

# NOUN

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

## TYPE

**1. Proper Nouns** are names of particular places and people, such as Jawaharlal Nehru, Calcutta, Sony, etc. These are always written with a capital letter at the beginning.

### Exception in the usage of proper nouns:

A Proper Noun can be used as a common noun to imply a particular quality, characteristic, and style or behaviour pattern.

- 1) *He is the new Hercules.*
- 2) *The new poet is the Tagore of this age.*

In (1), the person referred to has the quality of Hercules, i.e., his perseverance, strength, goodness, adventurous spirit, etc. In (2), the poet has the talent that can make him as great or versatile a poet as Tagore.

**2. Common Nouns** refer to a particular species or a name given to every person or thing of the same class, in short, a common noun is a name common to all. Eg: king, human being, beggar, friend, woman, etc.

**3. Abstract Nouns** refer to qualities such as honesty, truthfulness; actions, such as valour, bravery; states, such as slavery, childhood; the names of subjects related to the Arts and Sciences such as chemistry, music, etc. These are usually derived from adjectives. For example, cowardice derives from coward, chivalry from chivalrous, etc.

**4. Collective Nouns** refer to a collection of people, things taken as a whole, such as a crew, an army, a mob.

## GENDER

In the English language, nouns follow 4 main categories in terms of gender: Masculine, Feminine, Common and Neuter.

**Masculine:** horse, boy, author, actor, Jew, Abbot, etc.

**Feminine:** mare, girl, authoress, actress, Jewess, Abbess, etc.

**Common** (either male or female): parent, sibling, teacher, cousin, enemy, etc.

**Neuter** (neither male nor female): book, pen, tree, house, street, crowd, mob, flock, worm, etc.

┌ Masculine gender is also applied to personifications of strength and violence such as summer, death, winter, etc.

┌ Things implying or representing gentleness, beauty, frailty, etc. such as moon, spring, peace, take on the feminine gender.

┌ As is also evident from the examples listed, collective nouns and lower animals take on the neuter gender.

**The change from masculine to feminine nouns can be effected in primarily 4 different ways:**

**1. Adding –ess** at the end of the word -- baron: baroness; author: authoress; tiger: tigress; duke: duchess.

2. Adding a **word at the beginning or end** -- milkman: milkmaid; landlord: landlady; jack ass: jenny ass; grandfather: grandmother.
3. Adding **-ine, -ix, -a**, etc – executor: executrix; czar: czarina; hero: heroine; signor: signora; fox: vixen.
4. Using a **completely different word** – man: woman; ram: ewe; wizard: witch; monk: nun; cock: hen; bullock: heifer; drake: duck.

*However, in this age of political correctness, gender differences are breaking down rapidly. Therefore, you no longer have spokesmen and spokeswoman, but merely spokespersons. It is imperative for organizations to have chairpersons rather than the cumbersome and politically irksome chairman or chairwoman.*

## NUMBER

The singular form of a noun can be changed to the plural in different ways:

1. The most common way of changing from singular to plural is by adding an **-s** to a word.  
boy: boys; cow: cows; apple: apples.
2. Nouns ending in **-s, -sh, -ch, -x, -o** are changed by adding **-es** to them:  
kiss: kisses; bush: bushes; latch: latches; box: boxes; buffalo: buffaloes.

**Exception** to **-o**: some nouns ending in **-o** but in less common use can be changed by simply adding an **-s**:

Canto: cantos; ratio: ratios; photo: photos, etc.

3. Nouns ending in **-y** with a preceding consonant are changed into the plural by adding an **-i + -es** to them (with the exception of certain words like valley: valleys):  
fairy: fairies; daily: dailies; story: stories.
4. Nouns ending in **-f/-fe** take on the plural form by adding **-v + -es**:  
life: lives; hoof: hooves; calf: calves; half: halves.

**Exceptions:** brief: briefs; belief: beliefs; gulf: gulfs.

5. Compound nouns change from the singular to the plural form by adding an **-s to the main word**:  
passerby: passersby, commander-in-chief: commanders-in-chief, parent-in-law: parents-in-law, etc.

**Exceptions:** spoonful: spoonfuls, handful: handfuls.

6. Some nouns change from singular to plural by changing the vowel only or adding **-en**:  
goose: geese; woman: women; foot: feet; ox: oxen.
7. Nouns which have the same form for both singular and plural, include:  
sheep, hare, deer, rupees, stone (weight), dozen, and hundred.

8. **Instruments that have two parts** are always used in the plural:  
scissors, tongs, spectacles; trousers; measles; proceeds (of a sale), nuptials, etc.

9. Certain **plural nouns** are used more commonly in the singular:  
Mathematics, Politics, news, innings.

10. As certain plurals are used as singular, similarly, certain **collective nouns** are used in the plural sense: poultry.

**NOTE:** The word *people* can be used either in the singular or plural depending on the context. As a collective noun, it is used only in the plural: A collective noun like *people* can be used both in the singular and plural: *The people have revolted against the government.* However, as a common noun it can be used as singular with 'the' added to the sentence: *The Irish are a hot-tempered people.* Or, in the plural: *The various peoples of India speak myriad languages.*

The plural of *person* is *persons*. The word *people* is used to refer to a specific group e.g. The people standing in the corner...

#### **Certain nouns have different forms in the plural depending on the context:**

Index: indices (algebraic signs), indexes (content tables).

Die: dies (die is a device that shapes materials by stamping, cutting or punching), dice (small cubes used in games).

Brother: brethren (members of a community or sect), brothers (siblings).

#### **Certain nouns have varied meanings in the singular or plural context:**

i. Certain nouns have two connotations in the plural and one in the singular:  
manner (singular) means method, while in the plural it could be either method or behaviour;  
custom (singular) means habit, while in the plural it could be either duties levied on goods or habits.

ii. Certain nouns have more than one meaning in the singular with only one meaning in the plural:  
light (singular): radiance, lamp while in the plural it means only lamps;  
people (singular): nation, men and women, while in the plural, it means nations only, like in *the peoples of Europe.*

The meaning of certain nouns varies in the two forms:

Physic: medicine, Physics: branch of science.

Air: atmosphere, Airs: manners, affectations.

Force: strength, Forces: defence troops.

Abstract and material nouns are not used in the plural except in cases where they are used as common nouns.

Certain nouns borrowed from foreign languages retain their original plural form:

Erratum: errata (Latin); index: indices (Latin); memorandum: memoranda (Latin); madame: mesdames (French); monsieur: messieurs (French).

### **CASE**

Nouns can be categorized under four different case types: Objective, Nominative, Possessive, Vocative, Dative.

**Objective** (also used as Accusative): a noun used as the object of a verb.

*Sita kicked the stone.*

In this sentence, the noun Sita performs an action (verb), i.e., kicked. The object of this action is the stone. Therefore, the noun 'stone' as the object of the action of kicking is in the objective case.

**Clue:** ask the question word what/ whom.

*The man is in the room:* Here the noun *room* coming after a preposition is in the objective case.

**Nominative:** a noun used as the subject of a verb.

Who kicked the stone? Sita: noun. As the subject of the verb 'kicked', Sita is in the nominative case.

**Clue:** ask the question word who/ what before the verb.  
The objective succeeds the verb while the nominative precedes it.

**Possessive** (or Genitive): answers the question whose.

1. *This is Hitler's Germany OR a month's work:*  
Singular noun (whether animate or relating to time, space, etc), the possessive case is formed by using 's.
2. *This is the families' opinion.*  
Plural noun, possessive case formed by adding an apostrophe only.
3. *For goodness' sake:* to avoid too much sibilance, the 's is avoided in such cases.
4. *The Nawab of Awadh's palace.*  
For titles, or nouns comprising too many words, 's is added to the last word.
5. *Britain and France's military might:*  
For nouns closely connected in sense to each other, only the latter is followed by 's.
6. *Ram's and Ravana's wars:* each of two or more connected nouns showing separate possession has 's.
7. *The arm of the chair OR the roof of the house.*  
Inanimate objects are written differently to imply possessive case. One does not say 'the chair's arm' but 'arm of the chair'.
8. *This is my friend, the manager's house.*  
Two nouns in the possessive case are in apposition, only the last noun gets the 's.

The possessive usually denotes possession or ownership and should not be confused with cases where an 's is used without the sense of possession.

*The rout of the country in the war* **should not be used as** *the country's rout in the war.*

**Vocative** (or Nominative of Address): a noun that is addressed or spoken to is in the vocative case. One of the most well known examples of the vocative case is *Friends, Romans, Countrymen, lend me your ears* (Julius Caesar). Other more common ones are *shut the door, Rajesh; Come on, girls*, etc. Here Rajesh and girls are in the vocative case.

**Dative:** relates to indirect objects in a sentence that are also described as the verbs of giving.  
*Mary gave Joe a gift.*

Joe is given a gift or Joe is the receiver of an object. Joe is therefore said to be in the dative case.

**Clue:** The dative case is usually situated immediately after the verb and before the accusative case or direct object, i.e., 'a gift'.

# PRONOUNS

Nouns are important to language, but not at the cost of being repeated over and over.

*Ramesh said that Ramesh would go to the market in the evening.*

Now consider the sentence in its rephrased version:

*Ramesh said that he would go to the market in the evening.*

In the first case, the repetition of the proper noun is redundant and is replaced by the word 'he'.

Thus, **a word that replaces a noun is called a pronoun.** (pro: instead of + noun).

## Types

Personal Pronoun      Impersonal Pronoun      Relative Pronoun      Distributive Pronoun  
 Demonstrative Pronoun      Indefinite Pronoun      Reflexive Pronoun      Emphatic Pronoun

The **Personal Pronoun** can be further categorized into three main groups:

	1st person		2 <sup>nd</sup> person	3 <sup>rd</sup> person	
	singular	plural	plural	singular	plural
<b>Nominative</b>	I	We	You	He/she/It	They
<b>Possessive</b>	My / Mine	Our/Ours	Your / Yours	His/Her/Hers/Its	Their /Theirs
<b>Accusative</b>	Me	Us	You	Him/Her/It	Them

**1st person**      *I/We have not watched 'The Titanic'.*  
*My/Our books have been stolen.*  
*This house is mine*  
*This house belongs to us.*

**2nd Person**      *You and I will go to the theatre.*  
*Is this your house?*  
*That book of yours is wonderful.*

**3rd Person:**      *He/she will go to the market.*  
*It will not work out.*  
*His/Her book was wonderful.*  
*Give Ramesh's book back to him.*  
*They will not be present at the party tonight.*  
*Their house is in the village.*  
*Theirs is not to say where they want to go.*  
*Call them over for the party.*

**NOTE:** It must be remembered that the personal pronoun replacing the noun should conform to the gender, number and person of the noun it replaces.

*Rani will not go to the theatre. She has a headache.*

*The storm has blown over. It could have created havoc.*

*The geese have been cackling for some time. They must be hungry.*

*The fleet could not cope with the torpedoes. It sank under the onslaught.*

(Here, fleet being a collective noun is in the singular).

*The Parliament were divided in their opinion vis-à-vis liberalisation.* (Here, however, Parliament is seen as a body comprising various members who are seen as separate individuals).

Many of us are often confused as to the use of the singular or plural pronoun when two (or more) nouns are joined by and, or, nor:

1. *The managing director and the chairman are planning on a holiday. They are going to the Bahamas.*

The two nouns pertain to two different persons and therefore are followed by the plural 'they'.

**NOTE:** *When two nouns relate to different persons, the definite article 'the' is used before each.*

2. *The managing director and treasurer is going to the Bahamas.*

(In this case, the managing director and treasurer refer to the same person holding two different portfolios, and therefore, is followed by the singular 'is'. The article 'the' is not repeated before the second noun).

Nouns joined by or/nor are followed by the singular pronoun

3. *Either you or Ramesh has to return his book.*

4. *Neither you nor Ramesh has to return his book.*

**Exception** in the usage of OR or NOR: the plural pronoun is used when a singular and a plural noun are joined by or or nor: *Either the waitress or the receptionists neglected their duties.*

When a pronoun refers to more than one noun/pronoun relating to different persons it must be of the first person plural and not the third:

*She and I have completed our work.*

*She and you have wasted your time.*

### **Impersonal pronoun:**

'IT', the impersonal pronoun, is used to refer to

- i. inanimate objects (book, house);
- ii. young children and animals unless gender is specifically applied to them;
- iii. a preceding statement (the advocate knows the issue well; he is handling it);
- iv. a provisional subject preceding the verb 'to be' with the actual subject following (it is difficult to understand the complexities).
- v. emphasis to noun or pronoun that follows (It is not I who started the dispute).

### **Relative Pronoun:**

*This is the book **that** you recommended.*

*There goes the girl **whom** I met.*

*There goes the girl **who** met me.*

*I have rediscovered the café, **which** I liked to visit.*

The words in bold relate to nouns that precede them. They are therefore called relative pronouns and the preceding nouns are called antecedents. Relative pronouns not only relate to antecedents, they also join the antecedents to the rest of the sentence, thus performing the function of conjunction.

**WHO:** this relative pronoun, also called the interrogative pronoun, is used in various forms depending on the case.

Nominative: *This is the woman who stole the jewellery.* (Applied only to human beings).

Objective: *This is the man whom the police apprehended.*

Possessive: *This is the man whose house was robbed.*

*This is the dilemma, whose solution has evaded all of us.*

(**'This'** is applied to persons and things).

**Note:** *Whom* is the objective form of *who*. *Who* is used as the subject of a verb while *whom* is used as the object of the verb or preposition. For example:

Who is the person in the tan suit?

Whom do you want to see?

**WHICH:** (Applied to inanimate things, animals and sometimes to sentences)

Nominative: *This is the area which was in the news.*

Objective: *The area which is in the news was developed by the mayor.*

Possessive: NA

Sentences: *The girl was said to have provoked him, which was wrong.*

**Who and which can be used specifically in two cases:**

1. To define the antecedent more clearly or to restrict its limit when the clause introduced by the relative pronoun is defining or restrictive:

*The house which you see on the hill was built by the British.*

*The girl who wrote the essay was felicitated by the committee.*

2. To give more information about the antecedent when the clause introduced by the relative pronoun is non-defining or continuative:

*I invited the girl, who gave me the slip last year.*

*I lost the box, which contained my documents.*

**THAT:**

Nominative: *He that is honest will win the respect of all.*

Objective: *Renovate anything that you think is shabby.*

Possessive: NA

**'That'** is used mainly in the following cases:

1. (preferably relating) to persons, things, defining clauses.
2. To replace an adverbial clause such as on which, in which, at which:  
*Do you recollect the day that (on which) I won the prize?*  
*This is the dress that (in which I went) I wore to the party.*  
*I remember the party **that** (at which we met) we met at.*
3. That can replace who or which
  - a) After adjectives in the superlative degree  
*He is the most versatile politician **that** I have encountered.*

b) Succeeding all, nothing, only, any, same:

*Is this all **that** you have to offer?*

*There is nothing **that** can convince me.*

*This is the only thing **that** I like to eat.*

*Do you have a book **that** you could offer me?*

*This is the same place **that** I told you of.*

c) After two preceding nouns/antecedents, of which one denotes a person and the other animal or thing:

*The journalist and her menagerie **that** had come unexpectedly were not allowed on the premises.*

d) 'That' is also used after who and what:

*Who are you **that** I must obey?*

*What is it **that** you want me to do?*

**WHAT:** (interrogative Pronoun) what = that which.

Nominative: *What has transpired is still vague.*

Objective: *Why did you subvert what you set out to advocate?*

Possessive: NA

*I understand what you say.*

*Did you complete what you set out to do?*

Besides the above, certain other words also function as relative pronouns. These include: **as** (after 'such' and 'same') and **but** (after a negative).

*Can you bring me **as** many papers as you can?*

*This is nothing **but** blasphemy.*

**Compound Relative Pronouns** are whosoever, whoever, whatever, whichever, etc. These do not have any antecedents.

***Whoever** wants to make himself available for the work is welcome.*

***Whatever** be the case, it is well known that you have been dishonest.*

***Whichever** way you look at it, the complexity cannot be ignored.*

**Distributive Pronoun:** Each, neither, either.

These pronouns refer to nouns simultaneously. Therefore, they are in the singular and are always followed by verbs in the singular.

***Each** of these houses belongs to the landed gentry.*

*The books cost two hundred rupees **each**.* (Where numerals are used, each occurs after the numeral).

***Either** of the boys could get the prize.* (Only pertaining to the number two: two persons, things, etc).

***Neither** of the boys will get the prize. (---- do ----).*

**Demonstrative Pronoun:** This, these, that, those.

***This** is the book you gave me.*

***These** books belong to me.*

***That** house belongs to my family.*

***Those** hills form a part of the Himalayas.*

‘**This**’ and its plural ‘**these**’ refer to thoughts, objects, places, etc. close at hand; while ‘**that**’ and its plural ‘**those**’ refer to the same that are farther away.

[ ‘That’ is also used to avoid repetition of a preceding noun:  
*The water of Calcutta is like **that** of Cuttack.*

[ In a given sentence involving two nouns, ‘this’ refers to the nouns closer to the end of the first part of the sentence, while that refers to the first noun, which is farther away from the pronoun.

*Philosophy and Psychology both are important in life, **this** perhaps with greater practical application than **that**.*

**Indefinite Pronoun:**

One, anybody, anyone, nobody, everybody, some, etc. are indefinite pronouns, because they refer to nouns in a general way.

***One** does not know what to do in such cases.*

***Nobody** knows what to do now.*

*This is **anybody’s** guess.*

***Everybody** is invited to the party.*

***Some** of you may know of the declaration.*

*You are better at this than **anyone**.*

‘Anyone’ is applicable only when the number of persons or things referred to is more than two.

**Reflexive Pronoun:**

Myself, himself, herself, themselves, yourself, etc. (These are also called compound personal pronouns).

In these pronouns, ‘self’ is added to the noun (my, her, etc) which is the subject of the sentence.

*She hurt **herself**.*

Here, herself reflects back on the subject ‘she’. These pronouns are therefore called Reflexive pronouns.

*He worried **himself** sick.*

**Emphatic Pronoun:**

When compound personal pronouns are used for emphasis, they are called emphatic pronouns.

*She said she would do the work **herself**.*

*I **myself** heard him bully the new student.*

*He **himself** went there to argue with the Mafia.*

**NOTE:** The use of: I, me, who, whom, he/she and him/her.

a.	<i>I looked at him.</i>
b.	<i>He looked at me.</i>
c.	<i>It was he who spoke to me.</i>
d.	<i>Who is going to the theatre?</i>
e.	<i>Whom are you talking to?</i>
f.	<i>He/she will be here tonight?</i>
g.	<i>Ask him/her to be here tonight.</i>
h.	<i>It is he.</i>
i.	<i>My sister is shorter than I (am).</i>

1. The **nominative** is used when the **pronoun is the doer** of the action. (a: I; d: who)
2. The objective is used when the **pronoun is the receiver** of an action. (a: him; e: whom)
3. When a **pronoun functions as the complement of the verb 'to be'**, it should be in the nominative and not objective. (h)
4. When a **pronoun functions as the object** of a verb or a preposition, it should be in the **objective form**. (c: me)
5. When a **pronoun follows 'than' or 'as'**, the verb is supplied mentally. (I: here the 'am' after 'I' is omitted and supplied mentally or understood by the listener).  
( It is now common practice to say 'she is shorter than me', although one might incur the wrath of purists for doing so.

**ONE:** indefinite pronoun (YOU in American English).

**If one uses 'one' one must use it throughout.**

*One should not be too serious in one's duties as one can be exploited for the same.*

*One must not be too serious in his duties.... (this is not acceptable).*

The pronoun '**none**' can be used in the singular or plural depending on the context. However, if the singular expresses the sense as well as the plural does, the latter form is used.

*Did you purchase any magazines? There were none in the shop.*

*Have you brought me a letter? There was none for you. (Wren & Martin).*

# Grammar Exercise 1

## (Nouns and Pronouns)

**Directions: (Qns. 1-8)** In each of the following questions, a sentence has been split into four parts. Mark the part that has an error in grammatical usage.

1. a. Since the earth's crust is much thicker under the continents,  
b. equipment would have to be capable of  
c. drilling through 100,000 feet of rock  
d. to investigate the mantle beneath it.
2. a. The student who you  
b. thought so highly of,  
c. failed to win the first prize  
d. in the inter-school essay competition.
3. a. I know the man  
b. which prophesied that this  
c. mishap would surely occur  
d. at this time of the year.
4. a. The prettiest girl in the class  
b. with long brown hair and  
c. brown eyes is loved  
d. by everyone who knows.
5. a. One cannot get well  
b. unless you take  
c. your medicines at regular intervals  
d. as suggested by the doctor.
6. a. It is not necessary  
b. that you must take an entrance examination  
c. to be admitted into  
d. an American university.
7. a. I am not one of those  
b. who believe everything  
c. I hear without verifying the truth  
d. and clarifying all doubts.
8. a. He, who had always inspired in her  
b. an awe that overcame her affection,  
c. she now looked upon as  
d. the object of trenchant criticism.

**Directions: (Qns. 9-14)** In each of the following sentences, certain parts have been underlined. Mark the part that has an error in grammatical usage.

9. Tyranny is one of those evils which has a propensity to perpetuate themselves at the slightest hint of authority and strength.  
a b c d
10. The applicant, being an adult, he is entitled to vote on condition that he fulfils the minimum formalities required of him.  
a b c d

11. He has the optimism would carry him through the trials and tribulations that life may have  
 a b c d  
in store for him.
12. This is one of the most informative books on photography that has appeared this year and  
 a b  
a good guide to amateurs and professionals in the field.  
 c d
13. She always helps my husband and I with our tax returns as well as other financial  
 a b c d  
 difficulties and complications.
14. Of all those who cleared the exam with Amar and she, Anand is the only one who has found a  
 a b c  
good job.  
 d

**Directions: (Qns. 15-20) Fill in the blanks with the correct usage from the four choices given below each of the following sentences.**

15. I don't understand why you object to ----- coming with us, since there is no harm in visiting the island to study the aboriginal way of life.  
 a. he b. him. c. his d. none of the above
16. According to Amazon legends, men were compelled to do all the domestic work since the women were engaged in the governance and protection of the cities for -----.  
 a. those b. them c. these d. they
17. Although Jane survived only a few months with the artificial heart, the medical fraternity could learn a great deal from ----- having used it.  
 a. she b. her c. hers d. all of the above
18. Every merchant could sell at the price without any loss to -----, since the market rate for the product was very high at the time.  
 a. themselves b. himself c. them. d. him
19. Dr. Rao will receive ---- special honour at the function to be held on the fifteenth of this month at the vice-chancellor's residence.  
 a. some b. the c. a d. his
20. The Astrophysics department purchased ----- equipment at an exorbitant price to simulate conditions in outer space and facilitate the research of its students.  
 a. a new b. one new c. a new piece of d. some new

# VERBS

A Verb refers to an action that is done by somebody or is done to somebody. "A verb tells or asserts something about a person or thing". (Wren and Martin).

1. Ram **killed** Ravana.
2. Shelley **was** a great poet.
3. The economy **is stagnating**.
4. We **went** to the drugstore this morning.
5. The children **cried**.

Verbs can be broadly divided into two types: **TRANSITIVE** (Tr.) & **INTRANSITIVE** (Intr.).

In 1 the action passes over from the subject to an object, which is the recipient of the action. 'Killed' is thus a **transitive verb**.

In 5 the action of crying does not have any succeeding object. Therefore this action does not pass over to any object. 'Cried' is thus an **intransitive verb**.

An intransitive verb merely points to a condition or (as in eg. 3), an action that does not pass over to an object.

## Cognate Object

In sentences like *I **cried** a good cry, The man **laughed** a strange laugh; I **dreamt** a lovely dream, etc.*, the object following the intr. verb (cry, laugh, etc) has the same meaning as the verb (cried, laughed). The object in this case is called the Cognate Object or the Cognate Accusative.

## Direct and Indirect Objects:

Some transitive verbs like give, offer, tell, etc. are followed by two objects. These are referred to as the direct and indirect objects.

*My friend presented **me** a jewellery box.*

In this case, the thing given (jewellery box) is the direct object and the recipient (me) is the indirect object.

Although most verbs can be used both transitively and intransitively, there are certain words that denote actions that cannot be done to anything or passed over to any other object. These include, die, run, walk, go, sleep, etc.

*The old man **died**.*

*I **ran** through the woods.*

*I **walked** in the morning.*

*The baby fell **asleep** on the way.*

*We want to **go** to Rajasthan this winter.*

Words that can function transitively and intransitively include

## TRANSITIVELY

The army **fought** a strong enemy.

Please **call** the boy.

I **stopped** the car immediately.

I **feel** a sharp ache in my leg.

He **broke** the lock.

## INTRANSITIVELY

The army **fought** bravely.

The scout **called** loudly.

The car **stopped** suddenly.

How do you **feel**?

He **broke** down.

An intransitive verb changes to transitive, in the following cases:

1) The effect of 'causation' changes intransitive verbs to transitive:

**Intransitive**

(i) *The dog **walked** a mile.*

(ii) *The kites **flew** away.*

**Transitive**

*He **walked** the dog a mile.*

*The boys **flew** the kites.*

In both the instances, the verbs change from Intr. to Tr. when an action is done to something or someone. In (i), the boy makes the dog walk, while in (ii) the boys make the kites fly.

2) The addition of a preposition to Intr. verbs (either before the verb or after):

*The entire school **talked** about his affairs. (discussed).*

*The school authorities **overlooked** his excesses. (ignored).*

3) Change in spelling also effects change from intr. to tr. (here too the effect of 'causation' plays a vital role):

***Lie** down quietly. (Intr.)*

*One must **rise** at daybreak.*

***Lay** the mat down. (Tr.) (cause to do something)*

***Raise** your hands above your head. (-do-).*

4) Some transitive verbs are also used intransitively.

***Open** all the doors. (Tr.)*

*I **burnt** the house. (Tr.)*

*The show **opens** at noon. (Intr.)*

*The house **burnt**. (Intr.)*

Besides transitive and intransitive, certain verbs are used reflexively, i.e., the subject and object of the verb is the same.

1. *The girl **hurt** herself.*

2. *The class **kept** (itself) quiet.*

3. *The balloon **burst** (itself).*

In (1), the subject of the verb 'hurt' is 'girl' while the object ('herself') refers to the same subject. Therefore, the verb is used reflexively. In (2 & 3), the subject is 'class', while the object 'itself' as the reflexive pronoun, is not expressed. According to Wren & Martin, these verbs can be considered as pure intransitives and need not have the connotations of a reflexive pronoun.

Verbs like 'forget', 'enjoy', 'interest', etc. can be used reflexively and as transitive verbs.

*Do not **forget** what he said.*

*I **forget** what you said.*

*I **enjoy** myself sitting alone. (Wren & Martin)*

*He **enjoys** good health. (Wren & Martin)*

*He **interested** himself in other people's lives.*

*Your affairs do not **interest** me.*

### **Incomplete Predication:**

A sentence could be a complete sentence (1) or it could be in limbo (2).

1) *The family worries.*

2) *The house seems quiet.*

In (2) simply saying 'The house seems', does not make enough sense or give complete information. It has to be followed by another word to become a complete sentence. On the other hand, (1) is a complete sentence in which the verb does not need another word to complete the sense of the sentence.

In (2) 'seems' is thus a verb of **incomplete predication**. The word 'quiet' is the **Complement** of the verb. "Verbs of incomplete predication usually express the idea of being, becoming, seeming, appearing. The Complement usually consists of a noun (called a **Predicative Noun**) or an adjective (called a **Predicative Adjective**). When the complement describes the subject it is called the **Subjective Complement**." (Wren & Martin).

### **Subjective Complement:**

*Ramesh is a boy.*

*The man appears angry.*

*I am a woman.*

Objective Complement (complement describing the object):

*The council elected Mr. Rai the leader.* (object: Mr. Rai; complement: leader).

*The court declared the criminal guilty.* (object: criminal; complement: guilty).

### **Agreement of Verb with Subject:** Agreement in number and person.

*Ramesh and Susan **are** coming today.*

*My friend and I **are** going to the cinema.*

In both the sentences, it will be seen that the two nouns are joined by 'and'. In such cases, where two singular nouns are joined by 'and', the verb is in the plural.

- |    |  |   |
|----|--|---|
| 1) | <i>The secretary and the treasurer <b>have</b> left for Delhi.</i> | <i>The secretary and treasurer <b>has</b> left for Delhi.</i> |
| 2) | <i>The nurse and the friend of Dr. Rao <b>are</b> sick.</i>        | <i>The nurse and friend of Dr. Rao <b>is</b> sick.</i>        |

Note that the sentences in the left column are identical to those in the right. However, in the left column the article '**the**' has been repeated before both the nouns while in the right column, 'the' has been omitted before the second noun.

**Thus, when two nouns refer to the same person, the verb following it is in the singular (has, is) and the article is omitted before the second noun.**

Similarly, when the nouns refer to two different people or things, the verb following it is in the plural (have, are) and '**the**' is used before each noun.

1. *The long and the short of the matter **is** therefore this.*
2. *Each boy in the class **is** required to fulfill his duty.*
3. *Every woman present **has** to donate generously.*
4. *No book or magazine **was** ignored.*
5. *Neither you nor he **has** the book.*
6. *The news **was** disturbing.*
7. *Politics is the last **resort** of scoundrels.*

The use of the singular verb (is, has, was) is common to the above sentences. Rules for the use of the singular verb can therefore be grouped together:

The singular verb is used when **two nouns express the same idea** (1); **after 'each', 'every'** (2, 3); **'no ... or'** (4); **'neither ... nor'** (5); when the **noun is plural in form, but singular in meaning** (6 & 7).

The President, **with** all his men, **was** defeated.

Harish, **and not** his brother, **has** been declared the winner.

The warrior, **along with** his trusted lieutenants, **was** defeated in the war.

Nouns (subjects) connected to the rest of the sentence by words such as 'with', 'and not', 'along with' etc, take on the singular verb since these words are parenthetical and do not affect the sentence if omitted.

### Use of the plural verb:

Either you or your friends **have** broken the pane.

Neither the teacher nor her students **were** present.

You or your siblings **have** to go today.

In the above sentences, the subjects joined by 'or', 'nor', are of different number and therefore the verb following the plural nouns have to be in the plural.

Either he or she **is** correct.

Neither you nor they **have** any information.

In this case, the verb takes the number of the noun closest to it.

1. She and I **are** going to the market.

2. My sister and I **have** to go to the market.

3. You and she **are** two of a type.

When subjects differing in number and person are connected by 'and', the verb is in the plural (1); of the 1<sup>st</sup> person if one of the subjects is of that person (2); of the 2nd person if one of the subjects is of that person and none of the first (3).

### NOTE:

#### Correct

Each of the officers **is** honest.

Everyone of the boys **is** responsible.

The quality of the houses **is** not good.

Neither of the buildings **was** well constructed.

#### Incorrect

Each of the officers **are** honest.

Everyone of the boys **are** responsible.

The quality of the houses **are** not good.

Neither of the buildings **were** well constructed.

In the above sentences, **although there is a plural noun between the singular subject and its verb, the verb should be in the singular since it refers to the singular subject.**

### Verb in the case of collective nouns:

The Parliament **has** elected its new Speaker.

The Parliament **have** to elect the new Speaker.

The family **is** watching television.

The family **are** sitting at dinner.

In the left column, the verb is used in the singular for the collective noun 'Parliament' or 'family'. This implies the **use of the noun as a whole**. In the right column, the same nouns have been followed by the plural verb as in this instance, the **individual members of which the noun is composed are considered**.

### Some examples of different verb patterns or composition:

- 1) *My brother is crying.* (Subject + verb).
- 2) *My sister has become a nun.* (Subject + verb + subject complement).
- 3) *I know your house.* (Subject + verb + direct object).
- 4) *My mother gave me a watch.* (Subject + verb + indirect object + direct object).
- 5) *We were looking for the house.* (Subject + verb + preposition + prepositional object).
- 6) *My mother gave gifts to all of us.* (Subject + verb + direct object + preposition + prepositional object).
- 7) *The teacher beat us blue.* (Subject + verb + noun/pronoun + adjective).
- 8) *I need to leave.* (Subject + verb + to infinitive – which is the object of the verb).
- 9) *I need you to stay.* (Subject + verb + noun/pronoun + to infinitive).
- 10) *I began sobbing.* (Subject + verb + gerund [-ing form of a verb]).
- 11) *We see something flying.* (Subject + verb + noun/pronoun + present participle).
- 12) *I watched him leave.* (Subject + verb + noun/pronoun + plain infinitive).
- 13) *He found the streets deserted.* (Subject + verb + noun/pronoun + past participle).
- 14) *I consider the scheme foolish.* (Subject + verb + noun + complement).
- 15) *I suggest that you abandon the ship.* (Subject + verb + noun/pronoun + that clause: object of the verb)
- 16) *I admit that I wrote the letter.* (Subject + verb + that clause).
- 17) *I asked why he was leaving.* (Subject + verb + interrogative + clause).
- 18) *They asked me where I wanted to go.* (Subject + verb + noun/pronoun + interrogative + clause).
- 19) *I don't know what to do.* (Subject + verb + interrogative + to infinitive).
- 20) *I will tell you how to paint this.* (Subject + verb + noun/pronoun + interrogative + to infinitive).

# ADVERBS

The baby speaks **clearly**.

My sister is **quite** tall.

The mangoes are **very** expensive.

**Fortunately** the man escaped.

**Clearly, sweetly, very, fortunately** function as modifiers.

An adverb modifies a verb, adjective, phrase, another adverb or an entire sentence if it appears at the beginning of the sentence.

## TYPES:

**Adverbs of Time** (answer the question word **WHEN**)

You arrived **late**.

I will call on the doctor **tomorrow**.

This incident has taken place **before**.

I visit the library **everyday**.

**Adverbs of Frequency** (answer the question HOW OFTEN)

I have met you **once**.

You come here **always**.

I visit the temple **frequently**.

I **rarely** visit the shop

**Adverbs of Place** (answer the question WHERE)

I suggest you move **here**.

We would like to have you **there**.

Why don't you move **ahead**.

Please move **back**.

**Adverbs of Manner** (answer the question HOW)

I spoke **clearly**.

The warriors fought **bravely**.

I worked **hard** at the project.

They were **agreeably** frustrated.

**Adverbs of Degree or Quantity** (HOW MUCH, IN WHAT DEGREE, etc)

This is too **bad**.

The weather is very **bad**.

I am quite **happy**.

You are **pretty** good.

### Adverbs of Affirmation or Negation

You are **surely** mistaken in your premise.

He will **definitely** come.

I **do not** recognise him.

You **cannot** go there.

### Adverbs of Reason

You are **therefore** unable to avail of this.

**Hence** I will go ahead of you.

### Interrogative Adverbs

**Where** is your dad?

**Why** are you unhappy?

**How** are you feeling?

### Relative Adverbs

Show me the place **where** you were born.

Are you aware of the time **when** we are to go?

Both the adverbs relate back to an antecedent (place and time).

**NOTE:** Some adverbs such as delightfully, frequently, far, etc. can belong to more than one class of adverbs.

You speak delightfully. (Manner)

It is **delightfully** cool here. (Degree)

I go there **frequently**. (Frequency and Time).

### Adverbs: Forms

1) Some adverbs have the same form as in adjectives and adverbs.

He sang in a **loud** voice. (adj)

Don't be **loud**. (adv)

We have **enough** food.

You are good **enough**.

2) Some adverbs can be used in the same form as in the adjective and also with an -ly at the end.

You speak **loud**.

You speak **loudly**.

However, sometimes the meaning changes

You work hard.

You work hardly.

You aim **high**.

He thinks **highly** of you.

Adverbs are sometimes used after prepositions as nouns

I live away from **here**.

The light is shining from **above**.

Nouns expressing relations of time, distance, place, value, degree, etc are used as adverbs.

The fight lasted a **year**.

The mangoes cost twelve **rupees**.

## Degree/Comparison

Like adjectives, adverbs can also be categorised according to the three degrees of comparison:

Positive	Comparative	Superlative.
Fast	Faster	Fastest
Bad	Worse	Worst
Much	More	Most
Deftly	More deftly	Most deftly
Swiftly	More swiftly	Most swiftly
Far	Further (Farther)	F(u)arthest
Late	Later	Last

### Formation

1. Addition of **-ly** or **-ily**, change of **-e into -y** and change of preceding consonant as in adverbs formed from adjectives:  
Heavy: heavily; sad: sadly; single: singly; wise: wisely; clever: cleverly.
2. Adverbs made up of a noun + a qualifying adjective  
Sometimes, meantime, otherwise, etc.
3. Adverbs that are compound words made of a weakened one (a) + noun  
Asleep, away, aboard, etc.
4. Adverbs that are compounds of preposition + noun  
Besides, tomorrow, etc.
5. Adverbs that are compounds of preposition + adjective  
Abroad, along, anew, etc.
6. Adverbs that are compounds of a preposition + adverb  
Within, without, etc.
7. Adverbs that comprise two adverbs joined by 'and'  
By and by; again and again; to and fro; far and away, etc.

### Position

- I. 1) *She is singing **sweetly**.*  
2) *The maid is doing her work **well**.*  
3) *I try to speak **carefully**.*  
4) *I will go home **tomorrow**.*  
5) *We will come **today**.*

Adverbs of manner, time are placed **after the verb or after the object** when there is one as in (4).

- II. *I wrote **well in the examination.***  
*We plan to move **tomorrow evening.***  
*They spoke **angrily at the meeting last evening.***

In the case of two or more adverbs following a verb, the usual sequence for placing the different adverbs is: **adverb of manner, adverb of place, adverb of time.**

- III. 1) *My mother **always** cooks.*  
2) *I have **never** heard her sing.*  
3) *We **actually** agree with you.*

Adverbs of frequency are put **between the subject and the verb**; in the case of two verbs, **after the first verb.**

- IV. *I am **always** happy.*  
*They are **never** late.*  
*We are **simply** angry.*  
*He is **never** sad.*

When the verbs in the sentence are 'am', 'are', 'is' etc. the adverb is placed after the verb.

- V. *I **often** have to leave early.*  
*She **always** used to sing the carols.*

When there are auxiliaries such as 'have to', 'used to' in a sentence, the **adverb precedes the auxiliary.**

- VI. *You are **rather** late for class.*  
*I am **quite** right on this issue.*  
*He ran **very** fast.*  
*The room is not bright **enough.***  
*I have bought **only** two shirts.*

In the case of an adverb modifying an adjective or an adverb, it **precedes the modified word, except in the case of 'enough', which always comes later.** The adverb 'only' is always placed immediately after the word modified by it.

## Grammar Exercise 2 (Verbs and Adverbs)

**Directions: (Qns. 1-8)** In each of the following questions, a sentence has been split into four parts. Mark the part that has an error in grammatical usage.

1. a. The strain of all the difficulties, vexations  
b. and anxieties were more than he could bear  
c. or impose on his family  
d. and friends at that point of time.
2. a. To ensure the safety of those workers  
b. who must handle radioactive material,  
c. the employer should not leave them  
d. enter contaminated areas without protective clothing.
3. a. The geographic position of North America,  
b. laying between the Atlantic and the Pacific Ocean,  
c. isolated it in the early days  
d. of the European settlement.
4. a. Stanley, with his brother and friends  
b. travel to distant cities  
c. on education promotion programmes  
d. and speaks on different issues pertaining to education.
5. a. When in town, my intention  
b. was to visit you,  
c. but the astonishing variety of sights  
d. have usurped my time.
6. a. James, a man of many qualities,  
b. who had just obtained commission  
c. in the army was loved  
d. by every member of his family.
7. a. With some men, their  
b. mass of wealth together with  
c. their social status  
d. are an excuse for wrong doing.
8. a. Traffic speed limits are set at a level  
b. that achieve some balance between  
c. the danger of excessive speed  
d. and the desire of people to travel as quickly as possible.

**Directions: (Qns. 9-14)** In each of the following sentences, certain parts have been underline. Mark the part that has an error in grammatical usage.

9. Unlike the Shakespearean plays that enthralled English stage watchers, the 'closet dramas' of the Nineteenth century were meant to be read rather than stage.
10. The current dispute between analytic and non-analytic philosophers transcend mere ideas for in academic circles, success in such disputes leads to position and prestige, which leads to better jobs, money and popularity.

11. Being a very hot day, I remained in my tent and went out only at night to buy some of the essentials that were required for the journey back home.  
a b c  
d
12. I never remember having met him although he insisted on our having met last year at the race course in Bombay.  
a b c  
d
13. We are grateful to the Arabs not only for reviving Greek works, but also they introduced useful ideas from India which were not well known at the time.  
a b c  
d
14. Pollution control involves identifying the sources of contamination, development improved or alternate technologies and sources of raw material, and persuading industries and citizens to adopt them either voluntarily or legally.  
a b c  
d

**Directions: (Qns. 15-20) Fill in the blanks with the correct usage from the four choices given below each of the following sentences.**

15. Tobacco was considered a sacred plant and it was used to indicate friendship and ---- peace negotiations between Indians and whites.  
a. include b. conclude. c. end d. concluding
16. Because the British fleet arrived ----- off the Yorkshire Peninsula, the French were able to control the seas there by aiding the United States during the Revolution.  
a. lately b. late c. later d. latter
17. The duties of the secretary are to take the minutes, ----- the correspondence, and call the members before the meetings.  
a. mailing. b. mail c. mailed d. to mail
18. Excavations in several mounds and villages on the east bank of the Euphrates River have revealed the city of Nebuchadnezzar, that had been ----- under latter constructions of the city of Babylon.  
a. laying b. lying c. laid d. none of the above
19. Quality control studies shows that employees work most ----- when they are involved in the total operation rather than only one part of it.  
a. efficient b. efficiency c. effective d. efficiently
20. The higher the solar activity, the ----- the auroras or polar light displays in the skies near the earth's geomagnetic poles.  
a. intense b. intensely c. more intense d. intenser

# ADJECTIVES

- 1) *The family is **poor**.*
- 2) *The **little** boy came running down the street.*
- 3) *You are a **clever** girl.*
- 4) *She is **beautiful**.*
- 5) *The man is **rich**.*
- 6) ***Lazy** people don't get ahead in life.*

**An adjective describes or points out a noun.** It adds to the meaning or significance of the noun. In (1, 4, 5) the adjectives are situated at the end of the sentence along with the verb 'is'. They therefore are a part of the predicate and are used **predicatively**. In (2, 3, 6) the adjectives are used along with the nouns preceding them and are used **attributively**.

## Types:

### I. Adjectives of **Quality** (answer questions relating to 'kind')

*The Pacific Ocean is the **largest** ocean.*

*Pune is a **big** city.*

***English** tea is available in the market.*

### II. Adjectives of **Quantity** (answer questions relating to 'how much')

*He has **no** ego.*

*I have taken **great** care.*

*There is **enough** rice.*

### III. Adjectives of **number /Numeral adjectives** (how many)

Numeral Adjectives are also called Postdeterminers. These include cardinals and ordinals. Cardinal adjectives are *one, two, three,...* etc. and ordinals are *first, second, third,....*etc..

- |    |   |                                |
|----|---|--------------------------------|
| 1) | <i>There are <b>ten</b> men in the fray.<br/>The <b>first</b> man here has to go.</i>                   | Definite Numeral Adjective     |
| 2) | <i>We want <b>as many</b> gifts as possible.<br/>There are <b>a few</b> apples here.</i>                | Indefinite Numeral Adjective   |
| 3) | <i><b>Each</b> girl has to write an essay.<br/><b>Every</b> boy present must obey the instructions.</i> | Distributive Numeral Adjective |

Some adjectives can belong to both Quantity and Numeral Adjectives, such as **some, a few**, etc.

### IV. **Demonstrative Adjectives** (point out 'which')

***That** tree is beautiful.*

***This** ball is Hari's.*

***Those** girls are talkative.*

*I dislike **such** talk.*

### V. **Interrogative Adjectives**

***What** kind of dress do you want?*

***Which** boy are you talking of?*

***Whose** house is this?*

According to Wren & Martin, “**what**’ is used in a general sense and ‘**which**’ in a selective sense”.

## VI. Intensifying Adjectives

Intensifying adjectives have a heightening or lowering effect on the noun they modify. These adjectives can be divided into two – emphasize and amplifiers. Emphasizers have a general heightening effect.

Example: This is an outright lie. Amplifiers, on the other hand, scale upwards, i.e., they denote a higher point in a scale. Example: He is a perfect idiot.

*He is a **real** hero.*(emphasizer)

*This is the **very** book I have been talking of.*(amplifier)

## VII. Exclamatory Adjectives

***What** folly!*

***What** a great blessing!*

## VIII. Limiter Adjectives

Limiter adjectives particularize the reference of the noun.

Examples: *the main reason, the precise reason, the only occasion, .....etc..*

*This is the **same** person we met yesterday.*

## IX. Denominal Adjectives

These adjectives are derived from nouns and refer to a particular denomination, material, origin or style.

Examples: *Spanish, criminal, atomic, medical, Indian ....etc..*

*That comes under the domain of **criminal** law.*

**Adjectives follow a particular order in a sentence as listed below.**

I. intensifying adjectives, e.g., *a complete victory, a great folly, .....etc..*

II. postdeterminers and limiter adjectives, e.g., *the fourth student, a certain person, ....etc..*

III. general adjectives susceptible to subjective measure, e.g., *careful, naughty, lovely,....etc..*

IV. general adjectives susceptible to objective measure, including those denoting size or shape, e.g., *wealthy, large, square, .... etc..*

V. adjectives denoting age, e.g., *young, old, new, .....etc..*

VI. adjectives denoting colour, e.g., *red, black, green, ..etc..*

VII. denominal adjectives denoting material, e.g., *a woollen scarf, a metallic substance, ..etc.* and denoting resemblance to a material, e.g., *metallic voice, silken hair, ..etc.*

VIII. denominal adjectives denoting origin or style, e.g., *a British ship, an Indian dress,.....etc..*

## Formation

I. Adj. formed **from nouns**:

Girl: girlish; fame: famous; child: childish; man: manly; maturity: mature; infinity: infinite; dirt: dirty; youth: youthful.

II. Adj. formed from verbs:

Talk: talkative; break: broken; tire: tiresome.

III. Adj. formed **from adj.**

Black: blackish; comic: comical; four: foursome; sick: sickly.

## Degree of Comparison

Positive	Comparative	Superlative
Sweet	Sweeter	Sweetest
Great	Greater	Greatest
Good	Better	Best
Bad	Worse	Worst
Merry	Merrier/ <b>more</b> merry	Merriest/ <b>most</b> merry
Pretty	Prettier/more pretty	Prettiest/most pretty
Beautiful	<b>More</b> beautiful	<b>Most</b> beautiful
Skilful	More skilful	Most skilful

A close look at the table above will reveal the basic pattern of change from one degree to another.

- > Adjectives of one syllable such as '**big**' assume the comparative degree by adding **-er** (bigger) and the superlative by adding **-est** (biggest).
- > Adjectives of two syllables like '**crazy**' can either change degree by adding **-er** (**crazier**) and **-est** (**craziest**) or by 'more' (**more crazy**) and 'most' (**most crazy**).
- > Adjectives made of more than two syllables such as '**courageous**' change their degree by adding more (**more courageous**) and most (**most courageous**) only.
- > When a word ends in **-y** (merry), the degree is changed by adding an [i + er] and [i + est] to it.
- > If two qualities of the same person or thing are being compared, then we usually say: *You are **more sweet** than aggressive.*
- > Like 'bad' and 'good', there are certain other adjectives whose comparative and superlative degrees bear almost no resemblance to the positive. These are called adjectives of irregular comparison:

Positive	Comparative	Superlative
Little	Less/lesser	Least
Much	More	Most
Many	More	Most
Far	Farther/Further	Farthest
Late	Later/Latter	Latest/Last
Old	Older/Elder	Oldest/Eldes

- > **Later** and **latest** pertain to time while **latter** and **last** pertain to position. Similarly, while elder and eldest relate only to persons, esp. within the same family, older and oldest can refer to both persons and things.

*She is my mother's **elder** sister.*

*She is **older than** my mother.*

(She is elder **than** my mother). 5

## Interchange of degrees of comparison

India is the **most populous** country. (Superlative)

India is **more populous** than any other country. (Comparative)

Some cities are **as beautiful** as Bangalore. (Positive)

Bangalore is not **more beautiful** than some other cities. (Comparative)

'Hamlet' is the **best** Shakespearean play. (Superlative)

No other Shakespearean play is **as good as** 'Hamlet'. (Positive)

'Hamlet' is **better** than any other Shakespearean play. (Comparative)

> Some adjectives are more commonly used as nouns due to a particularly distinctive feature or quality attached to them.

The **brave** never say die.

**English** tea is a favourite of mine.

She is a patron of the **talented**.

The **past** is best laid to rest.

PRGGA

## Grammar Exercise 3 (Adjectives)

**Directions: (Qns. 1-8)** In each of the following questions, a sentence has been split into four parts. Mark the part that has an error in grammatical usage.

1. a. No less than fifty miners were killed in the explosion  
b. although official reports did not mention the exact count  
c. in order to avoid public outcry and  
d. the rage of human rights activists.
2. a. Raju lost the case of harassment  
b. against his landlord  
c. because his written statement differed in several important respects  
d. from his verbal statement in court.
3. a. The amount of books in the Congress library is  
b. more than 60 million,  
c. making it as one of the largest and most  
d. preferred libraries in this part of the world.
4. a. That so many advances have been made  
b. in so short time  
c. is the most valid argument  
d. for retaining the research unit.
5. a. In order to clear the test  
b. next Monday, I have to  
c. write a one-thousand-words paper  
d. this weekend and submit it to the head of our department.
6. a. Automobile's insurance is more expensive for those  
b. students who are able to maintain a good record  
c. in driving because they have a  
d. lower risk than average or below average students.
7. a. Albert Einstein, the great physicist,  
b. was such brilliant a scientist that many  
c. of his colleagues had to study for several years  
d. in order to form opinions about his theories.
8. a. It has been proven that  
b. when a subject identifies a substance  
c. as tasting well, he is often associating  
d. the taste with smell without actually thinking of it.

**Directions: (Qns. 9-14)** In each of the following sentences, certain parts have been underline. Mark the part that has an error in grammatical usage.

9. When she complained that the food served tasted badly, the waiter immediately took it  
a b  
back to the kitchen and brought her something else that was cooked well.  
c d
10. The meat at the butcher's shop down the road, is not as expensive than the meat at the  
a b c  
supermarket at the other end of the street.  
d



# PREPOSITIONS

A preposition (pre + position) shows a position and is situated before a noun or pronoun. It thus shows the relation of the noun or pronoun to something else. The noun or pronoun that is placed with a preposition is the object and is in the objective case.

*The boys are playing **in** the house.*

*My father is fond **of** coffee.*

*Go **behind** the table.*

*The kid is hiding **under** the table.*

*The man jumped **off** the high cliff.*

## Position of the preposition

A preposition is usually placed before the noun or pronoun as in the sentences above, but could sometimes succeed it.

*This is the place that I was looking **for**.*

*What are you staring **at**?*

*What are you talking **of**?*

When 'that' is used, the preposition is always situated at the end. The same rule applies to sentences with interrogative pronouns such as what, which, etc or a relative pronoun.

**Exception:** In emphatic sentences, the object is placed at the beginning of the sentence for the sake of emphasis:

***This** is the book I insist on having.*

Before nouns pertaining to place or time, prepositions such as on, in, from, etc. are omitted.

*This occurred last month.*

*Hold on a second.*

## Types:

Simple, Compound, Phrase, Participial.

### I. Simple Prepositions

*We sat **by** the river.*

*We waited **till** eight.*

*I will go **with** you.*

*He fell **off** the bus.*

*Keep the book **on** the table.*

### II. Compound Prepositions

*I saw the peacock **amidst** the trees.*

*Whom are you talking **about**?*

*The boy ran **across** the field.*

*The bomb exploded **inside** the factory.*

*The boy hid **underneath** the bed.*

### III. Phrase Prepositions

*In the event* of his resigning, you must be ready to don the mantle.

The officer issued a notification to the builder **with regard to** the illegal constructions.

We left for the picnic **in spite of** the heavy rains.

I gave up my job **because of** the hectic schedule.

We have a huge swimming pool **in front of** our house.

You must practice the method **according to** my instructions.

I say this with **an eye to** the details of the case.

### IV. Participial Prepositions

**Considering** the intricacies of the case, I would suggest that you desist from fighting it in court.

The intricacies of the case **notwithstanding**, it would be better if you dealt with it.

**Pending** further notification, the premises will have to be vacated at the earliest.

**NOTE:** "A word is a preposition when it governs a noun or a pronoun, it is an adverb when it does not." (Wren & Martin).

Accordingly, we can identify some words that function sometimes as prepositions and at others as adverbs:

1. *When will you come **in**?* (Adverb)  
*Is the new manager **in** the office?* (Preposition)
2. *I will return **after** you do.* (Adverb)  
***After** you leave I'll think about the proposal.* (Preposition)
3. *The man jumped **off**.* (Adverb)  
*The man jumped **off** the bus.* (Preposition)
4. *We should move **on**.* (Adverb)  
*Keep the jug back **on** the table.* (Preposition)

### Objects of Preposition

#### 1. Noun or pronoun:

*The girl is sitting **on** the stool.*

*She is **in** the house.*

#### 2. Adverb of Time or Place:

***Since** last month you have not called.*

*I'd like you to return from **there**.*

#### 3. Adverbial phrase:

*The blast occurred **beyond the hill**.*

*I did not know her **till a month back**.*

#### 4. Clauses:

Listen attentively to **what I have to say**.

#### 5. Relative pronoun

She is the actress (whom) I have been looking **for**.

(In sentences where a relative pronoun is the object of a preposition, the relative pronoun is omitted since it is understood).

#### 6. Verbs:

Prepositions combine with verbs to form new verbs or to retain its individual existence:

I shall **overcome** these problems.

The dealer **outbid** his rival at the auction.

I cannot **withdraw** the statement now.

Do not **boast of** your achievements here.

Why are you **laughing at** him?

#### Relations expressed by prepositions:

<b>Place:</b>	We walked <b>across</b> the garden.
<b>Time:</b>	I waited <b>till</b> he completed his work.
<b>Instrumentality:</b>	I have sent my parcel <b>by</b> post.
<b>Manner:</b>	The boys skipped going to college <b>with</b> audacity.
<b>Cause:</b>	My grandfather died <b>of</b> old age.
<b>Possession:</b>	The tomb <b>of</b> Akbar the Great is in Sikandarabad.
<b>Value/Rate/Measurement:</b>	He is taller <b>by</b> two inches.
<b>Contrast:</b>	<b>Despite</b> his mistakes he is a sincere worker.
<b>Motive/Inference/Source:</b>	He behaved so <b>out of</b> humility. <b>From</b> what I know of the issue, it is a complex one.

#### Conjunctions used as prepositions: But; than.

'But' is a preposition when it is used in the sense of 'except' as in:

What can you think of **but** the case?

I have watched all his films **but** one.

I am an admirer of Sir Laurence Olivier, **than** whom there is no better actor.

This dress can cost nothing more **than** five hundred rupees.

# CONJUNCTIONS AND INTERJECTIONS

A conjunction is a word that joins sentences and words.

1. *M.F Hussein **and** Satish Gujral are good artists.*
2. *You are good at your work **but** insincere.*
3. *One must adapt **or** one will stagnate.*
4. *You should either eat now or forego your dinner. (**either ... or**).*
5. *There is neither rice nor bread. (**neither ... nor**).*
6. *Though you have improved, yet you need to work hard. (**though ... yet**).*
7. *Whether you want to eat or starve is not my lookout. (**whether ... or**).*
8. *Not only are you talented, but also eccentric. (**not only ... but also**).*
9. *The boys left for home **in order that** their parents may be apprised of the facts.*
10. *You talk **as though** you know everything about the issue.*
11. *You can go to the party **provided** that you return home early.*

The conjunctions used in sentences 4 to 8, are **correlative conjunctions/correlatives** and should be placed immediately before the words to be connected.

The conjunctions used in sentences 9 to 11 are **compound conjunctions**.

Although prepositions, relative pronouns and relative adverbs also function as conjunctive words, they are distinct from conjunctions per se.

*This was the place **that** we frequented. (relative pronoun)*

*This is **where** I lived. (adverb)*

*The house has everything **but** a sauna. (preposition)*

*My sister **and** I are leaving. (conjunction)*

'**That**' refers to the noun 'place' and as well as joins the two parts of the sentence. '**Where**' modifies the verb 'lived'. 'But' as has already been pointed out in the previous chapter, though used especially as a conjunction, is used as a preposition to denote 'except'.

However, '**and**' simply joins the two parts of the sentence without performing any other function.

## Classes of Conjunctions: Co-ordinating and Subordinating

**Co-ordinating conjunctions** joins independent statements that are at par in terms of significance.

*Ramesh sings **and** his sister plays the harmonium.*

*I would have left **but** you stopped me.*

***Neither** should you be late **nor** too early.*

Co-ordinating conjunctions are further subdivided:

**1. Cumulative/Copulative add** a statement to another:

*They sang melodiously, **and** played the guitar well.*

**2. Adversative** express **contrast** between two statements

*You are loyal **but** you are too submissive.*

*I would have been there, **only** I am too busy this week.*

**3. Disjunctive/Alternative** expresses a **choice**

*You must leave **or** you will be in trouble.*

***Neither** must I cry **nor** get into a fight.*

*You sing not, **neither** do you paint.*

**4. Illative** expresses an **inference**.

*The electorate's efforts were in vain, **for** no party got a clear majority.*

**NOTE:** Except 'or', 'nor', the other conjunctions can be omitted and replaced with a punctuation mark such as a comma or semi colon:

*I stayed in the house; my sister played outside.*

**Subordinating conjunctions join two statements or clauses one of which is dependent on the other.** These can be subdivided into seven types.

**(Subordinate conjunctions of time)**

1. *The children ran home **after** the teacher scolded them.*

2. *You cannot go to bed **till** you eat the food.*

**(Subordinate conjunctions of reason)**

3. *I went to the dentist **because** my tooth hurt.*

4. *Since you insist, I will come to the exhibition.*

**(Subordinate conjunctions of purpose)**

5. *We earn **that** we may eat.*

6. *Please hold the books **lest** they crash to the floor.*

**(Subordinate conjunction of condition)**

7. *I wonder **why** you left the company.*

8. *You can go to Dubai **if** you have the money.*

**(Subordinate conjunction of consequence)**

9. *I was so tired **that** I slept immediately.*

10. *It was so hot **that** we could scarcely enjoy ourselves.*

**NOTE:** 'That' is also used as conjunctions of reason and purpose.

**(Subordinate conjunction of concession)**

11. ***Though** you insist, I will not give up my work.*

12. *The guests poured in **although** the city was tense after the violence.*

**(Subordinate conjunction of comparison)**

13. *You are taller **than** I (am).*

14. *The new building is bigger **than** the one in which we live.*

# INTERJECTIONS

Interjections express a sudden feeling, reaction, emotion, etc.

**Alas!** *The king is dead.*

**Hurrah!** *We have won.*

**Good gracious!** *What a whale!*

**Oh!** *I was taken by surprise.*

PROGGA

## Grammar Exercise 4

### (Prepositions and Conjunctions)

**Directions: (Qns. 1-8)** In each of the following questions, a sentence has been split into four parts. Mark the part that has an error in grammatical usage.

1. a. Although it is difficult to distinguish  
b. among a frog and a toad,  
c. a frog is more likely to be smooth  
d. and a toad rough and dry.
2. a. It is in the north-eastern seaboard  
b. of the United States from New Hampshire in the north  
c. to Virginia in the south, that a vast urban region  
d. has been defined as a megalopolis.
3. a. A metal detector buzzes not only  
b. when firearms are located but also  
c. when smaller metal objects as  
d. keys and belt buckles are found.
4. a. Amniocentesis can be used not only  
b. to diagnose foetal disorders but also determining  
c. the sex of the unborn child  
d. with 95 per cent accuracy.
5. a. Before musical staff was invented,  
b. people passed musical compositions  
c. on to each other not by writing them down,  
d. but also by remembering them.
6. a. In the future, classes taught by television will  
b. be equipped with boom microphones in  
c. the classrooms that students can stop the action,  
d. ask their questions, and receive immediate answers.
7. a. The choice available to ice cream lovers today  
b. is between Walls, Vadilal, Dinshaw, and Yankee Doodle,  
c. besides a myriad other brands which have come up  
d. all over the country, especially in its western parts.
8. a. Despite of some opposition, most cities  
b. in India continue to spew garbage into their rivers  
c. which have become breeding grounds for diseases of various sorts  
d. that affect slum dwellers and other deprived classes the most.

**Directions: (Qns. 9-14)** In each of the following sentences, certain parts have been underline. Mark the part that has an error in grammatical usage.

9. It is very difficult to compute how much does an item cost in dollars when one is  
a b c  
accustomed to calculating in another monetary system.  
d
10. If I do not speak of them it is because they do not come within my subject, and not because  
a b c d  
they are lightly esteemed by me.

11. Such goods are produced for export and are seldom or ever consumed within the country  
 a b c  
 where the buying potential of customers cannot keep pace with the exorbitant prices of these  
 d  
 goods.
12. It would not suit the rules of art, nor of my own feelings, to write in that style although I am  
 a b  
 aware of the fact that it could fetch me a high price and mass adulation for some time  
 c d
13. Many roads and railroads were built in the 1880s because of the industrial cities needed a  
 a b  
network to link them with the market and sources of supply.  
 c d
14. As a cause of the time and area involved in the cultivation of a forest, trees need more  
 a b c  
careful planning than any other crop does.  
 d

**Directions:** (Qns. 15-20) Fill in the blanks with the correct usage from the four choices given below each of the following sentences.

15. Mr. Rao will meet the candidates who have cleared the test between 9.00 a.m. ---- 3.00 p.m.  
 a. and b. to c. till d. upto
16. Unlike other examples of elegiac verse, Milton's *Lycidas* does more than merely mourn for the death of King Edward; it also denounces corruption --- the Church in which the king was ordained.  
 a. in b. at c. with d. for
17. Despite an affected nonchalance which convinced others that he was indifferent --- his painting and enjoyed only frivolity, Warhol cared deeply about his art.  
 a. of b. with c. at d. to
18. We were amazed that a man who had been heretofore the most pedestrian of public speakers could, in a single speech, electrify an audience and bring them cheering --- their feet.  
 a. on b. to c. upon d. at
19. Modern architecture has discarded the flamboyant trimming on buildings and has concentrated -- an almost Greek simplicity of line.  
 a. in b. with c. on d. at
20. This park has been preserved in all its pristine wildness --- visitors in future years may see how people lived in the eighteenth century.  
 a. thus b. so that c. because d. hence

# ARTICLE

Ramesh is **a** boy.

This is **a** university.

This is **an** apple.

This **an** hour's work.

Ramesh is **the** boy I mentioned the other day.

This is **the** university famous for its novel approach to education.

'A' or 'an' (used only before a **vowel sound**) are indefinite articles: 'a boy' could mean any boy. Similarly, an apple could mean any apple. However, when we say 'the boy' or 'the apple', we imply a more **definite** recognition of a **particular** subject.

'A' and 'an' are therefore indefinite articles whereas 'the' is a definite article.

## Use of the definite and indefinite articles:

### Definite

1. **The** university in Pune has organised a seminar. (a particular thing, place, etc.).
2. **The** book you were looking for is out of print. (when something or someone has already been referred to).
3. **The** tiger is an endangered species. (a singular noun used to denote a class, except in the case of 'man' and 'woman').
4. Patna is situated on **the** Ganga. (before names of rivers, gulfs, mountains-ranges, groups of islands, a particular place, scriptures).
5. **The** Vedas belong to the ancient and rich tradition of Indian literature.
6. **The** Himalayas guard the northern extremity of India.
7. **The** sun is a source of light and strength. (before things that are unique).
8. **The** scholar in Mr. Rao was defeated by the inane discussion that succeeded his talk. (before common nouns to render them abstract).
9. **The** Dr. Banerjee whom you spoke to, is the best surgeon in the country today. (before a proper noun when it is qualified by an adjective or adjectival clause).
10. **The** best boy in the class has been given an award. (before superlatives).
11. **The** third daughter in the family suffers from claustrophobia.
12. Can you play **the** sitar well? (before names of musical instruments).
13. **The** guilty should be punished. (before adjectives where the noun is implied and understood).
14. This is **the** thing. (for emphasis).
15. **The** fewer **the** better. (as an adverb with comparatives).

### Indefinite

1. **Not a** man protested. (in the sense of singular).
2. **A** Gandhi in the making. (to give the connotation of common noun to a proper noun).
3. **A** Dr. Seth came calling the other day. (to denote the sense of 'a certain', a vagueness).
4. **A** worker should be faithful to his work. (an individual as representing a class).

### The article can be omitted under certain conditions:

1. *Man is mortal.* (before common nouns used in the widest sense).
2. *Silver and gold are expensive.* (before names of materials).
3. *Calcutta was the capital of India under the British till 1911.* (before proper nouns unless they have to be changed to common noun). *See no. 2 under indefinite.*
4. *Justice delayed is justice denied.* (before abstract nouns except when they are qualified by adjectives or adjectival phrases such as in:  
*The courage with which you overcame your deficiency has impressed me).*
5. *I love speaking Hindi.* (before languages).
6. Before school, college, university, church, bed, table, etc unless they are referred to as a particular place, object, etc.:  
*I go to school everyday.*  
*I went to the school today.*
7. *Mother has gone to buy vegetables.* (before names of relations).
8. *My father has been nominated president of the union.* (before position or rank).

PROG

# TENSE

PRESENT TENSE	You <b>sing</b> to please yourself.
PAST TENSE	You <b>sang</b> well yesterday.
FUTURE TENSE	You <b>will sing</b> tomorrow.

Tense refers to the time in which a verb is situated. With change of tense, the form of the verb changes as is evident from the above sentences. A look at the tables below will show that besides time, tense also denotes the 'state' of the action or verb referred to.

**Tense can be further subdivided:**

(ACTIVE)	SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
PRESENT	I eat	I am eating	I have eaten	I have been eating
PAST	I ate	I was eating	I had eaten	I had been eating
FUTURE	I shall eat	I shall be eating	I shall have eaten	I shall have been eating

(PASSIVE)	SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
PRESENT	I am liked	I am being liked	I have been liked	
PAST	I was liked	I was being liked	I had been liked	
FUTURE	I shall be liked		I shall have been liked	

It is obvious from the above tables that future continuous and perfect continuous do not apply to the passive voice.

## Uses: PRESENT TENSE

### Simple Present:

- |  |   |
|--|---|
| 1. I go for a walk every morning                       | Habitual action                                 |
| 2. We go to Calcutta next week                         | A planned future event                          |
| 3. The moon is visible at night.                       | General truths                                  |
| 4. Here comes Mr. Bose!                                | Exclamatory statements with 'here' and 'there'. |
| 5. I shall await your arrival till such time as I can. | Clauses of time and condition.                  |
| 6. I hear someone sing.                                | For verbs of perception                         |
| 7. You appear/look disheveled.                         | Verbs of appearing                              |
| 8. I want a new car; I love the monsoons.              | Verbs of emotion.                               |

9. I think I know him; I remember you; Verbs of thinking
10. I own a car; this consists of ideas and values. Have.

### Present Continuous

1. We are playing chess. Actions going on at the time of speaking.
2. My brother is sculpting a bust of Netaji. Temporary actions which may not necessarily be continuing at the time of speaking.
3. We are going to Mahabaleshwar tomorrow. Actions for the near future.
4. My sister is constantly whining. Obstinate actions which persist.

### Present Perfect

1. I have been sick for a long time. Actions started in the past and continuing at present.
2. Father has just left. Activities completed in the recent past.
3. I have completed the assignment. Description of a past event regarding its effect rather than the action per se.
4. Have you watched The Titanic? Past action with no definite or given time.
5. Do you meet him **often**? Do you **ever** meet him?; + just, etc. Used in questions only.
6. Have you met him **yet**? There has been no news of him **so far**. Questions and negative statements.
7. I have **already** met him; I shall be meeting him **this week**.

### Present Perfect Continuous

I have been teaching for three hours; I have been teaching since nine o'clock. Action started in the past and continuing.

### Uses: PAST TENSE

#### Simple Past

1. The train left yesterday. Actions completed in the past, Has adverbs or adverb phrases of past time.
2. I studied in Bhopal. Action completed in past but with time implied.
3. We always studied together. Habits in the past.

### Past Continuous

1. We were watching cricket all morning; The rain started while we were playing. Actions in the past going on for some time with time of action indicated or not.
2. We were **always** fighting; We were **continually** fighting. With 'always', 'continually' to indicate persistent habits.

### Past Perfect

1. I had seen the movie in Bombay. Action completed some time in the past.
2. I had completed my work when mother called. To show which of the two actions in the past occurred first with the simple past in the first and past perfect in the other.

### Past Perfect Continuous

At the time of your arrival I had been reading. An action that began before a certain moment in the past and continued upto that time.

### Uses: FUTURE TENSE

#### Simple Future

I shall meet you tomorrow. An action that has still to take place.

#### Future Continuous

1. I shall be playing the guitar at the ceremony. An action as going on at some time in the future.
2. I shall be writing a book next year. Planned future events.

#### Future Perfect

I shall have finished my work by then. Completion of an action in the future.

#### Future Perfect Continuous

By August I shall have been working at the dissertation for two years. An action in progress over a period of time that will end in the future.

# VOICE

Voice is a form of verb that indicates whether an action is done by the subject (**ACTIVE VOICE**) or is done to the subject (**PASSIVE VOICE**).

## Active Voice:

*Ramesh helps his sister.*

*I will complete my work today.*

*The girls ran out of the house.*

In all the above sentences, the subject (Ramesh, girls, etc) are the **active doers of an action(s)**. Therefore, the sentences are said to be in the active voice.

## Passive Voice:

*Rita is helped by her brother.*

*The old woman was helped into the taxi by her sons.*

*The patient was taken care of by the nurses.*

In these sentences, the verb shows something as being done to the subject. In other words, the **subject is the recipient of an action(s)**. The sentences are therefore said to be in the passive voice.

## Change of Voice:

### Active

1. *Ramesh helps Rita.*
3. *I will complete my work today.*
5. *Ms. Rao teaches us Latin.*

### Passive

2. *Rita is helped by Ramesh.*
4. *The work will be completed by me today.*
6. *Latin is taught to us by Ms. Rao*
7. *We are taught Latin by Ms. Rao.*

In sentence 1, Rita, is the **object** of the verb 'helps' while in 2. Rita is the **subject** of the verb 'is helped'. An active voice is used when the agent of the action is to be emphasised while the passive voice is used when the recipient is to be emphasised.

Sentence 5 has an indirect and a direct object. Therefore either object could become the subject of the passive verb in the changed voice.

**NOTE:** Since object changes to subject in the course of change from active to passive, it must be remembered that only a transitive verb can be changed to the passive voice since an intransitive verb does not carry an object.

# PUNCTUATION

## Full Stop

Pause and separation; end of a statement; to mark abbreviations.

*My brother will come today.*

## Interrogation

After a direct question.

*Will you come to the house?*

## Quotation Marks

To enclose the words of a speaker.

*According to Keats, "A thing of beauty is a joy forever".*

## Comma

- (1) A short pause; separation of a series of words.
- (2) After an absolute (*having done this, ...*).
- (3) To mark a noun or phrase in apposition (*Raju, the school leader, was punished...*).
- (4) To mark the nominative or vocative (*Friends, Romans, Countrymen, lend me your ears.*).
- (5) To mark off two or more adverb or adverbial phrases coming together (*Then, after some time, ...*).
- (6) Before or after words phrases or clauses inserted in the body of a sentence (*I could not, though, think of...*).
- (7) To show the omission of a verb (*My sister got an A plus, I a B*).
- (8) To mark off a direct quotation from the rest of the sentence; to separate a verb from a long subject opening a sentence.
- (9) To separate a noun clause preceding a verb (*Whatever is, is wrong*).
- (10) To separate an adverbial clause from its principal clause (*When I was in Pune, I was an ardent activist*).

## Exclamation

After interjections expressing sudden emotion, feeling, etc.

*Goodness! What a joke!*

## Semicolon

- (1) A pause of more significance than that expressed by the comma; to separate clauses of a compound sentence, when they have a comma  
*She is a kind girl, gentle girl; and we love her.*
- (2) To separate a series of loosely related clauses.

## **Dash**

- (1) To indicate an abrupt stop or change of thought.  
*If you could come – but why think of it?*
  
- (2) To resume a scattered subject.  
*Wealth, pride, honesty – he was bereft of all.*

## **Colon**

To introduce a quotation.

*Wordsworth says: “.....”.*

Before stating examples

*We can illustrate this idea with the following examples: ...*

Between sentences that are grammatically independent but loosely connected in sense.

*Try to clear the examination: no thing is more important.*

## **Parenthesis**

To separate from the main section of the sentence a phrase/clause that is not related to it grammatically.

*We tried our best (God knows it) but failed to succeed.*

PROGSA

# Phrase and Clause

*The moon is visible **at night**.*

*The sun rises **in the east**.*

*I do not know **how to do it**.*

The words in bold **do not make complete sense**. Such a group of words is called a **PHRASE**.

*We have a house in Mussorie, **which is made of wood**.*

*Those **who are honest** reap the benefits of honesty.*

The words in bold in this sentence **make complete sentence because of the presence of a subject** (which/who) **and a predicate** (made of wood/are honest). A group of words that forms part of a sentence and makes complete sense is called a **CLAUSE**.

**Types of Phrases:** Adjective phrases, Adverb phrases, Noun phrases.

Adjective phrases:

*The girl lived in a **house made of wood**. (The girl lived in a wooden house).*

*The king is a man of **great talent**. (The king is talented).*

*We belong to a community **involved in business**. (We belong to a business community).*

The words in bold describe a particular quality or attribute and therefore function as adjectives. These are described as **adjective phrases**.

Adverb phrases:

*I completed the task **with great sincerity**. (sincerely).*

*My brother spoke **in a condescending manner**. (condescendingly).*

*The bullet hit me **on this leg**. (answers the questions 'where?')*

These sentences are characterised by phrases that modify the verbs. They therefore function as adverbs and are called **adverbial phrases**.

Noun phrases:

*The cook wants **to leave the job**.*

*I want **an apple**.*

***Going to the college** did me no good.*

The words in bold refer to objects of verbs and therefore function as nouns. They are called **Noun phrases**.

**Types of Clauses:** Adjective clauses, Adverb clauses, Noun clauses.

Adjective clauses:

*This is the place **where I studied**.*

*Your words **sound false**.*

*The house **with the red tiles is mine**.*

These groups of words describe an object, etc. and therefore function as adjectives. However, unlike in phrases, these groups of words are complete and contain both a subject and a predicate.

## Position of Adjective Clauses

Clauses in a complex sentence (refer to the next chapter), whether adjective, adverb or noun, are subordinate clauses that perform the work of the above three parts of speech. An adjective qualifies a noun/pronoun in the main clause.

**An adjective clause could be introduced in a sentence by a relative pronoun or relative adverb.**

1. *I called on you that **you might know the facts.***
2. *She is the lecturer **whom we have invited.***
3. *The hour at **which the ship arrives is uncertain.***
4. *I chanced upon a friend **who quit his job in Delhi.***
5. *There was not ( ) **a morsel you left for me.** (relative pronoun or relative adverb can be sometimes omitted).*
6. *There was not a boy **but regretted the decision.** (Here 'but' is = a relative pronoun + not).*

The sentence can be rewritten as:

*There was not a boy who did not regret.*

### Adverb clauses:

*I can go **wherever I like.** (answers the question when).*

*Take a shawl **because the night is cold.***

*I shall not move from here **till you come.***

In these sentences, the words in bold function as adverbs supplying answers to questions such as when, why, where. They are therefore described as adverb clauses. They make complete sense since they supply both a subject and a predicate.

## Position of Adverb Clauses

An adverb clause can modify a verb, adjective or adverb in the main clause.

SENTENCE TYPE	CLAUSE OF
1. <i>I will complete my work <b>after I study the various possibilities.</b></i>	Time (after, till, when, etc).
2. <i>We can stay <b>where we want to.</b></i>	Place (where, whereas, etc).
3. <i>Meet me tomorrow <b>so that we can discuss the issue.</b></i>	Purpose (so that, that, in order that, etc).
4. <i>I did not go to the theatre <b>since I did not like the play being staged there.</b></i>	Cause/Reason (since, because, that, etc).
5. <i><b>If/Whether you are asked to leave,</b> you should reconsider the options.</i>	Condition (if, whether).
6. <i>He worked so hard <b>that he succumbed to fatigue.</b></i>	Consequence (that).
7. You are taller than I (am); You sing better than I (do).	Comparison
8. <i><b>Although I have studied,</b> I will not take the test; <b>Even if it pours,</b> the match will be held indoors.</i>	Supposition/Concession (though, although, even if, etc).

## Noun Clauses:

*I hope **I get a prize**.*

*I want to know **what has expired in my absence**.*

*I cannot understand **what you mean**.*

The words in bold are the objects of the verbs preceding them and function as nouns.

**NOTE:** some clauses could function in all three capacities. The identity of the clause therefore lies in its function in a sentence and cannot be judged arbitrarily.

## Position of Noun Clauses:

SENTENCE TYPE	SUBJECT or OBJECT of
1. <i><b>Why I did not go</b> is a secret.</i>	Subject of a verb.
2. <i>I have said that <b>this is not possible</b>.</i>	Object of a transitive verb.
3. <i>Listen carefully to <b>what the speaker is saying</b>.</i>	Object of a preposition.
4. <i>My conviction <b>that I would clear the hurdle</b> encouraged me to take up the challenge.</i>	In apposition to a noun or pronoun.
5. <i>My desire is <b>that you may succeed</b>.</i>	Complement of a verb.
6. <i>We were sorry that <b>you lost your dog</b>; I am sure <b>you are capable</b> of handling the task.</i>	After an intransitive verb (esp. <i>to be</i> )

# SENTENCE TYPES

A sentence has two main parts to it: a SUBJECT and a PREDICATE.

**SUBJECT      PREDICATE**

*The boys      are laughing.*

In the above sentence, '*the boys*' stands for the **persons (things) about which something is being said**. This part of the sentence is therefore the **SUBJECT of the sentence**.

'*Are laughing*' is the information being given about the boys or **what is being said about the boys or the subject**. It is thus the **PREDICATE** of the sentence.

In the sentence above, the most significant part of the subject is the noun 'boys', while in the predicate the most important word is the verb 'are laughing'.

- | The subject word or the **main word in a subject is always a noun** or a group of words that function as noun.
- | The **essential word in a predicate** whether it is a single word or a group of words, **is always a verb**.

Consider the following sentence:

*You seem confident.*

The predicate 'seem confident' has an intransitive verb 'seem', which by itself does not complete sense. It is evident that the verb in this case requires something else to complete the sentence and make sense. These verbs are, as has already been mentioned, verbs of incomplete predication and require a **COMPLEMENT** to complete the sentence.

- | When a complement describes the subject it is called **subjective complement**.  
*The school appointed Susan **student co-ordinator**.*
- | In this sentence, Susan is the object of the verb 'appointed'. But the sentence is not complete without the complement (in bold). The complement in this case refers to the object, it is called **objective complement**.

Sentences can be divided into three categories:

**Simple sentences; Compound sentences; Complex sentences.**

## Simple Sentence

*We went to the club.*

*The night is young.*

*I want to leave.*

These sentences have one subject and one predicate. Such sentences are called simple sentences.

## Compound Sentence

Sentences that are made of two parts, each with a subject and a predicate, is called a **compound sentence**.

*The lights came on and we had to return home.*

*We came back when the clock struck two.*

*I wanted to meet you because I was missing you.*

Since each part of a compound sentence contains a subject and a predicate, each can be identified as a clause. Moreover, each clause is independent and is therefore called a **Principal/Main clause**. Thus, we can also say that a compound sentence is **made of two or more principal or main clauses**.

## Complex sentence

*We returned when they called.*

*As the politicians arrived the people decided to boycott the meeting and move to a different place.*

*He offered them no money nor did he help them in any way.*

A complex sentence carries **one principal clause** (the people decided) **and one or more subordinate clause(s)** (the politicians arrived, move to a different place). The subordinate clause cannot stand by itself and depends on the principal clause for its significance.

In the first sentence, the first part of the sentence has independent existence and can therefore be called the principal clause; while the second part '*when they called*' does not make much sense in isolation despite a subject and a predicate. It is therefore called the subordinate clause.

# Direct and Indirect Speech

A speaker's speech can be reported in two ways:

*Ms. Rao said, "I want to go to Hyderabad."*

Here, Ms Rao's actual words have been reproduced verbatim within quotation marks. This is **DIRECT SPEECH**.

*Ms. Rao said **that she wanted** to go to Hyderabad.*

Here, Ms Rao's speech is reported.

## Reported speech incorporates certain changes:

- | Inclusion of 'that' before the information.
- | The first person pronoun has been changed to the third person 'she'.
- | Change of tense from present 'want' to past 'wanted'. (Present continuous changes to past continuous; present perfect to past perfect and simple present to past present).

## Other changes in transformation from direct to indirect speech.

- | Words denoting nearness are changed to words expressing distance.  
*She said "I am happy I am here now."*  
*She said that she was happy to be there then.*
- | Questions that are reported use verbs such as asked, etc.  
*She said to me, "Why do you wear jeans all the time?"*  
*She asked me why I wore jeans all the time.*
- | In reporting commands and requests, words such as ordered, commanded, requested are used.  
*Ravi told his sister, "Shut the window."*  
*Ravi ordered his sister to shut the window.*

# Order of Words

1. *The woman plucked flowers.*
2. *The girls are cheerful.*
3. *Little girls like ice cream.*
4. *Give me your books.*
5. *You are rather active.*
6. *Surely you could have performed better.*
7. *My mother lived in the house where she was born.*
8. *Fair and lovely, she stood at the deck.*

〔 Subject (woman, girls, horse) comes before the verb.

〔 Object (flowers, me/books) comes after the verb.

〔 When there is a direct and indirect object (me, your books), the indirect object (me) precedes the direct object.

〔 The attributive usually precedes the noun that it qualifies (3. Little).

〔 When an adjective or an adjectival phrase is used as a predicative it follows the noun (2. Cheerful).

〔 The adverb is placed close to the word it modifies (5. Rather) unless it is used to modify the entire sentence in which case it is placed at the beginning of the sentence (6. Surely).

〔 A qualifying clause is usually placed close to the word(s) it qualifies (7. Where she was born).

〔 The normal order of words can be altered for emphasis.

# SOLUTIONS TO GRAMMAR EXERCISES

## EXERCISE 1

1. d: **them** refers to the 'continents'.
2. a: **whom** as the objective pronoun should be used.
3. b: **who** pertains to a human being.
4. d: '**her**' is missing
5. a: **you** since it is the predominant pronoun.
6. b: '**to take an**' -- 'that you must' is redundant when the infinitive 'to' can be used to convey sense.
7. c: **they** refers to 'those'.
8. a: **him**: objective pronoun as the object of 'looked upon'.
9. b: **have** refers to 'evils'.
10. b: '**he**' is redundant.
11. b: '**that**' as the relative pronoun that links the two parts (a and b) of the sentence is missing.
12. b: **have** referring to the plural 'books'.
13. b: **me** as the objective pronoun should be used as 'me' is the object of the verbs 'helps'.
14. b: **her** since 'she' is in the nominative and cannot be used since the pronoun is not the active doer.
15. c: **his**: verbs ending in -ing are preceded by the possessive case.
16. b: '**them**' as the objective pronoun for 'men', the object of the sentence.
17. b: **her** (ref. 15).
18. b: **himself** as the object of the sentence and in the singular since it refers to 'every merchant' which is a distributed singular.
19. c: **a** as the indefinite article before an unspecified noun.
20. c: a new piece of.

## EXERCISE 2

1. b: **was** refers to 'strain' in the singular.
2. c: **let them**
3. b: **lying**. 'Laying' is followed by an object as in, 'lay down the child'.
4. b: **travels** refers to Stanley. 'His brother and friends' is in parenthesis.
5. d: either use **had** or simply '**usurped**' as the verb **was** is in the past tense.
6. b: who had just been commissioned.
7. d: **is** because words joined to a singular subject by *with, as well as, etc.* are parenthetical; the verb should therefore be in the singular.
8. b: **achieves** refers to the singular noun level.
9. d: **staged** in the past tense.
10. b: **transcends** refers to the singular **dispute**.
11. a: '**it being a very hot day**'  
'It' is to be used as a provisional subject preceding the verb 'to be' and without which the sentence does not make sense.
12. a: I do not remember ever having met him.
13. c: **for introducing** in accordance with the tense of 'reviving'.
14. b: **developing**: tense in accordance with that of 'identifying'.
15. b: conclude.
16. b: late
17. b: **mail**: verbs should be in the same tense.
18. b: lying.
19. d: efficiently
20. c: the more intense

## EXERCISE 3

1. a: **no fewer**. 'Less' is used for non-count nouns.
2. c: **oral** as opposed to written. A verbal statement means a statement of words.
3. a: **number** because 'books' is count noun.
4. b: so short **a** time or **such a short time**.
5. c: one-thousand-word as a singular noun.
6. a: **automobile insurance**. The possessive 's is not required because it is a generic and broad term.
7. b: 'such a brilliant' / 'so brilliant a'.
8. c: **good**. 'Well' does not qualify a noun such as 'taste'.
9. b: **bad**. One could however say 'badly cooked' or 'cooked badly'.
10. c: '**as expensive as**' is used to compare.
11. b: verbal, i.e., comprising words as opposed to a picture.
12. b: **common friend**. Something or someone common to two people who do not know each other. (common room; common cause, etc).
13. b: parasitic.
14. c: amorphous. There is no such word as 'amorphic'.
15. a: pragmatist.
16. a: spoilt.
17. c: inanimate.
18. d: dilatory.
19. b: **embarrassing** as something that causes embarrassment.
20. a: **sentimental** as the adjective qualifying the noun Anu.

#### EXERCISE 4

1. b: **between** relates to two things or entities; **among** is used for more than two.
2. a: **at the north** ... since a place cannot be situated **in** a seaboard.
3. c: such as.
4. b: **but also to determine**: tense + to infinitive.
5. d: **but by remembering them**; 'also' shows 'remembering' as one of the means whereas it was the only one.
6. c: 'so that'.
7. b: among.
8. a: 'of' does not ever follow 'despite'. 'despite' means 'in spite of'. 'despite of' is tautological.
9. b: an item costs.
10. d: instead of 'that' (subordinate conjunction of consequence), '**because**' (subordinate conjunction of reason) should be used.
11. b: **seldom or never** or **seldom if ever**. 'Seldom' and 'ever' cannot be brought together.
12. b: **of** is not required.
13. b: '**of**' is not required since it shows possession.
14. a: **because of**.
15. a: **and** (as in between you and me). The preposition is used with the conjunction 'and'.
16. a: **in** is used instead of at for larger places or conditions. Here the 'church' denotes an entire institution.
17. d: **to**; 'indifferent' is always followed by the preposition 'to'.
18. b: to.
19. c: on
20. b: so that.