program of classical music from the West.

Beside

She sat down **beside** me on the ground.

He slept **beside** his ailing mother every night.

By

By the end of the century, mobile technology was reigning in all countries.

She was extremely tired **by** the time she completed her chores.

She went **by** this place just now.

Reach the station **by** five.

During

During our conversation, we discussed many things.

During summer vacations, we plan to go to the hills.

People burst crackers and enjoy feasts **during** festivities.

He had not seen such a calamity **during** his lifetime.

Except

She works on all days **except** Sundays.

Except Thursdays, the priest closes the temple in the afternoon.

Except for a few stray incidents, the curfew period passed away peacefully.

For

*Sleeping Beauty slept **for** hundred years.*

*The war waged **for** a month.*

*She will travel to the United States **for** medical treatment.*

For how long should I suffer?

*Boil water **for** an hour to kill all germs.*

*He has been with this company **for** a year.*

*It has been raining incessantly **for** more than two hours.*

*The car has been trailing along **for** quite some time.*

*She remained untraced **for** a long time after the earthquake.*

From

*Where is she **from**?*

*She hails **from** the tribal regions of the North-east.*

From when does our summer holidays begin?

*We could not understand **from** where this man suddenly emerged?*

*She called **from** the roof-top.*

*What is this dish made **from**?*

*This letter has been posted **from** a distant land.*

In

*She dropped **in** for a cup of tea.*

*He lives **in** a far-flung village.*

*People **in** Ladakh and Leh come to lower regions **in** winter and return to their villages **in** summer.*

*There have been many similar incidents **in** the past.*

*There are many butterflies **in** this garden.*

*She will meet you **in** the evening.*

*Last time I met her, she was **in** the same attire.*

*Why don't you bring her **in** your bike?*

*Mina is waiting for you **in** the car.*

Into

*I have been to a museum which takes us back **into** the earlier centuries.*

*The fox jumped **into** the well.*

*I have been **into** this type of work since many years.*

We stepped **into** the platform.

Both he and his friend are **into** similar business.

He dug deep **into** his pockets to bring out small change.

The machine drilled deep **into** the ground to lay tunnels.

Put the letter **into** the envelope.

Nurses wheeled her **into** the operation room.

In front of

Who is standing **in front of** that building?

He parked his car right **in front of** our house.

Made from

This dish is **made from** vegetables from my kitchen garden.

Butter is **made from** cream of milk.

Silk is **made from** the cocoons of silkworms.

Made of

This bag is **made of** jute.

Now people should use bags **made of** paper only.

Onto

Children clambered **onto** the carriage.

The thief jumped **onto** the roof and escaped.

He lifted the young baby **onto** the huge table.

Of

This soup is made **of** lentils and water.

This film is **of** a longer duration.

She passed away in the middle **of** her career.

This child is **of** a different mould.

Birds were scared **of** noises.

I am a member **of** the winning team.

Off

She fell **off** the bridge.

He went **off** in a hurry.

The gunshot scared **off** the birds.

Where are you **off** to?

There is an island, **off** this coast.

Over

Over and above everything, her humility won her many friends.

The fox jumped **over** the fence.

Boys clambered **over** the railing.

Opposite

There is a school **opposite** our house.

Boys and girls sat **opposite** to each other at the feast.

On

I shall meet you **on** a Sunday.

Can you come **on** a weekday?

Her birthday falls **on** New Year's Day.

A lizard is creeping **on** the wall.

Knock **on** the door before entering.

There are many scratches **on** the table.

Books are piled **on** his desk.

There was not a speck of dirt **on** the floor.

The offer **on** the menu card was very tempting.

Children sit **on** the carpet during winter.

Snow is falling **on** the hills.

Paste this flower **on** your scrapbook.

Put the kettle **on** the gas.

Since

Since when are you standing here?

I have living here **since** my childhood.

He has been ailing **since** a year.

She has been missing **since** two months.

We are waiting for normal water supply to be restored **since** Monday.

Since this assignment will take you many months to complete, why don't you shift to my place?

The Ganges has been flowing down the Himalayas **since** time immemorial.

To

Address the letter **to** the undersigned.

Bring her **to** my chamber.

I prefer reading books **to** gossiping with others.

I am planning **to** travel abroad for further studies.

I have the same schedule from Monday **to** Friday.

Where are you planning **to** go for the vacations?

In order **to** complete our schedule, we had **to** work on weekends and holidays.

Bring the milk **to** a boil.

The mob handed over the culprits **to** the police.

Can you think of something **to** improve our efficiency?

These birds migrate **to** warmer lands in winter.

Towards

She ran **towards** her father.

Everybody assembled at the meeting suddenly turned **towards** me.

Through

Pass the thread **through** the needle hole.

She has been **through** a lot of difficulties in her lifetime.

He sailed **through** the examinations with ease.

Under

I rested **under** the shade of a tree.

The children played **under** the watchful gaze of their coach.

The kitten came **under** the wheels of a truck.

She works **under** me.

With

I plan to travel **with** fewer luggage.

She is going **with** her sister.

With whom will you have your dinner?

The master hit the horse **with** a whip.

You can scale huge heights **with** your caliber and perseverance.

He attends to you **with** a smile on his face.

She agreed to my suggestions **with** a nod of her head.

The program ended **with** a vote of thanks.

Within

Within an hour, she had completed her exam.

Within the span of a day, he had attended meetings across ten villages.

The mechanic set right the car **within** two hours.

What is the stuffing **within** the layers of this burger?

Important Hints of Prepositions

1. The following words normally take the preposition ‘**with**’ after them:

busy, charged, acquainted, contented, satisfied, touched, covered, gifted, delighted, overcome, infected, overwhelmed, blessed, etc.

2. The following words normally take the preposition ‘**for**’ after them:

responsible, need, taste, opportunity, ambition, affection, famous, eager, good, grateful, fit, sorry, useful, blame, taste, etc

3. The following words normally take the preposition ‘**off**’ after them:

pass, come, send, fall, etc

4. The following words normally take the preposition ‘**from**’ after them:

**rescued, free, safe, freed,
saved, differ, prevent,
protect, escape, recover,**

Summing Up

Preposition is ideally pre-position. It is the word placed before a noun or pronoun. Different types of prepositions include, simple preposition, compound preposition, phrase preposition, etc. Although there is no definite position of a preposition in a sentence, misplacement of preposition could change the meaning of the sentence completely.

There are certain words which clearly take definite prepositions after them. Hence, prepositions are an integral part of any sentence. A sentence without an preposition could prove meaningless or at times funny too.

Model Examination Questions

MCQs

1. Fill in the blank with appropriate preposition:

I don't like an office job. I cannot spend the whole day sitting _____ a desk.

- (a) I don't like an office job. I cannot spend the whole day sitting on a desk.
- (b) I don't like an office job. I cannot spend the whole day sitting in a desk.
- (c) I don't like an office job. I cannot spend the whole day sitting at a desk.
- (d) I don't like an office job. I cannot spend the whole day sitting under a desk.

2. Fill in the blank with appropriate preposition:

He travelled sixteen miles _____ ten hours.

- (a) He travelled sixteen miles in ten hours.
- (b) He travelled sixteen miles on ten hours.
- (c) He travelled sixteen miles of ten hours.
- (d) He travelled sixteen miles for ten hours.

3. Fill in the blank with appropriate preposition:

_____ rice, they had lentils.

- (a) For rice, they had lentils.
- (b) With rice, they had lentils.
- (c) In rice, they had lentils.
- (d) Of rice, they had lentils.

4. Fill in the blank with appropriate preposition:

The couple has been missing _____ two months.

- (a) The couple has been missing since two months.
- (b) The couple has been missing about two months.
- (c) The couple has been missing in two months.
- (d) The couple has been missing before two months.

5. Fill in the blank with appropriate preposition:

I prefer tea _____ coffee.

(a) I prefer tea and coffee.

(b) I prefer tea for coffee.

(c) I prefer tea with coffee.

(d) I prefer tea to coffee.

Exercise 1

Fill in the blanks with appropriate prepositions:

1. She rushed _____ to my room and dropped _____ the floor.
2. This painting is the creation _____ a famous artist.
3. She was born _____ a small village _____ India _____ affluent parents.
4. I must start _____ dawn _____ reach _____ time.
5. Come and sit _____ me.
6. He was killed _____ the wild animal.
7. _____ to a car, he has five bikes.
8. The work was done _____ haste.
9. The river flows _____ the bridge.
10. I have known him _____ a long time.
11. He has not yet fully recovered _____ his illness.
12. I am sorry _____ have kept you waiting.
13. You might spill _____ the milk.
14. I am obliged _____ you _____ your help.
15. He abstains _____ smoking.
16. His colleagues disagreed _____ him _____ the proposal.
17. The judge was convinced _____ the evidence presented _____ the lawyer.
18. Who is the better _____ the two?
19. She insisted _____ going ahead _____ the preparations.
20. I acceded _____ her requests.

21. I prefer reading books _____ watching television.

Exercise 2

Fill in the blanks with appropriate prepositions:

1. I do not concur _____ you _____ that decision.
2. We should rely _____ our own efforts.
3. I enquired _____ the servant whether his master was _____ home.
4. I insisted _____ going ahead _____ the proposal.
5. His salary was reduced _____ a thousand rupees after deductions _____ various amounts.
6. Mr. James will take _____ as the new Principal of our school _____ tomorrow.
7. She died _____ injuries sustained _____ the accident.
8. He succumbed _____ his injuries _____ a fortnight.
9. The shopkeeper does not have the books I am looking _____.
10. Divide these apples _____ all boys.
11. After working hard _____ the day, I like _____ relax _____ the evening.
12. Its difficult _____ understand when everybody is talking _____ the same time.
13. I'm busy right now _____ I shall be _____ you _____ an hour.
14. The course starts _____ Monday.
15. The courses will begin _____ next month.
16. We shall get married _____ six months' time.

Exercise 3

Fill in the blanks with at, in, or on:

1. She was wearing a silver ring _____ her finger.
2. The headquarters of the company are _____ Geneva.
3. I was not sure whether I had come to the right office or not. There was no name _____ the door.
4. There are some beautiful trees and flowers _____ the garden.
5. I like the picture hanging _____ the wall _____ the kitchen.

Exercise 4

Fill in the blanks with appropriate prepositions:

1. A strange thing happened_____me a few days ago.
2. I was amazed when Simon walked_____the room. I couldn't believe_____.
3. Somebody broke_____my car_____night and stole the radio.
4. I hope you succeed_____getting what you want.
5. She decided_____give up sports so that she could concentrate_____her studies.
6. I filled the tank,_____unfortunately I filled it_____the wrong kind_____petrol.
7. As I was coming out_____the room, I collided_____somebody I knew.
8. Some words are difficult_____translate_____one language_____another.

Exercise 5

Short Question/Answer

1. What is meant by preposition? Explain with examples.
2. Cite few examples of using 'since' as a preposition.

Exercise 6

Long Question/Answer

1. What are the different kinds of prepositions? Explain with examples.
2. Elaborate on the important hints of using prepositions.

Answers

MCQs

1. c
2. a
3. b
4. a
5. d

Exercise 1

1. To, on
2. Of

3. In, of, to
4. At, to, on
5. With
6. By
7. In addition
8. In
9. Under
10. For
11. From
12. To
13. Over
14. To, for
15. From
16. With, on
17. With, by
18. Of
19. On, with
20. To
21. To

Exercise 2

1. With, on
2. On
3. With, at
4. On, with
5. To, of
6. Over, from
7. Of, in

8. To, after
9. For
10. Among
11. During, to, in
12. To, at
13. But, with, in
14. On
15. From
16. In

Exercise 3

1. On
2. At
3. On
4. In
5. On, in

Exercise 4

1. To
2. Into, it
3. Into, at
4. In
5. To, on
6. But, with, of
7. Of, with
8. To, from, to

Suggested Readings

1. Huddleston, Rodney., and Geoffrey, Pullum., *The Cambridge Grammar of the English Language*

In-text reference: (The Cambridge Grammar of the English Language)

2. Aarts, Bas., *Oxford Modern English Grammar*

In-text reference: (*Oxford Modern English Grammar 2009*)

3. Swan, Michael., *Practical English Usage*

In-text reference: (Practical English Usage, 3rd edition)

- **ARTICLES**

- To classify an article
- To understand use of article
- To use article appropriately
- Introduction
- Articles
- Types of Articles
- Use of Indefinite Article ‘a’

Learning Objectives:

Structure:

- When to use ‘a’ and when to use ‘an’
- Use of Definite Article ‘the’
- When to omit articles
- When to repeat articles
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

We have already done adjectives as words that qualify nouns or pronouns. We shall isolate specific adjectives and categorize them into a special ambit. This is because they perform a explicit function that simplifies their usage.

Such adjectives double up both as adjective and article. Their dual function details qualifying a noun or pronoun and identifying specific quantity or quality. This improves the meaning conveyed and simplifies understanding.

Articles

Articles are simple words used before nouns to indicate quantity or specify exactly as to how many, whose, or which one. As they are used before nouns and also qualify them, they are identified as adjectives. Only three specific adjectives ‘*a*’, ‘*an*’, and ‘*the*’ come under the ambit of articles.

For e.g.:

Once **a** fox invited **an** ostrich for dinner.

I went to **the** mall near my house.

In the above sentences, '**a**', '**an**', '**the**' are articles.

Types of Articles

There are two types of articles:

1. Definite article
2. Indefinite article

Definite article indicates something or someone specific or unique. '**The**' is a definite article.

For e.g.:

The Himalayas

The man with a limp

Indefinite article is a generalized term and does not refer to anything or anybody specifically. Indefinite articles include '**a**' and '**an**'. Both are used before singular nouns

For e.g.:

A boy

An eagle

A stick

When you refer to just someone or somebody, similar to a common noun, we use indefinite article. But when we refer to a specific person or thing, similar to proper noun, we use definite article.

For e.g.:

(1) She is **a doctor** at Army Hospital.

(2) She is **the doctor** who treated me during my recent illness.

In (1) sentence, 'doctor' refers to the many doctors at Army Hospital.

In (2) sentence, 'doctor' is specifically identified as '*who treated me during my recent illness.*'

Hence, in (1) sentence, indefinite article 'a' is used before doctor and in (2) sentence, definite article 'the' is used before doctor.

Use of Indefinite

Article 'A'

(1) The simplest meaning of 'a' is in the numerical sense of 'one'.

For e.g.:

Get me a glass of water.

Buy a book and a pencil.

Pull a chair and sit next to me.

(2) When any single unit, person, or thing represents an entire class, 'a' is used.

For e.g.:

A dog is a faithful animal.

A student should study for his examinations.

A bird is chirping.

(3) In a vague sense of a specific person.

For e.g.:

They are searching for a Ram Singh.

This is the house of a Satpal Sharma.

(4) When a proper noun is used as a common noun.

For e.g.:

He is a Harischandra even in today's world. (**King Harischandra was an epitome of truth.**)

Bring in a Chanakya to deliver perfect judgment. (**Chanakya was very perfect and correct in judgments.**)

When to use 'A' and

When to use 'An'

It is common for students to get confused when to use 'a' and when to use 'an'. The major point of difference in usage of 'a' and 'an' is determined by the sound of pronunciation of the word. The spelling of the word, whether it starts with vowels 'a,e,i,o,u' does not determine usage of 'a' or 'an'. An example

can illustrate this better.

For e.g.:

(1) *An hour*

(2) *A useful process*

In (1) the word 'hour' starts with alphabet 'h' which is not a vowel. Hence you feel it should be 'a hour'. This is incorrect. When you pronounce 'hour', the alphabet 'h' is silent, in the sense, it is not pronounced at all. 'Hour' is pronounced as 'our' with the sound of a vowel. So 'an' is used before 'hour'.

In (2) the word 'useful' starts with vowel 'u'. But again pronunciation of 'useful' is as 'y^{seful}'. So 'a' is used before 'useful'. Similar words include 'a university', 'a unison', 'a union', etc.

The article 'a' is used before measurements of things like a kilogram of sugar, a litre of milk, a one-rupee coin, a dollar, etc.

Few examples of correct use of articles 'a' and 'an'

| <u>A</u> | <u>An</u> |
|-----------------------|------------------|
| A hotel | An ass |
| A university | An orange |
| A historical monument | An inkstand |
| A union | An island |
| A forest officer | An enemy |
| A worker | An hour |
| A uniform | An heir |
| A year | An honest person |
| A eulogy | An umbrella |
| A young man | An honour |
| A one rupee | An M.A. |
| A ewe | An IAS |
| A useful thing | An IPS |
| A humble man | An honorable man |
| A one-eyed bird | An epitome |

Use of Definite Article

'The'

(1) 'The' is used in front of names of oceans, mountains, gulfs, islands, buildings, and the like.

For e.g.:

The *Persian Gulf*

The *Himalayas*

The *Alps*

The *Arabian Sea*

The *Aravallis*

The *Andaman and Nicobar Islands*

The *Taj Mahal*

The *Red Fort*

(2) 'The' is used when a singular noun represents an entire class.

For e.g.:

The *mango tree provides shade in summer.* (Here 'the mango tree' represents all mango trees.)

The *elephant is a gentle animal.*

The *rose is a beautiful flower.*

The *lotus is our National flower.*

The only exception here is 'man' and 'woman'. No article is used before these two words when they represent the whole class.

(3) 'The' is used in front of common nouns that are unique.

For e.g.:

The *sun shines brightly.*

The *moon is hidden behind the clouds.*

The *earth rotates on its axis.*

The *sky is overcast, it could rain anytime.*

The *stars are twinkling in the sky.*

The ocean is very vast and deep.

Ships are sailing on **the** sea.

However, we do not always use 'the' before 'sea'. In some usage like:

The sailors are at sea. (**We do not say 'The sailors are at the sea'.**)

Christopher reached America while on a sea voyage. (**It is not 'on the sea voyage'.**)

(4) 'The' is used before names of specific books.

For e.g.:

The Koran, the Bible, the Vedas, the Upanishads, the Puranas, etc.

However when we address these books with the name of their author, it is Valmiki's Ramayana, Kalidasa's 'Shakuntalam', etc.

(5) 'The' is used before superlatives. It is also used before comparatives when used for selection.

For e.g.:

The best boy in this class is Samit.

Which is **the** farthest corner of this field?

Bring **the** biggest bag to accommodate all these things.

Give directions for **the** shortest route to reach your place.

He is **the stronger** of the two.

The more the better

less the quieter

(6) 'The' is used before some specified thing or person.

For e.g.:

This is **the** house you were searching.

This is **the** girl who saved the children.

Show me **the** stadium where Commonwealth Games are to be held.

That is **the** car I want to buy.

(7) 'The' is used before names of inventions and musical instruments.

For e.g.:

He plays the flute.

She is excellent on the piano.

Who invented the computer?

Edison invented the telephone.

(8) 'The' is used before directions.

For e.g.:

Sun sets in the west.

There are many mountain ranges in the north.

There are many small islands in the West Indies.

(9) 'The' is used before names of newspapers, magazines, political parties, designations, communities, names of families, ships, trains, planes, committees, and foundations.

For e.g.:

The Times of India is the most widely read newspaper.

The Outlook is a good magazine.

The Congress party is organizing a meeting today.

The Managing Director will conduct all interviews.

The Sikhs tie a turban on their head.

The INS Vikrant is at the dock.

The Rajdhani is running late by five hours.

The jet planes are used in military exercises.

The Tatas are the pioneers in iron and steel industry in India.

The RWA of this block is very active.

(10) 'The' is used before adjectives when the adjective does the work of a common noun.

For e.g.:

The rich give alms during festivities.

The young are a motivated lot.

‘Rich’, ‘young’ are adjectives. In the above sentences, these adjectives are used as a common noun representing a group.

(11) ‘The’ is used to refer to ordinals like (first, second, third, fourth, etc).

For e.g.:

Please go through **the** seventh chapter of this book.

Give this to **the** first boy in the queue.

(12) ‘The’ is used to before a common noun to give the meaning of an abstract noun.

For e.g.:

The child in the man was awakened while building sand castles on the beach.

The righteousness within him could not stand the injustice being meted out on the poor.

(13) ‘The’ is used for emphasis.

For e.g.:

This tunnel is **the** connector between these two cities.

The headgear is **the** identification of this particular tribe.

When to Omit

Articles

Sometimes we do not use articles in a sentence. Common instances of omission of article include:

(1) Before abstract nouns representing specific state, quality, actions, or feelings:

For e.g.:

Honesty is the best policy. (***It is not ‘The honesty is the best policy’***)

Beauty lies in the eyes of beholder.

(2) Before a proper noun:

For e.g.:

New Delhi is the capital of India. (It is not 'The New Delhi is the capital of India.')

I want to visit Europe this summer. (It is not 'I want to visit the Europe this summer.')

(3) When common nouns are used in a wide sense:

For e.g.:

What kind of animal is this? (It is not 'What kind of an animal is this?')

Children are innocent.

(4) Before material nouns like:

For e.g.:

Copper is a good conductor of electricity.

Silk is reared from silkworms.

(5) Before names of relations:

For e.g.:

Mother is watering plants in the garden.

Grandfather is resting on the couch.

(6) Before plural nouns representing a class or specific professions:

For e.g.:

Teachers are embodiments of knowledge.

Nurses offer a noble service to humanity.

Most students prefer engineering to medicine.

(7) Before names of colours, languages, seasons, or specific meals:

For e.g.:

Blue is a bright colour.

English is a simple language.

French is an international language.

Breakfast is heavy while lunch and dinner are light meals.

I enjoy rainy season.

We go for outings during winter afternoons.

(8) Before places like hospitals, schools, places of worship, markets, colleges, universities, and similar others when used to refer in a general sense:

For e.g.:

I go to temple on Tuesdays.

We formed social groups at college.

Markets are crowded on weekends.

(9) Before specific nouns that denote something unique:

For e.g.:

He was elected President for the second time.

Kashmir is Switzerland of India.

(10) In certain phrases like:

To set sail: *He set sail this morning*

To lay siege: *Army is planning to lay siege by tonight.*

To lose heart: *Do not lose heart over small matters.*

In hand: *Be happy with what you have in hand.*

At home: *I will be at home this weekend.*

Above ground: *Plants grow above ground.*

At dinner: *I talked about my busy schedule at dinner.*

In jest: *He always talks in jest.*

At sunset: *Birds return to their nests at sunset.*

At sunrise: *We shall start at sunrise.*

On demand: *On demand pay him ten thousand rupees.*

To give ear: *Give ear to what she has been advising ever since.*

To catch fire: *It does not take more than five seconds for inflammable articles to catch fire.*

To take breath: *Pause, take breath, and then continue.*

To set foot: *It has been ten months since we set foot on land.*

To take offence: Do not take offence to what he says when he is angry.

To leave home: You shall leave home at eight o'clock sharp.

By train: He reached his destination by train.

By car: They plan to go to Nainital by car.

By road: Enjoy sceneries across hills when travelling by road.

At noon: The thieves struck at noon.

At daybreak: Birds start chirping at daybreak.

By river: You can go to Rishikesh from Haridwar by river.

By water: It will take ten days to reach by water.

On earth: Life subsists on earth.

On land: After many days at sea, sailors set foot on land.

Similar phrases include:

To cast anchor, to bring word, to send word, to strike root, in debt, by night, by day, at interest, at sight, by name, at ease, on horseback, on deck

When to Repeat

Articles

It is common to repeat articles across different usages. Repetitions can change meaning of a sentence.

Observe the following situations:

(1) When two nouns refer to the same person or thing and a comparison is expressed:

For e.g.:

Rahul is a better teacher than author.

In this sentence, 'Rahul' is a teacher and author. But when his abilities as a teacher and as an author are compared, his teaching ability is better. So article is used only before the first noun.

Now consider this sentence:

Rahul is a better teacher than an author.

In this sentence, Rahul is only a teacher. The meaning of this sentence is that Rahul can teach better than an author can teach. So here teacher and author indicate two different people whereas in the first sentence, teacher and author were indicated in a single person, Rahul. Hence, article is repeated before

both nouns in the second sentence.

(2) When two or more connected nouns refer to the same person, article is used only before the first noun. But when connected nouns refer to different people, article is repeated before each noun.

For e.g.:

The Secretary and Principal of the college presided over the meeting.

The Secretary and the Principal of the college presided over the meeting.

In the first sentence, secretary and principal posts are held by a single person while in the second sentence, secretary and principal posts are held by two different persons.

Similar sentences include:

The captain and coach of the cricket team attended the press conference.

The captain and the coach of the cricket team attended the press conference.

The priest and bishop of this church conducted the marriage ceremony.

The priest and the bishop of this church conducted the marriage ceremony.

(3) When two or more adjectives qualify the same noun, article is used only before the first adjective. But when they qualify different nouns, article is repeated before each adjective.

For e.g.:

She has a blue and green frock. (Here it means the same frock is partly blue and partly green in colour.)

She has a blue and a green frock. (Here it means she has two frocks, one blue in colour and the other green in colour.)

Hence, article 'a' is repeated before each adjective in the second sentence whereas it is used only once in the first sentence.

Summing Up

Adjectives that act both as an adjective and as an article are defined as articles. There are two types of articles – Definite and Indefinite. Definite article is 'the' and Indefinite article is 'a' and 'an'. Definite article is used when we speak of something or someone specific. Indefinite article is used when it is not specific.

Usage of 'a' or 'an' is primarily determined by the sound of the noun following it. Only presence or absence of a vowel at the beginning of the word is not the determinant. Sometimes articles are omitted while at other times, articles are intentionally repeated. Repetition of articles can change the meaning of a sentence.

Model Examination Questions

MCQs

1. Insert article appropriately:

How beautiful rose looks!

- (a) How the beautiful rose looks!
- (b) How beautiful the rose looks!
- (c) How beautiful rose the looks!
- (d) How beautiful rose the looks!

2. Fill in the blank with appropriate article:

She reached after _____ hour.

- (a) She reached after an hour.
- (b) She reached after a hour.
- (c) She reached after the hour.
- (d) She reached after one hour.

3. Insert articles appropriately:

Someone had once said that safest place in England was first class carriage in express train.

- (a) Someone had once said that a safest place in the England was a first class carriage in express train.
- (b) Someone had once said that an safest place in the England was an first class carriage in express train.
- (c) Someone had once said that safest place in the England was a first class carriage in the express train.
- (d) Someone had once said that the safest place in England was the first class carriage in an express train.

4. Insert 'a/ an/ the' only where necessary. Put 'x' if nothing is needed.

Where's _____ nearest shop? There's one at _____ end of this road.

- (a) Where's the nearest shop? There's one at the end of this road.
- (b) Where's a nearest shop? There's one at the end of this road.
- (c) Where's an nearest shop? There's one at the end of this road.

(d) Where's the nearest shop? There's one at an end of this road.

5. Insert 'a/ an/ the' only where necessary. Put 'x' if nothing is needed.

Where did you have _____ lunch? We went to _____ restaurant.

(a) Where did you have a lunch? We went to the restaurant.

(b) Where did you have an lunch? We went to the restaurant.

(c) Where did you have x lunch? We went to the restaurant.

(d) Where did you have the lunch? We went to an restaurant.

Exercise 1

Fill in the blanks with appropriate articles:

1. French is _____ easy language.
2. Do you see _____ blue sky?
3. She reached after _____ hour.
4. The pizzas were delivered by _____ delivery-boy in _____ hour.
5. If you meet him, give him _____ box.
6. Varanasi is _____ holy city.
7. _____ rhinoceros is found in Kaziranga wildlife sanctuary.
8. Sumit has been holding _____ same position in his team.
9. Samvat is not _____ honourable person.
10. We first met _____ year ago.
11. Greenland is _____ island.
12. _____ owl is _____ wise bird.
13. There are two cars parked outside _____ gate; _____ red one and _____ orange one. _____ orange one is mine; I do not know _____ owner of _____ red car.

Exercise 2

Insert articles wherever necessary:

1. Where did you buy frock?
2. Sun rises in east.
3. Have you informed him of accident?

4. What kind of flower is this?
5. Draw map of your state.
6. You must take care.
7. I have not seen him since he was child.
8. She had already left home.
9. Britishers ruled India for many years.
10. When I reached home, she was starting.

Exercise 3

Which of the given options is correct? Tick on your choice.

1. This is a nice room/nice room. Did you decorate it yourself?
2. A light/Light comes from the sun.
3. Did you have nice weather/a nice weather when you were away?
4. Would you like a/an apple?
5. My brother has got an/a job in a/the bank in Mumbai.
6. Belinda works three days in an/a week.
7. We dined in the/a best restaurant in town.
8. Can you suggest the/a good place to eat?

Exercise 4 (Test Your Learning)

Insert 'a/ an/ the' only where necessary. Put 'x' if nothing is needed.

1. Would you like to travel in _____ space? Yes, I'd love to go to _____ moon.
2. Can you tell me where is _____ room 25, please? It's on _____ second floor.
3. Did you have _____ nice holiday? Yes, it was _____ best holiday I have ever had.
4. Do you often listen to _____ radio? No, in fact I do not have _____ radio.
5. We spent all our money because we stayed at _____ most expensive hotel in town. Why did you not stay at _____ cheaper hotel?
6. What did you have for _____ breakfast this morning? Nothing, I never eat _____ breakfast.
7. Yesterday was _____ nice day. We went for _____ walk by _____ sea.
8. Do you go to _____ cinema often? No, I watch _____ lot of films on _____ television.

9. Could you close _____ door, please?
10. Have you finished with _____ book I lent you?
11. There's _____ supermarket at _____ end of _____ street I live in.
12. I have _____ problem. Can you help me?
13. Excuse me, where's _____ bus station, please?
14. How often do you go to _____ dentist?
15. I am just going to _____ post office. I won't be long.
16. There were no chairs, so we sat on _____ floor.
17. We live in _____ small flat at _____ centre point.
18. What is _____ usual speed limit in towns of your country?
_____ hostel in France.
19. We're staying in _____

20. Einstein is _____ elementary school teacher.
21. She is paid on _____ hourly basis.
22. Joby is working toward _____ MBA.
23. I start every day with _____ apple.
24. She received _____ yellow rose at the ceremony.
25. A spider is _____ arachnid.
26. The lifeguard used _____ life ring to save the child

Exercise 5

Short Question/Answers

1. What are articles? Explain with examples.
2. What are definite articles? Explain with examples.
3. What are indefinite articles? Explain with examples.

Exercise 6

Long Question/Answers

1. Do we omit articles any time? Explain with examples.
2. Do we repeat articles any time? Explain with examples.

Answers

MCQs

1. b
2. a
3. d
4. a
5. c

Exercise 1

1. An
2. The
3. An
4. The, an

5. The
6. A
7. The
8. The
9. An
10. A
11. An
12. An or the, a
13. The, a, an, the, the, the

Exercise 2

1. Where did you buy the frock?
2. The Sun rises in the east.
3. Have you informed him of the accident?
4. What kind of a flower is this?
5. Draw the map of your state.
6. You must take care. **(No change)**
7. I have not seen him since he was a child.
8. She had already left home. **(No change)**
9. The Britishers ruled India for many years.
10. When I reached home, she was starting. **(No change)**

Exercise 3

1. A nice room
2. Light
3. Nice weather
4. An apple
5. A job a bank
6. A week
7. The

8. A

Exercise 4 (Test Your Learning)

1. X, the

2. X, the

3. A, the

4. The, a

5. The, a

6. X, x

7. A, a, the

8. the, a, x

9. The

10. The

11. A, the, the

12. A

13. The

14. The

15. The

16. The

17. A, the

18. The

19. A

20. An

21. An

22. An

23. An

24. A

25. An

Suggested Readings

1. Huddleston, Rodney., and Geoffrey, Pullum., The Cambridge Grammar of the English Language

In-text reference: (The Cambridge Grammar of the English Language)

2. Wren, P.C., & Martin. H., High School English Grammar & Composition

In-text reference: (Wren & Martin, Revised Edition)

3. Hashemi, Louise., Murphy, Raymond., English Grammar in Use Supplementary Exercises with Answers

In-text reference: (Louise Hashemi, with Raymond Murphy, 2012)

- **DETERMINERS**

- To classify determiners

Learning Objectives:

- To understand use of determiner
- To use determiner appropriately

Structure:

- Introduction
- Determiners
- Types of determiners
- Where to use determiners
- Difference in usage of little, a little, few, a few
- Usage of quantifiers
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Certain words identify or specify a noun in some way. These words do not describe the noun and hence cannot be termed as an adjective. Instead, they only indicate or point out the noun. Such words determine a noun and are hence appropriately named as determiners.

Since determiners show a noun, they precede the noun and modify it. They also simplify meaning of the sentence as then it is easier to understand the total implication of a sentence. In the absence of a determiner, a sentence could prove very ambiguous.

Determiners

Determiners are words that precede nouns or noun phrases and modify them. Consider the following:

Those boys, ***that*** boy, ***a pinch of*** salt, ***a bit of*** pepper, ***whichever*** book, ***whatever*** way, ***lots of*** people, ***a major*** confusion, etc.

Those, that, a pinch of, a bit of, whichever, whatever are determiners as they determine a noun and specify it in some manner.

Types of determiners

Determiners could be:

- **Possessive nouns** (Ram's, Rahul's, my brother's)
- **Possessives** (your, his, their, mine)
- **Demonstratives** (this, that, these, those)
- **Distributives** (either, neither, each, every)
- **Interrogatives** (what, which, whose)
- **Quantifiers** (some, any, many, several, much)

Where to use determiners

Selecting which specific determiner should you use where depends largely on whether it is a countable noun, an uncountable or abstract noun. Simple examples will help you understand them better:

Countable Nouns

There are many trees in the orchard.

Few trees have been felled.

None of the trees in the orchard have started bearing fruits.

Many (several) trees in the orchard have started bearing flowers.

Only a couple of trees are left.

Uncountable or Abstract Nouns

He has a lot of humility.

He has very little humility.

He does not have any humility.

Much of his humility comes to the fore now.

Difference in usage of 'Little' and 'A little', 'Few' and 'A few'

Consider the following examples:

Pawan has a little experience in handling legal issues.

Pawan has little experience in handling legal issues.

From the first sentence, you understand that Pawan is not very experienced in handling legal issues. Yet his little experience is sufficient to meet your requirements. The second sentence means that Pawan does

not have enough experience of handling legal issues. The first sentence carries an undertone of an affirmation of Pawan's abilities. However the second sentence carries a negative connotation.

Similarly, look at the following examples:

Sheila has few friends.

Sheila has a few friends.

The first sentence refers that Sheila has hardly any friends. The second sentence tells that Sheila does have friends. Although they are very small in number but are very close friends.

Usage of quantifiers

Usage of quantifiers like much, much of the, most, most of the

'Much' is normally used in negative or interrogative sentences. If combined with of, the connotation assumes different meaning altogether.

"How much rain fell yesterday?"

"Not much"

"How are you feeling today?"

***Much** better!!"*

***Much of the** progress is due to her diligent care.*

Similarly:

Most of the debris has already been cleared.

Most educational institutions are participating in the protests.

Summing Up

Determiners are words that identify or specify a noun in some way. They do not describe the noun. They only indicate the noun.

Determiners precede the noun and modify it. They simplify meaning of the sentence. Without a determiner, meaning of a sentence remains incomplete and insignificant.

Model Examination

MCOs

Questions

1. Use appropriate determiner in the blank:

_____ is the best news I have heard.

- (a) Those is the best news I have heard.
- (b) These is the best news I have heard.
- (c) This is the best news I have heard.
- (d) Any is the best news I have heard.

2. Fill appropriate determiner in the blank:

When a snake is angry, it raises _____ hood.

- (a) When a snake is angry, it raises either hood.
- (b) When a snake is angry, it raises its hood.
- (c) When a snake is angry, it raises each hood.
- (d) When a snake is angry, it raises every hood.

3. Fill in the blanks with suitable determiners:

_____ dress is better than _____.

- (a) Your dress is better than mine.
- (b) Either dress is better than my.
- (c) Either dress is better than much.
- (d) Any dress is better than much.

4. Fill appropriate determiner in the blank:

Rakesh has invited _____ friends for dinner.

- (a) Rakesh has invited much friends for dinner.
- (b) Rakesh has invited any friends for dinner.
- (c) Rakesh has invited its friends for dinner.
- (d) Rakesh has invited many friends for dinner.

5. Fill appropriate determiner in the blank:

Simran has read _____ books of Ruskin Bond.

- (a) Simran has read all books of Ruskin Bond.
- (b) Simran has read any books of Ruskin Bond.
- (c) Simran has read much books of Ruskin Bond.
- (d) Simran has read either books of Ruskin Bond.

Exercise 1

Fill in the blanks with suitable determiners:

1. Hussain was too tired to do _____ work.
2. _____ trees were uprooted during the storm.
3. Do you need _____ help in this project?
4. _____ cans are not for sale.
5. Take care of _____ guest.
6. _____ child needs love and protection.

Exercise 2

Fill the blanks with 'neither' or 'either':

Peter has two vintage cars. But (1)_____of them is in running condition. A few years back, he could ride (2)_____of them. He even took part in the vintage rally where (3)_____of them won a prize. Thus, he was so disheartened that he has stopped driving (4)_____of them.

Exercise 3

Short Question/Answers

1. What are determiners?
2. What are the types of determiners?

Exercise 4

Long Question/Answers

1. Differentiate the usage of ‘a little’, ‘little’, ‘a few’, ‘few’ with suitable examples.
2. Differentiate the usage of ‘much’, ‘much of the’, ‘most’, ‘most of the’ with suitable examples.

Answers

MCQs

1. c
2. b
3. a
4. d
5. a

Exercise 1

1. any
2. Many
3. some
4. These
5. your
6. Every

Exercise 2

1. neither

2. either
3. neither
4. either

Suggested Readings

1. Huddleston, Rodney., and Geoffrey, Pullum., The Cambridge Grammar of the English Language
In-text reference: (The Cambridge Grammar of the English Language)
2. Swan, Michael., Practical English Usage
In-text reference: (Practical English Usage, 3rd edition)
3. Murphy, Raymond., Murphy's English Grammar
In-text reference: (Murphy's English Grammar, 2012)

Section-C

- **GERUND**

- To identify a gerund
- To use a gerund appropriately

Learning Objectives:

- To use gerund to enhance implications

Structure:

- Introduction
- Gerund
- Gerund and Infinitive
- Compound Gerund
- Gerund and Present Participle
- Characteristics of Gerunds
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Sometimes a word functions as two different parts of speech at the same time. In the sense, the word shows characteristics of both parts of speech and hence cannot be categorized under any single part of speech. Therefore, the word that functions as a verb and as a noun is a gerund.

Gerund helps in presenting thoughts and expressions in an artistic manner. They beautify written pieces and bring out the intricacies of the language.

Gerund

Gerund is defined as a verb-noun as it functions both as a verb and as a noun. It is the 'ing' form of a verb.

For e.g.:

Walking is a good form of exercise.

In the above sentence, 'walking' is the subject and hence it is a noun. 'Walking' is formed from the verb, walk, by adding 'ing'. Again, 'walking' takes up an object- 'exercise'. This is a characteristic of a verb. So, '**walking**' is both a verb and a noun. **This is gerund.**

Few more examples:

Kings indulged in **hunting** as a pastime.

Do you enjoy **reading** poetry?

Breeding dogs is his vocation.

We insisted on him **having** dinner at our place.

His further education depends on his **clearing** this examination.

Gerund and Infinitive

Both gerund and infinitive are verbs that function as nouns. Both take up objects in a sentence. In simple terms, you can differentiate between the two as:

Gerund = Verb + ing

Infinitive = to + verb

For e.g.:

| <u>Verb</u> | <u>Infinitive</u> | <u>Gerund</u> |
|--------------------|--------------------------|----------------------|
| Play | To play | Playing |
| Speak | To speak | Speaking |
| See | To see | Seeing |
| Stand | To stand | Standing |
| Take | To take | Taking |
| Spend | To spend | Spending |
| Wait | To wait | Waiting |

Observe the following sentences:

Playing the piano is her hobby. **(Gerund)**

Her hobby is to play the piano. **(Infinitive)**

Speaking the truth is her forte. **(Gerund)**

Her forte is to speak the truth. **(Infinitive)**

Seeing is to believe. **(Gerund)seeing is believing**

To see is to believe. **(Infinitive)**

Standing up for her rights is commendable. **(Gerund)**

To stand up for her rights is commendable. **(Infinitive)**

I prefer taking a flight. **(Gerund)**

I prefer to take a flight. **(Infinitive)**

Spending time with kids is enjoyable. **(Gerund)**

It is enjoyable to spend time with kids. **(Infinitive)**

Waiting at the transit lounge is boring. **(Gerund)**

It is boring to wait at the transit lounge. **(Infinitive)**

You can use the gerund or the infinitive with the following verbs:

Allow

Agree

Advise

Love

Sorry

Cease

Afraid

Start

Continue

Be

Permit

Stop

Intend

Like

Regret

Propose

Want

Recommend

Need

Can

Compound Gerund

Compound Gerund is formed by placing a past participle after gerunds of 'be' and 'have'.

For e.g.:

I am happy for him having secured the first prize.

We were relieved for being absolved of all charges.

They wanted her to give a speech for having participated in the summit.

In the above sentences, 'having' and 'being' are gerunds. However, they are followed by past participles like 'secured', 'absolved', and 'participated'. Together they form **compound gerunds**.

Gerund and Present

Participle

You would have noticed that both gerunds and present participles end in 'ing'. Then how can you differentiate between the two? It's very simple.

Gerund is a **verb-noun or verbal noun**, in the sense it functions both as a verb and as a noun.

Present Participle is a **verb-adjective** or verbal adjective, in the sense it functions both as an adjective and as a verb.

For e.g.:

Gerund

Present Participle

1. He loves playing football.

Playing football, he has gained many friends.

2. He enjoys painting sceneries.

Painting sceneries, he has learnt to respect nature.

3. I learnt to be disciplined planning daily routines.

Planning daily routines, I learnt to be disciplined.

In the first sentence of gerund, 'playing' functions both as a verb and as a noun. In the first sentence of present participle, 'playing' signifies the game of football (noun) and hence is an adjective. But at the

same time, it is also a verb. So present participle does the job of an adjective and a verb.

Characteristics of Gerunds

1. If you use a verb after a preposition, it has to be a gerund. There are no exceptions to this.

For e.g.:

We can reach tonight by walking.

She is scared of losing.

He is an expert in debating.

I have a penchant for writing.

Notice the prepositions 'by', 'of', 'in', 'for' are followed by gerunds 'walking', 'losing', 'debating', 'writing'.

2. Some verbs followed by prepositions or adverbs take up the gerund form. Such verbs include:

- Give up
- Care for
- Leave off
- Put off
- Look forward
- Take to
- Keep on

For e.g.:

I have given up reading for want of time.

They do not care for instilling discipline in their wards.

The teachers left off fuming.

We cannot put off visiting our friends.

I look forward to working with you.

She has taken to painting like her father.

He keeps on pestering for money.

3. The following verbs are always followed by gerund:

Avoid: *I avoid meeting him.*

Admit: *I admit meeting him.*

Appreciate: *I appreciate meeting him.*

Keep: *I keep meeting him.*

Detest: *I detest meeting him.*

Consider: *I consider meeting him.*

Risk: *I risk meeting him.*

Deny: *I deny meeting him.*

Imagine: *I imagine meeting him.*

Defer: *I defer meeting him.*

Anticipate: *I anticipate meeting him.*

Postpone: *I postpone meeting him.*

Enjoy: *I enjoy meeting him.*

Escape: *I escaped meeting him.*

Similar verbs include save, finish, involve, understand, dread, remember, and dislike. Try forming sentences with these verbs.

4. Some verbs like *pardon, excuse, forgive, prevent* do not take up gerund form immediately after the verb. They take up either pronoun, adjective, or preposition after the verb and then follow it with gerund.

For e.g.:

The judge pardoned him for misbehaving in public.

Verb 'pardoned' is followed by pronoun 'him' and then by gerund 'misbehaving'.

She forgave his audacity of demeaning her.

Verb 'forgave' is followed by pronoun 'his', preposition 'of' and then gerund 'demeaning'.

Please excuse me for coming late!

Verb 'excuse' is followed by pronoun 'me', preposition 'for' and then gerund 'coming'.

Summing Up

Gerund is a verbal noun. It differs from infinitive as infinitive takes up 'to' before the verb form while gerund ends in 'ing'. Although both gerund and present participle end in 'ing', gerund functions both as a verb and as a noun while present participle functions as an adjective and as a verb.

Compound Gerund is formed by placing a past participle after gerunds of 'be' and 'have'.

Verb after a preposition is a gerund. But some verbs do not take up gerund form immediately after the verb. They either take up pronoun, adjective, or preposition after the verb and then follow it with gerund.

MCQs

1. Correct the following sentences:

She is scared to lose her child.

- (a) She is scared to losing her child.
- (b) She is scared of losing her child.
- (c) She is scared to lost her child.
- (d) She is scared her child is lost.

2. Choose the correct option:

Do not forget _____ the letter.

- (a) Do not forget to post the letter.
- (b) Do not forget posting the letter.
- (c) Do not forget posted the letter.
- (d) Do not forget post the letter.

Model Examination Questions

3. Choose the correct option:

I can't take a decision, I change keep.

- (a) I can't take a decision, I keep change.
- (b) I can't take a decision, I keep changes.
- (c) I can't take a decision, I keep to change.
- (d) I can't take a decision, I keep changing.

4. Choose the correct option for the blank:

I have a friend who claims _____(be) able to speak in ten languages.

- (a) I have a friend who claims able to speak in ten languages.
- (b) I have a friend who claims ably to speak in ten languages.
- (c) I have a friend who claims to be able to speak in ten languages.
- (d) I have a friend who claims to speak in ten languages.

5. Correct the following sentences:

Are you plan to visit your parents this vacation?

- (a) Are you to visit plan your parents this vacation?
- (b) Are you planning to visit your parents this vacation?
- (c) Are you plan your parents to visit this vacation?
- (d) Are to visit you plan your parents this vacation?

Exercise 1

Correct the following sentences:

- 1. I enjoy to read books.
- 2. When are you planned to visit the hills?
- 3. Would you mind to come to my place?
- 4. Sheela just finished to do her work.
- 5. She is not good to sing.

Exercise 2

Use the correct form from the brackets to complete the following sentences:

- 1. We were all afraid to speak, nobody dared _____(to say/said) anything.
- 2. We have got a new laptop at home. I have not learnt _____(using/to use/ used) it yet.
- 3. James has decided not _____(to purchase/ purchasing/purchased) a car.
- 4. My English seems _____(to be/ being) getting better.

Exercise 3 (Test Your Learning)

Complete the sentences using words given in brackets correctly:

- 1. I don't mind _____(walk) home, but I'd rather _____(get) a taxi.

2. He had made his decision and refused _____(change) his mind.

3. It was really a good holiday, I enjoyed _____
4. Why did you change your decision? What made you (be) by the sea.
(change) your mind?
5. The water here is not good. I would avoid _____(to drink) if I were you.
6. Did I really tell you I was unhappy? I don't remember _____(say) that.
7. After _____(stop) by the police, the man admitted _____(steal) the car but denied
_____ (drive) at high speed.
8. Sam used _____(be) a footballer but had to stop _____(play) because of injury.

Exercise 4

Short Questions/Answers

1. What is gerund? Explain with examples.
2. How does gerund classify to be a verbal noun? Explain with examples.

Exercise 5

Long Questions/Answers

1. What is compound gerund? Explain with examples.
2. Elaborate on characteristics of gerund.

Answers

MCQs

1. b
2. a
3. d
4. c
5. b

Exercise 1

1. I enjoy reading books.
2. When are you planning to visit the hills?
3. Would you mind coming to my place?
4. Sheela just finished doing her work.

5. She is not good at singing.

Exercise 2

1. We were all afraid to speak, nobody dared to say anything.
2. We have got a new laptop at home. I have not learnt to use it yet.
3. James has decided not to purchase a car.
4. My English seems to be getting better.

Exercise 3 (Test Your Learning)

1. I don't mind walking home, but I'd rather get a taxi.
2. He had made his decision and refused to change his mind.
3. It was really a good holiday, I enjoyed being by the sea.
4. Why did you change your decision? What made you change your mind?
5. The water here is not good. I would avoid drinking if I were you.
6. Did I really tell you I was unhappy? I don't remember saying that.
7. After being stopped by the police, the man admitted stealing the car but denied driving at high speed.
8. Sam used to be a footballer but had to stop playing because of injury.

Suggested Readings

1. Murphy, Raymond., Murphy's English Grammar

In-text reference: (Murphy's English Grammar, 2012)

2. Wren, P.C., & Martin. H., High School English Grammar & Composition

In-text reference: (Wren & Martin, Revised Edition)

3. Huddleston, Rodney., Pullum, K. Geoffrey, A Student's Introduction to English Grammar

In-text reference: (A Student's Introduction to English Grammar, 2005)

- **FIGURES OF SPEECH**

Learning Objectives:

- To identify figure of speech
- To understand figure of speech
- To use figure of speech appropriately

Structure:

- Introduction
- Figures of speech
- Different figures of speech
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

So far, we have elaborated on different parts of speech and learnt their usage. There are certain features of the language which help create and produce a different perception of the written piece altogether.

These help you create a mystic meaning to the written piece.

The reader enjoys the way in which different words are used to express thoughts. Overall, such words weave a different meaning to improve and beautify the writing.

Figures of Speech

A *figure of speech* is a specific form of expression that lends greater effect to the language used. Use figures of speech to improve your vocabulary and command over the language.

**Different figures of
speech**

Simile: When two things of different kinds but having at least one thing in common are compared, it is a simile. Normally words used in simile include ‘*as, like, so*’.

For e.g.:

As proud as peacock, as tough as leather, as good as gold, as old as the hills, as cool as a cucumber, as

clear as crystal, etc,

Although she is short-tempered, her heart is as good as gold.

Even in the scorching heat, he looks as cool as a cucumber.

The water in the springs is as clear as crystal.

Despite his small frame, his heart is as tough as leather.

Metaphor: Metaphor is little different from a simile in the sense, it is not expressed ‘asas’. It is not stated as ‘like’ another thing or fact. It is stated as the fact or thing itself.

For e.g.:

‘as hard as a rock’ is a simile but in a metaphor it is expressed as:

He is the rock of the family. (In a simile, it would have been as ‘He is as hard as a rock in his family’.)

Often, metaphor is addressed as an implied simile. Every simile can be compressed into a metaphor and every metaphor can be expanded into a simile.

Hyperbole: When a statement is exaggerated for greater emphasis, it is a hyperbole.

For e.g.:

Even the waters of all the sacred oceans and seas cannot wash away his sins.

She cried so much that her tears could have filled up the rivers and oceans.

Personification: Inanimate objects and things are spoken as if they are living beings.

For e.g.:

The first rays of sunlight tiptoed into the room.

The tornado ripped through the town.

Don’t let go the opportunity knocking on your door.

As water levels continued to rise, the river was swallowing villages and towns.

The beautiful flowers in my garden waltzed in the gentle evening breeze.

Euphemism: These words are used to soften the effect of the original words:

For e.g.:

Departed or passed away is used instead of died

Differently-abled is used instead of handicapped

On the streets is used instead of homeless

Rest room is used instead of go to the bathroom

Between jobs is used instead of unemployed

Antithesis: This brings about a striking contrast between sentiments or words within a single sentence to emphasize.

For e.g.:

To err is human, to forgive is God.

Man proposes, God disposes

Speech is silver but silence is golden.

Oxymoron: When two contradictory facts about a single thing is expressed within a single sentence, it is oxymoron. These phrases increase reader's interest, sometimes even stop and ponder over the meaning.

For e.g.:

Act naturally

Clearly confused

Deafening noise

Pretty ugly

Beautifully painful

Short wait

Naturally strange

True myth

Epigram: It presents a brief but interesting contrast and often has a satirical effect.

For e.g.:

Fools rush in where angels fear to tread.

The child is the father of man.

In the midst of life, we are in death.

The only thing worse than being talked about is not being talked about.

Climax: This figure of speech rises in steps from simple to more important facts or features. ***For e.g.:***

He came, he saw, he conquered.

He ran fast; he came first in the race; he was awarded a prize.

Anticlimax: This is arrangement of words in order of decreasing importance. Often, it is used to ridicule.

For e.g.:

The soldier fights for glory, and a shilling a day.

She lost her husband, her children and her purse.

Irony: Irony is when one thing is said which means the exact opposite. With irony the words used suggest the opposite of their literal meaning. The effect of irony depend upon the tone of voice and the context. It is humorous or lightly sarcastic mode of speech.

For e.g.:

He was suspended for his little mishap.

The homeless survived in their cardboard palaces. Apostrophe, Metonym and Synecdoch are not explained

Summing Up

Figures of speech are expressions that add greater life and meaning to the language. They beautify the language and make reading more interesting.

Different figures of speech include simile, metaphor, hyperbole, personification, euphemism, antithesis, irony, oxymoron, climax, anticlimax, and epigram.

Model Examination Questions

MCQs

1. The camel is the ship of the desert.

a) Metaphor b) Simile c) Oxymoron d) Epigram

2. Death lays its icy hands on Kings.

a) Epigram b) Antithesis c) Metaphor d) Personification

3. Here is the smell of blood still; all the perfumes of Arabia will not sweeten this little hand.

a) Hyperbole b) Antithesis c) Personification d) Metaphor

4. Many are called, few are chosen.

a) Oxymoron b) Antithesis c) Hyperbole d) Personification

5. He was condemned to a living death.

a) Oxymoron b) Antithesis c) Hyperbole d) Personification

Exercise 1

Select the correct alternative:

1. When the Almighty scattered the kings in the land, it was like snow fallen on Zalmon.

a) Metaphor b) Hyperbole c) Personification d) Simile

2. Speech is silver, silence is golden.

a) Metaphor b) Personification c) Antithesis d) Irony

3. Let the rivers clap their hands, let the mountains sing together for joy; let them sing before the Lord, for he comes to judge the earth.....

a) Metaphor b) Personification c) Apostrophe d) Simile

4. I am so hungry, I could eat a horse.

a) Metaphor b) Irony c) Climax d) Hyperbole

5. Lost, broken, wrecked and dead within an hour.

a) Metaphor b) Irony c) Climax d) Anticlimax

6. Life is bitter sweet.

a) Metaphor b) Oxymoron c) Climax d) Hyperbole

7. We look for light, but all is darkness.

a) Metaphor b) Oxymoron c) Climax d) Antithesis

Exercise 2

Short Question/Answers

1. What is a figure of speech? Explain with examples.

2. Why do we use figures of speech? Give reasons.

Exercise 3

Long Question/Answers

1. Elaborate on simile and metaphor bringing out the difference between the two. Support your answer with suitable examples.

2. Discuss any different figures of speech of your choice giving suitable examples for each.

Answers

MCQs

1. b

2. d

3. a

4. b

5. a

Exercise 1

1. d

2. b

3. b

4. a

5. c

6. b

7. d

Suggested Readings

1. Walker, Elaine., Steve Elsworth Grammar Practice for Upper Intermediate Students (with Key) In-text reference: (Elaine Walker, 2008)

2. Huddleston, Rodney. , Pullum, K.,Geoffrey., A Student's Introduction to English Grammar In-text reference: (Rodney Huddleston, Geoffrey K. Pullum, 2005)

3. Murphy, Raymond., Murphy's English Grammar In-text reference: (Murphy's English Grammar, 2012)

- **PUNCTUATION**

Learning Objectives:

- To understand punctuation
- To differentiate punctuations
- To use punctuation appropriately

Structure:

- Introduction
- Punctuation
- Different punctuations
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

When we talk, we use pauses, modulate our voice, use gestures, and various other attributes to deliver intended message. In any written piece, these expressions and thoughts have to be presented through words only. Hence, here we take help of certain identification marks to deliver the meaning suitably. Such identification marks come under the purview of punctuation. We should use proper punctuation at correct places to deliver the exact meaning.

Punctuation

Punctuation refers to the commas and stops in writing. It is derived from the Latin word ‘Punctum’, which means ‘a point’. When you write sentences, you should use commas and full-stops at the correct places to convey the right meaning. Incorrect usage can change the meaning expressed.

**Different
Punctuations**

(1) Full Stop: This is denoted by (.). You normally put a full stop at the end of a sentence. It indicates the end of a sentence. It is also used after abbreviations and initials.

For e.g.:

The bird is resting on the branch of a tree.

Approx., Addl., M.D., Dr.,

(2) Comma: This is denoted by (,). It represents the shortest pause in a sentence. It is normally used to separate a series of words, clauses, groups of words within a sentence to set them off, to indicate omission of a word, etc.

For e.g.:

Brazil, Russia, India, China and South Africa form BRICS.

Ram received a watch and Hari, a cycle.

When Ram fell down and got hurt, there was no one to help him.

Ram, having finished his homework, went off to play.

(3) Semicolon: This is denoted by (;). It represents a pause of greater importance than that represented by a comma. It is normally used to separate clauses that contain a comma or to separate many clauses.

For e.g.:

He was an epitome of honesty, efficiency, sincerity, perseverance; and we all respected him.

The team won the toss, went in to bat first, scored more than two hundred runs; yet, could not win the match.

(4) Colon: This is denoted by (:). It represents a much greater pause than a semicolon or comma. It is commonly used for enumeration.

For e.g.:

The main parts of a human body are:-

Face

Arms

Legs

Head

Body

Feet

(5) Question Mark: This is denoted by (?). It is also known as the note of interrogation. It is used at the end of interrogative sentences.

For e.g.:

Where are you going?

What is the time?

How are you?

(6) Exclamatory Mark: This is denoted by (!). It is used at the end of exclamatory sentences or after exclamatory words and expressions.

For e.g.:

What a waste of money!

Oh my God! I lost my wallet.

Dear! Please fetch me my spectacles.

(7) Dash: This is denoted by (-). It is used to indicate an abrupt end or change of thought.

For e.g.:

Had it not been for him – But why are you asking all this?

(8) Hyphen: This is a shorter line than the dash and is used in between words to make them a single word.

For e.g.:

Slip-on, in-between, mid-August, pre-independence, all-inclusive, low-budget,

(9) Parentheses: This is denoted by (). It is expressed as within brackets.

For e.g.:

An unprecedented show of courage (call it daring) helped save her life.

(10) Inverted Comma: This is denoted by (“ “). This indicates exact wordings of speaker. It is normally used in direct speech.

For e.g.:

She asked, “When do we plan to start?”

I answered, “In an hour”.

(11) Apostrophe: This is denoted by (‘). It is used to form plural of figures and letters, to represent omission of a letter, and in genitive case of nouns.

For e.g.:

Add your 9’s and 8’s

Don't (for do not)

Sheela's, Ram's

(12) Use of Capital alphabets: Capital alphabets are used at start of a proper noun and adjectives derived from these nouns, start of a sentence, for pronoun 'I', and interjection 'O'.

For e.g.:

India, Indian

We are learning English grammar.

Whether you arrive at time or not, I will not go late.

The boy exclaimed, "O! My master is no more!"

Summing Up

Punctuation is used to enhance expressive writing. In a way, punctuation helps us overcome verbal expressions and modulations while writing.

Different punctuations include comma, full-stop, colon, dash, hyphen, apostrophe, inverted comma, and use of capital letters.

Model Examination Questions

MCQs

1. Use appropriate punctuations in the following sentence:

kumar who is quite shy has become one of my best friends.

- (a) Kumar who is quite shy has become one of my best friends.
- (b) Kumar who is quite Shy, has become one of my Best Friends.
- (c) Kumar who, is quite shy, has become one of my Best Friends.
- (d) Kumar, who is quite shy, has become one of my best friends.

2. Punctuate the following correctly:

perhaps cried he there may be such monsters as you describe

- (a) Perhaps cried he "there may be such monsters as you describe."
- (b) "perhaps cried he there may be such monsters as you describe"
- (c) "Perhaps" cried he "there may be such monsters as you describe
- (d) "Perhaps!" cried he, "There may be such monsters as you describe."

3. Use the correct punctuations:

the shepherd finding his flock destroyed exclaimed i have been rightly served why did i trust my sheep to a wolf

(a) the shepherd finding his flock destroyed exclaimed, “I have been rightly served, Why did I trust my sheep to a wolf?”

(b) The shepherd, finding his flock destroyed exclaimed, “I have been rightly served ! Why did I trust my sheep to a wolf?”

(c) The shepherd finding his flock destroyed exclaimed “I have been rightly served Why did I trust my sheep to a wolf?”

(d) The shepherd, finding his flock destroyed exclaimed, “I have been rightly served Why did I trust my sheep to a wolf”

4. Punctuate appropriately:

elated the winner hugged her coach.

(a) Elated, the winner hugged her coach.

(b) elated, the winner hugged her coach.

(c) Elatedthe winner hugged her coach.

(d) Elated, The winner hugged her coach.

5. Punctuate correctly:

we have three choices for vacation destinations Kashmir goa and coorg.

(a) we have three choices for vacation destinations Kashmir Goa and Coorg.

(b) We have three choices for vacation destinations: Kashmir, Goa, and Coorg.

(c) We have three choices for vacation destinationsKashmir, Goa, and Coorg.

(d) We have Three choices for vacation destinations: Kashmir, Goa, and Coorg.

Exercise 1

Use appropriate punctuations in the following sentences:

1. they had played together in infancy they had worked together in manhood they were now tottering about and gossiping away in the evening of their life and in a short time they will probably be buried together in the neighbouring churchyard
2. the human mind is never stationary it advances or it retrogrades
3. there is a slavery that no legislation can abolish the slavery of caste

4. if you read ten pages of a good book letter by letter that is to say with real accuracy you are for evermore in some measure an educated person
5. as far as I know that room is empty.
6. concerned about her health mary made an appointment to see her doctor.
7. since we hired a new office manager our workload has eased.
8. i am friends with the arora twins and i am friends with ryan.
9. after running we stretched for ten minutes.
10. those shoes are available in black tan red and white.
11. aaron was one of the most popular boys therefore he had several invitations to the party.
12. there are four girls on the relay team usha anne sheela and priya.
13. one activity helped me to increase my vocabulary reading more.
14. i went to the library on my lunch breaks samir never took a lunch break.
15. alice liked to eat apples james hated them.

Exercise 2

Short Question/Answers

1. What is punctuation?
2. Where do you use a full-stop?

Exercise 3

Long Question/Answers

1. Explain the different types of punctuation.
2. Explain the difference between colon and semi-colon with the help of examples.

Answers

MCQs 1.

(d)

2. (d)

3. (b)

4. (a)

5. (b)

Exercise 1

1. They had played together in infancy, they had worked together in manhood, they were now tottering about and gossiping away in the evening of their life, and in a short time, they will probably be buried together in the neighbouring churchyard.
2. The human mind is never stationary; it advances or it retrogrades.
3. There is a slavery that no legislation can abolish: - the slavery of caste.
4. If you read ten pages of a good book letter by letter, i.e.:- to say, with real accuracy, you are for evermore in some measure, an educated person.
5. As far as I know, that room is empty.
6. Concerned about her health, Mary made an appointment to see her doctor.
7. Since we hired a new office manager, our workload has eased.
8. I am friends with the Arora twins, and I am friends with Ryan.
9. After running, we stretched for ten minutes.
10. Those shoes are available in black, tan, red, and white.
11. Aaron was one of the most popular boys; therefore he had several invitations to the party.
12. There are four girls on the relay team: Usha, Anne, Sheela, and Priya.
13. One activity helped me to increase my vocabulary: reading more.
14. I went to the library on my lunch breaks; Samir never took a lunch break.
15. Alice liked to eat apples; James hated them.

Suggested Readings

1. Wren, P.C., & Martin. H., High School English Grammar & Composition

In-text reference: (Wren & Martin, Revised Edition)

2. Aarts, Bas., Oxford Modern English Grammar

In-text reference: (*Oxford Modern English Grammar 2009*)

3. Huddleston, Rodney., and Geoffrey, Pullum., The Cambridge Grammar of the English Language

In-text reference: (The Cambridge Grammar of the English Language)

- **Synthesis of Sentences**

Learning Objectives:

- To be able to combine sentences
- To use appropriate joining words
- To form meaningful sentences

Structure:

- Introduction
- Synthesis of Sentences
- Different Ways of Combining Sentences
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Often while speaking or writing, communication takes place by combining many sentences to deliver the exact meaning. Such combination has to be appropriate and meaningful. Only then the message reaches out clear. Choice and usage of words have to be accurate.

If joining words are inappropriate or incorrect, meaning of the sentence would change and sometimes could prove opposite to what was intended. Hence, choice of joining words is of paramount importance.

Synthesis of Sentences

Small simple sentences can be joined to form a single sentence. Such combination presents the meaning in a progressive manner. Synthesis of sentences refers to combining many simple sentences to form a single simple, compound or complex sentence.

There are different ways of combining sentences. These include:

1. By using a phrase or a noun:

For e.g.:

This is my classmate. Her name is Sushma.

This is my classmate, Sushma.

This city was once the capital of Gupta kingdom. It is now a modern city.

This city, once the capital of Gupta kingdom, is now a modern city.

2. By using a participle:

For e.g.:

He ate his dinner. He went off to sleep.

Having eaten his dinner, he went off to sleep.

She heard the knock. She opened the door.

Hearing the knock, she opened the door.

3. Using continuous tense:

For e.g.:

The hunter fired a shot. The birds flew away.

The hunter having fired a shot the birds flew away.

The teacher entered the class. The children sat down

The teacher having entered the class the children sat down.

4. Using preposition with gerund or noun:

For e.g.:

I went to Mumbai. I wished to be an actor.

I went to Mumbai since I wished to be an actor.

The bugle sounded. The weary soldiers leapt to their feet.

On hearing the sound of the bugle, the weary soldiers leapt to their feet.

5. Using an infinitive:

For e.g.:

He had no money. He could not give any away.

He had no money to give away.

I speak the truth. I am not afraid of it.

I am not afraid to speak the truth.

6. Using an Adverbial Clause or Adverb:

For e.g.:

The door was open. It looked rather suspicious.

The door was suspiciously open.

He was obstinate. He refused to listen to advice.

He obstinately refused to listen to advice.

7. Using different conjunctions:

For e.g.:

(i) Using 'and':

The sun rose. We started our trek.

The sun rose and we started our trek.

The show ended. They started for home.

The show ended and they started for home.

(ii) Using 'as well as':

He is intelligent. He is hardworking.

He is intelligent as well as hardworking.

Sushma is going to school. Rama is going to school.

Sushma as well as Rama is going to school.

(iii) Using 'both and':

He is intelligent. He is hardworking.

He is both intelligent and hardworking.

She is a painter. She is a dancer.

She is both a painter and a dancer.

(iv) Using 'not only.....but also':

She is a painter. She is a dancer.

She is not only a painter but also a dancer.

He is intelligent. He is hardworking.

He is not only intelligent but also hardworking.

(v) Using 'still' or 'yet':

She got hurt. She continued to run.

She got hurt still she continued to run.

She ate less. She did not lose weight.

She ate less yet she did not lose weight.

(vi) Using 'but':

She tried her best. She could not reach the top.

She tried her best but she could not reach the top.

He drank a bottle of water. His thirst did not quench.

He drank a bottle of water but his thirst did not quench.

(vii) Using 'nevertheless':

He has a happy family. He is not contented.

He has a happy family nevertheless he is not contented.

She came first in school. She is not happy.

She came first in school nevertheless she is not happy

(ix) Using 'however':

Your work is unfinished. You may go.

Your work is unfinished however you may go.

You are young. You may participate.

You are young however you may participate.

(x) Using 'while' and 'whereas':

He jumped in glee. She just smiled.

He jumped in glee while she just smiled.

He jumped in glee whereas she just smiled.

The boys were playing. The girls were singling.

The boys were playing while the girls were singling.

The boys were playing whereas the girls were singling.

(xi) Using 'only':

Do whatever you want to do. Stay at home.

Do whatever you want to do, only stay at home.

Go anywhere you like. Return by six in the evening.

Go anywhere you like, only return by six in the evening.

(xii) Using 'therefore':

He told a lie. He was punished.

He told a lie therefore he was punished.

She won the first prize. She was felicitated.

She won the first prize therefore she was felicitated.

(xiii) Using 'either...or' 'neithernor':

She returns the book. She pays fine.

Either she returns the book or she pays fine.

She does not sit at home. She does not spend money.

Neither does she sit at home nor does she spend money.

(xiv) Using 'or ...else':

Run to the station. You will miss the train.

Run to the station or else you will miss the train.

Tell the truth. You will be jailed.

Tell the truth or else you will be jailed.

(xv) Using 'hence':

She went out in the hot sun. She got sunstroke.

She went out in the hot sun hence she got sunstroke.

She has high fever. She is shivering.

She has high fever hence she is shivering.

(xvi) Using when, who, where, which:

She went out with the boy. He is her brother.

She went out with the boy who is her brother.

She called for help. It was midnight.

When she called for help, it was midnight.

She selected a ring. It was made of gold.

She selected a ring which was made of gold.

She called me to Park's Inn. We met there first.

She called me to Park's Inn where we met first.

Summing Up

Synthesis of sentences helps in forming meaningful and interesting sentences using joining words, clauses and phrases. It is essential to use appropriate joining words or phrases in order to convey the intended meaning. Incorrect words could convey wrong meaning and hamper the perception.

Sentences can be joined using conjunctions, participles, clauses, infinitives, prepositions, or phrases. Also, such combination improves presentation of sentence and progresses towards a compact and impressive sentence.

Model Examination

Questions

MCQs

Synthesize the simple sentences into a single complex sentence:

1. He was returning from school. He was caught in a shower.

(a) He was returning from school when he was caught in a shower.

(b) Returning from school he was, when he was caught in a shower.

(c) When he was caught in a shower, returning from school he was.

(d) He was caught in a shower when returning from school he was.

2. The man talks most. The man does least. This very often happens.

(a) The man who talks the most does the least, this happens very often.

(b) The man who does the least happens very often talks the most.

(c) It very often happens that the man who talks the most does the least.

(d) The man who talks the most does the least is very often happens.

3. He will succeed. We expect him to.

(a) We expect him to succeed.

(b) His success is what we expect.

(c) He will succeed is what we expect him to do.

(d) We expect him that to succeed.

4. The theft was committed last night. The man has been caught.

(a) The man has been caught committing the theft last night.

(b) The theft last night was committed by the man.

(c) The man who committed the theft last night has been caught.

(d) The man has been caught by the theft last night.

5. The wolf is larger. The jackal is smaller.

(a) The wolf is larger whereas the jackal is smaller.

(b) The wolf larger than the jackal.

(c) The jackal smaller than the wolf.

(d) The wolf is larger so the jackal is smaller.

Exercise 1

Synthesize the simple sentences into a single complex sentence:

1. That is the man. He gave me a dog. It went mad.

2. The horse has killed a man. I wished to sell it to you. The man was trying to steal it.

3. He took the medicine. He then felt better. It cured his headache.

4. He played exceedingly well in the match. His team won in consequence. The match was played yesterday.
5. He lost a large sum of money. He gave up speculation.
6. He forsook his dishonest ways. No one would give him work. His dishonest ways had brought him to the depths of poverty.
7. A certain number of the enemy escaped. We do not know the number.
8. The time was six o'clock. The accident happened then.
9. What have you done? Tell me.
10. We have been deceived. That is the truth.
11. He discovered the print of a foot on the sand. He was puzzled.
12. Life lasts a certain time. Let us be honest during that time.
13. He may slay me. I will trust him.
14. Why do you keep your eye on me like this? Have you turned detective?
15. The speed of the boat was remarkable. I was going against the current. It was going against the wind. These facts should be kept in mind.

Exercise 2

Short Question/Answers

1. What is meant by synthesis of sentences?
2. Why is synthesis of sentences necessary?

Exercise 3

Long Question/Answers

1. Explain synthesis of sentences using conjunctions citing suitable examples.
2. Explain synthesis of sentences using 'when, who, where' which citing suitable examples.

Answers

MCQs

- 1.** a
- 2.** c
- 3.** a
- 4.** c

5.a

Exercise 1

1. That is the man who gave me a dog which went mad.
2. I wished to sell this horse which has killed a man who tried to steal it to you.
3. He took the medicine which cured his headache and he then felt better.
4. He played exceedingly well in the match played yesterday and his team won in consequence.
5. Having lost a large sum of money, he gave up speculation
6. He forsook his dishonest ways which had brought him to the depths of poverty as no one would give him work.
7. We do not know the certain number of the enemy who escaped.
8. The accident happened when it was six o'clock.
9. Tell me what you have done.
10. The truth is that we have been deceived.
11. He was puzzled to discover the print of a foot on the sand.
12. Let us be honest during the certain time that life lasts.
13. I will trust him although he may slay me.
14. Have you turned detective to keep your eye on me like this?
15. It should be kept in mind that the speed of the boat was remarkable both when going against the current and against the wind.

Suggested Readings

1. Wren, P.C., & Martin. H., High School English Grammar & Composition
In-text reference: (Wren & Martin, Revised Edition)
2. Hashemi, Louise., Murphy, Raymond., English Grammar in Use Supplementary
Exercises with Answers
In-text reference: (Louise Hashemi, with Raymond Murphy, 2012)
3. Huddleston, Rodney. , Pullum, K.,Geoffrey., A Student's Introduction to English
Grammar
In-text reference: (Rodney Huddleston, Geoffrey K. Pullum, 2005)

Section-D

- **Synonyms, Antonyms, Homonyms**

Learning Objectives:

- To comprehend synonyms, antonyms, homonyms
- To differentiate synonyms, antonyms, homonyms
- To use synonyms, antonyms, homonyms appropriately

Structure:

- Introduction
- Synonyms
- List of Synonyms
- Antonyms
- List of Antonyms
- Homonyms
- List of Homonyms
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Synonyms, antonyms, and homonyms help improve vocabulary. A word has different meanings according to the usage. Also, similar meaning can be expressed through various words. Hence it is essential to use appropriate words to convey intended meaning.

Further, words pronounced almost same have different meanings and usage. Just interchanging positions of alphabets in a word could change the meaning totally. Accurate spellings and pronunciations are of paramount importance.

Synonyms

Synonyms are words with almost similar meaning. For example, let us analyze usage of the word

‘Begin’. The dictionary meaning of the word ‘Begin’ is to start doing something. It is same as start, initiate, or commence, rather these are synonyms of begin. But can you use any of these words in any sentence? **No**. You use ‘begin’ in the most common usage, ‘start’ refers to setting out for a journey or work, ‘initiate’ is to take up necessary steps to proceed ahead, ‘commence’ is used in specific proceedings like court, military operations, religious functions, etc. Although all these words are similar in meaning, they cannot be used as substitutes for the word ‘begin’.

Synonyms have very slight difference in meaning. Hence, you cannot interchange these words and use them as required. A clear idea and knowledge of usage of different words increases and improves your vocabulary. You can then choose which word to use in what context to convey the correct meaning.

List of Synonyms

| WORD | SYNOYNM |
|-------------|---------------------------|
| able | capable, competent |
| adequate | satisfactory, sufficient |
| abandon | forsake, leave |
| abstain | withhold, refrain |
| adept | skilled, proficient |
| brisk | agile, lively |
| cold | indifferent, unresponsive |
| candid | frank, sincere |
| cordial | polite, gracious |
| confusion | chaos, disorder |
| deficient | inadequate, lacking |
| definitive | explicit, conclusive |
| extravagant | wasteful, excessive |
| forbid | ban, prohibit |
| fatal | disastrous, deadly |
| inadvertent | unintentional, careless |
| insidious | cunning, astute |
| judicious | wise, prudent, sensible |
| negligent | careless, lax |
| obtuse | blunt, stupid, |

| | |
|-----------|-------------------------------|
| penury | poverty |
| relevant | appropriate, related, |
| reticent | restrained, uncommunicative |
| scandal | malign, slander |
| tedious | drudging, wearisome |
| urbane | sauvé, cultured, cosmopolitan |
| violation | transgression, breach |

Antonyms

Antonyms are words that are opposite in meaning. Antonyms are almost the same as ‘opposites’ although not exactly the same. As discussed in synonyms, there are no words that mean exactly the same. Words and their meanings differ according to usage. Similarly, antonyms are also words that have opposite meanings but depend mostly on their usage.

For e.g.:

*The antonyms of **slender** are different in different contexts:*

*Antonym of a **slender** chance would be a **bright** chance.*

*Antonym of a **slender** cane would be a **thick** cane.*

*Antonym of a lady with a **slender** figure would be a lady with a **stout** figure.*

List of Antonyms

| WORD | ANTONYNM |
|-----------|-------------------------|
| able | unable |
| above | below |
| absent | present |
| abundance | scarcity, insufficiency |
| accept | reject |
| action | inaction |
| agree | disagree |
| accurate | inaccurate |
| bankrupt | solvent |
| beginning | end |
| bright | dull |

| | |
|------------|---------------------|
| cheap | expensive |
| curiosity | indifference |
| care | neglect |
| difficult | easy |
| diligent | lazy |
| decrease | increase |
| economical | extravagant |
| early | late |
| explicit | implicit |
| fact | fiction |
| fair | unfair |
| flexible | rigid |
| flattery | criticism |
| failure | success |
| gain | loss |
| genuine | spurious |
| growth | stagnation, decline |
| guilty | innocent |
| hasty | slow |
| heavy | light |
| humble | proud |
| hope | despair |
| high | low |
| import | export |
| inferior | superior |
| input | output |
| incomplete | complete, thorough |
| justice | injustice |
| junior | senior |
| long | short |
| loud | soft, quiet |

| | |
|-----------|----------------------|
| major | minor |
| meager | plentiful |
| minimum | maximum |
| many | few |
| merit | demerit |
| native | foreign |
| narrow | broad |
| natural | artificial |
| new | old |
| omission | inclusion, addition |
| original | duplicate |
| oral | written |
| permanent | temporary |
| possible | impossible |
| positive | negative |
| quiet | noisy |
| receive | give |
| rear | front |
| safe | vulnerable, risky |
| smart | stupid, dull |
| strong | weak |
| tense | relax |
| thick | thin |
| vertical | horizontal |
| visible | invisible |
| wealth | deprivation |
| wrong | right |
| warm | cool |
| wrong | right |
| zeal | apathy, indifference |
| zenith | nadir, abyss |

Homonyms

Often, words sound similar; rather, pronunciation is almost the same. However, they are completely different in meaning. These are Homonyms. It is very important to use the correct spelling of these words while writing as otherwise, meaning of the sentence changes completely.

For e.g.:

Weak/Week: *This week was extremely tiring.*

Instead, if it is written as:

This weak was extremely tiring. (This sentence has no meaning.)

After a bout of viral fever, Shymala is feeling very weak.

It cannot be written as *'After a bout of viral fever, Shymala is feeling very week.*

(This is incorrect)

List of Homonyms

Advise/Advice:

I advise you to work hard. (*Advise is verb*)

My advice is to work hard. (*Advice is noun*)

Access/ Excess:

Executives can access (*approach*) their seniors anytime.

Output is in excess (*more than*) of target.

Accident/ Incident:

We met by accident (*by chance*).

The boy has had a serious accident (*mishap*).

The incident (*occurrence*) left a deep scar on his mind.

This is an incidental (*in connection with*) expenditure.

Affect/Effect:

The robbery has affected (*distressed*) him adversely.

Education has had a deep effect (*impact*) on his behavior.

Manager effected (*brought about*) numerous changes in company policies.

Berth/Birth:

Please book a lower berth (*bench-like place*) in the train.

His place of birth (*being born*) is New Delhi.

Bare/Bear:

He can buy only bare (*most essential*) necessities with his meager salary.

She is walking with bare (*uncovered*) feet.

I cannot bear (*put up with*) the heat.

The bear ran fast. (*Bear is a fluffy-haired animal. It is a noun*).

Bore/Bore:

She bore (*gave birth to*) two children. (*Bore is the past tense of bear*).

The picture is a bore (*uninteresting*). (*Bore is a noun here*).

Check/Cheque:

Please check (*confirm*) the time of your examination.

Pay salary by cheque (*A financial instrument*).

Cite/Sight/Site:

Cite (*tell*) a single reason for your inordinate delay.

The monument at night is a superb sight (*view*).

This is the site (*place, location*) for your upcoming factory.

Device/Devise:

This is an excellent device (*gadget, tool*) to locate small objects. (*Device is a noun*)

Devise (*think, plan*) a way to get out of this mess. (*Devise is a verb*)

Decease/Disease:

His father's untimely decease (*death*) has affected him.

He is suffering from an incurable disease (*ailment*).

Dependent/Dependant:

Here the meaning of both words is same: - relying on someone. However, usage differs.

Many third world countries are dependent on the World Bank for financial aid. (*Dependent is an adjective*).

Ram, the sole earning member of his family, has many dependants. (*Dependant is a noun*).

Elicit/Illicit:

His polite behavior elicits (*educes*) prompt action.

All illicit (*illegal*) shops were shut down.

Human/Humane

It is human (*feature of mankind*) to err.

His humane (*compassionate*) act saved many lives.

Lose/Loose

You will lose (*go down*) the game if you do not score any goals.

The shirt is very loose (*not fitting properly*).

Momentary/Momentous/Memento

Her anger was momentary (*for the moment*).

The win was momentous (*exemplary*).

The trophy is a memento (*in memory of*) of my school performance.

Negligent/Negligible

He is very negligent (*careless*) in his chores.

There is very negligible (*insignificant*) difference in rates across all shops.

Persecute/Prosecute

In some places people are persecuted (*constantly harassed*) for their religious beliefs.

He has been prosecuted (*legal action taken*) for rash driving.

Plain/Plane

The design is very plain (*simple*). His plain (*frank*) opinions often cause him lot of trouble.

His gentle manners place him on the same plane (*level*) as a saint.

Practice/Practise

Practice makes man perfect. (*Here practice is a noun*).

He practises law in his home town. (*Here practise is a verb*).

Route/Root/Rout

This is the shortest route (*way*).

Ascertain the root (*main*) cause of the problem.

The army was completely routed (*defeated*).

Stationary/Stationery

The car collided into a stationary (*standstill*) bus.

Purchase all essential stationery (*pen, pencils, paper, etc.*).

Summing Up

Synonyms are words that have similar meaning but not the same meaning. They have to be used appropriately. Antonyms are words that are opposite in meaning to the given word. Homonyms are words that sound similar but have different meanings. Synonyms, antonyms and homonyms improve vocabulary and project different perceptions.

Small differences in spellings, meanings and pronunciations can bring out a huge difference in usage of words. Sentences can be formed and written in a better manner. Synonyms, antonyms and homonyms offer a wider range of words to use and experiment.

Model Examination Questions

MCOs

Select the word or group of words that is most similar to the word in capital and bold letters. **DAINTY**
(a) carefree (b) feminine and happy (c) rich and famous (d) small and graceful

1. Select the word or group of words that is most similar to the word in capital bold letters.

DEFT

(a) dangerous and swift (b) defiant (c) skilful and quick (d) slow and steady

2. Choose a word/group of words to substitute the word/group of words in bold without changing meaning of the sentence.

The police arrested the thief but his **accomplice** escaped.

(a) partner (b) leader (c) friend (d) rival

3. Choose a word/group of words nearest to the opposite of the word/group of words in bold.

The coach was too **lax** about the training of the team.

(a) stern (b) strict (c) firm (d) steadfast

4. Select the word or group of words that is opposite in meaning to the word in capital letters.

GALLANT

(a) fine (b) bold (c) coward (d) frolic

Exercise 1

Fill in the blanks choosing the correct word from words given in bracket:

1. The _____ to the mountain is not an easy task. (ascent/assent)

2. She achieved this distinction by _____ hard work and determination. (sheer/shear)

3. You cannot _____ my opinion about her. (altar/alter)
4. He was kind enough to _____ to my request. (accede/exceed)
5. Everyone should be given _____ to this temple. (access/excess)
6. He refused to _____ the gift. (accept/except)
7. Please keep _____. (quiet/quite)
8. What is the name of the _____ of this college? (principal/principle)
9. This world is nothing but an _____. (allusion/illusion)
10. You can show your _____ by fighting against injustice. (mettle/metal)
11. An _____ man always plans cleverly. (ingenious/ ingenuous)
12. He has _____ to be the chairman of the society. (ceased/seized)
13. The bill has already been passed by the legislative _____. (council/counsel)
14. He has an excellent _____ ahead of him. (career/carrier)
15. The ship was _____ at sea. (wrecked/ wreaked)
16. He is on _____ leave. (casual/causal)
17. Please convey my best _____ to your parents. (compliments/complements)
18. Iron is extracted from its _____. (oar/ore)
19. The drought has _____ major part of the state. (affected/effectuated)
20. A good write has _____ at appropriate places. (commas/ coma)

Exercise 2

Each of the following consists of a word in capital bold letters followed by four words or group of words. Choose the synonym of the given word.

1. GARISH

- a. Beautifully decorated
- b. Boldly arranged
- c. Unpleasantly gaudy
- d. Carefully prepared

2. EQUANITIVITY

- a. Calm
- b. Indifference
- c. Silence
- d. Satisfaction

3. DISDAINFUL

- a. Discriminatory
- b. Discursive
- c. Dispassionate
- d. Dismissive

4. APPRAISAL

- a. Estimation
- b. Enlightenment
- c. Appropriation
- d. Application

5. RIFE

- a. Restive
- b. Shake
- c. Troublesome
- d. Widespread

6. BROACHED

- a. Admonished
- b. Advised
- c. Discussed
- d. Raised

7. GHASTLY

- a. Painful
- b. Exciting
- c. Dreadful
- d. Unforgettable

8. DETRIMENTAL

- a. damaging
- b. Injurious
- c. Diligent
- d. Diminutive

9. DOWNLOAD

- a. Copy from Internet
- b. Copy
- c. Entail
- d. Avail

10. EPOCH

- a. Turning point
- b. Time point
- c. Neutral
- d. Ancient

11. FORTHRIGHT

- a. Straightforward
- b. open
- c. Frank

d. Typical

12. IOTA

a. Little

b. Small amount

c. Uncountable

d. Dole

13. LANGUISH

a. destroy

b. decay

c. suffer

d. imprisonment

14. MONOTONOUS

a. Uniform

b. Equal

c. Same

d. Dull

15. PAPARAZZI

a. Actor

b. Director

c. Dancer

d. Photographer

16. SURREAL

a. Dream

b. Reality

- c. Bizarre
- d. Precise

17. TRESPASS

- a. walk across without permission
- b. Treachery
- c. Overrule
- D. Offend

18. VINDICATE

- a. Try
- b. Justify
- c. Ignore
- d. Persuade

Exercise 3

In each of the sentences, a word/group of words is given in **bold**. Below each sentence, four/five words/groups of words are given. Choose a word/group of words to substitute the word/group of words in bold without changing meaning of the sentence.

1. He selected the books for the library **judiciously**.

- a. legally
- b. impartially
- c. lawfully
- d. justifiably
- e. reasonably

2. They discussed for almost four hours but could not arrive at a **consensus**.

- a. unanimous agreement
- b. settlement
- c. end
- d. unity

e. harmony

3. Ambition is **subdued by poverty**

a. won

b. modified

c. challenged

d. effected

e. suppressed

4. The Five Year Plan **aimed at a total production of 210 million kg. of coffee.**

a. triggered

b. proposed

c. insisted

d. delivered

e. concluded

5. He could not **give a good explanation for his changed behavior.**

a. account for

b. be satisfied with

c. provide evidence for

d. count on

e. readily dispense with

6. Those who pass through this gate without permission will be prosecuted.

a. By passers

b. Absconders

c. Thoroughfares

d. Trespassers

e. Culprits

7. A careful preservation and protection of forest life is the need of the hour.

- a. Management
- b. Embankment
- c. Enhancement
- d. Promotion
- e. Conservation

8. He could achieve success through conscious efforts.

- a. efforts done with critical awareness
- b. tremendous efforts
- c. efforts done after gaining consciousness
- d. efforts done after being awakened
- e. efforts done without any desire

9. We are looking forward to good rains this year.

- a. predicting
- b. getting

- c. expecting
- d. visualizing
- e. encouraging

10. He was so **annoyed** that his face turned red.

- a. irritated
- b. sad
- c. pleased
- d. desperate
- e. delighted

11. Thought this toothbrush looks ordinary, it is **expensive**.

- a. cheap
- b. superior
- c. durable
- d. smooth
- e. costly

12. His visit to the U.S.A proved to be a **damp squib**.

- a. a great success
- b. a curtain raiser
- c. an utter failure
- d. a thaw

13. He is an old worshipper of **bacchus**.

- a. the goddess of happiness
- b. The god of wine
- c. The god of beauty
- d. The god of love

14. His **penchant** for investigative work has earned him the pride of place in international journalism.

- a. strong liking
- b. ability
- c. achievement
- d. efforts

15. He **declined** our offer for help.

- a. suspected
- b. misunderstood
- c. consented to
- d. refused
- e. was annoyed by

16. He tried to **avert** the accident.

- a. describe
- b. prevent
- c. forget
- d. make light of
- e. pay for

17. They discovered that the doctor was **an impostor**.

- a. an inventor
- b. a pretender
- c. a foreigner
- d. a specialist
- e. a magician

18. The knight came upon his **adversary** in the forest.

- a. enemy
- b. sweetheart
- c. relative
- d. leader
- e. servant

19. He was not present at the **inception** of the hospital.

- a. discussion
- b. conclusion
- c. rejection
- d. beginning
- e. finale

Exercise 4

Each of the following consists of a word in capital bold letters followed by four/five words or group of words. Select the word or group of words that is opposite in meaning to the word in capital letters.

1. PROFUSION

- a. Aspersion
- b. Scarcity
- c. Aversion
- d. Confusion

2. REPULSIVE

- a. Alluring
- b. Refulgent
- c. Effulgent
- d. Meek

3. AMBIGUOUS

- a. Auxiliary
- b. Responsible
- c. Salvageable
- d. Clear

4. RIGID

- a. Merciful
- b. Generous
- c. Lenient
- d. Tolerant
- e. None

5. TRIVIAL

- a. Serious
- b. Intricate
- c. Calm
- d. Dainty

6. COMMISSIONED

- a. Started
- b. Closed
- c. Finished
- d. Terminated
- e. Unlocked

7. EXTRICATE

- a. Manifest

- b. Palpable
- c. Release
- d. Entangle

8. REFLECT

- a. Darken
- b. Return
- c. Refuse
- d. Refract
- e. Camouflage

9. QUISCENT

- a. Indifferent
- b. Troublesome
- c. Weak
- d. Unconcerned

10. ONEROUS

- a. Easy
- b. Complex
- c. Plain
- d. Straightforward

11. MODICUM

- a. Immodesty
- b. A large amount
- c. Brazenness
- d. Simplicity

12. VIVIDLY

- a. Unintentionally
- b. Unimpressively
- c. Unscrupulously
- d. Unwillingly

13. ACUMEN

- a. Intelligence
- b. Imbecility
- c. Potentiality
- d. Unfamiliarity
- e. Superficiality

14. RATIFY

- a. Disapprove
- b. Discredit
- c. Depreciate
- d. Denounce
- e. Dislocate

15. DISPARAGE

- a. Criticize
- b. Ensure
- c. Cajole
- d. Justify
- e. Honor

16. HORTATORY

- a. Inquiring

- b. Denying
- c. Killing
- d. Frantic
- e. Dissuading

17. PROPINQUITY

- a. Remoteness
- b. Uniqueness
- c. Health
- d. Virtue
- e. Simplicity

18. EPHEMERAL

- a. Evergreen
- b. Deciduous
- c. Biennial
- d. Everlasting
- e. Tactile

19. OBSEQUIOUS

- a. Sincere
- b. Successful
- c. Democratic
- d. Ambitious
- e. Lamentable

Exercise 5

In each of the sentences, a word/group of words is given in **bold**. Below each sentence, words/groups of words are given. Choose a word/group of words nearest to the opposite of the word/group of words in

bold.

1. The proposal was **denounced** by one and all.

- a. announced
- b. pronounced
- c. appraised
- d. commended

2. Where **ignorance** is sometimes bliss, illiteracy is always considered a curse.

- a. erudition
- b. experience
- c. education
- d. information

3. The news brought by the maidservant was **authentic**.

- a. authoritative
- b. baseless
- c. ridiculous
- d. vacuous

4. The doctor said that there is no **improvement** in the condition of the patient

- a. depression
- b. deterioration
- c. change
- d. degradation

5. He plunged into the **turbid** waters of the stream.

- a. deep
- b. muddy
- c. clear

d. fresh

6. His **repulsive** behavior could not be ignored by the members of the jury.

a. lovely

b. mild

c. admirable

d. attractive

7. He is an **amateur** photographer.

a. average

b. experienced

c. professional

d. skilled

8. The witness **affirmed** on oath that he was an eyewitness to the crime under study.

a. contradicted

b. opposed

c. disputed

d. denied

9. On the hillside, he could see the **vague** shapes of sheep coming through the mist.

a. clear

b. transparent

c. plain

d. apparent

10. His **casual** remarks were taken note of by all members of the board.

a. careful

b. sincere

- c. precise
- d. flawless

11. If you **pamper** the child, you will regret it.

- a. scold
- b. scorn
- c. discourage
- d. neglect

12. These rules are meant to **prevent** further appointments.

- a. facilitate
- b. accelerate
- c. expedite
- d. aggravate

13. The artist led a very **austere** life.

- a. luxurious
- b. boisterous
- c. exciting
- d. eventful

14. The new boss is well-known for his **rigid** approach to all problems.

- a. swift
- b. logical
- c. sympathetic
- d. flexible

15. **Adversity** is the cause for numerous vices.

- a. Wealth

- b. Prosperity
- c. Luxury
- d. Money

16. My brother is very **sensitive** about hurting animals.

- a. callous
- b. senseless
- c. indifferent
- d. unconcerned

17. He did it **purposely**.

- a. half-heartedly
- b. timidly
- c. unintentionally
- d. hesitatingly

18. He **yielded to** temptation.

- a. succumbed
- b. rescinded
- c. skirted
- d. resisted

19. The **disheveled** appearance of the two men on the road made everyone take notice of them.

- a. composed
- b. tidy
- c. confident
- d. complacent

ANSWERS

Exercise 6

Short Question/Answers

1. What is synonym?
2. What is antonym?
3. What is homonym?

Exercise 7

Long Question/Answers

1. Explain synonyms citing five examples.
2. Explain antonyms citing five examples.
3. Explain homonyms citing five examples.

Answers

MCQs

1.d

2. c**3.**a

4. b

5.c

Exercise 1

1. ascent
2. sheer
3. alter
4. accede
5. access
6. accept

7. quiet
8. principal
9. illusion
10. mettle
11. ingenious
12. ceased
13. council
14. career
15. wrecked
16. casual
17. compliments
18. ore
19. affected
20. commas

Exercise 2

- 1 (c) 2 (a) 3 (d) 4 (a) 5 (d) 6 (d) 7 (c) 8 (b) 9 (a) 10 (b) 11 (a) 12 (b) 13 (c) 14 (d) 15 (d) 16 (c) 17 (a) 18 (b)

Exercise 3

- 1(e) 2 (a) 3 (e) 4 (b) 5 (a) 6 (d) 7 (e) 8 (a) 9 (c) 10 (a) 11 (e) 12 (c) 13 (b) 14 (a) 15 (d) 16 (b) 17 (b) 18 (a) 19 (d)

Exercise 4

- 1 (b) 2 (a) 3 (d) 4 (c) 5 (a) 6 (b) 7 (d) 8 (d) 9 (b) 10 (a) 11 (b) 12 (b) 13 (b) 14 (d) 15 (e) 16 (e) 17 (a) 18 (d) 19 (a)

Exercise 5

- 1 (d) 2 (a) 3 (b) 4 (b) 5 (c) 6 (d) 7 (c) 8 (a) 9 (a) 10 (b) 11 (d) 12 (c) 13 (d) 14 (d) 15 (b) 16 (c) 17 (c) 18 (d) 19 (b)

Suggested Readings

1. Wren, P.C., & Martin. H., High School English Grammar & Composition

In-text reference: (Wren & Martin, Revised Edition)

2. Hashemi, Louise., Murphy, Raymond., English Grammar in Use Supplementary

Exercises with Answers In-text reference: (Louise Hashemi, with Raymond Murphy, 2012)

3. Huddleston, Rodney., Pullum, K.,Geoffrey., A Student's Introduction to English

Grammar In-text reference: (Rodney Huddleston, Geoffrey K. Pullum, 2005)

- **Direct and Indirect Speech**

Learning Objectives:

- To comprehend direct and indirect speech
- To differentiate direct and indirect speech
- To use direct and indirect speech appropriately

Structure:

- Introduction
- Direct and Indirect speech
- Rules for changing from Direct to Indirect Speech
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Speech can be expressed either in the same way as the person speaks or has spoken or in a different way without changing the meaning expressed. This necessitates the speech to be formulated accordingly. Sometimes in fiction pieces, the dialogues are expressed in the words of the speaker. Again at times, within fictional pieces, there are no dialogues and the story is expressed according to the imagination and creativity of the writer.

Such differentiations in speech and their expressions require little modulations. This can be brought about by expressing them in the form of direct or indirect speech. It is also essential to know how to change the speech form to express desired meaning.

**Direct and Indirect
Speech**

It is said to be in **direct speech** when the spoken word is expressed in the same way as the person speaks or has spoken. It is said to be in **indirect speech** when the spoken word is expressed in a different way without changing the meaning expressed. Normally direct speech is expressed within inverted commas whereas indirect speech is not reported within inverted commas.

For e.g.:

She said, "My head is aching." (**Direct Speech**)

She said that her head was aching. (**Indirect Speech**)

In the above sentences, 'she' is the speaker or reporter and 'said' is the **reporting or principal verb**.

When direct speech is changed into indirect speech, certain changes are done.

**Rules for Changing
Direct Speech into
Indirect Speech**

(1) If reporting verb is in present or future tense, the tense remains same although the form may change:

| <u>Direct Speech</u> | <u>Indirect Speech</u> |
|-----------------------------|-------------------------------|
| Said | Said |
| Said to | Told/ asked |
| Say | Say |
| Says | Says |
| Say to | tell |
| Says to | tells |
| Will say | will say |
| Will say to | will tell |

(2) If reporting verb is in past tense, changes include:

| <u>Direct Speech</u> | <u>Indirect Speech</u> |
|-----------------------------|-------------------------------|
| Simple present | Simple past |
| Present continuous | Past continuous |
| Present perfect continuous | Past perfect continuous |
| Past continuous | Past perfect continuous |
| Past perfect | Past perfect |
| Past perfect continuous | Past perfect continuous |

(3) If reporting verb is in future tense, changes include:

| <u>Direct Speech</u> | <u>Indirect Speech</u> |
|-----------------------------|-------------------------------|
| Can | Could |
| Could | Could |

| | |
|------------|--------------|
| Might | Might |
| Should | Should |
| Will/shall | Would/should |
| May | Might |
| Would | Would |

(4) If reported speech contains any specific facts, historical aspects, mathematical facts, proverbs, or any universal truths, tense of reported speech remains unchanged.

For e.g.:

The teacher said, “A bird in hand is better than two in the bush.” **(Direct Speech)**

The teacher said that a bird in hand is better than two in the bush. **(Indirect Speech)**

The teacher said, “India became independent on 15th August, 1947.” **(Direct Speech)**

The teacher said that India became independent on 15th August, 1947. **(Indirect Speech)**

(5) If reporting verb is in past tense, words that indicate place or time change as follows:

Direct Speech

Indirect Speech

Here

There

Hence

Thence

Now

Then

This

That

These

Those

Ago

Before

Yesterday

Day before

Today

That day

Tomorrow

The next day

Last week/fortnight/month/year

The previous week/ fortnight/month/year

Thus

So

(6) Personal pronouns in direct speech are changed to indirect speech as:

First person pronoun like ‘I, we,’ changes according to subject.

Second person pronoun like ‘you’ changes according to object.

Third person pronoun like ‘he, she, and it’ does not change.

(7) In indirect speech of interrogative sentences, verbs used include 'asked, enquired, etc.' and are followed by 'if' or 'whether'.

For e.g.: _____

The boy said, 'Do I have to go to school today?' (Direct Speech)

The boy asked whether he had to go to school that day. (Indirect Speech)

She said, "Are you fine?" (Direct Speech)

She enquired whether I was fine. (Indirect Speech)

(8) If direct speech is in imperative tone, verb in indirect speech is expressed as order, command, request, etc.

For e.g.:

Binoy said to Vimal, "Run." (Direct Speech)

Binoy ordered Vimal to run. (Indirect Speech)

Binoy said to Vimal, "May I come in?" (Direct Speech)

Binoy requested Vimal if he could come in. (Indirect Speech)

(9) If direct speech is in exclamatory tone, indirect speech uses exclamatory verbs like appreciated, applauded, exclaimed, etc.

For e.g.:

Peter cried, "Alas! My father is no more." (Direct Speech)

Peter exclaimed that his father was no more. (Indirect Speech)

She said, "Excellent! You performed very well." (Direct Speech)

She applauded her performance. (Indirect Speech)

(10) Changing from indirect speech to direct speech is pretty simple.

For e.g.:

He said that he would come the next day. (Indirect Speech)

He said, "I shall come tomorrow." (Direct Speech)

She asked me whether I could teach her English. **(Indirect Speech)**

She said to me, "Can you teach me English?" **(Direct Speech)**

Summing Up

Direct and Indirect speeches are two forms of speech. When words are expressed as spoken by the speaker, it is direct speech. When words are not expressed as spoken by the speaker but the meaning remains the same, it is indirect speech. Both the types of speech are used commonly.

There are specific rules for changing direct into indirect speech and for changing indirect into direct speech. Certain words undergo simple changes in their form to be used in direct or indirect speech accordingly.

Model Examination Questions

MCQs

1. Choose the correct option to change the following sentence into indirect speech:

“Do you really come from Heaven?” asked the little girl.

- (a) The little girl enquired whether we were really from Heaven.
- (b) The little girl told we were really from Heaven.
- (c) The little girl was asking if we were really from Heaven.
- (d) The little girl said we were really from Heaven.

2. Choose the correct option to change the following sentence into direct speech:

I wrote that I would visit him the next day.

- (a) I wrote, “I shall visit you today.”
- (b) I wrote, “I shall visit you day after.”
- (c) I wrote, “I shall visit you tomorrow.”
- (d) I wrote, “I visited you tomorrow.”

3. Choose the correct option to change the following sentence into indirect speech:

“Bring me a glass of milk,” said the mistress to the maid.

- (a) The mistress told the maid to get her a glass of milk.
- (b) The mistress ordered the maid to get her a glass of milk.
- (c) The mistress requested the maid to get her a glass of milk.
- (d) The mistress wanted the maid to get her a glass of milk.

4. Choose the correct option to change the following sentence into direct speech:

He ordered him to leave the room and forbade him to return.

- (a) He told him, "Leave the room."
- (b) He told him, "Do not return."
- (c) He told him, "Go away from the room and do not return."
- (d) He told him, "Leave the room and do not return."

5. Choose the correct option to change the following sentence into indirect speech:

Sushil told Prasad, "Congratulations! I am so glad you received the young scientist's award."

- (a) Sushil congratulated Prasad on receiving the young scientist's award.
- (b) Sushil told Prasad that he had received the young scientist's award.
- (c) Sushil informed Prasad of receiving the young scientist's award.
- (d) Sushil congratulated Prasad that he had received the young scientist's award.

Exercise 1

Change the following into indirect speech:

1. He said, "My God! I am ruined."
2. "What do you want?" he said to her.
3. "Dear bird," she said, stroking its feathers, "have you come to comfort me in my sorrow?"
4. The teacher said to him, "Do not read so fast."
5. The traveller said, "Can you tell me the way to the nearest inn?" "Yes," said the peasant, "do you want one in which you can spend the night?" "No," replied the traveller, "I only want a meal."
6. Anil told Ajay, "Why don't you join us for a party on Saturday?"
7. Mrs. Nair told Mrs. Shah, "Good Morning! There is a small problem I want to speak to you about."
8. Jack told Parimala, "How was your trip to the National Park?"

9. Mr.Patil to the cashier, “Do you have change for five hundred rupees?”

Exercise 2

Change the following into direct speech:

1. The boy said that he would go with us.
2. The speaker said that it gave him great pleasure to be there that evening.
3. The general told his mutinous troops that they had brought disgrace upon a famous regiment.

Exercise 3

Short Question/Answers

1. What is direct speech?
2. What is indirect speech?

Exercise 4

Long Question/Answers

1. What are the rules for changing from direct to indirect speech?
2. If reporting verb is in past tense, what are the rules for changing from direct to indirect speech?

Answers

MCQs

1. a

2. c

3.b

4. d

5. a

Exercise 1

1. He exclaimed that he was ruined.

2. He asked her what she wanted.
3. She stroked the birds' feathers and asked whether it had come to comfort her in her sorrow.
4. The teacher ordered him not to read so fast.
5. The traveller asked the peasant if he could tell the way to the nearest inn. The peasant replied that he could and asked whether the traveller wanted an inn where he could spend the night. The traveller answered in the negative and said that he only wanted a meal.
6. Anil asked Ajay if he could join them for a party on Saturday
7. Mrs. Nair wished Mrs. Shah in the morning and said that she wanted to talk about a small problem.
8. Jack enquired Parimala about her trip to the National Park.
9. Mr. Patil asked the cashier if he had change for five hundred rupees.

Exercise 2

1. The boy said, "I shall go with you."
2. The speaker said, "It gives me great pleasure to be here this evening."
3. The general, addressing his mutinous troops, said "You have brought disgrace upon a famous regiment."

Suggested Readings

1. Huddleston, Rodney., Pullum, K.,Geoffrey., A Student's Introduction to English Grammar In-text reference: (Rodney Huddleston, Geoffrey K. Pullum, 2005)
2. Hashemi, Louise., Murphy, Raymond., English Grammar in Use Supplementary Exercises with Answers In-text reference: (Louise Hashemi, with Raymond Murphy, 2012)
3. Walker, Elaine., Steve Elsworth Grammar Practice for Upper Intermediate Students (with Key) In-text reference: (Elaine Walker, 2008)

- **Phrases and Idioms**

Learning Objectives:

- To understand phrases and idioms
- To use phrases and idioms appropriately
- To differentiate between phrases and idioms

Structure:

- Introduction
- Idioms and Idiomatic Phrases
- Idioms and their usage
- Idiomatic Phrases and their usage
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Sometimes certain words or phrases are used in such a context that they carry double meanings. They are used to indicate meanings or inferences such that they point to a hidden meaning. At times, such phrases also seem funny.

However, idioms and idiomatic phrases add an extra zing to the written word. They help reader appreciate and enjoy the written piece. Also, humour is highlighted. Overall, idioms are the beautifying extensions of a language.

**Idioms and Idiomatic
Phrases**

Idioms are expressions that carry a meaning that is different from the words forming the expression. The expression is a combination of different parts of speech like verb, adverb, preposition, etc. Overall, an idiom beautifies a language and hence, plays an important part in delivering intended meaning.

Idiomatic Phrases are idioms within a phrase, in the sense, phrases carry out the function of an idiom.

Few Idioms and Their Usage

ABC (something very simple): She does not know the ABC of cooking.

An iron hand (very strong): India needs an iron hand to destroy corruption.

A wolf in sheep's clothing (dangerous person pretending to be harmless): In Hindu mythology, Ravan was a wolf in sheep's clothing.

At odds (in dispute): Different political parties are at odds to select their presidential candidate.

Bag and baggage (with all belongings): Sumanth had to change his residence everytwo years with bag and baggage.

By leaps and bounds (very fast): Global population is increasing by leaps and bounds.

Black and white (in writing): It is essential to maintain all legal documents in black and white.

Beaten black and blue (bruised very badly): The thief was beaten black and blue by passers-by.

Cats and dogs (heavy rain): It has been pouring cats and dogs since early morning.

Call a spade a spade (very forthright): Sushil does not fear calling a spade a spade.

Cock and bull story (false facts): The girl told a cock and bull story to evade punishment.

Cut and dried (readymade method): There is no cut and dried way to learn driving.

Egg on (to urge on): The coach egged on the athletes to reach the finish line.

Few and far between (very rare): Joint family structures are few and far between in today's world.

Fabian policy (Delaying matters): Today's politicians follow only the Fabian policy.

Flesh and blood (alive): I was standing there in flesh and blood and yet they marked me absent.

Fair and square (honest): It is a fair and square deal.

Get off (escape): You are lucky to have got off his clutches.

Give in (surrender): When police had surrounded the terrorists from all sides, they finally gave in.

Hard and fast (certain, strict): The school follows all rules hard and fast.

Heart and soul (sincerely): She put her heart and soul in preparing for the examination.

Hand and gloves (very close): Police and intelligence departments work hand and gloves to nab the culprits.

Herculean (very difficult): Clearing the competitive examination is a Herculean task.

Hue and cry (serious objections): There was lot of hue and cry when prices spiralled excessively.

Hornet's nest (start a controversy): The numerous changes introduced by the new government have stirred a hornet's nest.

Ivory tower (imaginary world): Trusting everyone in the present day world is nothing short of an ivory tower.

Kith and kin (family members): The army informed the kith and kin of war martyrs.

Loaves and fish (material interests): People are more interested in their loaves and fish than tackling the problem with a humane attitude.

Lock and key (safe place): Keep all valuables and important documents under lock and key.

Leave no stone unturned (put in all efforts): Rescuers left no stone unturned while searching for survivors of the natural disaster.

Latin and Greek (not able to understand): Whatever the teacher taught in class seemed Latin and

Greek to me since I had missed many classes.

Milk and water (weak): The country cannot tackle emergencies with such milk and water policies.

Need of the hour (necessity of the time): The need of the hour is to deal strictly with all insurgencies.

Now and then (occasionally): I visit the park now and then.

Null and void (no longer applicable): This tenancy law is null and void.

Over head and ears (excessively): He is over head and ears in debt.

Pros and cons (merits and demerits): Read and understand all pros and cons of the agreement before signing it.

Pins and needles (something small): Why use so much force when pins and needles can solve the problem.

Rhyme or reason (rational cause): He left the house without any rhyme or reason.

Root and branch (totally): Illiteracy is the root and branch of ignorance and superstition.

Thick and thin (across all circumstances): They remained friends through thick and thin.

Tooth and nail (with all force): The striking students resisted police lathi charge tooth and nail.

Warp and woof (essential parts or aspects): Food, clothing, and shelter are warp and woof of every human being.

Yellow Press (newspapers publishing sensational news): Yellow press is rampant across the globe.

Few Commonly Used Idiomatic Phrases and Their Usage

To be at large (free): The culprits convicted of murder are still at large.

To burn the midnight oil (to study/work until late hours): Students preparing for various examinations often burn the midnight oil.

To add a new feather in your cap (achieve more success): His recent success at the college presentation has added a new feather in his cap.

To be on tenter hooks (to be nervous /anxious): On the day before announcement of results, students were on tenter hooks.

To blow one's own trumpet (to boast about self): Most of her friends avoid talking to her as she is constantly blowing her own trumpet.

To bury the hatchet (to forget past enemy): It is always in your best interests to bury the hatchet and look ahead in life.

To be at the helm of (to be in control of): Ever since he took over the family business, he has been at the helm of affairs concerning all business dealings.

To be nipped in the bud (to be curbed in the beginning): Bad habits should be nipped in the bud.

To cross your t's and dot your i's (to do minor changes): His presentation is almost complete. He just has to cross his t's and dot his i's.

To kick the bucket (to die): He kicked the bucket after suffering a terminal ailment.

To move heaven and earth (to put in all possible efforts): Pranab moved heaven and earth to secure the building contract.

To break the ice (start a conversation): After so many years, the two neighbouring countries have been able to break the ice.

To catch at a straw (to try to stabilize during difficulty): Rohan is trying his best to catch at a straw by visiting the dean.

To come to light (to get to know): The reality about the incident has come to light only now.

To cut the Gordian knot (to remove obstacles through unusually bold measures): Security officials

cut the Gordian knot to carry out rescue operations.

To get wind of (to get a clue of): The children got wind of the surprise party by noticing the bustling activity going on at home.

To have your hands full (to be very busy): Once the new semester starts, students have their hands full with assignments and examinations.

To have no backbone (to lack support or a person lacking firm decision making power): The movement does not have a backbone as it is against the public.

To keep open house (always willing to entertain guests): Despite being an important minister, he keeps his house open for the public at anytime of the day or night.

To keep the wolf from the door (to keep away starvation or death due to poverty): He works very hard to keep the wolf from the door.

To lie in wait (to hide and wait): The kidnappers were lying in wait for the opportune time to take away the child.

To make peace (to agree to peace proposal): The two warring parties agreed to make peace keeping in mind the huge casualties on both sides.

To make a clean breast (to disclose everything): The convict made a clean breast to the priest at the church.

To make cat's paw of someone (to use someone as a tool): Rahul's friends make cat's paw of him to get their dirty work done.

To play truant (to stay idle): Officials no longer play truant as cameras monitor their movements.

To put the cart before the horse (to begin at the wrong end): You have put the cart before the horse as you have started writing your book without collecting required information.

To put one's oar in (to meddle in other's affairs): Why do you want to put your oar in their personal matters?

To set the Thames on fire (to do something brilliant): His exceptional performance on the field set the Thames on fire.

To set one's teeth (to endure hardship): Mountaineers while embarking on their conquest are ready to set their teeth.

To take to one's bed (to be very ill): The crippling sickness has forced the once agile man to take to bed.

To take a leaf out of another's book (to take hint from another's mode of action): Sheela took a leaf from Shiva's book of perseverance and is now doing very well.

To leap in the dark (to do something dangerous without knowing of its consequences): His acute poverty was the cause behind his leaping in the dark.

To take the bull by its horns (to courageously handle difficulties): Seema has always taken the bull by its horns and has been successful in most cases.

To throw cold water upon (to discourage): His superiors threw cold water on his suggestions.

Summing Up

Idioms and Idiomatic phrases are words or phrases that are used to beautify the language. Sometimes, the meaning of these words and phrases seem funny and can tickle the funny bone. However, they addzng across the written piece and make it an interesting read.

Normally, reading across writing sometimes seems monotonous. Introducing few idioms and idiomaticphrases in the article peps up reader's interest. Overall, it definitely beautifies what has been written.

Model Examination Questions

MCOs

Complete the sentence using suitable idiomatic phrase in the blank:

“Stop _____,” said Judy, “I don’t think this is very funny.”

- (a) “Stop pulling my leg,” said Judy, “I don’t think this is very funny.”
- (b) “Stop dragging my leg,” said Judy, “I don’t think this is very funny.”
- (c) “Stop hurting my leg,” said Judy, “I don’t think this is very funny.”
- (d) “Stop tugging my leg,” said Judy, “I don’t think this is very funny.”

1. Complete the sentence using suitable idiomatic phrase in the blank:

“I can’t afford to pay the rent this week because I’m so _____,” said the man.

- (a) “I can’t afford to pay the rent this week because I’m so hung up,” said the man.
- (b) “I can’t afford to pay the rent this week because I’m so hurt up,” said the man.
- (c) “I can’t afford to pay the rent this week because I’m so hard up,” said the man.
- (d) “I can’t afford to pay the rent this week because I’m so howled up,” said the man.

2. Complete the sentence using suitable idiomatic phrase in the blank:

“I’m really going to try much harder to pass my exams this time, I’m going _____,” said Henry.

- (a) “I’m really going to try much harder to pass my exams this time, I’m going to pull over a new leaf,” said Henry.
- (b) “I’m really going to try much harder to pass my exams this time, I’m going to bring over a new leaf,” said Henry.
- (c) “I’m really going to try much harder to pass my exams this time, I’m going to eat a new leaf,” said Henry.
- (d) “I’m really going to try much harder to pass my exams this time, I’m going to turn over a new leaf,” said Henry.

3. Complete the sentence using suitable idiomatic phrase in the blank:

“You’ve ruined my dress, you’re completely useless; you’re _____,” shouted Anna.

- (a) “You’ve ruined my dress, you’re completely useless; you’re a good for nothing,” shouted Anna.
- (b) “You’ve ruined my dress, you’re completely useless; you’re a penny for nothing,” shouted Anna.
- (c) “You’ve ruined my dress, you’re completely useless; you’re a good for everything,” shouted Anna.

(d) “You’ve ruined my dress, you’re completely useless; you’re a beauty for nothing,” shouted Anna.

4. Complete the sentence using suitable idiomatic phrase in the blank:

“Could you repeat that please, I didn’t hear you, I’m a little bit _____,” said the old man.

(a) “Could you repeat that please, I didn’t hear you, I’m a little bit start of hearing,” said the old man.

(b) “Could you repeat that please, I didn’t hear you, I’m a little bit interested of hearing,” said the old man.

(c) “Could you repeat that please, I didn’t hear you, I’m a little bit hard of hearing,” said the old man.

(d) “Could you repeat that please, I didn’t hear you, I’m a little bit hard of speaking,” said the old man.

Exercise 1

Use suitable phrases to fill the blanks:

1. Denim jeans are always _____.
2. All his _____ were present on his birthday.
3. The construction of the house is going on _____.
4. Buddha wandered from place to place _____ of peace.
5. Raphael and Sophia are _____ in the theft.
6. Kapil got his visa _____.

Exercise 2

Use suitable idioms to fill the blanks:

1. As Navin did not study further like his brothers, he is considered to be _____.
2. Everybody in the neighborhood is scared to Mrs. D’souza, as her _____.
3. When Devika wants attention she cries and we all know they are _____.
4. When Sumanth’s younger sister is in difficulty, he reached out to her _____.
5. To do well in her exams, Sheela started preparing months before as she believes _____.
6. The girl was _____ and everyone was eyeing her.

Exercise 3

Short Question/Answers

1. What is an idiom?
2. What is an idiomatic phrase?

Exercise 4

Long Question/Answers

1. Explain idioms with suitable examples.
2. Explain idiomatic phrases with suitable examples.

Answers

MCQs

- 1.** a
- 2.** c
- 3.**d
- 4.**a
- 5.**c

Exercise 1

1. in vogue
2. kith and kin
3. in full swing
4. in quest of
5. hand in glove
6. at the drop of the hat

Exercise 2

1. the black sheep of the family
2. bark is worse than her bite
3. crocodile tears
4. at the drop of the hat
5. the early bird catches the worm
6. dressed to kill

Suggested Readings

1. Wren, P.C., & Martin. H., High School English Grammar & Composition
2. Hashemi, Louise., Murphy, Raymond., English Grammar in Use Supplementary Exercises with Answers
3. Huddleston, Rodney, Pullum, K., Geoffrey. A Student's Introduction to English

Conjunctions and Clauses

Conjunctions

- Co-ordination; conjunctions
- The complex sentence; subordination Finite and non-finite clauses

Clauses

- Relative clauses; Apposition; restrictive and non-restrictive clauses, Adverbial clauses and its types
- Complement clauses and the complex noun phrases
- Cohesion in text; Sentence / clause connectors, ellipsis, substitution, discourse reference

Learning Objectives:

CONJUNCTION

- To identify a conjunction
- To understand need for a conjunction
- To use conjunction appropriately

Structure:

- Introduction
- Conjunction
- Kinds of Conjunctions
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

We often need words that can join other words or sentences such that the entire sentence or paragraph makes sensible reading. Such words do away with repetition of sentences. They help in formation of concise paragraphs and written pieces. These words are conjunctions.

Without conjunctions, sentences could be very long and at times, even difficult to comprehend. Conjunctions help in easy assimilation. Moreover, these words support interesting reading and continuity of thoughts.

Conjunction

Conjunction is a joining word. It joins words, clauses, phrases, or sentences. Hence, conjunction is also known as *a joiner, sentence linker, or connector*. In a way, conjunction makes sentences more compact.

For example:

(1) We received your letter. We received your invitation. We regret our inability to attend the function.

Instead if the sentence reads like:

(2) We received your letter and invitation but regret our inability to attend the function.

In (2), 'and' and 'but' join all sentences to deliver a single compact sentence. So 'and' and 'but' are conjunctions.

Few more examples include:

Arun is a good batsman and Varun is also a good batsman.

Instead:

Arun and Varun are good batsmen.

Ram is sick. Ram cannot attend school.

Instead:

Ram cannot attend school as he is sick.

He was in great pain. He continued to run.

Instead:

He was in great pain but continued to run.

Kinds of Conjunctions

Conjunctions are of different kinds:

(1) Coordinating Conjunctions: Such conjunctions join sentences, words, phrases, or clauses of similar kind and status or importance.

For e.g.:

Boys run and girls swim.

In this example, 'boys run', 'girls swim' are two independent sentences. The conjunction 'and' joins these two sentences. This is coordinating conjunction.

Similar examples include:

*Birds chirp but
squirrels squeak. This
boy is short yet can*

jump high.

You eat broth or go hungry.

I toil hard for your betterment.

This is not what I wanted nor are you able to understand my preference.

She is scared of ghosts, so she avoids watching such serials even on television. Walk quickly; else you will be left far behind others.

(2) Subordinating Conjunctions: This conjunction joins a clause to another such that meaning of the sentence is comprehensible. The specific clause becomes the most important part of the sentence without which sentence has no meaning. Subordinating conjunctions include *unless, until, because, before, even though, after, although, now that, as though, rather than, since, whenever, wherever, whereas, so that, till, lest, etc.*

For e.g.:

Unless you complete your homework, you cannot go to play.

'Unless you complete your homework,' is the most important clause as without this condition, the sentence has no meaning.

Similar examples include:

I cannot understand until I go there and see. The cat ran away because of the noise.

Reach your abode before sunset.

Check your wallet before you step out of home.

Even though he started late, he reached his school on time. We shall take an inventory after I return from my trip.

Although the rain had stopped, water continued to gush down the hills.

Now that you know the truth, do not scold anyone. You talk as though you are aware of everything.

Rather than brooding over the happenings, go and meet your friends.

Since there is no one at home, I cannot start right now. **Whenever** there is a cyclone, these villages are affected the most. **Wherever** you are, call me once a day.

I work during the day **whereas** you sleep during the day. Shyam took up a job **so that** he could educate his kid sister. Wait **till** I return.

I did not shout in pain **lest** they hear my cries.

(3) Correlative Conjunctions: Few conjunctions are used in pairs. These are **Correlative Conjunctions**. These include neither-nor, either-or, whether-or, not only-but also, both-and, and similar more.

For e.g.:

Either come with me right now **or** go by yourself tomorrow.

Neither I **nor** my mother can visit the hospital.

Whether you study **or** not, you have to appear for your examinations.

Not only the parents, **but also** their children play the violin.

Both you **and** your friend should complete the work today.

(4) Compound Conjunctions: Few expressions are used as conjunctions to complete meaning of the sentence. These are compound conjunctions.

For e.g.:

Even if: **Even if** you had reached on time, you could not have boarded the overcrowded bus

Provided that: You may attend the party **provided that** you return before ten.

In order that: The notice was circulated **in order that** all get to know actual facts of the incident.

So that: He is saving some amount each month **so that** he can pay his college fees.

As well as: She, **as well as** her siblings, are national champions.

As if: Ram is limping **as if** his bone is broken.

As soon as: As soon as he saw Preeti, he started crying.

As though: He jumped as though he had stepped on some creature.

On condition that: I allow you to drive my car on condition that you shall not over speed.

Summing Up

Conjunction is a joining word that joins words, clauses, phrases, and sentences. It helps in better presentation of a written piece. Without conjunction, sentences would not be longer but also difficult to understand.

There are different kinds of conjunctions like coordinating conjunction, subordinating conjunction, correlative conjunction and compound conjunction. Coordinating conjunctions join sentences, words, phrases, or clauses of similar kind and status or importance. Subordinating conjunction joins clauses to make the sentence easy to comprehend. Correlative conjunctions are used in pairs. Compound conjunctions help complete meaning of a sentence.

Model Examination Questions

MCQs

1. Choose correct conjunction to fill the blank:

He worked day and night _____ his son whiled away his time.

- (a) He worked day and night for his son whiled away his time.
- (b) He worked day and night while his son whiled away his time.
- (c) He worked day and night since his son whiled away his time.
- (d) He worked day and night because his son whiled away his time.

2. Pick out conjunction from the following sentence:

Give me water to drink; else I will die of thirst.

- (a) will
- (b) of
- (c) to
- (d) else

3. Join both sentences using a suitable conjunction. Make changes as necessary.

My brother was not there. My sister was not there.

- (a) My brother was not there and my sister was not there.
- (b) My brother was not there but my sister was not there.

- (c) My brother was not there or my sister was not there.
- (d) Neither my brother nor my sister was there.

4. Correct the following sentence:

There was lot of disturbance both in Delhi and as well as in Chandigarh.

- (a) There was lot of disturbance both in Delhi as well as in Chandigarh.
- (b) There was lot of disturbance both in Delhi and in Chandigarh.
- (c) There was lot of disturbance in Delhi as well as in Chandigarh.
- (d) There was lot of disturbance in Delhi in Chandigarh.

5. Use given conjunction to form correct sentence:

It was pitch dark. We could clearly see a lady walking. (Although)

- (a) It was pitch dark although we could clearly see a lady walking.
- (b) It was although pitch dark we could clearly see a lady walking.

- (c) Although it was pitch dark, we could clearly see a lady walking.
- (d) It was pitch dark we could although clearly see a lady walking.

Exercise 1

Pick out conjunctions from the following sentences:

1. She neither reads nor writes anything.
2. Do not go before I come
3. You will win the competition if you deserve it.
4. My father left before I returned.
5. Is that incident true or false?
6. I did not know because you had not informed me.
7. Either you come home early or reach the station directly.
8. He is faster than I am.
9. I shall visit the museum, whether you come or not.

Exercise 2

Use given conjunctions to form correct sentences:

1. He is poor. He is honest. (Yet)
2. She is intelligent. She is beautiful. (not only, but also)
3. The children were crying. They stopped on seeing Santa Claus. (No sooner than)
4. It is very hot. We cannot go out in the afternoon. (Since)
5. He was tired. He joined the party. (Nevertheless)
6. She is the Mayor. She is the principal of this school. (Besides)

Exercise 3

Choose correct conjunctions from within brackets and fill in the blanks:

1. She waited for four hours _____ could not meet the lawyer. (although, yet, since)
2. We must stop now _____ it is getting dark. (since, and, before)
3. She worked very hard _____ could not score high marks. (because, but, since)
4. I was fast asleep _____ the doorbell rang. (as soon as, when, because)

Exercise 4

Join both sentences using a suitable conjunction. Make changes as necessary.

1. Meera may be in the house. Meera may be in the garden.
2. We went early to the concert. We could not get a seat.
3. The old man fell down the stairs. He broke his leg.
4. Mother is at home. Father is at office.
5. He must start at once. He will be late.
6. Sachin scored a century. He was bowled out.
7. You must keep quiet. You must leave the room.
8. I did not win the prize. I tried a lot.
9. He ran into the station. The train puffed away.

Exercise 5

Correct the following sentences:

1. I could neither read the book nor could I sleep.
2. I do not know that when she will go.
3. The reason is because she is not well.
4. It is not doubtful whether she will attend the party.
5. It is a year since I have met her.
6. She orders as though she would be the mistress.

Exercise 6

Complete the sentences using because/ although/ in spite of/because of/during/for:

1. _____ it rained a lot, we enjoyed our holiday.
2. I went home early _____ I was feeling unwell.
3. _____ of all our careful plans, a lot of things went wrong.
4. I managed to sleep _____ there was lot of noise.
5. She accepted the job only _____ the salary, it was very high.
6. I went to work the next day _____ I was still feeling unwell.
7. I fell asleep _____ the film.
8. We went out _____ the biting cold.
9. I could recognise her _____ she spoke just like her mother.
10. We watched television _____ two hours.

Exercise 7

Short Question/Answers

1. What are conjunctions?
2. Why should we use conjunctions?

Exercise 8

Long Question/Answers

1. What are the different kinds of conjunctions? Explain giving examples.
2. Can conjunctions be used in pairs? Elucidate.

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1. Neither nor
2. Before
3. If
4. Before
5. Or
6. Because
7. Either or
8. Than
9. Whether

Exercise 2

1. He is poor yet honest.
2. She is not only intelligent but also beautiful.
3. No sooner than the children saw Santa Claus, they stopped crying.
4. Since it is very hot, we cannot go out in the afternoon.
5. He was tired, nevertheless he joined the party.
6. Besides being the Mayor, she is the principal of this school.

Exercise 3

1. Yet
2. Since
3. But
4. When

Exercise 4

1. Meera may be in the house or in the garden.
2. Although we went early to the concert, we could not get a seat.
3. The old man fell down the stairs and broke his leg.
4. Mother is at home while father is at office.

5. He must start at once else he will be late.
6. Sachin scored a century before being bowled out.
7. You must keep quiet, otherwise, leave the room. (You must keep quiet, or else leave the room.)
8. Although I tried a lot, I did not win the prize.
9. Just as he ran into the station, the train puffed away.

Exercise 5

1. I could neither read the book nor sleep.
2. I do not know when she will go.
3. The reason is that she is not well.
4. It is doubtful whether she will attend the party.
5. It is a year since I met her.
6. She orders as though she is the mistress.

Exercise 6

1. Although
2. Because
3. In spite of
4. Although
5. Because of
6. Although
7. During
8. In spite of
9. Because
10. For

Suggested Readings

1. Swan, Michael., Practical English Usage In-text reference: (Practical English Usage, 3rd edition)
2. Aarts, Bas., Oxford Modern English Grammar In-text reference: (*Oxford Modern English Grammar 2009*)
3. Huddleston, Rodney., and Geoffrey, Pullum., The Cambridge Grammar of the English Language In-text reference: (The Cambridge Grammar of the English Language)

CLAUSES

Learning Objectives:

- To identify a phrase, a clause
- To differentiate phrase and clause
- To use phrase and clause appropriately

Structure:

- Introduction
- Phrase
- Types of Phrases
- Clause
- Types of Clauses
- Summing Up
- Model Examination Questions
- Suggested Readings

Introduction

Early on, we learnt about subject and predicate. Subject is the noun part of a sentence or the action-doer while predicate is the verb part of a sentence representing the action. There are certain parts of a sentence that add to the meaning of the sentence considerably. However, left alone, they have no meaning at all.

Such parts are categorized into phrases and clauses. This group of words accentuates the

meaning of the sentence but left alone does not carry much weightage. Yet, such groups cannot be done away with.

Phrases and Clauses

Phrases and clauses constitute a group of words which primarily add to the meaning of a sentence. This group of words is often a part of the predicate of the sentence.

Look at the following examples:

(1) *The sun sets in the west.*

In this sentence, ‘**the sun**’ is the subject (S) while ‘**sets in the west**’ is the predicate (P).

(2) *She is sleeping in the corner.*

In this sentence, ‘**she**’ is the subject while ‘**is sleeping in the corner**’ is the predicate.

To be more precise, observe the words forming a predicate.

In the first sentence, ‘**sets in the west**’ is the predicate where ‘sets’ is formed from the verb ‘to set’ and ‘in the west’ tells something more about the verb ‘set’ and subject ‘the sun’. The group of words ‘in the west’ does not have any meaning by itself. However, when the group is joined by the other part of sentence, ‘the sun sets’, the entire sentence becomes meaningful. Such a group of words that do not have any meaning of its own but join a sentence to make it more meaningful and complete is called a **phrase**.

Similarly, analyzing the second sentence, ‘**is sleeping in the corner**’ is the predicate where ‘is sleeping’ is the verb while ‘in the corner’ is the **phrase**. **A phrase is a group of words that does not contain a subject but forms a part of a sentence and is within the predicate.**

Observe the following sentences:

1. The boy (S) stood on the burning deck (P).
2. A sick room (S) should be well aired (P).
3. We (S) cannot pump the ocean dry (P).
4. Bad habits (S) grow unconsciously (P).
5. All roads (S) lead to Rome (P).

In the above sentences, we can segregate the phrase from the verb in the predicate.

In the first sentence, ‘*stood on the burning deck*’ is the predicate where ‘*stood*’ is the verb and ‘*on the burning deck*’ is the phrase.

In the second sentence, ‘*should be well aired*’ is the predicate where ‘*should be*’ is the verb and ‘*well aired*’ is the phrase.

In the third sentence, ‘*cannot pump the ocean dry*’ is the predicate where ‘*cannot pump*’ is the verb and ‘*the ocean dry*’ is the phrase.

In the fourth sentence, ‘*grow unconsciously*’ is the predicate where ‘*grow*’ is the verb and ‘*unconsciously*’ is the phrase.

In the fifth sentence, ‘*lead to Rome*’ is the predicate where ‘*lead*’ is the verb and ‘*to Rome*’ is the phrase.

Now look at the following examples:

He was sitting on a wooden table.

He was sitting on a table which was made of wood.

In the first sentence, you can pick out the phrase. It is ‘*wooden table*’. In the second sentence, ‘*wooden table*’ is replaced by ‘*which was made of wood*’. This group of words is termed a **clause**.

A clause is a group of words that contain a subject and predicate but forms only a part of a sentence as it does not have complete meaning.

Coming back to our example, ‘*which was made of wood*’ is the clause where ‘*which*’ is the subject and ‘*was made of wood*’ is the predicate. All together ‘*which was made of wood*’ is a part of the sentence, ‘*He was sitting on a table*’.

Observe the following sentences:

Players who have long legs can hit the ball far.

The water that is supplied in the evening contains sediments. Visit us at the place where the girls are playing.

I feel that you are mistaken.

The underlined words are the clauses of the sentences. In the above sentences, each clause has a subject and predicate but does not have complete meaning.

Types of Phrases

Phrases are of different kinds or types. The group of words constituting a phrase could be an adverb, an adjective, or a noun. Accordingly, we classify them as:-

1. Noun Phrases
2. Adjective Phrases
3. Adverbial Phrases

Observe the following:

The man is searching for a shelter.

In this sentence, you already know that 'is searching' is verb and 'for a shelter' is phrase. In the words constituting the phrase, 'shelter' is a noun. Hence the phrase, 'for a shelter' is a **noun phrase**.

He is a wealthy man.

In this sentence, 'is' is verb and 'a wealthy man' is phrase where 'wealthy' describes the noun 'man'. Hence, 'wealthy' is an adjective and the phrase is an **adjective phrase**.

Despite her age, she walks steadily.

In this sentence, 'walks' is verb and 'steadily' is phrase where 'steadily' describes the verb 'walks'. Hence 'steadily' is the adverb and the phrase is an **adverb or adverbial phrase**. Just like an adverb, an adverbial phrase can also describe an adjective.

Now, look at the following sentences:

I normally go to Mumbai by train. (Noun phrase)

This is the Mumbai train I travel. (Adjective phrase)

This is the train I take to go to Mumbai. (Adverbial phrase)

In the above three sentences, the same meaning is conveyed but the type of phrase differs. Hence, you should understand the meaning expressed in a sentence and only thereafter identify the type of phrase.

Types of Clauses

Just like phrases, clauses are also of three different types. These include:

1. Noun clause
2. Adjective clause
3. Adverb clause

Observe the following sentence:

I feel that I can win the race.

In the above sentence, '*that I can win the race*' is the clause. The clause is the object of the verb '*feel*'. The subject of the clause is '*I*' and predicate is '*can win the race*' where '*race*' is a noun. Hence this clause is a **noun clause**.

Examples of noun clauses include:

I fear that I shall fail.

He begged that his life might be spared.

I earn whatever I can.

It is uncertain whether he will come.

Observe the following sentence:

The boy who is wearing a green shirt is my student.

In the above sentence, 'who is wearing a green shirt' is the clause. It describes the noun '*boy*'. Hence, this is an **adjective clause**.

Examples of adjective clauses include:

Mary had a little lamb whose fur was white and fluffy. He tells a tale that sound untrue.

The dog that barks does not bite.

The umbrella which has a broken handle is yours.

Observe the following sentence:

They finished their task when sun set.

In the above sentence, 'when sun set' is the clause. It describes the verb 'finished'. Hence, this is an

adverb clause.

Examples of adverb clauses include:

If you eat too much, *you will be ill.*

Because you have done this, I shall punish you.

If I make a

promise, I keep

it. Will you wait

till I return?

They went *where living was affordable.*

Summing Up

Phrases and clauses are group of words that add to the meaning of a sentence. This group of words is often a part of the predicate of the sentence. However, they do not carry any meaning of their own. Phrases and clauses are of three types depending on the part of speech they classify: noun phrase, nounclause, adjective phrase, adjective clause, adverb phrase and adverb clause.

Model Examination

Questions MCQs

1. Pick out the noun phrase from the following sentence:

I tried to get the equation right.

- (a) I tried to (b) to get the equation right (c) to get the (d) the equation right

2. Pick out the adjective phrase from the following sentence:

Gardens with cool shady trees surround the village.

- (a) surround the village (b) with cool shady trees
(c) Gardens with cool (d) trees surround the village

3. Pick out the noun clause from the following sentence:

Can you guess what I want?

- (a) Can you guess (b) guess what I (c) you guess what I (d) what I want

4. Pick out the adverb clause from the following sentence:

The robbers fled when the police left.

- (a) when the police left (b) robbers fled (c) the police left (d) robbers fled when

5. Pick out the adverbial phrase from the following sentence:

The gun went off with a loud noise.

- (a) The gun went off (b) off with a loud noise
(c) gun went off with a (d) with a loud noise

Exercise 1

Pick out the noun phrases from the following sentences:

1. We enjoy playing cricket.
2. The poor debtor intended to pay back every penny of the money.
3. He refuses to answer the question.
4. To write such rubbish is disgraceful.
5. Standing about in a cold wet wind did me no good.

Exercise 2

Fill in the blanks with a noun phrase:

1. I want to _____.
2. _____ gives me no pleasure.
3. _____ is my ambition.
4. My father hates _____.
5. She gives _____.

Exercise 3

Pick out the adjective phrases from the following sentences:

1. A man in great difficulties came to me for help.
2. He was a lad of great promise.
3. A man without an enemy is a man with few friends.
4. He lived in a house made of mud.
5. The old man was carrying a load of great weight.

Exercise 4

Fill in the blanks with an adjective phrase:

1. He wore a turban_____.
2. They came to a path_____.
3. Nobody like a person_____.
4. I admit that he is a man_____.
5. He is a man_____.
6. It is_____.

Exercise 5

Pick out the adverbial phrases from the following sentences:

1. Much water has run under the bridge since then.
2. The soldiers faced the bullets in a brave manner.
3. Once upon a time, kings ruled India.
4. Not very long ago, there were many sparrows.
5. The shoe is pressing on my toe.

Exercise 6

Fill in the blanks with an adverbial phrase:

1. Do not answer_____.
2. He does his homework_____.

3. A house_____was washed away.
4. Does this train go_____?
5. When are you planning_____?
6. He behaves_____.

Exercise 7

Pick out the noun clause from the following sentences:

1. He saw that the clock had stopped.
2. I don't see how you can get out of this mess.
3. Do you deny that you stole the watch?
4. Where we were to lodge that night was the problem.
5. That you should say this is very strange.

Exercise 8

Fill noun clauses in the blanks:

1. I cannot understand_____.
2. _____is a well-known fact.
3. Have you heard_____?
4. It grieved me to hear_____.
5. There were no complaints except_____.

Exercise 9

Pick out the adjective clauses from the following sentences:

1. He never does anything that is silly.
2. People who live in glass houses should not throw stones at others.
3. God helps those who help themselves.
4. He laughs best who laughs last.
5. He died in the village where he was born.

Exercise 10

Fill adjective clauses in the blanks:

1. A man_____is sure to succeed.
2. I have a box_____.
3. He told us_____.
4. The people_____could not hear.
5. We are in awe of the men_____.

Exercise 11

Pick out the adverb clauses from the following sentences:

1. Please sit wherever you like.
2. If you do not rush, you will miss your flight.
3. Wherever I go, I hear the same story.
4. Since you have already decided, why do you ask my opinion?

Exercise 12

Fill adverb clauses in the blanks:

1. She sings exactly_____.
2. We shall miss the train_____.
3. His father died_____.
4. He is so busy_____.
5. Nobody likes him_____.

Exercise 13

Short Question/Answers

1. What is a phrase? Explain with examples.
2. What is a clause? Explain with examples.

Exercise 14

Long Question/Answers

1. Explain the different types of phrases giving three examples of each.
2. Explain the different types of clauses giving three examples of each.

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1. playing cricket

2. every penny of the money

3. the question
4. such rubbish
5. Standing about in a cold wet wind

Exercise 2

1. Go home
2. Reading
3. To win a prize
4. to go shopping
5. harsh orders

Exercise 3

1. in great difficulties
2. of great promise
3. without an enemy
4. made of mud
5. of great weight

Exercise 4

1. made of silk
2. covered with mud
3. with a bad temper
4. of sense
5. without a friend
6. of no use

Exercise 5

1. under the bridge
2. in a brave manner
3. Once upon a time

4. Not very long ago
5. on my toe

Exercise 6

1. In a haughty tone
2. with great care
3. on an island
4. to Lahore
5. to return
6. very cordially

Exercise 7

1. that the clock had stopped
2. how you can get out of this mess
3. that you stole the watch
4. Where we were to lodge
5. That you should say this

Exercise 8

1. where he could have gone
2. He is a great musician
3. that were five blasts last night
4. that she was ill
5. that the day was too hot

Exercise 9

1. that is silly
2. who live in glass houses
3. who help themselves
4. who laughs last

5. where he was born

Exercise 10

1. Who is industrious
2. That is filled with nuts
3. the time he would arrive
4. who were in the gallery
5. who conquered Everest

Exercise 11

1. wherever you like.
2. If you do not rush
3. Wherever I go
4. Since you have already decided

Exercise 12

1. like her mother used to sing.
2. if we stay back for the programme
3. when he was just an infant
4. that he skips his breakfast
5. since he bosses over too much

Suggested Readings

1. Huddleston, Rodney. , Pullum, K.,Geoffrey., A Student's Introduction to English Grammar

In-text reference: (Rodney Huddleston, Geoffrey K. Pullum, 2005)

2. Hashemi, Louise., Murphy, Raymond., English Grammar in Use Supplementary Exercises with Answers In-text reference: (Louise Hashemi, with Raymond Murphy, 2012)

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