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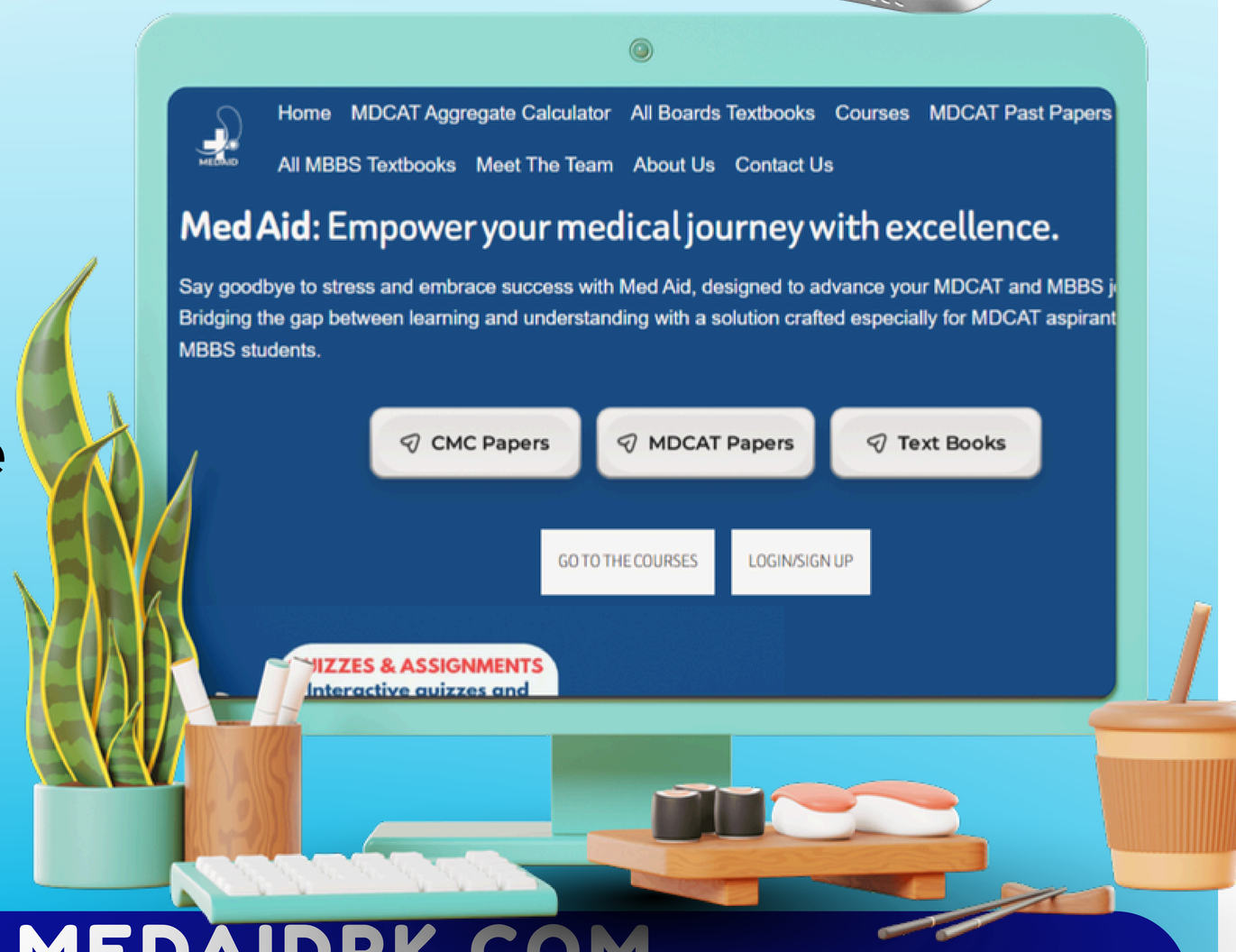

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1 UNIT TENSES AND THEIR ASPECTS

THE PRESENT SIMPLE TENSE

I like KIPS. I think it's a very good academy. Yes, my brother thinks so, too. The topper students always study here. They come here every year. They trust the teachers here, so it doesn't take them long to join KIPS.

positive forms

I/we/you/they/people **like** KIPS Entry Test Series
he/she/it/Ali **likes** KIPS Entry Test Series

negatives and questions

NEGATIVE	QUESTION
I/you/we/they **do not get** or **don't get**	**Do** I/we/you/they get?
he/she/it/**does not get** or **doesn't get**	**Does** he/she/it get?

USAGE OF PRESENT SIMPLE TENSE

1. **Natural Phenomenon:**
   - The sun rises in the east.

2. **Scientific Facts:**
   - We inhale Oxygen and exhale carbon dioxide.

3. **Universal Truths:**
   Honesty never goes unrewarded.

4. **Religious Practices:**
   The Hindus burn their dead.

5. **Social Practices:**
   Pakistani people wear Qameez Shalwar.

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6. Repeated Actions:
We come here every week.

7. Planned Actions:
The train leaves at seven twenty-three tomorrow morning.

QUESTION TAGS:

Question tags are used after:

Affirmative Sentences
- Your sister lives in Spain, doesn't she?
- Your sisters live in Spain, don't they?
(put negative tags after affirmative sentences)

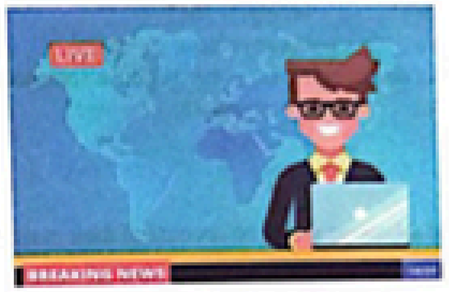
Negative Sentences
- You don't speak to Luke, do you?
Put non-negative tags after negative sentences.

Do not use question tags after questions:
- ~~Are you the new secretary, aren't you?)~~
- You're the new secretary, aren't you?
- You're not the new secretary, are you?

Do not use double negative in tag questions.
- ~~You're not~~ the new secretary, aren't you?

THE PRESENT CONTINUOUS TENSE

Ali Shan Rao is speaking to you now live from KIPS 30-A Johar Town, Lahore.



positive forms

I am looking or I'm looking
you/we/they/are looking or you/we/they're looking
he/she/it is looking or he/she/it's looking

negatives and questions

NEGATIVE	QUESTION
I'm not looking	am I looking?
you/we/they aren't looking	are you/we/they looking?
he/she/it isn't looking	is he/she/it looking?

USAGE OF PRESENT CONTINUOUS TENSE:

1. To say that we are in the middle of an action.
   - We are looking for a post office now.

2. When things are changing over a long period.
   - Fuel prices in Pakistan are increasing day by day.

3. For a routine or situation that we see as temporary (for a short period).
   - I am working at a sports shop for six weeks.

QUESTION TAGS:

Question tags are used after:

Affirmative Sentences

- They are getting late, aren't they?
- She is having lunch now, isn't she?
(put negative tags after affirmative sentences)

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Negative Sentences

- Amelia is not crying, is she?
- We are not going anywhere, are we?
  Put non-negative tags after negative sentences.
  We are not going anywhere, aren't we?

LIMITATION OF PRESENT CONTINUOUS:

1. The following verbs, on account of their meaning are not normally used in the progressive:

Verbs of perception:
see, hear, smell, taste, sound

Verbs of appearing:
appear, look, seem

Verbs of emotion:
want, wish, desire, feel, like, love, hate, hope, refuse, prefer

Verbs of thinking:
think, suppose, believe, consider, remember, forget, know, understand, imagine, mean, etc.

WRONG	RIGHT
These grapes are tasting sour.	These grapes taste sour.
I am thinking you are wrong.	I think you are wrong.
She is seeming sad.	She seems sad.
He is having a cellphone.	He has a cellphone.

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THE PRESENT PERFECT TENSE

positive forms

I/you/we/they **have washed** or I/you/we/they**'ve washed**
he/she/it **has washed** or he/she/it**'s washed**

negatives and questions

NEGATIVE	QUESTION
I/you/we/they **haven't washed**	**have** I/you/we/they **washed?**
he/she/it **hasn't washed**	**has** he/she/it **washed?**

USAGE OF PRESENT PERFECT TENSE:

The Present Perfect is used:

1. For recent actions when the time is not mentioned; as,
   - I have read the instructions, but I don't understand them.

2. With just and yet; as, Just means 'a short time ago'.
   - I have just started the work.
   - We use yet when we are expecting something to happen.
   - Has your work started yet?

3. We use Present Perfect with 'Since' and 'For'; as, we use for to say how long this period is (for a whole week). We use since to say when the period began (since Friday).
   - I have felt really tired for a whole week now.
   - I have not seen him since Monday.

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4. We use how long in questions; as,
   - How long have Ahmad and Alia been married?

5. With 'ever' and 'never' in interrogative and negative sentences; as,
   - Have you ever fallen off a horse?
   - I have never been late for work.

6. It's/This is the first/ second time, etc; as,
   - This is the first time we have been to Scotland, so it's all new to us.

7. Today, this week, etc; as,
   - We use the present perfect with today and phrases with this, e.g. this morning, this week, this year.
   - I have not watched the television so far this week.

QUESTION TAGS:

Question tags are used after:

Affirmative Sentences

- They've been to Japan, haven't they?

(put negative tags after affirmative sentences)

Negative Sentences

- She hasn't eaten all the cake, has she?

Put non-negative tags after negative sentences.

She hasn't eaten all the cake, hasn't she?

You haven't been prowling up in those ruins, have you?"

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THE PRESENT PERFECT CONTINUOUS TENSE

positive forms

I/you/we/they **have been waiting** or I/you/we/they**'ve been waiting**
he/she/it **has been waiting** or he/she/it**'s been waiting**

negatives and questions

NEGATIVE	QUESTION
I/you/we/they **haven't been waiting**	**have** I/you/we/they **been waiting?**
he/she/it **hasn't been waiting**	**has** he/she/it **been waiting?**

USAGE OF PRESENT PERFECT CONTINUOUS TENSE

1. For an action which began at some time in the past and is still continuing.
   - They have been playing cricket since four o'clock.
   - They have been building the bridge for several months.

2. To show 'period of time' using 'for' and' point in time' using 'since'.
   - It has been snowing for a long time.
   - He has been in hospital since his accident.

LIMITATION OF PRESENT PERFECT CONTINUOUS TENSE

We cannot use the present perfect progressive with expressions that refer to a finished period of time.

- 'You look tired.' 'Yes. I was cycling from ten this morning until five o'clock.'
  (NOT . . .~~I've been cycling from ten this morning until five o'clock.~~)

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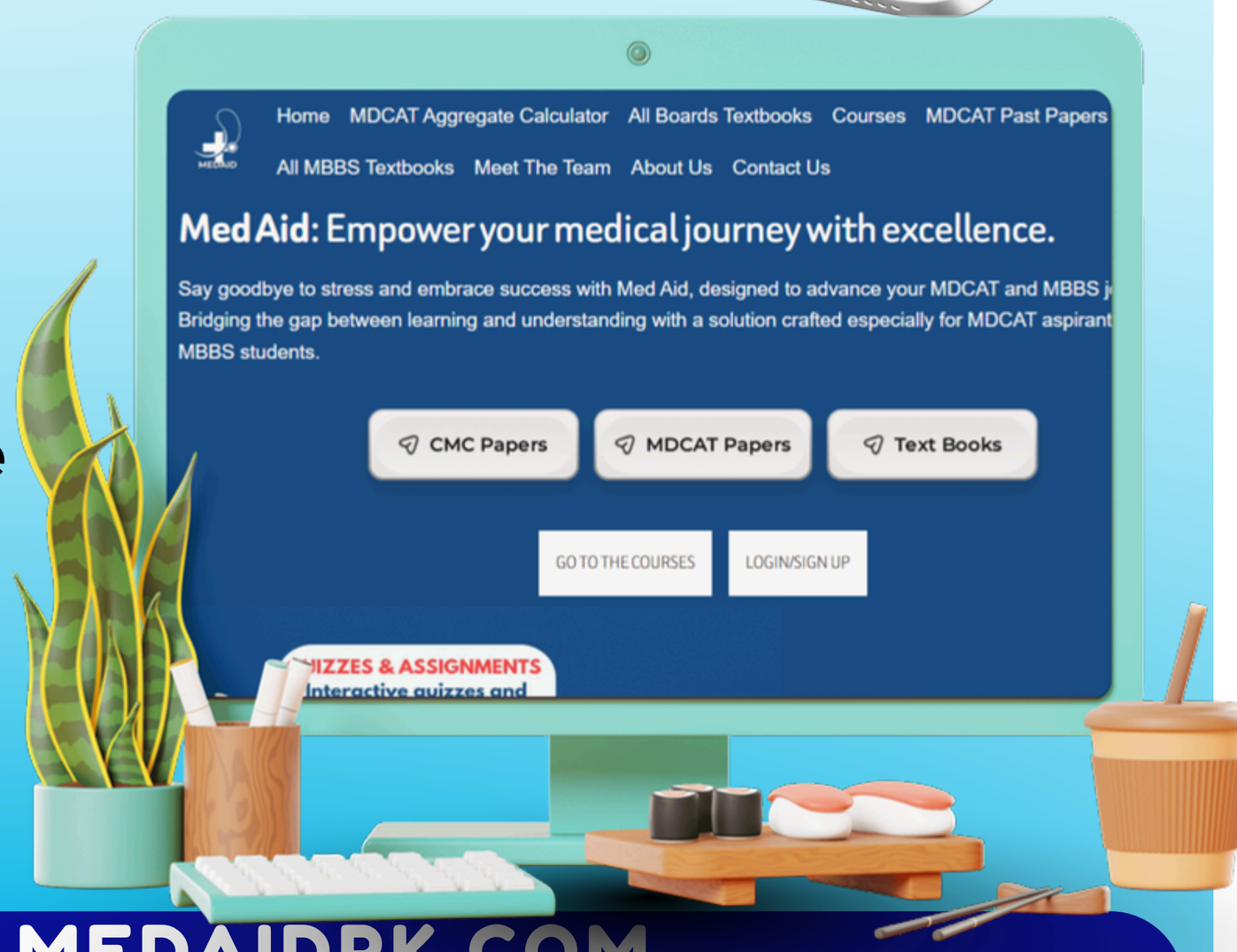

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THE PAST SIMPLE TENSE

positive forms

I/you/we/they **stopped**
he/she/it **stopped**

negatives and questions

NEGATIVE	QUESTION
I/you/we/they **did not stop** or **didn't stop**	**did** I/you/we/they **stop?**
he/she/it **did not stop** or **didn't stop**	**did** he/she/it **stop?**

USAGE OF PAST INDEFINITE:

1. To show a historical truth:
   - In 1992, Pakistan won the World Cup.

2. For one action after another:
   - Norma picked it up, unlocked the door and went into the apartment.
   - When we saw the spaceship, we stopped the car.
     (We saw it and then we stopped.)

3. To talk about times in the past such as:
   Yesterday, last week, in 1978, a hundred years ago, before, last, once upon a time, would rather take 2nd form of verb.
   - We watched a match last week.
   - Pasteur died in 1895.
   - I posted the letter yesterday.

4. We use a past tense to refer to a belief that has just been shown to be true or false.
   You're older than I thought.

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UNIT –1 Tenses and Their Aspects

SEQUENCE OF TENSES:

A past tense in the principle clause is always followed by a past tense in the subordinate clause.
However, there is an exception to this rule.
Past Tense may be followed by Present Tense if it is citing a universal truth.

- The children were taught that honesty is the best policy.
- I found that she was out of town.

QUESTION TAGS:

Question tags are used after:

Affirmative Sentences

- It was cold yesterday, wasn't it?
  (put negative tags after affirmative sentences)

Negative Sentences

- He did not go to the party last night, did he?
  Put non-negative tags after negative sentences.
- He did not go to the party last night, ~~didn't~~ he?

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THE PAST CONTINUOUS TENSE

I had a wonderful dream last night. I was sitting in a park. The sun was shining, and the birds were singing. Children were playing and laughing.

positive forms

I/he/she/it was playing
you/we/they were playing

negatives and questions

NEGATIVE	QUESTION
I/he/she/it wasn't playing	was I/he/she/it playing?
you/we/they weren't playing	were you/we/they playing?

USAGE OF PAST CONTINUOUS:

1. To show a time in the past we were in the middle of an action.
   - Soft music was playing when we entered the restaurant.

2. To shed light on what was happening at a precise time in the past.
   - At 6 o'clock, I was eating dinner.

3. We often use the past continuous and simple together when one (shorter) action comes in the middle of another (longer) one.
   - Norma was grilling the cutlets when the phone rang.

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QUESTION TAGS:

Question tags are used after:

Affirmative Sentences

- We were waiting at the station, weren't we?

(put negative tags after affirmative sentences)

Negative Sentences

- You weren't sleeping, were you?

Put non-negative tags after negative sentences.

- You weren't sleeping, weren't you?

LIMITATION OF PAST CONTINUOUS:

1. The following verbs, on account of their meaning are not normally used in the progressive:

Verbs of perception:

see, hear, smell, notice, recognize

Verbs of appearing:

appear, look, seem, sound

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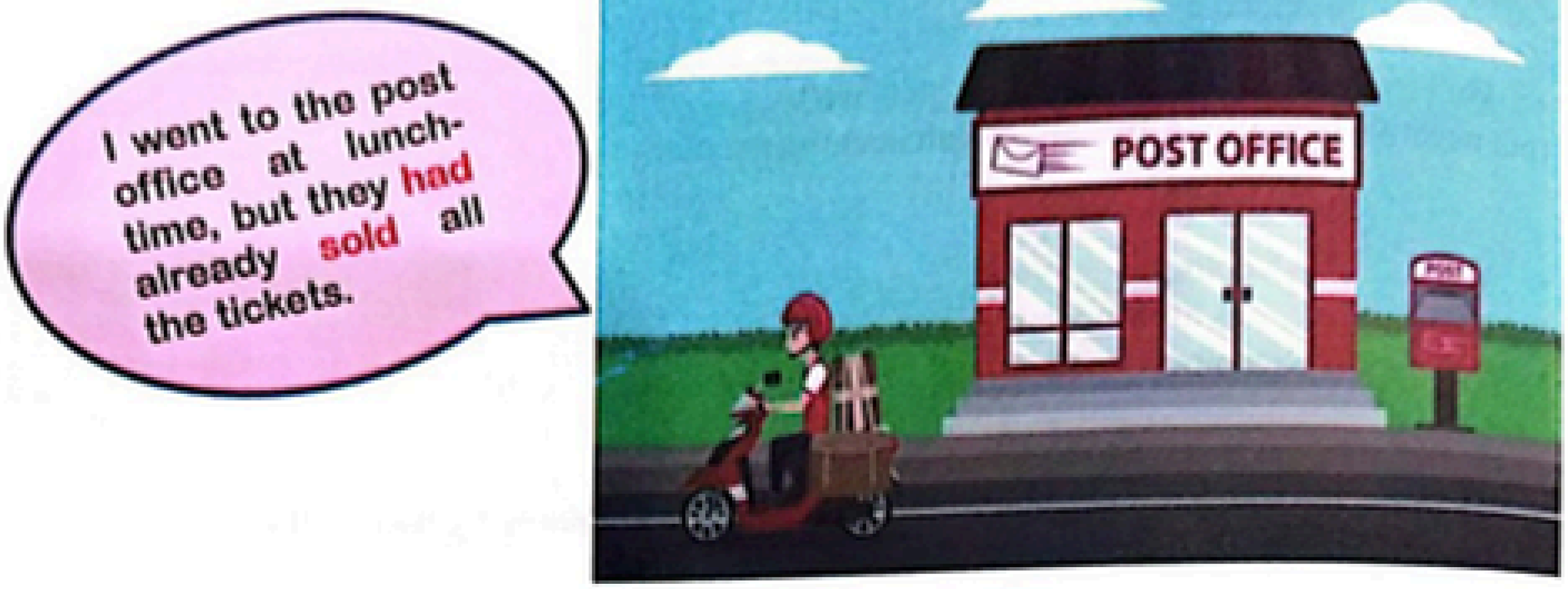
THE PAST PERFECT TENSE



positive forms

I/he/she/it **had enjoyed** the party.
you/we/they **had enjoyed** the party.

negatives and questions

NEGATIVE	QUESTION
I/he/she/it **hadn't enjoyed** the party	**had** I/he/she/it **enjoyed** the party?
you/we/they **hadn't enjoyed** the party	**had** you/we/they **enjoyed** the party?

USAGE OF PAST PERFECT:

1. We use Past Perfect for the earlier of two past actions.
   - When the police arrived, the thief had escaped.

2. Past perfect with *it was the first/second*
   - It was the first time that I had heard her sing.

QUESTION TAGS:

Question tags are used after:

Affirmative Sentences

- He had forgotten his wallet, hadn't he?
  (put negative tags after affirmative sentences)

Negative Sentences

- She hasn't eaten all the cake, has she?
  Put non-negative tags after negative sentences.
- She hasn't eaten all the cake, ~~hasn't~~ she?

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THE PAST PERFECT CONTINUOUS TENSE

I fell down the steps here and broke my leg. I'd taken a bus into town, and I'd been swimming in the pool here.

positive forms

I/he/she/it **had been looking for a job.**
you/we/they **had been looking for a job.**

negatives and questions

NEGATIVE	QUESTION
I/he/she/it **hadn't been looking for a job.**	**had** I/he/she/it **been looking for a job?**
you/we/they **hadn't been looking for a job.**	**had** you/we/they **been looking for a job?**

USAGE OF PAST PERFECT CONTINUOUS:

1. For a repeated action in the past
   She had been trying to telephone her mother all day.
   I had been looking for a job for several months when I found this position.

QUESTION TAGS:

Question tags are used after:

Affirmative Sentences

- We'd been working, hadn't we?
  (put negative tags after affirmative sentences)

Negative Sentences

- You hadn't been sleeping, had you?
  Put non-negative tags after negative sentences.
- You hadn't been sleeping, hadn't you?

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THE FUTURE SIMPLE TENSE

positive forms

I/we **will/shall be** on holiday in August.
he/she/they/it **will be** on holiday in August.

negatives and questions

NEGATIVE	QUESTION
I/we **will not/shall not or won't/shan't go** out.	**Will/shall** I/we **go** out?
he/she/they/it **will not or won't go** out.	**Will** he/she/they/it **go** out?

USAGE OF FUTURE INDEFINITE:

1. **To talk about what we think will happen in future**
   - I think Pakistan will win the World Cup this year.
   - I am sure John will get a first class in the coming exams.

2. **For future facts**
   - I shall be twenty next Saturday.
   - Spring will come again.
   - We will know our exam results in May.

Non-Negative Tags

Non-negative tags are used after sentences containing negative words like never, no, nobody, hardly, scarcely and little.

- It's no good, is it?
- It's hardly rained at all this summer, has it?
- You never say what you are thinking, do you?

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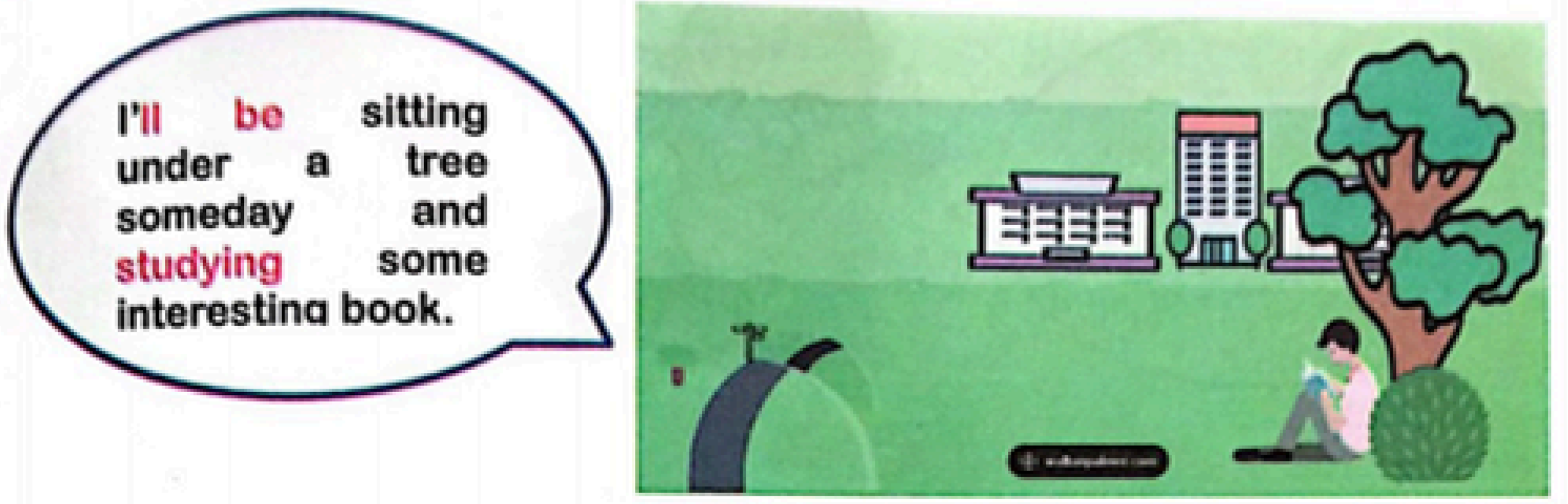
THE FUTURE CONTINUOUS TENSE



positive forms

I/we **will/shall be meeting** them next week.
he/she/they/it **will be meeting** them next week.

negatives and questions

NEGATIVE	QUESTION
I/we **will not/shall not or won't/shan't be meeting** them next week.	**Will/shall** I/we **be meeting** them next week?
he/she/they/it **will not or won't be meeting** them next week.	**Will** he/she/they/it **be meeting** them next week?

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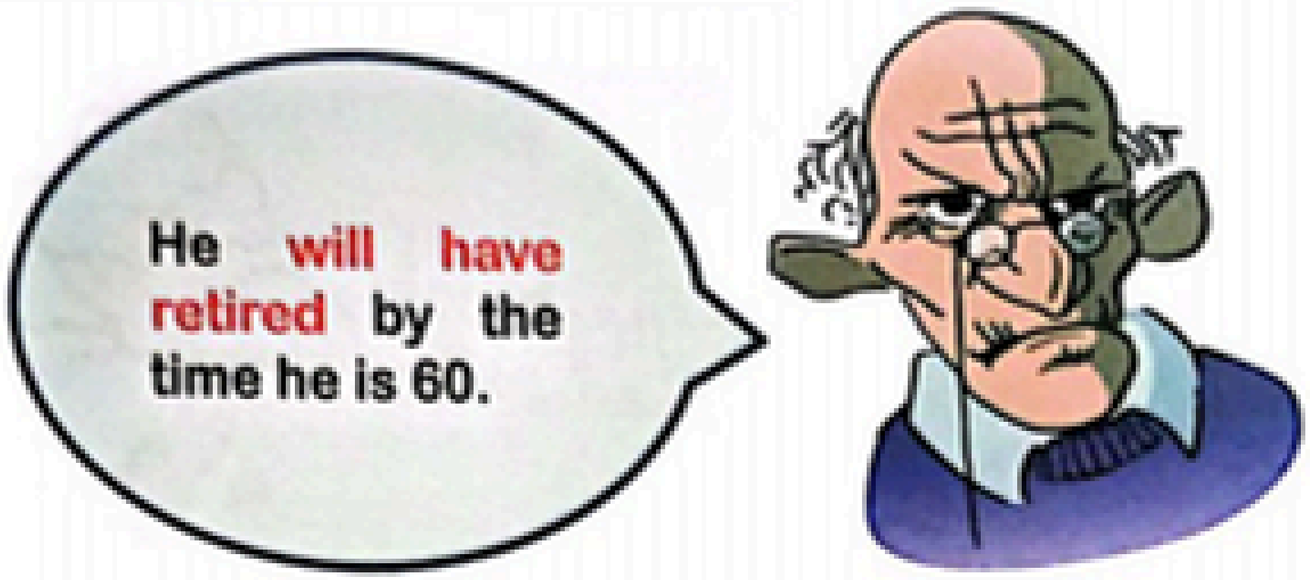
THE FUTURE PERFECT TENSE



positive forms

I/we **will/shall have written** my exercise by then
he/she/they/it **will have written** my exercise by then

negatives and questions

NEGATIVE	QUESTION
I/we **will not/shall not or won't/shan't have written** my exercise by then	**Will/shall** I/we **have written** my exercise by then?
he/she/they/it **will not or won't have written** my exercise by then	**Will** he/she/they/it **have written** my exercise by then?

USAGE OF FUTURE PERFECT TENSE:

It is normally used with a time expression beginning with by: by then, by that time to talk about the actions that will be completed by a certain future time.

- I shall have written my exercise by then.
- By the end of this month, I will have worked here for five years.
- I shall have completed this lecture before the next lecture starts.

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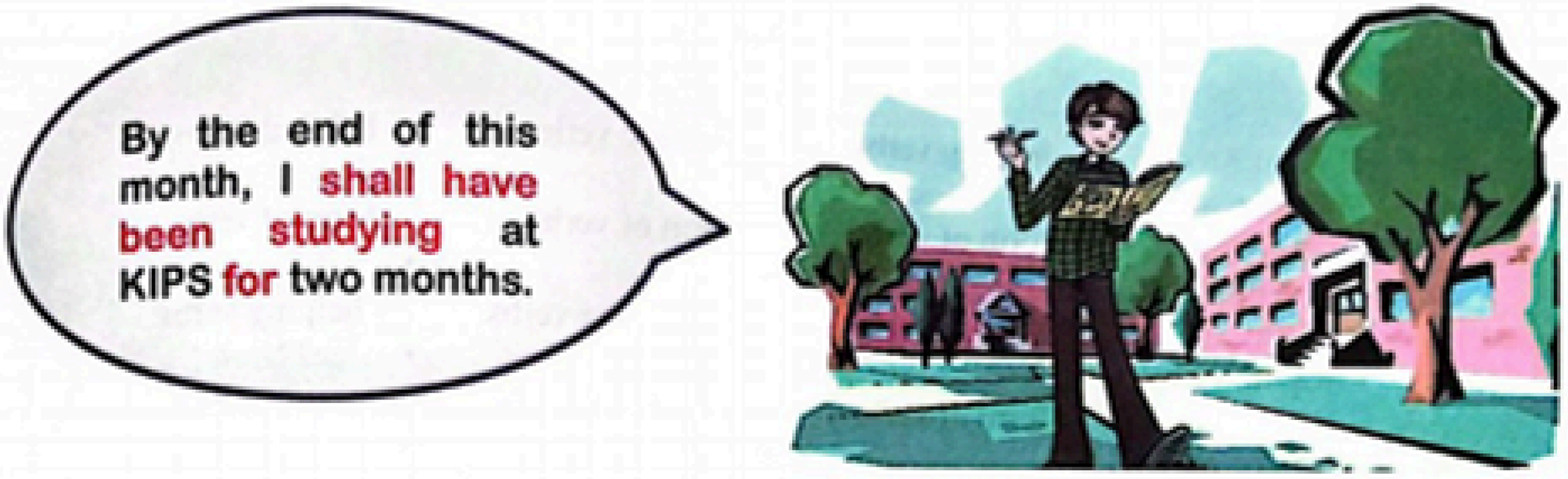
THE FUTURE PERFECT CONTINUOUS TENSE



positive forms

I/we **will/shall have been living** here for four years
he/she/they/it **will have been living** here for four years

negatives and questions

NEGATIVE	QUESTION
I/we **will not/shall not or won't/shan't have been living** here for four years	**Will/shall** I/we **have been living** here for four years?
he/she/they/it **will not or won't have been living** here for four years	**Will** he/she/they/it **have been living** here for four years?

USAGE OF FUTURE PERFECT CONTINUOUS:

1. **When the action is continuous**

   - In November, I will have been working at my company for three years.

2. **Like future perfect, it is normally used with a time expressions.**

   - I will have been teaching for twenty years next July.
   - We will have been living here for four years by next March.

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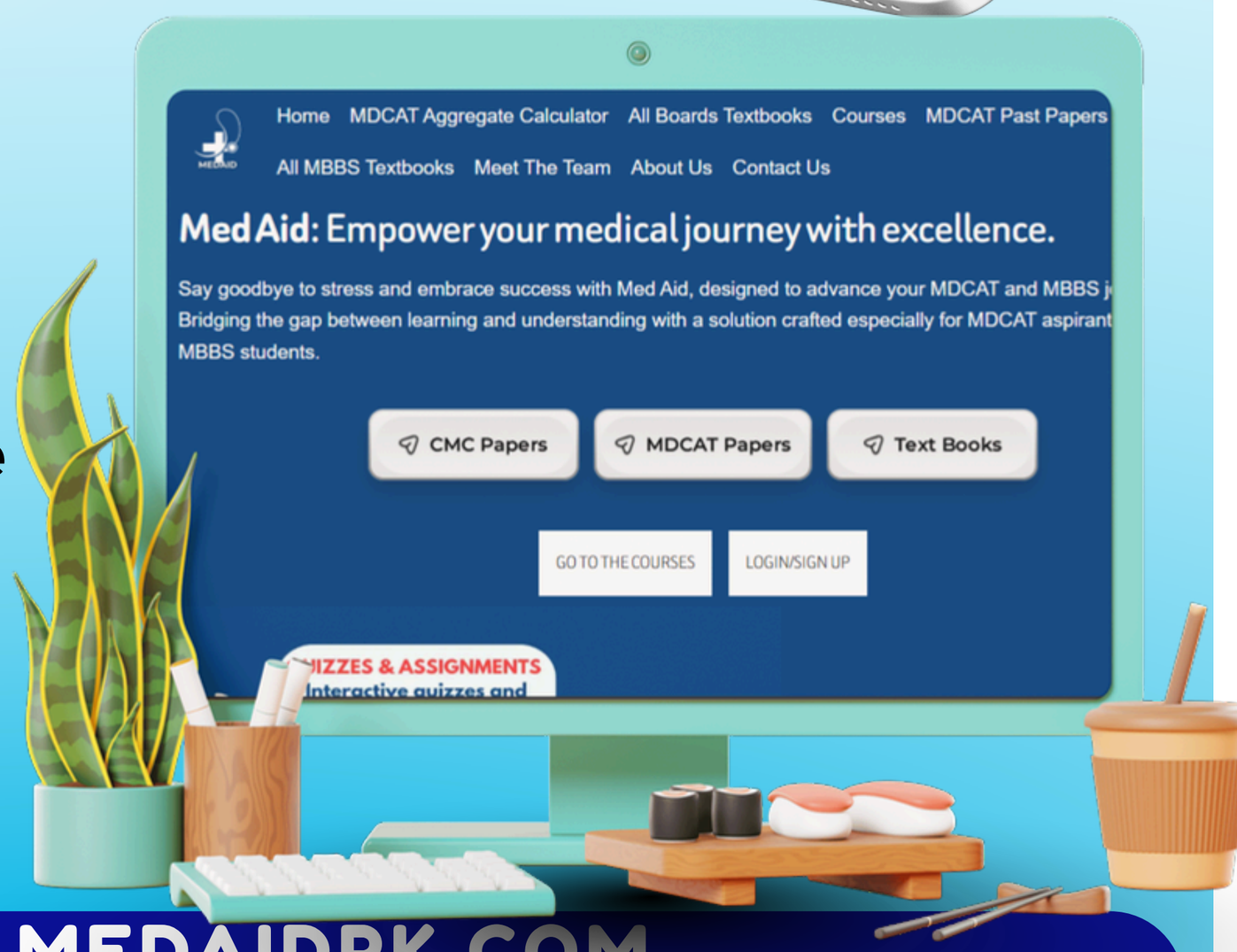

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REVIEW OF TENSES AND THEIR ASPECTS (ACTIVE VOICE)

Tenses	Simple Aspect	Continuous Aspect	Perfect Aspect	Perfect Continuous Aspect
Present	1st form + s/es - helping verbs: do, does - form of verb: 1st	- helping verbs: • is, am, are - form of verb: • -ing form	- helping verbs: • has, have - form of verb: • 3rd form	- helping verbs: • has / have been - form of verb: • -ing form
Past	2nd form - helping verb: did - form of verb: 1st	- helping verbs: • was, were - form of verb: • -ing form	- helping verbs: had - form of verb: • 3rd form	- helping verbs: • had been - form of verb: • -ing form
Future	- helping verbs: • shall, will - form of verb: • 1st form	- helping verbs: • shall be/will be - form of verb: • -ing form	- helping verbs: • shall / will have - form of verb: • 3rd form	- helping verbs: • shall/will have been - form of verb: • -ing form

REVIEW OF TENSES AND THEIR ASPECTS (PASSIVE VOICE)

Tenses	Simple	Continuous	Perfect	Perfect Continuous
Present	- helping verbs: is, am, are - form of verb: 3rd form	- helping verbs: is, am, are + being - form of verb: 3rd form	- helping verbs: has, have + been - form of verb: 3rd form	no change
Past	- helping verbs: was, were - form of verb: 3rd form	- helping verbs: was, were + being - form of verb: 3rd form	- helping verbs: had been - form of verb: 3rd form	no change
Future	- helping verbs: shall be, will be - form of verb: 3rd form	no change	- helping verbs: shall/will have been - form of verb: 3rd form	no change

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2 UNIT MODALITY AND FORMS OF VERB

A Verb is a part of speech that shows an action or state. There are two types of verbs: Lexical (main) and Auxiliary (helping). Lexical verbs are related to meaning while auxiliary verbs are functional words in tenses. English verbs have the following forms:

- **1st Form (The Present Form)**
- **2nd Form (The Past Form)**
- **3rd Form (The Past Participle Form)**
- **Ing Form (The Present Participle Form)**

USE OF 1ST FORM OF VERB

We use 1st Form of verb for the following things:

1) **announcement, planned actions, natural phenomena, social and religious customs/rituals, universal truths, scientific facts, etc.**
   The President addresses the nation.
   - The train leaves at 5:20.
   - The sun rises in the east.
   - The Muslims believe in Allah.
   - All that glitters is not gold.
   - Water boils at 100 °C

2) **zero/ real condition**
   - If people eat too much, they get fat.
   - The grass gets wet if it rains.

3) **conditional type-I**
   - If you push the button, someone will die.

4) **after shall, will, do, does, did**
   - We shall overcome this difficult moment.
   - We will meet you outside the coffee shop.
   - Do you know what time it is?
   - He does not want it.
   - They didn't buy any food.

5) **after all modal verbs like *had better, dare, used to *would rather***
   - We thought you had better look her over and tell us what the matter is.
   - No sensible driver dare risk that chance.
   - We used to live in village.
   - I would rather drive this car.

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6) **time clause *(when/before/as soon as/ by the time)* is in present tense if the other part is in the future tense.**
- The patient will have died when the doctor reaches.
- I will phone you when I get home from work.
- As soon as we get the tickets, we will send them to you.
- The farmer will have watered the plants by the time it rains.

7) **with subjunctive verbs / adjectives we use 'be' form.**
- It is suggested that all the students be in time.
- I suggest you do a bit of cooperating.
- She proposed that we get married.
- It is important that everyone be registered.
- It is essential that he use the time responsibly and timely.
- It is imperative that I work on my paper.

8) **we use 1st form of verb after can't help but / couldn't help but.**
- I can't help but talk.

(Also, I can't help talking.)
- I couldn't help but talk.

(Also, I couldn't help talking.)

9) **after see/here + noun/pronoun + 1st form**
- I can see the students use mobile phones.

(Also, I can see the students using mobile phones.)

10) **rescue 1122 (with 1 subject, use 1st form; with 2 subject use 2nd form)**
- I would rather drive the car.
- We would rather you drove the car.

LET'S PRACTICE

1) He drinks / drunk tea every morning.
2) My watch kept / keeps good time.
3) The next flight is / was at 7:00 tomorrow morning.
4) When does the coffee house reopened / reopen?
5) Keats says, 'A think of beauty is / was a joy forever'.

USE OF 2ND FORM OF VERB

1) **In + past period takes 2nd form of verb in simple sentences of the Past Simple Tense.**
- In 1992, Pakistan won the World Cup.

2) **ago, before, last, yesterday, once upon a time, would rather takes 2nd form of verb.**
- He went out five minutes ago.
- They buried him two days before.
- I did not read the book last night.
- The poet wrote a romantic poem yesterday.
- Once upon a time there lived a king who was very noble and kind.
- I would rather you ate at home.

3) **time clause in past simple**
- When Harry got home, his brother had been surfing the web for five hours.
- The patient had died when the doctor arrived.

4) **in conditional type 2**
- If you worked, you would succeed.
- If he got extra money, it would go in the box.

5) **in would rather, use 2nd form with subject word 2**
- We would rather you drove the car.

(Also, we would rather you didn't drive the car.)

LET'S PRACTICE

1) The steamer sails / sailed yesterday.
2) She left / leaves school last year.
3) She always carried / will carry an umbrella.
4) Once upon a time you use / used to leave your front door unlocked.
5) I would rather he went / goes by air.

USE OF 3RD FORM OF VERB

1) ***after has, have, had, will/shall/have, can/could have, may/might/have, must have, ought to have***
- She must have left already.
- They could have done it.
- Farmers will have watered the plants.

2) **in all passive voice**
- They were punished in the class.
- A letter is being sent.
- He will be rewarded.

3) **we can use 3rd form as an adjective participle**
- I met an old lay with a broken heart.
- I am so excited! I'm going on holiday tomorrow!

LET'S PRACTICE

1) The house looked abandon / abandoned.
2) I have forgotten / forget your name.
3) He made a writing / written agreement.
4) They might have arrived / arrive.
5) Why are you getting involved/involve?

USE OF -ING FORM OF VERB

- **use -ing form of verb with since / for**
  - It has been raining since morning.
  - He has been playing in the park for a long time

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- **use -ing form with get used to, with a view to, look forward to, averse to**
  - I am looking forward to hearing from you.
  - He is getting used to waking up early for his new job.

- **use -ing form with can't help, couldn't help**
  - I can't help working all the time.
  - He couldn't help laughing when he saw her.

- **after see/here + noun/pronoun + ing form**
  - I can see the students using mobile phones.
    (also, I can see the students use mobile phones)

- **we can use -ing form as an adjective participle**
  - You are reading a really interesting KIPS NMDCAT English Book.

- **some verbs are always followed by a gerund. the following is a list of the most common,** admit, miss, resent, appreciate, enjoy, postpone, resist, avoid, finish, resume, consider, keep, quit, risk, delay, mention, recall (remember), suggest, deny, mind, report

  - I appreciate your making the effort to come.
  - I couldn't resist laughing at him.
  - Have you finished reading that magazine?
  - Do you mind my smoking?
  - We enjoyed watching a movie.

LET'S PRACTICE

1) You have to study hard with a view to go / going to university.
2) I have been teaching / am teaching in this college since 2010.
3) They could not help laugh / laughing at him.
4) I cannot sleep! That noise is annoyed / annoying!
5) Have you seen that film? It's really frightening / frightened.

MODALS AND THEIR MODALITY

The verbs can, could, may, might, will, would, shall, should, must and ought are called modal verbs or modals. They are used before ordinary verbs and express meanings such as permission, possibility, certainty and necessity.

Characteristics of modal Verbs

The modals can, could, may, might, shall, should, will, would, must and ought are termed Defective Verbs, because some parts are wanting in them.
They have no -s in the third person singular; they have no infinitive and -ing forms.

Usage of Modals Verbs

CAN, MAY

- Can usually expresses ability or capacity; as,
  - He can compose a poem.
  - A capacitor can store charges.

- Can and May are used to express permission. May is rather formal.
  - You can/may go now.
  - Can/May I borrow your umbrella?

- May is used to express possibility in affirmative sentences. Can is used in the corresponding interrogative and negative sentences.
  - She may come tomorrow.
  - Can he come here?
  - It cannot be true.

- Compare **'It cannot be true'** with **'It may not be true'.** Cannot denotes **impossibility**, while may not denotes **improbability.**

- In very formal English, may is used to express a wish; as,
  - May you live happily and long!
  - May success attend you!

LET'S PRACTICE

- There are some birds that cannot / won't fly.
- I can / must hear a bird singing somewhere nearby.
- Each invitee ought to / may bring one guest.
- Good luck to all the riders, and may / can the best horse win!
- It may / could seem unnecessary, but I always double-check the figures.

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COULD, MIGHT

- Could and might are used as the past equivalents of can and may; as,

  - I could ride bicycle when I was young. (Ability)
  - He said I might/could go. (Permission)
  - I thought he might be at home. (Possibility)
  - She wondered whether it could be true. (Possibility)

- Could, as in the first example above, expresses only ability to do an act, but not the performance of an act. We should use was/were able to for ability +action in the past.
  When the boat was upset, we were able to (or managed to) swim to the bank. (not: we could swim to the bank)
  In negative statements, however, either could or was/were able to may be used.

  - I couldn't (or: wasn't able to) solve the puzzle. It was too difficult.

- In present-time contexts could and might are used as less positive versions of can and may; as,

  - I could attend the party. (Less positive and more hesitant than I can attend the party.)
  - Might/Could I borrow your bicycle? (A diffident way of saying May/Can I……')
  - It might rain tomorrow. (Less positive than 'It may rain……")
  - Could you pass me the salt? (Polite request);

- Might is also used to express a degree of dissatisfaction or reproach; as,

  - You might pay a little more attention to your appearance.

Might can be used interchangeably with May.

- Might is interchangeable with May in the following uses.

Future possibility (including general possibility):

- I'm going to the ballet on Tuesday so I might (or may) see you there.
- Slapping children might (or may) occasionally be effective, but is not recommended.

Present possibility:

- I think the performance starts at 7:30, but I might (or may) be wrong about that.

Real past or future possibility using might have + past participle:

- Jim's not answering his phone - he might (or may) have (= perhaps he has) left his house already - I'll try his handphone.

Might for polite suggestions

- You can use might to make tentative suggestions:
- You might like to consider a short-term loan from the bank.

Might for complaining

Might and might have are both used for complaining that somebody isn't doing, or didn't do, something. **might** is stressed in this use:

- You might help me clean this mess up!
- They might have warned us they were arriving early!

I might have known!

You say ironically that you might have known or guessed something when you realize you should have been prepared for it to happen:

- I might have known she'd be late!

LET'S PRACTICE

- I wonder if I may / could win that scholarship.
- Any more mistakes on my part could / might be awkward.
- It looked as if it might / can rain.
- Ellen said she thought I may / might like the book.
- It sounds as though the deal might / must fail.

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SHALL, WILL

- Shall is used in the first person and will in all persons to express pure future. Today I/we shall is less common than I/we will.

  - I shall/will be twenty-five next birthday.
  - Tomorrow will be Sunday.
  - You will see that I am right.

In present-day English, however, there is a growing tendency to use will in all persons.

- Questions with shall I/we are used to ask the will of the person addressed; as,

  - Shall I open the door? (i.e., Do you want me to open it?)
  - Which pen shall I buy? (i.e., What is your advice?)

- Will is used to express

(1) Volition; as,

- I will (=promise to) try to do better next time.
- I will (=am determined to) succeed or die in the attempt.

(2) Characteristic Habit; as,

- She will sit for hours listening to the wireless.

(3) Assumption or Probability; as,

- This will be the book you want, I suppose.

(4) Indicates an invitation or a Request; as,

- Will you have tea?

(5) Shall and will are typically used for predictions or forecasts.

- I shan't have a moment's peace until I know he's is safe.
- You will regret this decision.

@Basit Tahir

LET'S PRACTICE

- That will / could be the postman, I think.
- Must / will you lend me your bike?
- He will / could talk about nothing but films.
- The Prime Minister will / might speak at tomorrow's debate.

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SHOULD, WOULD

- Should and would are used as the past equivalents of shall and will - as
  - He said he would be twenty-five next birthday.
  - She said she would carry my books.
- Should is used in all persons to express duty or obligation; as,
  - Children should obey their parents.
- Would is used for typical or habitual behaviour in the past:
  - Ellen would always have a feast ready when we visited her.
- Would is sometimes used to refer to a later development in a story, after the time you are dealing with; it is used especially in the writing of biographies:

Would in this use:

- Robert decided to study history rather than law. Later he would regret his choice.

Would in the present context

- Would is used to express probability and willingness:
  - I think you would like Murree. (This contrasts with the certainty that will expresses, for example: I'm certain you will love Venice.)
  - John would benefit from a bit of discipline!
  - I'm sure Dad would give us a ride into town.
- Would is use for making tentative suggestions and accepting tentatively:
  - It would be nice to meet again.
  - Shall we meet next week? 'That would be great.
- You use I would like to make requests:
  - I would like to make a phone call, please.
- You use would for wishing:
  - I do wish you'd drive more slowly.
- Would is used with particular stress to express impatience and frustration over things that go wrong:
  - It would rain on my birthday!
  - You would choose my free evening to have an important engagement of your own!

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LET'S PRACTICE

- I wish the weather may / would improve.
- You would / can be most welcome to come and stay with us.
- I would / might like to try on these trousers, please.
- Every time there was a fall of snow there can / would be traffic chaos.
- I assured her she would / may feel better the next day.

MUST, OUGHT TO

- Must is used to express necessity or obligation.
  - You must improve your spelling.
  - We must get up early in the morning.

- Must is often used when the obligation comes from the speaker. When the obligation comes from somewhere else, have to is often used.

Compare:

- I must be on a diet. (It is my own idea.)
- I have to be on a diet. (The doctor has told me to be on a diet.)

- Must can also express logical certainty.

  - She must have left already. (I am sure she has left already).

- Expressing obligation and necessity with must

- You say people must do something if there is a requirement such as a law or rule:

  - Everybody must possess a valid passport.
  - Members of Parliament must declare their business interests.
  - You must insure your car.

- You use must to express the idea of urgency or necessity:

  - We must control our expenditure.
  - I simply must do some revision for my exam tomorrow.

- You use must for personal resolutions and memoranda:

  - I must drink more water.
  - I must give Jane my new e-mail address.

- Must is used in urging and encouraging others:

  - Now, you must write clearly in the exam.
  - You must practise the piano more.

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- You use must for recommendations, proposals and invitations:

  - You must read Tracy Chevalier's new novel.
  - Well, I did enjoy our evening - we must get together again soon.
  - You must come round sometime and meet my family.

- Ought (to) expresses moral obligation or desirability; as,

  - We ought to love our neighbours.
  - We ought to help the needy.

- Ought (to) can also be used to express probability.

  - This book ought to be very useful.

LET'S PRACTICE

- Candidates must / can speak at least two languages fluently.
- I could / must lose some weight before the vacation.
- You must / could not drive without insurance.
- You ought to / had to watch the latest series of Walking with Dinosaurs.
- Prices can / ought to come down soon.

THE SEMI-MODAL VERBS DARE, NEED, AND USED TO

The verbs *dare, need and used to* behave like modal verbs in certain ways, but each in a different way.

DARE

The verb *dare* is used mainly with negatives (or in negative contexts), in questions, and after 'if'.

Dare as a modal verb

Dare can be used as a modal verb, with the base form of a lexical verb:

- I'm worried, but I daren't tell my parents the truth.
- Dare you wear a nose ring?
- What's the matter with you? Daren't you contradict him?

- **Dare can also be used as a full lexical verb, followed by a to-infinitive;**

  - I was worried, but I didn't dare to tell my parents the to open truth

- Used in a positive context, a to-infinitive after dare can express the idea of facing up to a challenge:

  - Dare to be an individual!
  - I once dared to tell her she was wrong.

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- **Dare, unlike full modals, can combine with auxiliaries and other models,**

  - I wouldn't **dare** disobey my parents,
  - I might have **dared** to wade across the river if the water hadn't been so rough,
  - I'd never have **dared** challenge her authority if I hadn't felt completely justified,
- **Modal dare is used in short answers and other shortened constructions, to refer to lexical verbs that have just been used:**

  - 'Go on, jump!' 'No, I **daren't**.'
  - I bet you **daren't** jump that stream, "Oh, daren't I? Just watch!'
  - I feel I ought to tell my parents the truth, but I **daren't**.
  - George **daren't** commit himself to a permanent relationship, and I suppose I **daren't** either
  - I may mention the problem to him later on, if I **dare**,

Useful idioms with dare

- **How dare you!** expresses fury at someone's behaviour or language:

  - **How dare you** criticize me in public!
- **How dare you** is never used to-infinitive.

  - 'You're just a mindless control freak.' 'How **dare** you!'
- **Don't you dare!** is a strong prohibition:

  - Don't you **dare** get mixed up with druggies!
  - "Suppose I tell them the truth?' 'Don't you **dare**!'
- **You dare!** expresses anger at someone's behaviour, or is a strong prohibition:

  - You **dare** criticize me in public like that!
  - Suppose I tell them the truth?' 'You **dare**!"
  - I **dare** say (also spelt daresay) means 'I expect' or 'I expect so':
  - I **dare** say they'll get married soon, now that they've found a house.
  - Do you think they'll get married soon, now that they've found a house? "I **daresay**.'

NEED

- The semi-modal verb **need** can be **an ordinary lexical verb or a modal verb:**

Need as a modal verb

- **Need** is used only in negative contexts, or in questions expecting the answer no.
- **Need** has the following negative contraction:
  needn't or need not
- **Need** is used with the base form of lexical verbs:

  - I **needn't** remind you how important this is.
  - I want a few words with Jennifer - the rest of you **need** not stay.
  - **Need** you go yet?
  - **Need** we tell anyone about the mistake?

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- **Need + have + past participle is used to say that something was unnecessary or could have been avoided in the past:**
  - I passed my test easily – I needn't have got so nervous.
  - Need you have made such a fuss?
- **In reported speech or thought need refers to the time of speaking, and need have to a time earlier than that:**
  - I was told I needn't wait
  - Frealized that I needn't have waited.
- **Need is used in question tags, short answers, and other shortened constructions to refer to lexical verbs that have just been used:**
  - You needn't go yet, need you?
  - Jeremy needn't be on duty at the door all evening, need he?

Need as a lexical verb

- **"As a lexical verb, need adds s for the 3rd person singular in the present tense, has past tense needed, takes a to-infinitive, and uses do as an auxiliary:**
  - David needs to have wheelchair access.
  - I needed to borrow money urgently.
  - We don't need to check in till 11.30,
  - Do you need to see my passport?
  - You don't need to leave yet, do you?
  - You can reserve seats if you like, but you don't need to,
- **Lexical need can combine with auxiliaries and modals like any other lexical verb:**
  - Will I need to change my password?
  - You might need to re-install that program,
  - We wouldn't have needed to stop for petrol if you'd filled the car up before we started,
  - In British English the contraction 'll (for shall or will) is often combined with lexical need to say what action is going to be necessary:
  - You'll need to hurry if you want to catch the last bus,
  - I'll need to make a list of all our requirements.

Uses of need

Lexical need and modal need share the following meanings and uses. They are both used to talk about actions being necessary. Lexical need deals with both necessary and unnecessary actions; modal need deals with unnecessary ones.

LEXICAL

- We need to talk about this again.
- We don't need to talk about this again.
- She doesn't need to have a check-up
- We don't need to take the car, do we?
- Why do you need to go to university anyway?

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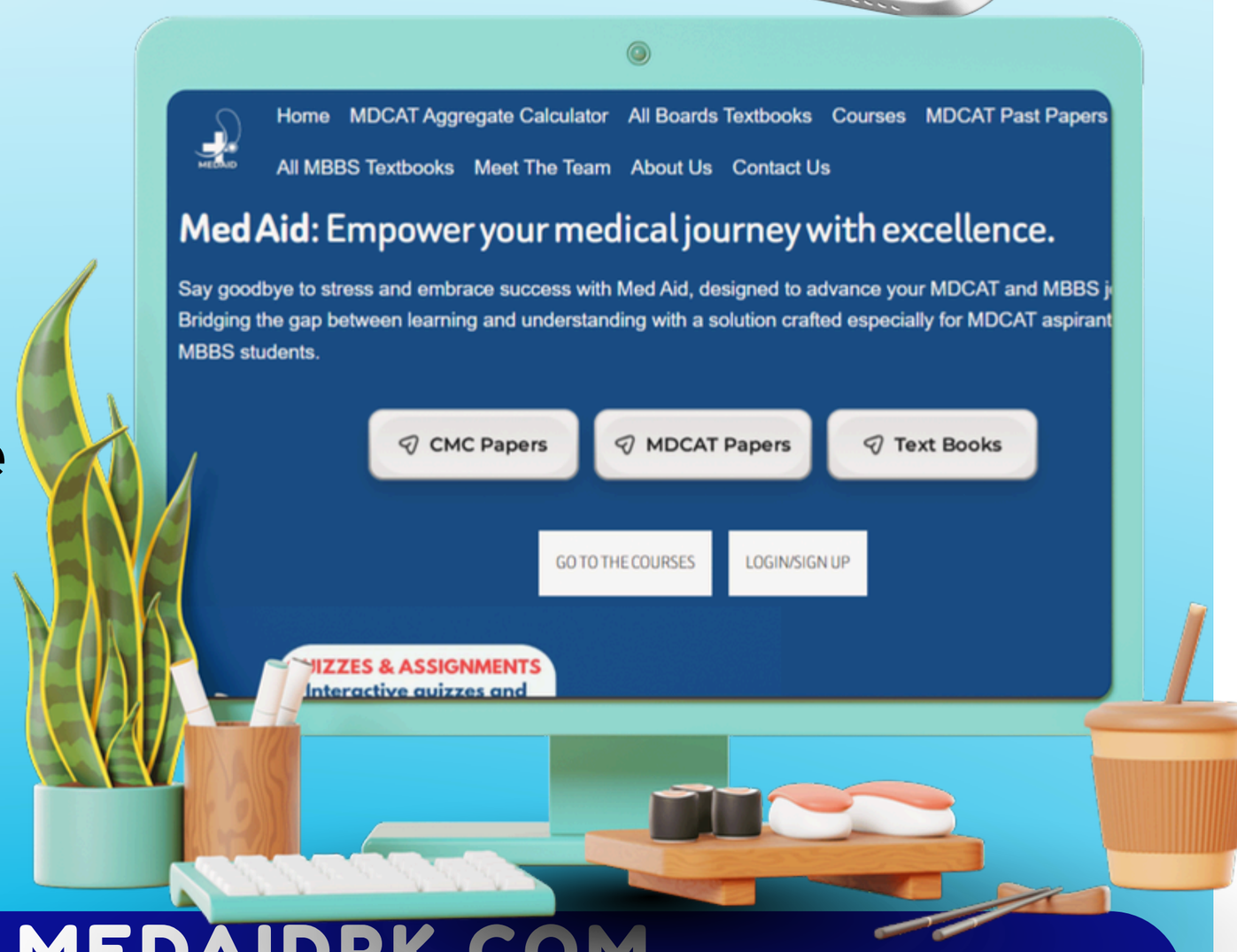

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MODAL

- She needn't have a check-up every month.
- Do we need to take the car?
- We needn't take the car, need we? or Need we take the car?
- Why need you go to university anyway?

- **There can be a difference in meaning between didn't need to and needn't have:**

- Since it was Saturday, I didn't need to get up early. (so, I didn't get up early)
- I needn't have got up early I forgot it was Saturday. (I got up early unnecessarily)

- **However, stressing need in didn't need to implies that you did get up:**

- I didn't need to get up early - but I wanted to do some jobs.

- **Modal and lexical need are both used in the context of probability, to say that something is not necessarily so:**

- 'Surely there must be a history of abuse in the childhood of every criminal?'
- There needn't be (or There doesn't need to be).
- He probably died before his car crashed, but that needn't have been the case (or that doesn't need to have been the case).

- **Modal and lexical need are both used in questions, for protesting:**

- Need you make so much noise (or Do you need to make so much noise)?

USED TO

- The semi-modal verb **used to** exists only in the past tense. It is always used with a to-infinitive, so is usually referred to as used to

- You use it for talking about situations that existed, and activities that were regular, in the past:

- I used to wear my hair very long.
- This computer used to belong to my brother.
- People used to think the world was flat.

Negative sentences with **used to**
In negative sentences, not comes between used and the to-infinitive:

- I used not to care about the environment much.
- There used not to be so much litter in the streets.
- Thomas used not to mind flying, but he now gets very anxious.

LET'S PRACTICE

- If I dare criticize / to criticize him, he flies into a temper.
- The question is, do I dare to sing / sing a solo?
- I don't think we need discuss / to discuss that now.
- No one need to contribute / contribute more than they can afford.
- We need to get / get petrol, don't we?
- We use to / used to walk home from school every day.
- Dad used to exercise / exercising regularly in the gym, but he's given it up.
- I needn't remind / to remind you how important this is.

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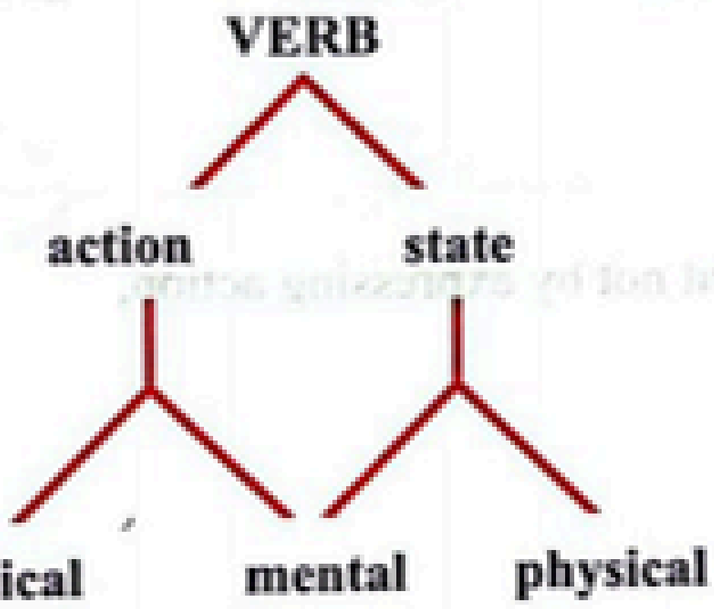
3 UNIT THE GRAMMAR OF VERB

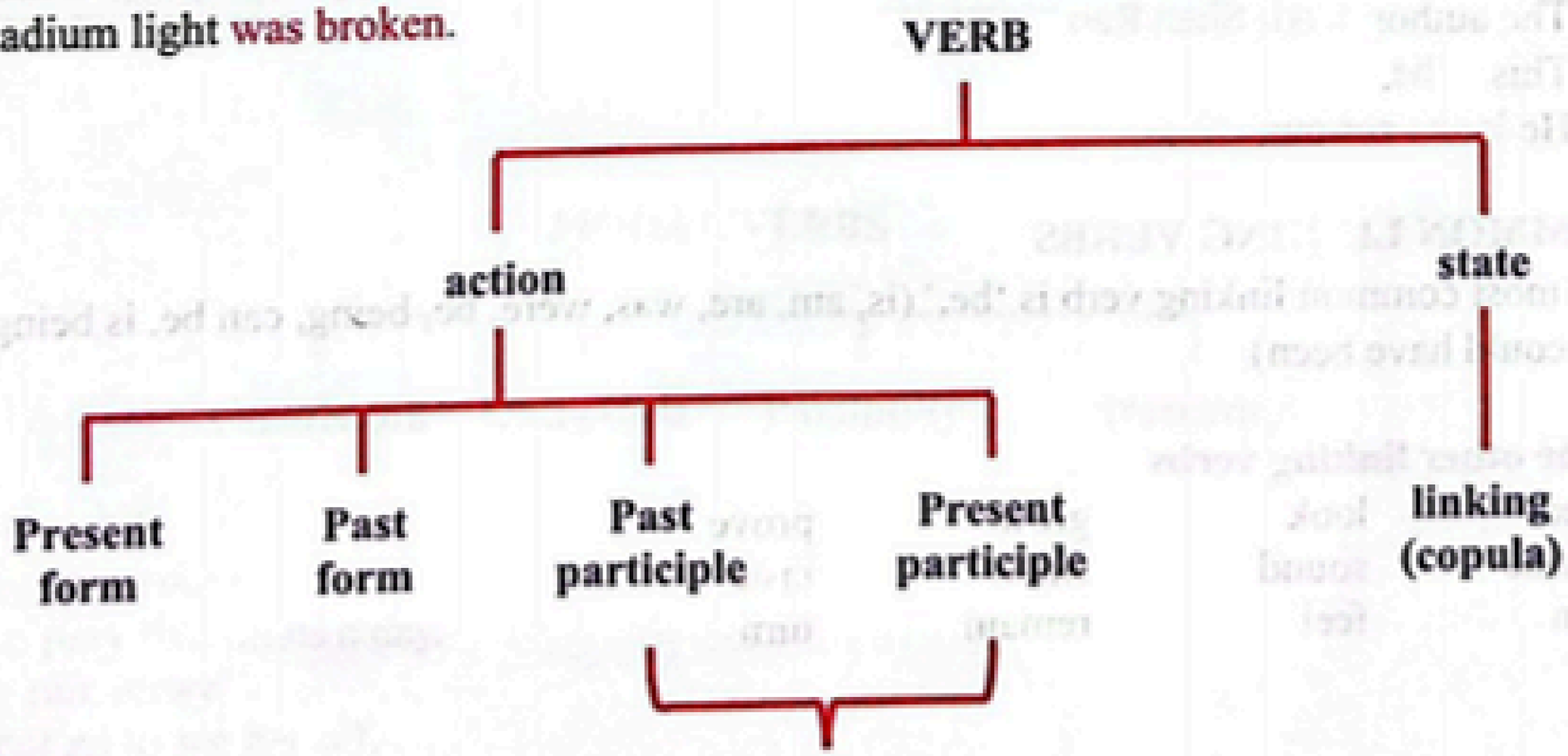
A verb is the part of speech (or word class) that describes an action or occurrence or indicates a state of being. Following are the points you need to check out when you have verbs:

- **Overlapping of regular and irregular verbs**
- **Overlapping of transitive and intransitive verbs**
- **Correct usage of verb after causative and subjunctive verbs**
- **Gerund and infinitive (with or without "to")**

VERB is the lifeblood of English language; no verb, no sentence. It's only because of the verb that our words take action and we make statements.



- Wajeeh hit the ball for six.
- We can imagine his happiness.
- His team mates were happy.
- The stadium light was broken.



What is participle?

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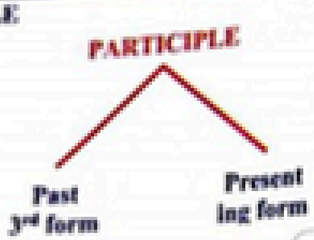
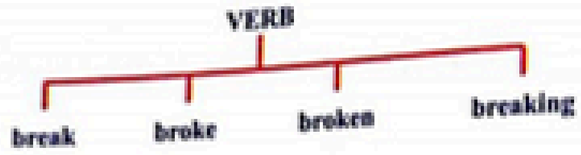
UNIT –3

PARTICIPLE



Participle is the 3rd form or the –ing form of a verb that may function as an adjective or a noun.



1 LINKING VERBS

Linking verbs help to make a statement not by expressing action, but by expressing a state or condition.
These verbs link
a noun,
a pronoun,
or
an adjective
to the subject.

EXAMPLES:

- The author is Ali Shan Rao
- This is he.
- He looks serious.

COMMON LINKING VERBS

The most common linking verb is 'be,' (is, am, are, was, were, be, being, can be, is being, and could have been)

Some other linking verbs

appear	look	grow	prove
become	sound	smell	taste
seem	feel	remain	turn

PROBLEM

Many of the verbs in the preceding list can be used as action verbs or linking verbs.

LINKING

- The farmer grew angry.

ACTION

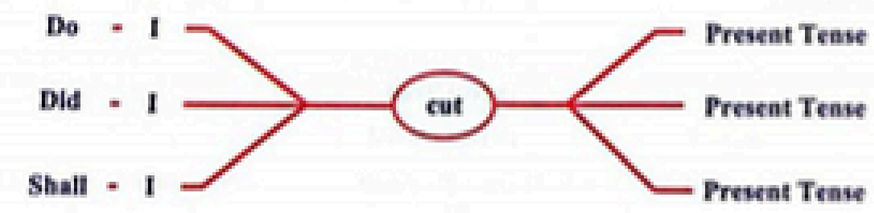
- The farmer grew crops.

CONFUSED?

In general, a verb is a linking verb if you can substitute for it some form of the verb *seem*.

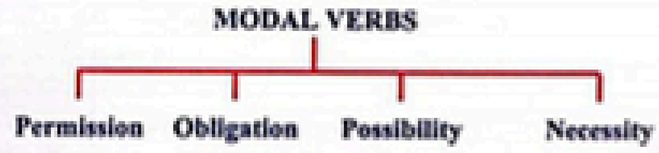
2 AUXILIARY VERB (HELPING VERBS)

The verbs is, am, are, was, were, has, have, had, shall, will are called helping verbs. They are used with the forms of verbs to make tenses, questions and negatives.



3 MODAL VERBS

Can	Could	Should	Would	May	Might
Must	Ought to	Used to	Need	Dare	



- You may leave now.
- We must pray five times a day.
- It might rain today.
- I need not go to see her off.

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UNIT –3

Now we are going to discuss the following points:

- Regular and irregular verbs.
- Transitive and intransitive verbs.
- Causative verb
- Subjunctive verbs.
- Gerund and infinitive
- Infinitive with or without "to"

REGULAR AND IRREGULAR VERBS

REGULAR VERBS

A regular verb is one that forms its past and past participle by adding '-d' or '-ed' to the 1st form (infinitive form).

Infinitive	Past	Past Participle
live	lived	(have) lived
play	played	(have) played
walk	walked	(have) walked

IRREGULAR VERBS

An irregular verb is one that forms its past and past participle in some other way than a regular verb.

1st Form	2nd and 3rd form	1st Form	2nd and 3rd form
Beat	(beat-beat)	Bear	(bore-born)
bite	(bit-bitten)	burst	(burst-burst)
hit	(hit-hit)	creep	(crept-crept)
Set	(set-set)	shake	(shook-shaken)
sink	(sank-sunk)	sting	(stung-stung)
swear	(swore-sworn)	swim	(swam-swum)
Swing	(swung-swung)	Cling	(clung-clung)
Fling	(flung-flung)	lie	(lay-lain)
lay	(laid-laid)	lend	(lent-lent)
tear	(tore-torn)	wear	(wore-worn)

These are some of the most important and most frequently used irregular verbs. Complete list of such verbs can be found on KIPS LMS Reading.

LET'S PRACTICE

- I bent / bended down and picked dates off some of them.
- A taxi also drawed / drew near him and the driver looked at him enquiringly.
- Norma almost hung / hanged up but restrained herself.
- If you do not dig it, you will be hanged / hung.
- Della had known they cost / costed too much for her to buy them.
- The bank swam / swum before my eyes.
- Arthur tore / teared it in half and tossed the pieces onto the table.
- The examiners sought / seeked to expose my ignorance.
- What a host of emotions clinged / clung to him!
- The wind blew / blowed as if to flake away their identities.

TRANSITIVE AND INTRANSITIVE VERBS

TRANSITIVE VERBS

- Ditransitive
- Complex Transitive

The verbs that express actions with an object. The object is the noun or pronoun affected by the action. Transitive verbs are not followed by a preposition.

Example:

- The batsman hit the ball.
- He gave her a letter.
- Her remarks made him unhappy.

INTRANSITIVE VERBS

The verbs that express an action without an object. The verbs cry, laugh, talk, and walk are never followed by an object. These verbs may be followed by a preposition.

Example:

- They went to their universities.
- We laughed at those funny jokes.
- He died suddenly last night.

- *Some verbs are used transitively only*
- *Some verbs are used intransitively only.*
- *There are many verbs which can be used both transitively and intransitively. It is the object that makes its so.*
- *The list of such verbs can be found on KIPS LMS Reading.*

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TWO TROUBLESOME PAIRS OF VERBS

These special verbs are
lie and *lay*,
rise and *raise*.
The most difficult to use correctly are the verbs
lie and *lay*.

LIE – LAY PROBLEM

When faced with a *lie—lay* problem, ask yourself two questions:

1. What is the meaning I intend?
   - Is it "to be in a lying position,"
   - or is it "to put something down"?
2. What is the time expressed by the verb and which form of verb is required to express this time?

LIE AND LAY

- The intransitive verb *lie* means "to assume a lying position" or "to be in a lying position."
- It never has an object (noun or pronoun).
- There may or may not be a preposition after the intransitive verb *lie*.

Its forms are:

1st form:	will lie
2nd Form:	lay
3rd Form	(have) lain
-ing form	(is) lying

Example:
The package was lying by the front door.

- The verb lay means
  "to put" or "to place something."
  The verb lay is transitive, that is, it may have an object (noun or pronoun).

Different forms of lay are:

1st form	will lay
2nd Form	laid
3rd Form	(have) laid
-ing form	(is) laying

Examples:
- The mosquito will lay eggs in water.
- The victors killed everyone on whom they could lay their hands.

RISE AND *RAISE*

The verb rise means "to go up."
- Like lie, rise is intransitive.
- it never takes an object.
- It may be followed by a preposition.

Its forms are:

1st form	rise
2nd Form	rose
3rd Form	(have) risen
-ing form	(is) rising

Example:
One day this nation will rise up.
The verb raise means "to force something to move upward."
- Like lay, raise is a transitive verb and is followed by an object.

Its forms are:

1st form	raise
2nd form	raised
3rd form	(have) raised
-ing form	raising

Example:
The sun and the moon raise tides on the earth.

LET'S PRACTICE

- They had reached / reached to the big cross-roads near the General Post Office.
- Atom bombs hit on / hit New York.
- Mr. Bittering gazed / gazed at the Earth settlement.
- Norma sat / sat on her chair and spoke after a moment.
- The route lay / laid across an apparently trackless desert.
- Five bombs had felled / fallen in and around Brookfield.
- He then struck the man himself a similar blow, which felled / fell him to the earth.
- The smoke was rising / raising from myriads of fires.
- He arrived / arrived at the method of attenuating germs.
- Five years later a rocket fell / felled out of the sky.

PAST PAPER QUESTION

A) In North Africa, he barely escaped assassination at the hand of the governor of the province.
B) In North Africa, he barely escaped assassination from the hands of the governor of the province.
C) In North Africa, he barely escaped assassination from the hand of the governor of the province.
D) In North Africa, he barely escaped assassination at the hands of the governor of the province. (2014)

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CAUSATIVE VERBS

- A causative verb, as the name implies, indicates that a person, place, or thing is causing an action or event to happen.
- Have, get, make, let, keep, help are some of the causative verbs.

the majority of causative verbs are followed by infinitives
(to + 1st form of verb)
in causative structures. some of the most common of these are
allow, permit, enable, cause, lead, force, require, motivate, convince, and *get.*

Example:
He enabled us to write English.

have
Rather than meaning "to possess," have as a causative verb means "to compel, persuade, instruct, or cause someone to do something.

Example:
I will have my kids clean the house.

have + object + the 3rd form of verb
is used to indicate when you have something done to someone or something.

Example:
- I'll have the house painted this week.
- She had the car cleaned twice.

(C.T.)

Causative have → Some person → Verb 1st Form

(L.T.)

Causative have → Some thing → Verb 3rd Form

THE SUBJUNCTIVE MOOD

SUBJUNCTIVE

caution

- +s/es
- +to
- +ed

The Subjunctive Mood is used to express a wish, a demand, or a suggestion etc.
The following verbs are sometimes used in that-clauses in a formal style, especially in American English. (e.g. to ask (that), to command (that), to demand (that), to insist (that), to order (that), to recommend (that), to suggest (that) and to wish (that)).

Example:
I propose that Lee be asked to play the guitar.

Normal forms
- is
- am
- are

↓

Subjunctive forms
- be

Normal Form	• I am available.
Subjunctive	• I demand that I be available.
Normal Form	• You are truthful.
Subjunctive	• I ask that you be truthful.

Normal forms
- has

↓

Subjunctive forms
- have

Normal form	• She has a chance.
Subjunctive	• I demand she have a chance.

Keys to subjunctive
- Should
- Must
- Ought to

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Normal forms
- Prepares
- Works
- Sings

Subjunctive forms
- Prepare
- Work
- Sing

SUBJUNCTIVE ADJECTIVE

The following **adjectives** – when used with the word *that* – often attract the subjunctive mood:
crucial, essential, important, imperative and *necessary*

Example:
It is **essential** that he use the time responsibly and timely.

- It is important that everyone is registered. (Incorrect)
  It is important that everyone be registered. (Correct)

It's (high) time

It's (high) time + past subjunctive expresses that something should be done and that it is already a bit late.

Example:
- It's time you go to bed. You'll have to get up early tomorrow.
  It's time you went to bed. You'll have to get up early tomorrow.

- It's high time I buy a new pair of jeans.
  It's high time I bought a new pair of jeans.

LET'S PRACTICE

- I suggest you do / did a bit of cooperating.
- Are you suggesting we will play / play a trick on Clay?
- He suggested that it should sit / sits in the upland town of Ankara.
- He proposed that the Sultanate should be / is to be abolished.
- No wonder you had the door locked / lock!
- Old Smith had had his crop to eat / eaten to the ground.
- I had my hair cut off and sold / sell it.
- You plan to have Wozzeck to pretend / pretend he has found a pearl in the oyster.

CAUSATIVE VERB
Get and have both mean "to instruct or compel," get often implies convincing or persuading the person.

My wife **got** me to cook. (convinced)
My wife **had** me cook. (instructed)

CAUSATIVE VERB
get + object + the 3rd form of verb
is used to indicate when you have something done to someone or something.

Example:
I need to get the car washed.

CAUSATIVE VERB
the use of **–ing form** after get / have indicates an action performed continuously over a period of time.

Examples:
- He got me dancing for an hour.
  He had us working late again.

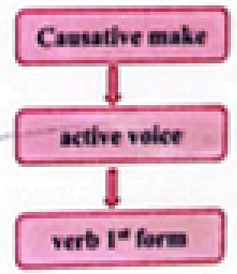
LET'S PRACTICE

- Get the kettle going / go. It's a thirsty work.
- Ain't you got anybody home still / to tell you to wash your face?
- I want to get my father to come / come home again.
- Mansoor feels pleased to get his head to cut / cut off.
- He still had to get the post created / create.
- You got your ideas well stuck / stick in those days.

CAUSATIVE VERB

make
In contrast to its primary definition of **"to create or bring into existence,"** we use **make** as a **causative** verb to indicate that someone or something has forced or compelled an action or event to occur.

Example:
She **made** him buy her a different ring.



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UNIT –3

CAUSATIVE VERB

Make can also be followed by to + 1st form of verb but only if it is used in the passive voice.

Example:
Workers are often made *to feel* responsible for a company's misfortunes.

Causative make → passive voice → to + 1st form

MAKE A POINT

In a few cases *make* can be followed by *myself, yourself, etc.* and *a past participle*. The structure is common with *understood* and *heard*.

Example:
I don't speak good French, but I can make myself understood.

We can talk about an effect or change with make + object + adjective/noun

Example:
✓ She made everybody welcome.

LET'S PRACTICE

- There were times when I tried to make myself faint / fainted.
- It took me thirty years to improve these old worn-out acres to make them do / to do this!
- How our hounds would make the rabbits circle / circled!
- It makes me yearn / yearned to borrow a collecting box and go round doing good myself.
- They would be made to feel / felt uncomfortable.

CAUSATIVE VERB

let
The primary use and definition of let is as a causative verb, meaning "to allow, permit, or give opportunity to."

Example:
He does not let us sit together.

Causative let → allow / permit → 1st form only

CAUSATIVE VERB

keep
Instead of its usual meaning "to retain possession of", keep as a causative verb means "to maintain or prolong.
There is only one causative verb that must be used with the -ing form of verb: keep.

Example:
She **kept** him waiting for ages.

Causative keep → continuity → The -ing form

THE SEMI-CAUSATIVE

help
What sets help apart as a causative verb is that it can be followed by either to+1st form of verb or the 1st form of verb without to.

Example:
- Ali is helping us learn grammar.
- Ali is helping us to learn grammar.

Causative help → bare infinitive → Full infinitive

GERUND AND INFINITIVE

GERUND
The "– ing" form used as a noun is called Gerund, and it is used to show some process, activity, or action.
He stopped smoking. (Previously, he used to do this activity, but now he has stopped that activity.)

- I still remember to buy my first bicycle.
  I still remember buying my first bicycle.

LET'S PRACTICE

1. He said that he remembered my doing / do so.
2. I remember go / going to the Museum to read up the treatment for some slight ailment.

GERUND
Certain expressions *(devote, with a view to, look forward to, get used to, can't help, etc.)* take ing form after them.

- I look forward to hear from you.
- ✓ I look forward to hearing from you.

LET'S PRACTICE

1. Pasteur devoted his attention to make / making sketches of his companions.
2. His agents ransacked the bookshops with a view to buying / buy manuscripts.

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UNIT –3

INFINITIVE

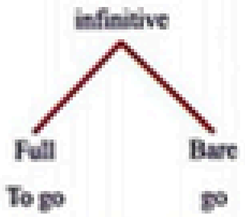
The "to + 1st Form of Verb" is called a full infinitive and it is used to show purpose or priority.
He stopped to smoke. What was the purpose? He stopped why-? To smoke

- He hopes winning the match.
  He hopes to win the match.

LET'S PRACTICE

- One of the doctors had told him not to walk / walking the length of a city block.
- I went on, as if I had been prompted lying / to lie about it.
- You are going to remember / remembering Mrs. Luella Bates Washington Jones.
- Chips went across the road living / to live at Mrs. Wickett's.
- Norma tried lifting / to lift it off, but it was locked in place.

Infinitive with "to" and Infinitive without "to"



Infinitive is the base form of verb used with or without "to".
If the base form of the verb is written with "to", it is called "Full Infinitive".
If the base form of the verb is written without "to", it is called "Bare Infinitive".

Bare Infinitive

Infinitive without 'to' is used with:

- *Let*
- *had better*
- *would rather/sooner*
- *Subjunctive Mood, etc.*
- *Causative have + person*
- *Modals (needn't)/dare etc.)*
- *Causative make (Active Voice)*
- *watch/see/hear +Noun/Pronoun*

1. let
- He let the dirt to run between his fingers.
- ✓ He let the dirt run between his fingers.

2. had better
- I had better sharpened my pencil.
- ✓ I had better sharpen my pencil.

3. Would rather
- I'd rather not discussed it anymore, if you don't mind.
- ✓ I'd rather not discuss it anymore, if you don't mind.

4. Subjunctive Mood
- It is essential that he goes to the doctor.
- ✓ It is essential that he go to the doctor.

5. Causative Have + Person
- I always have my children to take the medicine.
- ✓ I always have my children take the medicine.

6. Modals (Needn't etc.)
- You needn't to look for it.
- ✓ You needn't look for it.

7. Causative Make (Active Voice)
- I will make them to learn English first.
- ✓ I will make them learn English first.

8. Watch/Hear/See + Noun
- He saw me picked up this string here.
- ✓ He saw me pick up this string here.

LET'S PRACTICE

- Let the water ran / run until it gets warm.
- We thought you had better look / looked her over and tell us what the matter is.
- I'd rather he didn't / doesn't know I was around.
- The man felt his hair fluttered / flutter and the tissues of this body draw tight.
- An orchestra could be heard playing / to play in one of the restaurants.

PAST PAPER QUESTION:

The man felt his hair flutter and the tissues of his body drew tight as if he were standing at
A) B) C)
the centre of a vacuum. (B-drew)
D)

We were ten miles up the highway when I happened to saw this classified advertisement in
A) B) C)
the Newspaper. (C–see)
D)

A) The government should accrue taxes for strengthen the economy of the country.
B) The government should accrue taxes in strengthen the economy of the country.
C) The government should accrue taxes to strengthen the economy of the country.
D) The government should accrue taxes by strengthen the economy of the country. (2011)

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UNIT –3

A) Shelley is consider to be an idealist poet.
B) Shelley is considering to be an idealist poet.
C) Shelley is considers to be an idealist poet.
D) Shelley is considered to be an idealist poet.

Infinitive with "to"

- After certain verbs like decide (for complete list, KIPS LMS Reading)
- After Causative "make" (Passive Voice)
- After Causative Verb Get + Person

1. Decide

- Katherine decided marry Mr. Chips.
- ✓ Katherine decided to marry Mr. Chips.

2. Causative Make (Passive Voice)

- They were made learn English first.
- ✓ They were made to learn English first.

3. Causative Verb Get + Person

- I got the gardener water the plants.
- ✓ I got the gardener to water the plants.

STATIVE VERBS

Stative verbs such as believe, doubt, know, like, love, hate, prefer, want, wish, appear, hear, smell, sound, taste, deny, impress, involve, lack, matter, need, possess, consist, comprise, contain, understand, *seem, look, taste, sound, smell* etc. are not usually used in the continuous form, even when we are talking about temporary situations or states.

- I am not knowing what to do about this problem. (Incorrect)
  I don't know what to do about this problem. (Correct)

LET'S PRACTICE

- The truth is, Clay, you want money because you are need / needing money.
- Feelings which are involving / involve fears such as this are called superstitions.
- You want / are wanting to work in my metal shop on a rocket you're welcome.
- He knew that Ralston did not like him, either; but that seemed / didn't seem to matter.

VERBS OF KNOWING

Some verb such as *know, learn, teach, discover, find,* etc. take *how + to+ V-I* after them.

- He knows playing this game. (Incorrect)
  He knows how to play this game. (Correct)

- My mother has taught me doing it. (Incorrect)
  My mother has taught me how to do it. (Correct)

LET'S PRACTICE

- He knew how to keep / to keep their favour by generous pay.
- I know exposing / how to expose a throat for inspection.
- Mr. Somervell knew how to do / doing it.
- I don't know to give / how to give a poodle haircut, but even if I know how, I wouldn't do it.

4 UNIT SUBJECT-VERB AGREEMENT

In the English language, there are certain agreements of words; and if these agreements are not followed, they lead to committing mistakes. If a word agrees with a noun or pronoun, it has a form that is appropriate to the number or gender of the noun or pronoun. There are a few things about agreement to check out:

- **Does the subject agree with its verb?**
- **Does the subject agree with its number?**
- **Does the subject agree with its gender?**

What is an agreement?
RULE 1.

Agreement between subject and Verb / Helping Verb

A singular subject (Ali, she, ball, etc.) takes a singular verb (is, goes, shines), whereas a plural subject (they, students, etc.) takes a plural verb (are, go, shine).

LET'S PRACTICE:

- Damage to the buildings were / was assessed at forty thousand pounds.
- Folk is / are worried about good jobs.

Did you know?

1. What is subject?
2. How to recognize it?
3. What can be used as subject?
4. What is Position of Subject?
5. What are Types of subject? (S&P)

Did you know?

1. What is Singular Verb?
2. What is Plural Verb?
3. What is Singular Helping Verb?
4. What is Plural Helping Verb?

Did you know?

1. Why do we call the helping verb "Helping Verb"?

LET'S PRACTICE:

- The sprinkling of water creates / create music.

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PAST PAPER QUESTIONS:

- Your argument is simple abstruse as there is no clarity of thought and coherence in ideas
  A) B) C)
  and it also lack vision. **(D-lacks)** (2011)
  D)
- This antibiotic destroys red corpuscles in the blood and cause pernicious anemia.
  A) B) C) D) **(D-causes)** (2012)
- When he was a child, every time he were naughty, his foster-mother used to threaten to
  A) B) C)
  send him to Timbuktu. **(B-was)** (2016)
  D)
- A) An amorphous mass of cells are difficult to understand.
  B) An amorphous mass of cells were difficult to understand.
  C) An amorphous mass of cells had difficult to understand.
  D) An amorphous mass of cells is difficult to understand. (2011)

RULE 2.

Agreement between subject word – 1 and Main Verb / Helping Verb

Use verb or helping verb according to Subject Word-1 if two subject words are joined by any one of the following:

with	of	comprising
along with	not	containing
together with	but	keeping
as well as	including	possessing
besides	excluding	having
except	consisting	in addition to

Example:

- The national sales report, along with the regional breakdowns you specifically requested, was sent to you last week.

LET'S PRACTICE:

- The Gulistan as one of the bibles of the world **is / are** very famous.
- All except the Persian slave **were / was** calm.
- A reference, as well as Latin quotations, **was / were** included in Chips's farewell speech.
- China, together with other civilizations, **have / has** suffered a sharp Western impact.
- All my old clothes, including a coat, **was / were** sent to the rummage sale.
- A pocketbook containing five hundred shillings and some business papers **were / was** lost.
- Everything, together with other matters that I may have forgotten, **has / have** been noted.
- Wheat, as well as other fruits, **were / was** raised by a peasantry.

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RULE 3.

Agreement between subject word-2 and Main Verb / Helping Verb

Use Verb or helping verb according to the Subject Word-2 if two subject words are joined by anyone of the following:

"Neither --- nor; Either --- or; Not only --- but also"

Example:

Neither the buyer nor the sales manager is in favour of the system.

LET'S PRACTICE:

- Either certain chemicals or heat was / were used to destroy germs.
- Either the obtuse quack or the camel-men were / was stupid.
- Neither the soldiers nor the king are / is going to ruin the village for the salt.
- Not only our life style but people themselves has / have also been changed.
- Neither Brookfield's defenders nor Chips have / has estimated Brookfield's toughness.
- Neither Clay nor other people was / were willing to accept that the oyster had a pearl in it.

RULE 4.

Two subject words joined by "and" and Main Verb / Helping Verb

When two singular nouns joined by "and" suggest one idea to the mind, or refer to the same person or thing, the verb is singular.

Example:

Corned beef and cabbage were / was his favourite dish.

Two singular nouns joined by "and" require a plural verb when they represent two different persons or things.

Examples:

- Fire and water does / do not agree.
- A car and a bike are / is my means of transportation.

Exception:

There are fixed expressions which must be used as they are.

STANDARD EXPRESSIONS.

- Time and tide wait for no man. (Correct)
- Two and two make four. (Correct)
- Slow and steady wins the race. (Correct)

LET'S PRACTICE:

- Shamim Ahmad's bread and butter was / were selling cut-pieces.
- Our German master and friend, Herr Staefel, were / was killed last week, on the Western Front.

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- Wool and silk was / were woven not only in Malaga but also in Cordova.
- A poise and calm is / are needed to be cultivated by such boys.
- Only Mr. Steward's name and telephone number were / was printed on the card.
- Astrology and fortune-telling is / are still practised.
- Once a Persian king and a slave were / was sailing in the same boat.

RULE 5.

Verb or Helping Verb after "who-which or that"

i) The verb or helping verb after who/which/that is used according to the word written immediately before these words.

Examples:

- It is the story of a military coup which bring / brings a brutal despot to power.
- He is one of the students who are / is registered with us.

Exception:

"The only" used as subject is always singular, and it takes a singular verb or helping verb.

- Harry was the only one of the Earthmen who was / were trying to build a rocket.

LET'S PRACTICE:

- They are perturbed to see the Second Man who have / has entered the bus station.
- The attack of locusts is a natural calamity that make / makes the human beings helpless in saving the crops.
- Another type of boy who does not try is / are the very bright boy.
- I could not help the slight unease which comes / come to all who are eyed suspiciously by the police.
- We are creating a situation which encourages / encourage the poor to make war on the rich.
- The commune deals with those peasants having wages that are / is too low.
- Once he raised a hand to touch the lowest of the swings that was / were hung from the ceiling.
- The boy must make himself cultivate a poise and calm that smothers / smother the fidgets.

PAST PAPER QUESTION:

A) The government introduced tax laws which gave incentives to factory workers to reduce pollution.
B) The government introduced tax laws who gave incentives to factory workers to reduce pollution.
C) **The government introduced tax laws which have incentives to factory workers to reduce pollution.**
D) The government introduced tax laws which has incentives to factory workers to reduce pollution.

(2011)

RULE 6.

Agreement between confusing 'S' words (Nouns) and Verb or Helping Verb

List-1: **Miscellaneous Words**
News, Series, Innings, Wages, etc.

List-2: **Names of Diseases**
Measles, AIDS, Rabies, etc.

List-3: **Names of Books**
The Gulliver's Travels, The Arabian Knights, etc.

List-4: **Names of Countries**
The United States, The Maldives, etc.

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List-5: **Names of Games**
Billiards, Gymnastics, etc.

List-6: **Names of Subjects**
Statistics, Mathematics, Politics, etc.

Examples:
- The news have / has spread like fire in the neighborhood.
- Gymnastics look / looks difficult, and it is.

"Wage" is a singular subject and takes a singular verb or helping verb, whereas "wages" is a plural subject and takes a plural verb or helping Verb.

"wage" [singular] (also wages [plural]) a regular amount of money that an unskilled or semi-skilled employee earns.

Examples:
- His real wage have / has increased two times.
- Women's wages is / are lower than men's.

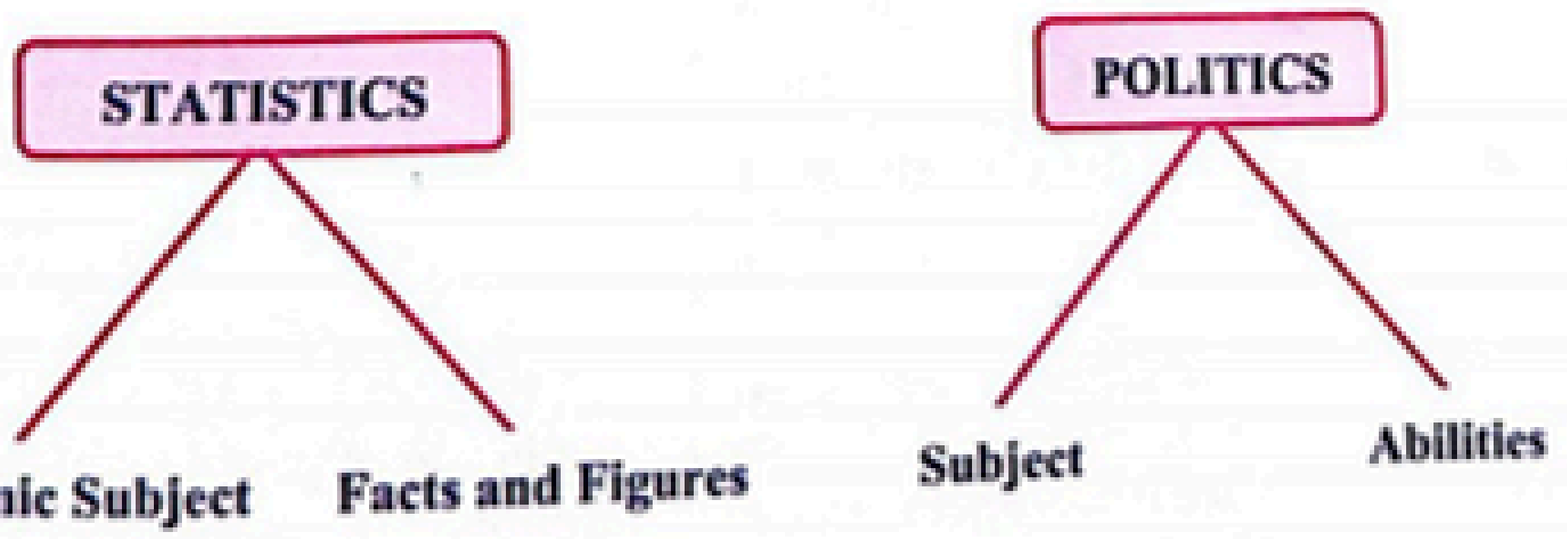
Exception:
"Wages", when used figuratively in the sense of reward or punishment, takes a singular verb or helping verb.

- The wages of sin is death, but the gift of God is eternal life.

Some academic disciplines such as:

- Statistics
- Politics
- Mathematics

take a singular verb. However, as a general use, they take a plural verb. Sometimes, a determiner can be of great help to make a choice between a singular or a plural verb or a helping verb.



Example:
- Her politics is / are broadening.

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LET'S PRACTICE:

- German measles has / have turned the Big Hall into a hospital ward.
- Rabies is / are produced by the bite of a mad dog.
- Los Angeles have / has solved the problem by bringing water to the city from the Colorado River.
- No news has / have yet come through as to his fate.

RULE 7.
Fraction / Portion / Percentage and Verb or Helping Verb
When an "of phrase" follows a percentage (50% of), fraction (two-thirds of), portion (half of) or some other expressions such as a lot of, majority of, rest of, the verb agrees with the noun written after the preposition "of".

Examples:
- 21% of the population is / are poor.
- Majority of the students are / is absent.

LET'S PRACTICE:

- In India during 1913, 93% of the British garrisons was / were inoculated.
- One-third of the death rate were / was reduced by greatly reducing mortality from malaria.
- Two-thirds of the School has / have gone down with German measles.
- Half of this gigantic area are / is mainly under French control.
- Three-fourths of an acre in the heart of this wilderness right on the mountain top was / were uncultivated.
- Some of the nervous tissue of an animal were / was used to cure rabies.
- The vast majority of the country carry / carries on with its traditional ways as it has been doing for thepast 2000 years.

RULE 8.
Quantity / Amount and Verb or Helping Verb
(i) Use a singular verb with Plural Nouns showing distances, periods of time, sums of money, etc. when considered as a unit.
- Three miles are / is too far to walk.
- Ten dollars is / are a high price to pay.

Exception:
- Ten dollars was / were scattered on the floor.

RULE 9.
Adjective with Article "The" and Verb or Helping Verb
Nominal (the poor, the rich, the brave, etc.) showing a group of people which functions as a noun. Such nouns, when used as subject, are always followed by a plural verb and helping verb.
- The poor are getting poorer.

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Subject-Verb Agreement

LET'S PRACTICE:

- Through love, the dead rises / rise to life.
- The rich at the upper level get / gets a golden chance first.
- The French has / have failed hopelessly with enormous loss of life and money owing to the ravages of malaria and yellow fever.

RULE 10.

Agreement between Noun and Pronoun

Use third person pronouns

"They, He, She, It"

for all kinds of nouns i.e. singular, plural, masculine or feminine.

Noun

1. Ali teaches. (Noun- Masculine)
2. Alia teaches. (Noun- Feminine)
3. The baby cries. (Noun- Singular)
4. The boys laugh. (Noun- Plural)

Pronoun

1. He teaches. (3rd Person Pronoun- Masculine)
2. She teaches. (3rd Person Pronoun- Feminine)
3. It cries. (3rd Person Pronoun- Singular)
4. They laugh. (3rd Person Pronoun- Plural)

Example:

- The mothers should realize that you / they are responsible citizens.

LET'S PRACTICE:

- The boy must take yourself / himself by the collar.
- The author dreams that he / one is dead and is going up and up.
- Man's life is so full of worries and cares that they/he cannot even stand and look up at things.
- The whole building shook as if it was / were being lifted off its foundations.
- The disease was caused by living organisms so small that they / it could not be seen with the naked eye.
- The woman did not ask the boy anything about where they / he lived.

RULE 11.

Agreement between Noun and Possessive Adjective

To show the possession of all the singular and plural, male or female nouns, we use the third person possessive adjectives **"their, his, her, its".**

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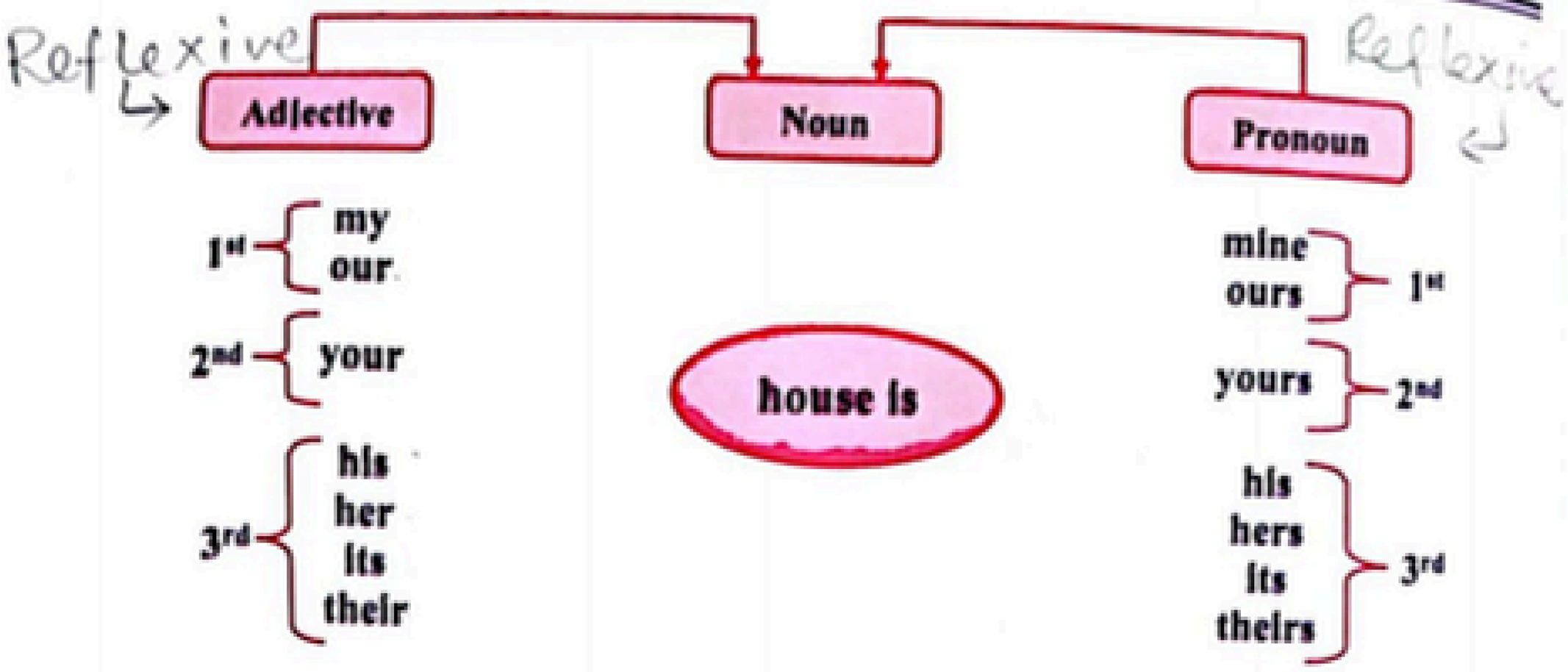


Example:

- A boy should mind his / your own business.

(A) Everyone should mind his own business.
(B) Everyone should mind her own business.
(C) Everyone should mind his/her own business.
(D) Everyone should mind their own business.

LET'S PRACTICE:

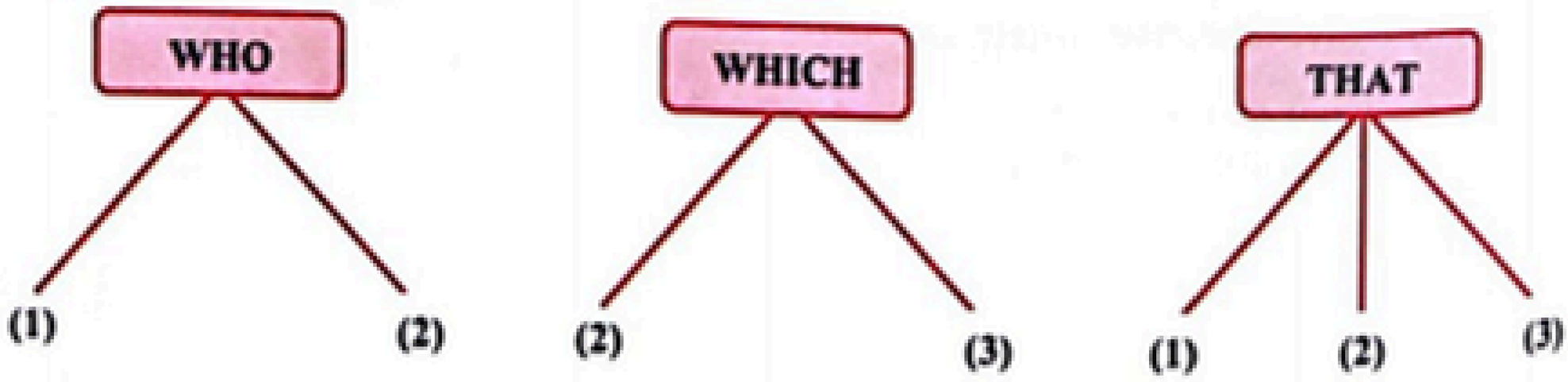
- His recollections lost much of its / their flavor when they were written down.
- Chips had chanced to strike the Riviera during one of his / its carefully unadvertised cold spells.
- Chips murmured, after a pause, and in a voice that surprised him by his / its weakness.
- He liked to smile and exchange a few words with the boys when they touched their / his caps to him.

RULE 12.

Agreement between Noun and Relative Pronoun

Nouns:
(1) Humans
(2) Animals
(3) Non-livings

RELATIVE PRONOUNS:



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Example:

- Is Johnsons & Johnsons the company **who / which** was taken over last year?

LET'S PRACTICE:

- It was a tramp **which / who** had other things to think about.
- Feelings **who / which** involve fears such as this are called superstitions.
- Today most city governments have departments of sanitation **which / who** keep the cities clean.
- A few stars form groups **who / which** journey in company, but most of them travel alone.

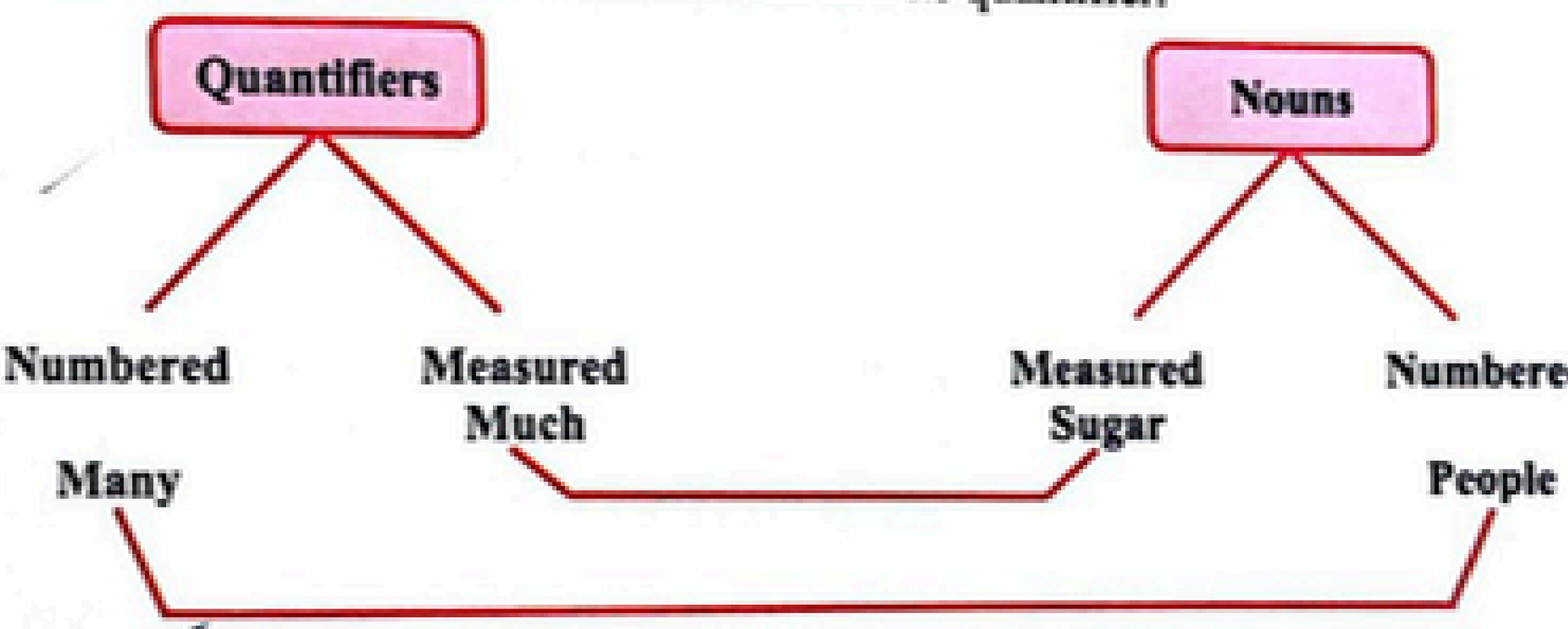
PAST PAPER QUESTION:

Lucy is the diva which performance as an opera singer is peerless. **(A-whose)**
A) B) C) D)

RULE 13

Agreement between Noun and its quantifier

Some nouns (people) are numbered, whereas some nouns are measured (sugar). According to the rule, there should be an agreement between a noun and its quantifier.



Example:

- A large **number / amount** of people were there.
- One should not eat **many / much** sugar.

However, some quantifiers, such as **a lot of, all, some,** can be used to show number or quantity of a noun.

LET'S PRACTICE:

- **A little / a few** moments later, she went back into the kitchen to make the salad.
- **Many / Much** stars are known which are hardly bigger than the earth.
- I have cheated death **much / many** times.
- We read in the Bible of **many / much** cases of famine.
- Isn't it too hot for you to do **much / many** walking?
- The king summoned the father and mother of the boy, **whose / which** consent he got by giving them ahuge amount of wealth.
- How **much / many** time do you spend on homework at home?
- **Many / much** boys are obliged to drop out for the lack of a little money.

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PAST PAPER QUESTION:

A) There was much cheering and singing, and a bread fighting across the Dining Hall.
B) **There was much cheering and singing, and a bread fight across the Dining Hall.**
C) There was more cheer and singing, and a bread fighting across the Dining Hall.
D) There was much cheer and singing, and a bread fighting across the Dining Hall.

(2014)

RULE 14.

Subject (Phrase or Clause) and Verb or Helping Verb

A single phrase or a single clause used as a subject takes singular verb or helping verb.

Example:

Opening my presents **was / were** exciting.

RULE 15.

Inversion of Helping Verb and Subject

In sentences beginning with **here** or **there**, the true subject follows the verb.

Example:

- There **are / is** four hurdles to jump.
- There **has / have** been a number of cases of diphtheria in the area.

LET'S PRACTICE:

- Here **lie / lies** a man who told nothing but truth.
- There **comes / come** the locusts.
- There **was / were** no other like it in any of the shops.

RULE 16.

Agreement between Helping Verb and form of verb

(i) We use the present form (1st form) of verb with *customs, permanent habits, schedules,announcement* and the following words:
do, does, did, shall, will, all the Modal Verbs, often, always, usually, daily, etc.

Example:

- We had better define the basic principles first.

(ii) **We use the past form (2nd form) of verb with the following words:**
ago, last, yesterday, when, before, just, in + past time, etc.

Example:

- Her husband died many years ago.

(iii) **We use the past participle (3rd form of verb) with the following words:**
has, have, had, almost, already, just, all Passive Voice, etc.

Example:

- We have already eaten our lunch.

(Iv) **We use the present participle (-ing form of verb) with the following words:**
is, am, are, was, were, shall be, will be, now, at present, all the prepositions, look forward to, with a view to, get used to, averse to etc.

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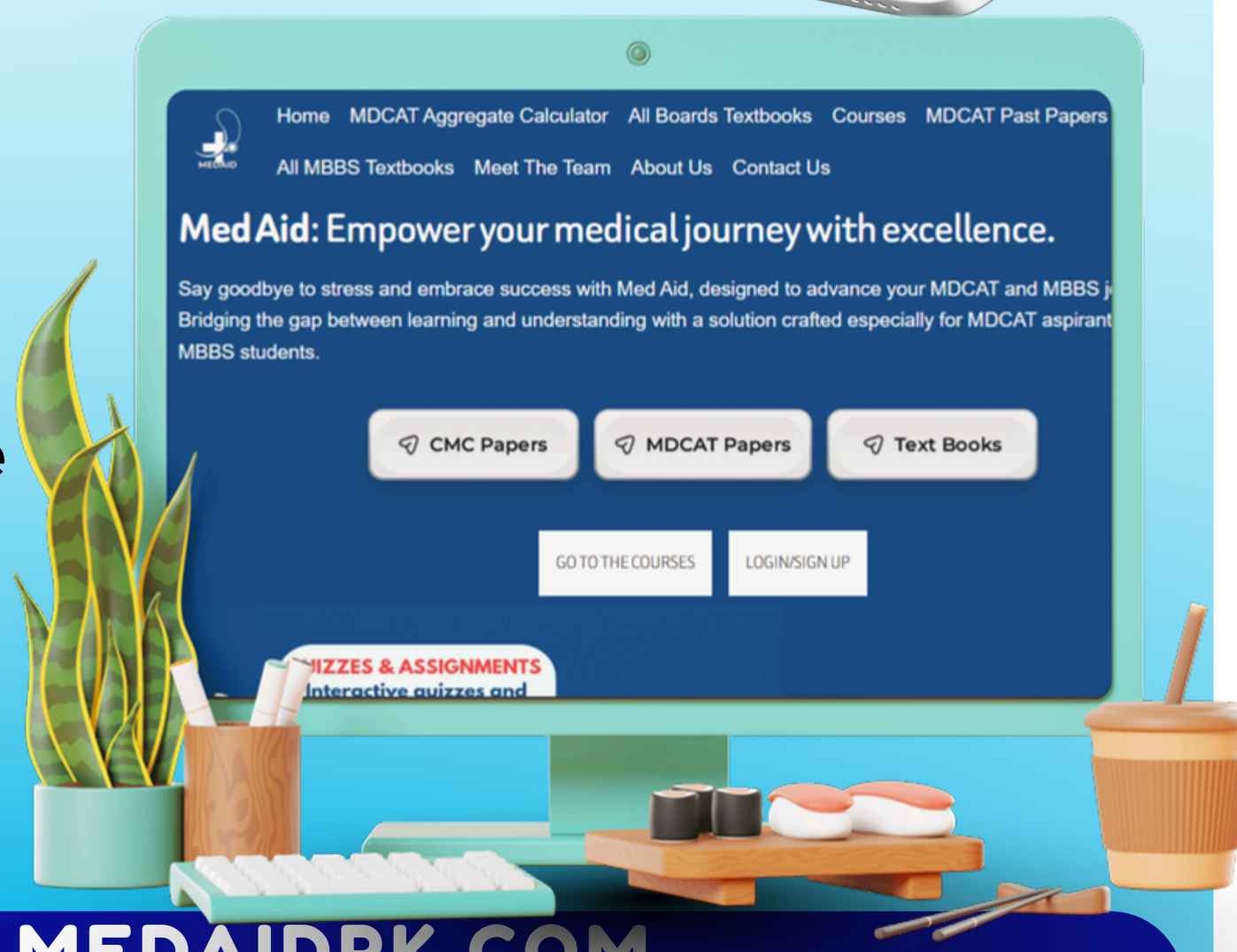

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Example:

It is raining at present.

•

LET'S PRACTICE:

- I had better sharpen / sharpened my pencil.
- As doctors often does / do, I took a trial shot at it as a point of departure.
- You must excuse / excused us, doctor, we have her in the kitchen.
- People who has / have lived a century ago probably enjoyed eating as much as we do today.
- In those days about seven out of eight babies died / had died before reaching their first birthday.
- This "new woman" business, would repelled / repel him.
- Life is brief, and you might pass / passed away before I had finished.
- Last week I sent / had sent a dozen photographs of myself, signed, to a charity bazaar.
- I think I have told you years ago that I wanted the new style to be used / used throughout the school.
- She hid / hiding that sore throat for three days.
- She was conscious of shaking / shaken her head but couldn't stop.
- Your Latin and Greek lessons are exactly the same as / that they were when I began here ten years ago.
- Chips had received his farewell presentations and made / had made a speech in July, 1913.
- Instead of taking / taken off full blast as he had hoped, the boy fell on his back on the sidewalk.
- In 1919, there had been / was only one railway in Turkey.

PAST PAPER QUESTIONS:

- When a low-wage (A) category worker finds (B) he has to maintain a large family (C), his expenses may exceeds his income (D). **(D-exceed)**

•

A) Foreign trade have assumed greater importance in recent years.
B) Foreign trade is assumed greater importance in recent years.
C) Foreign trade shall assumed greater importance in recent years.
D) Foreign trade has assumed greater importance in recent years.

•

A) He will has to deal with the problem by showing adroitness.
B) He will have to deal with the problem by showing adroitness.
C) He will had to deal with the problem by showing adroitness.
D) He will having to deal with the problem by showing adroitness.

•

A) He does possesses altruistic behavior.
B) He does possess altruistic behavior.
C) He does possessing altruistic behavior.
D) He does possessed altruistic behavior.

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•

A) Are you noticed the peach blossoms?
B) Have you noticed the peach blossoms?
C) Will you noticed the peach blossoms?
D) Were you noticed the peach blossoms?

•

A) Does anybodys knows why the latitudes close to the equator are called the horse latitudes?
B) Do any body knows why the latitudes close to the equator are called the horse latitudes?
C) Does anybody knows why the latitudes close to the equator are called the horse latitudes?
D) Does anybody know why the latitudes close to the equator are called the horse latitudes?

•

A) I should had business acumen.
B) I should have business acumen.
C) I should has business acumen.
D) I should may have been business acumen.

•

A) It was cold and foggy, and he dared not to going out.
B) It was cold and foggy, and he dared not for going out.
C) It was cold and foggy, and he dared not go out.
D) It was cold and foggy, and he dared not to gone out.

•

A) Tourism is burgeoned over the last fifteen years.
B) Tourism will burgeoned over the last fifteen years.
C) Tourism have burgeoned over the last fifteen years.
D) Tourism has burgeoned over the last fifteen years.

•

A) I am looking forward to secure excellent marks in MDCAT.
B) I am looking forward to securing excellent marks in MDCAT.
C) I am looking forward securing excellent marks in MDCAT.
D) I am looking forward secure excellent marks in MDCAT.

•

A) Something had happened, something whose ultimate significance had yet to be reckon.
B) Something had happened, something whose ultimate significance had yet was reckon.
C) Something had happened, something whose ultimate significance had yet to be reckoned.
D) Something had happened, something whose ultimate significance had yet reckoned.

•

A) His faculties were all unimpairment, and he had no personal worries of any kind.
B) His faculties were all unimparing, and he had no personal worries of any kind.
C) His faculties were all unimpaired, and he had no personal worry of any kind.
D) His faculties were all unimpaired, and he had no personal worries of any kind.

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Appendices

Point-1

i) Either, neither, each, everyone, many a, etc. must be followed by a singular verb.

- Every one of the boys love / loves to ride.
- Many a man has / have succumbed to this temptation.

LET'S PRACTICE:

- Everyone were / was certain that the East End lads would be hooligans.

Point-2

A collective noun such as jury, committee, audience, team, crowd, family, population may be used with either a singular verb or a plural verb.

- The team is playing better this season. (Correct) (As a group)
  The team are playing better this season. (Correct) (As individuals)

Point-3

Two nouns qualified by each or every, even though connected by and, require a singular verb.

- Every boy and every girl was / were given a packet of sweets.

Point-4

When we use none of with a mass noun, the verb is in the singular.

- None of the work were / was done.

When we use none of with a plural noun or pronoun, or a singular noun referring to a group o people or things, we can use either a singular or a plural verb. The singular form is used in a formal style in British English.

None of the trains is going to London. (Formal)
None of the trains are going to London. Informal)

Point-5.

"A number/variety of" takes a plural verb, whereas "The number/ variety of" takes a singular verb.

- A number of our offices are / is now located in suburban malls.
- The number of people employed in agriculture have / has fallen in the last decade.

Point-6

Some words such as poultry, cattle, police, vermin, gentry, clergy, etc. are always plural and take a plural verb or helping verb.

- The cattle is/are the most important livestock.
- The police is/are advising the people to stay at home.

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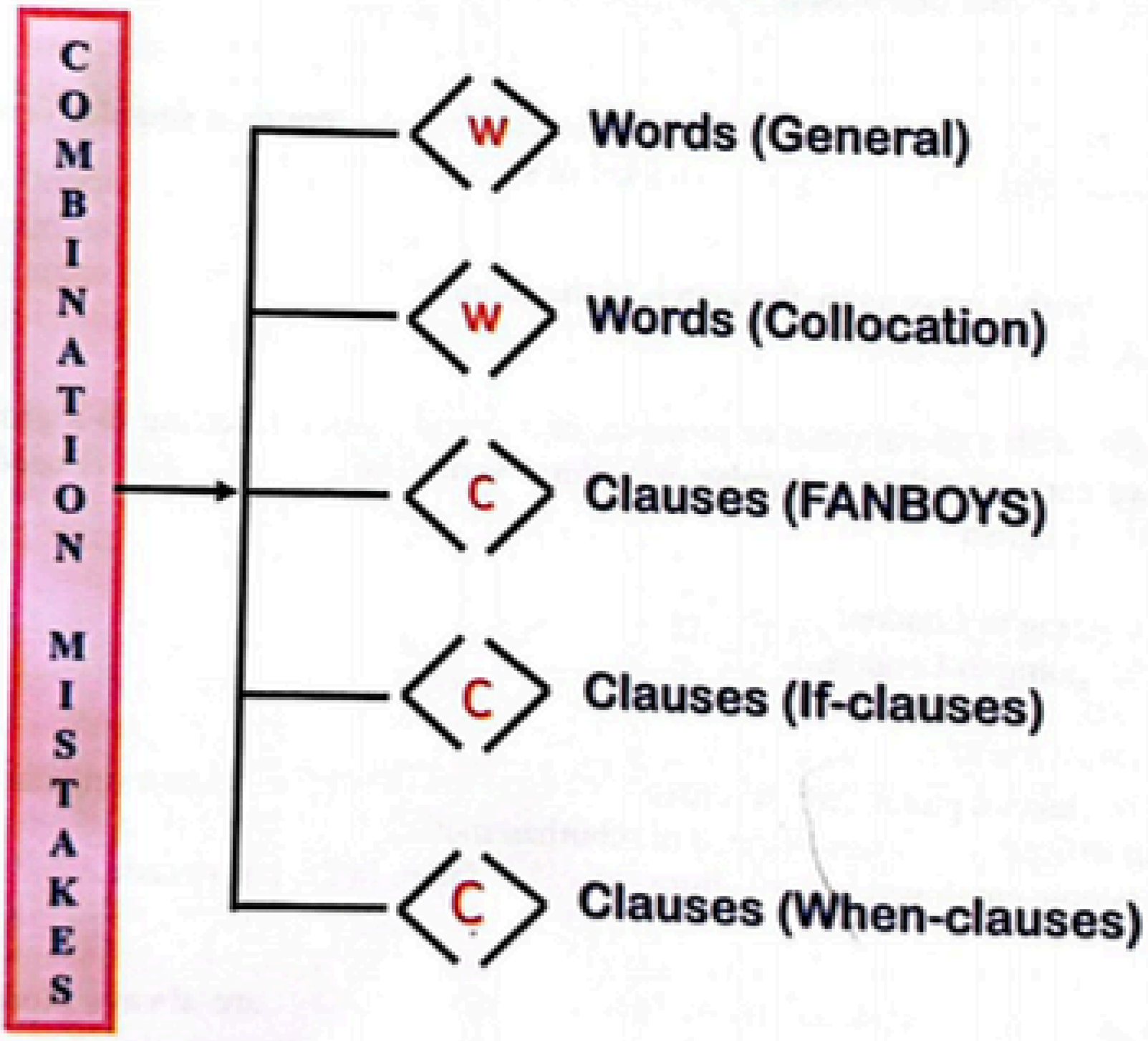
5 UNIT COMBINATION OF WORDS, PHRASES & CLAUSES

Combination means two different words or clauses that exist together, or are used or put together. Following is the description of some combinations of words and clauses:

- **Combination of words (general)**
- **Combination of clauses (FANBOYS)**
- **Combination of words (collocation)**
- **Combination of sentences (conditional and Time-Clauses)**

COMBINATION MISTAKES

Combination means two different words or clauses that exist together, or are used or put together.



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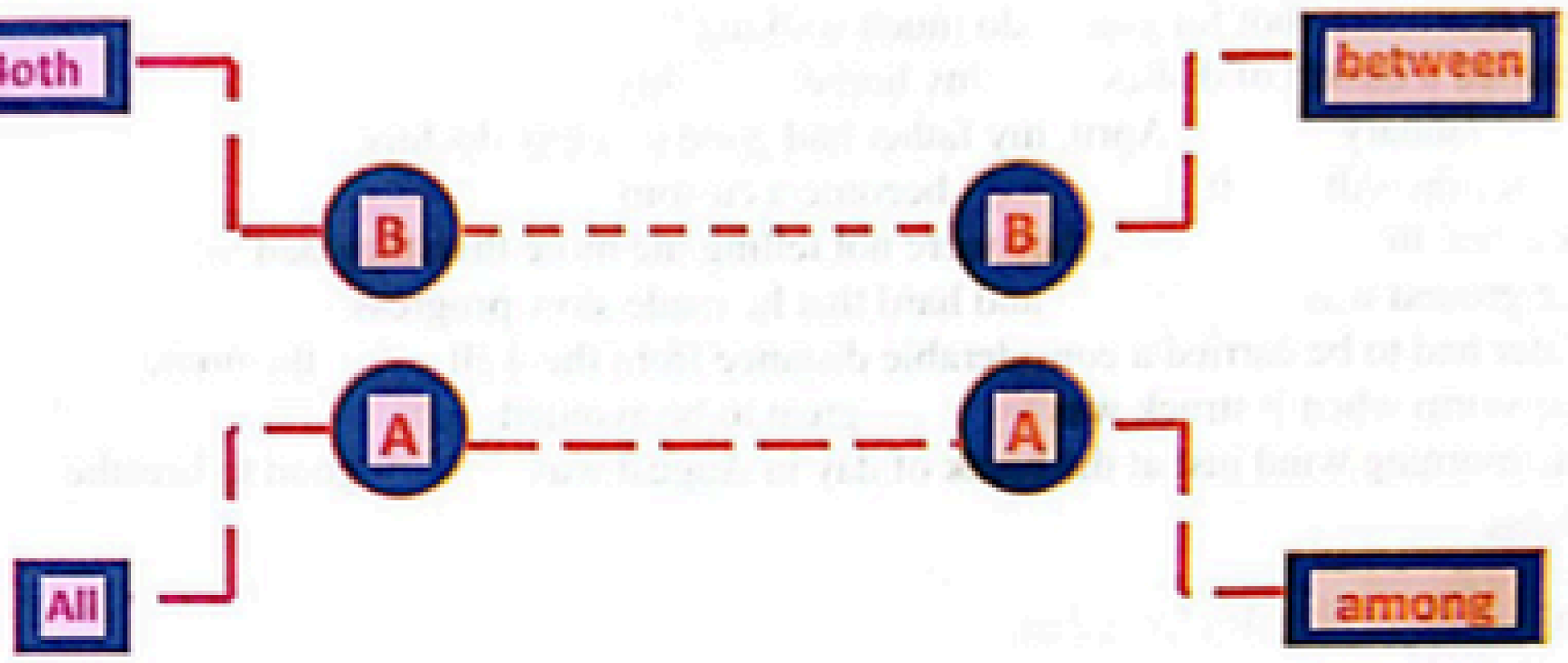
GENERAL WORDS
COMBINATION OF WORDS

neither	nor		either	or
whether	or		both	between
all	among			

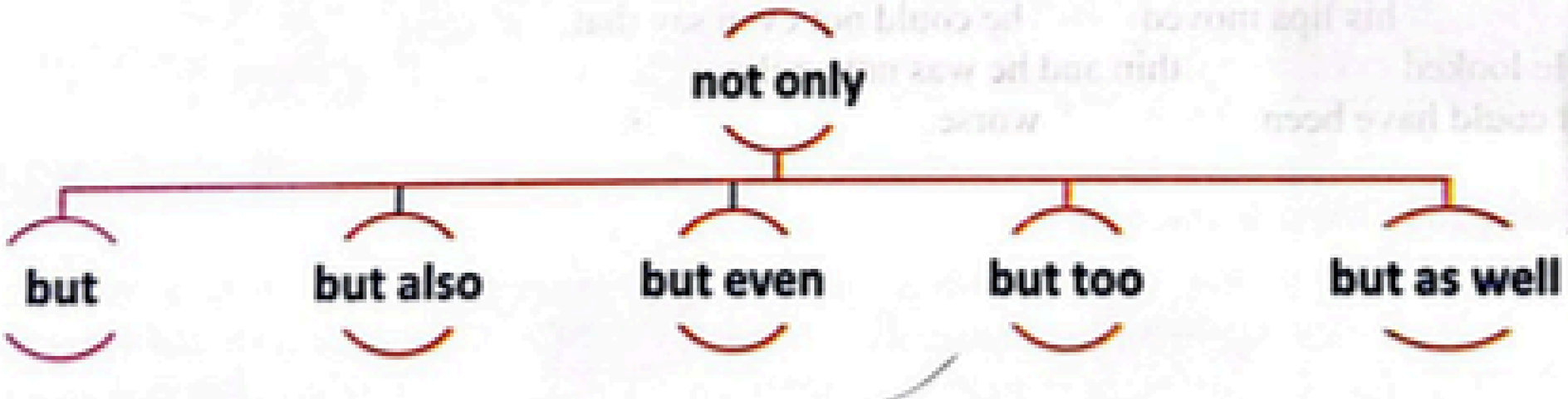


Examples:

- Both Della and Jim kept the secrets between themselves.
- All the collected amount was distributed among the needy.

LET'S PRACTICE

- There was **neither** a tie **nor/or** a collar beneath the sweater.
- Kreton was **either** a lunatic **or/nor** a spy from another planet.
- They do not care **whether** they pass **and/or** fail.



LET'S PRACTICE

- Wool and silk were woven **not only** in Cordova **and/but** Almeria and other centers.
- The population has been reduced **not only** by famine **but/or also** by war.
- Political control **not only** stopped the exodus **but/then even** reduced the population.
- The Chinese experiment concerns **not only** Asia **but/and** the West **too**.
- He gets **not only** a mighty poor living **but/or** a mighty poor education **as well**.
- Both the mother **and/as well as** father felt embarrassed.

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too	to		such	noun
from	to		so	adjective
lest	should			

LET'S PRACTICE

- Isn't it **too/very** hot for you **to** do much walking?
- I carried a basket of dishes **from** my home **to/till** his.
- **From** January **until/to** April, my father had gone to many doctors.
- Pay for the salt **lest** it **should/may** become a custom.
- As often, in **so/such cases**, they were not telling me more than they had to.
- The ground was **so/such stiff** and hard that he made slow progress.
- Water had to be carried a considerable distance from the well **to/till** the home.
- The storm when it struck was **very/too** great to be avoided.
- The morning wind just at the break of day in August was **so/such** good to breathe.

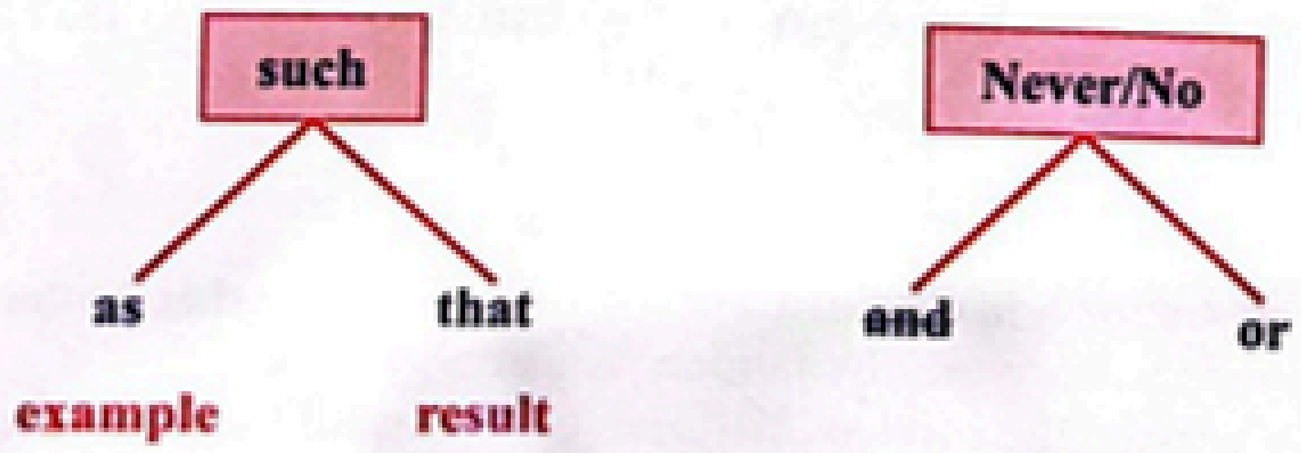
Combination of words (General)

much	2nd degree		such	as
very	1st degree		although	,
those	who			

LET'S PRACTICE

- It could be **much/very worse**.
- The James Dillingham Youngs were **much/very proud** of two things.
- These people were enjoying the music more than **those who/which** sat inside.
- She had been lying in order to escape **such** an outcome **as/that** this.
- **Although** his lips moved, **/ but** he could not even say that.
- He looked **much/very** thin and he was not smiling.
- It could have been **very/much** worse.

Combination of words (General)



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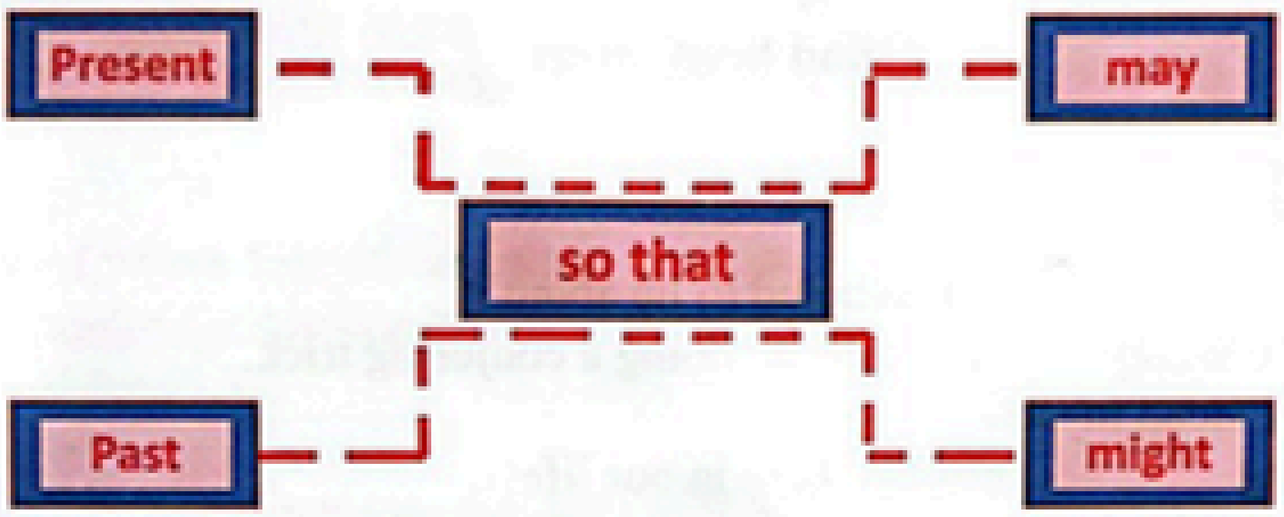
so that	may		such	that
so that	might		*no/not/never*	or
such	as			



LET'S PRACTICE

- He works hard **so that** he **may/should** succeed.
- She searched the town **so that** she **might/should** purchase a gift for Jim.
- Della could **not** eat **and /or** sleep properly the whole night.
- Of all **those who** give and receive gifts, **such as/that** they are the wisest.
- He looked **such** a dandy **that/as** Tonga-wala raced towards him.
- It's not half such an awful place—**like/as** you imagine.
- The ground was **so/very** stiff and hard that the quack made slow progress.
- Some people were sending the oddest things such **that/as** magazines twenty years old.
- There were such military khaki overcoats **that/as** are found at the secondhand clothes' shops.
- I'm sure that the Lord never intended their son to be a physician, **or/nor** an engineer.

Combination of words (General)

as soon as	,		hardly	when
no sooner	than		scarcely	when
2nd degree	than			

LET'S PRACTICE

- **As soon as** they were brought **when /,** he tied up the woman's throat.
- **Hardly** had he reached half way **then/when** a truck came from behind.
- I was **scarcely** twelve **when / then** I entered the regions of examinations.
- Norma got up **earlier than/before** usual to make pancakes.
- I bet she is smarter **than/from** you are.
- As soon as Laura had left the house **then/,** it started to rain.
- Because it was so plain and simple **since/,** you knew that it was very valuable.

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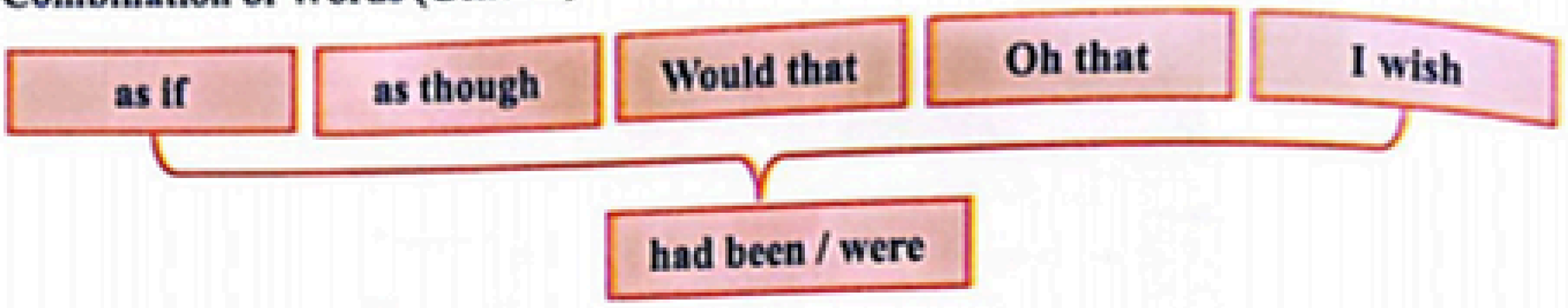
Combination of Words (General)



LET'S PRACTICE

- I went on **as if** I **had/have been** prompted to lie about it.
- I threw the ball of money **as if** I **was/were** doing a conjuring trick.
- **I wish** I **was/were** dead myself.
- **Would that** spring **was/were** always there in our life!
- The whole building shook as if it **was/were** being lifted off its foundations.
- The tissues of his body drew tight as if he **were/was** as standing at the center of a vacuum.
- The writer holds the oyster in front of him as if it **was/were** an egg.

Combination of words (General)

those	who		rather	than
the same	as		nothing	but
than	any other			

LET'S PRACTICE

- **Those who/which** ran cannot even walk.
- The lessons are exactly **the same as/that** they were in the past.
- China is more populated than **any other/ other** country.
- He would **rather** stay at home **but/than** go to the party.
- Each letter contained **nothing or/but** a blank sheet of paper.
- Later nothing remained **and/but** a faint luminosity buried beneath darkness.
- The queen knew her hair was more beautiful than **any/any other** queen's jewels.

as	clause		despite	phrase
although	clause		in spite of	phrase
like	phrase		as + adjective	as

LET'S PRACTICE

- **Despite/ Although** his long years of teaching , he could not become a profound scholar.
- **Although/despite** they finally agreed , they did their best to go without him.
- Choose your carrier **as/like** you wish.
- Hours seemed to pass **like/as** lazy cattle.
- Chips was taken to the Great Exhibition **as/like** a toddling child.
- This would not bring **as much as/ as more as** something I am going to show you.
- She did not move **and/or** seemed such strong as a heifer in appearance.

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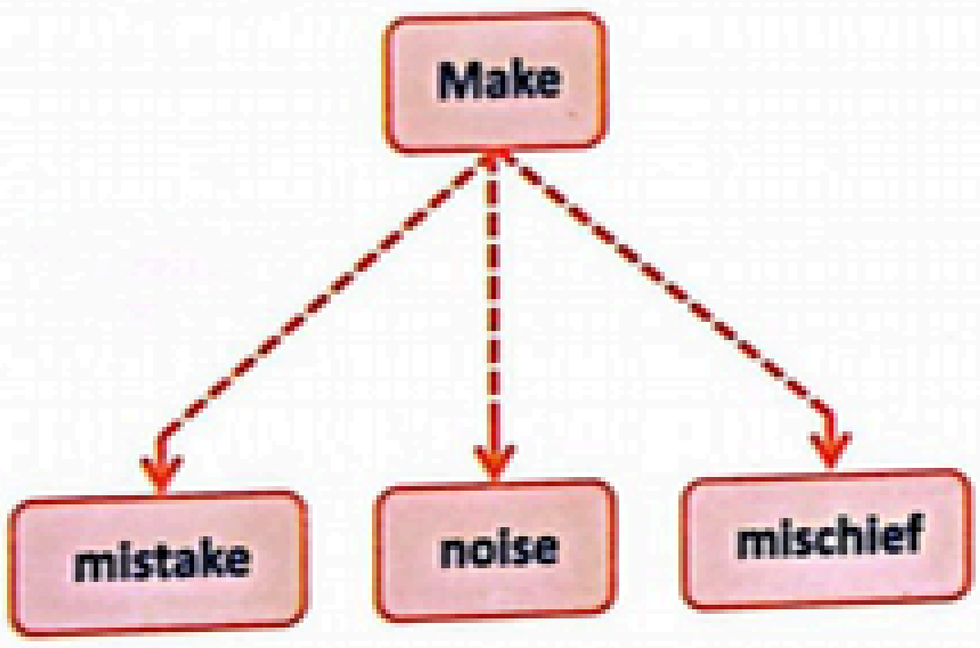
PAST PAPER QUESTIONS

A) He walked as though he is lame.
B) He walked as though he was lame.
C) He walked as though he were lame.
D) He walked as though he may have been lame. (2010)

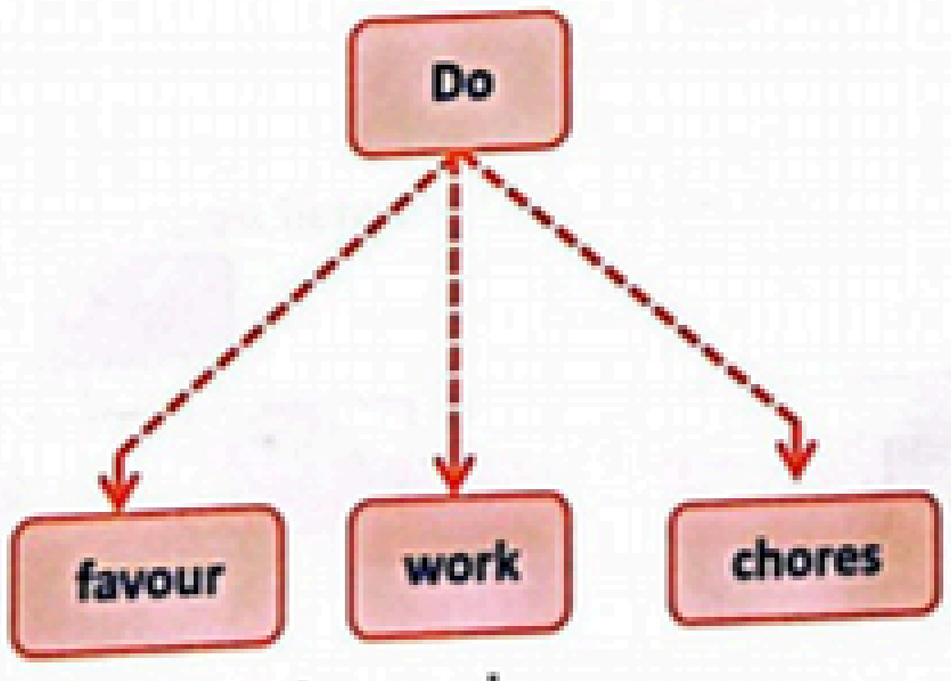
COLLOCATION:
The combination of words formed when two or more words are often used together in a way that sounds correct. (Cambridge Dictionary)

EXAMPLE:
Hydrochloric Acid is a **strong/powerful** acid whereas Boric Acid is a **weak/feeble** acid.

RULE 1:
The words '**make**' and '**do**' should be used according to their proper collocation.
Do generally refers to the action itself, and **make** usually refers to the results.



- Each star **makes/passes** its voyage in complete loneliness.
- You can **make/do** better use of scientific method in your everyday living.
- I tried to **do/make** living here.



- It **did** more harm to white cells than good.
- No words can **do justice** to the experience.

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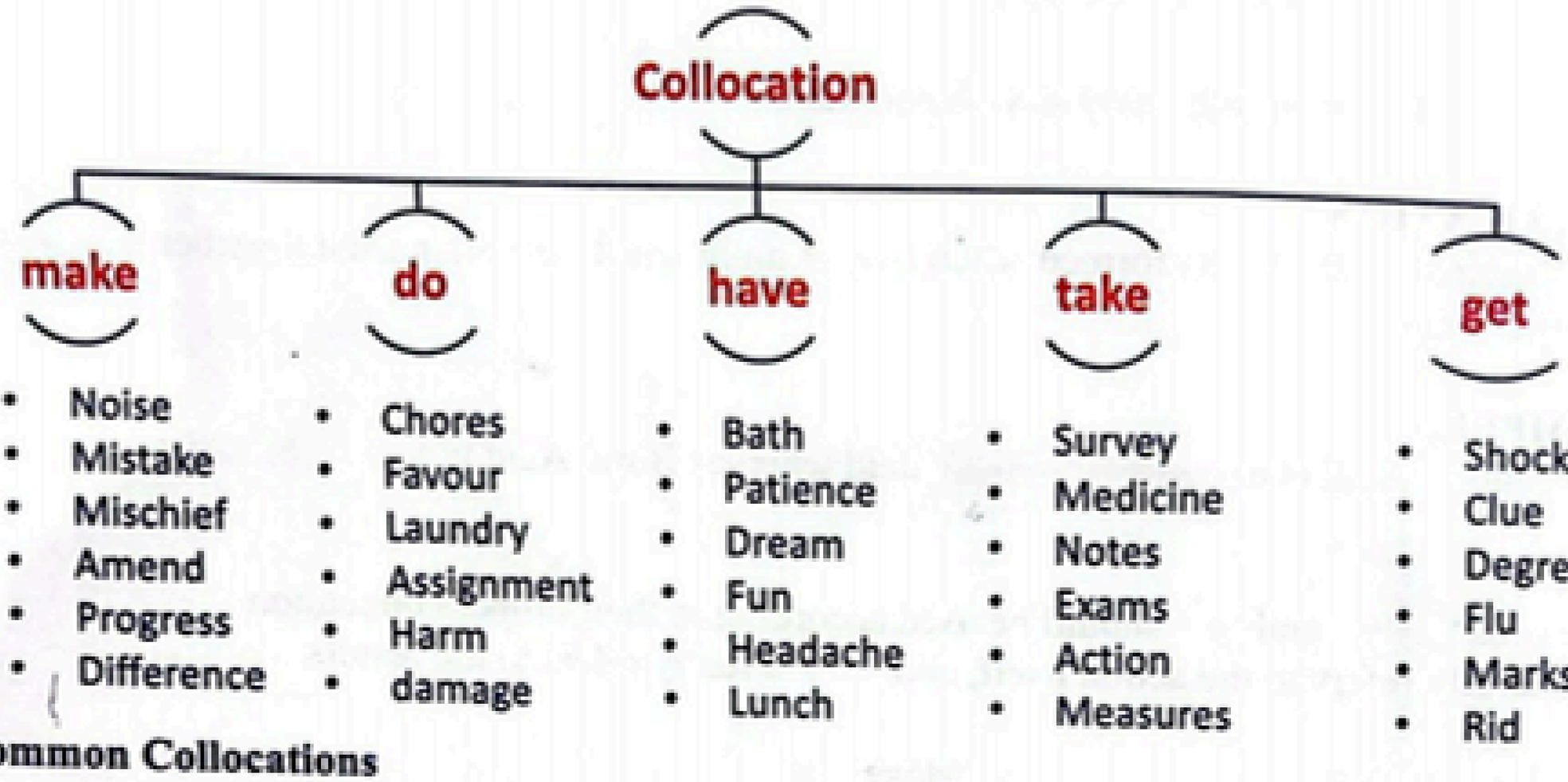
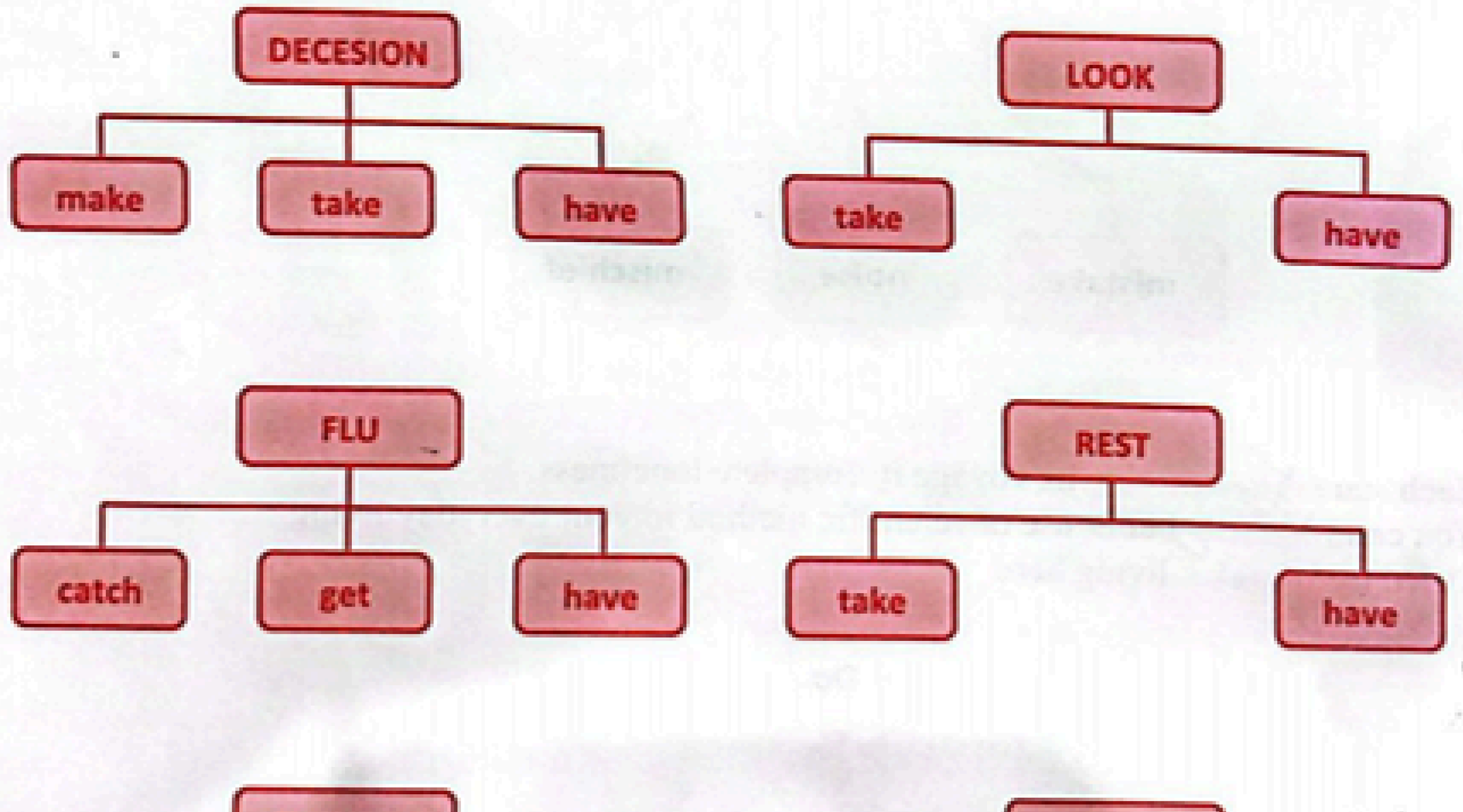
General Collocations

Do take care while using the collocation of certain words like fast, quick, have, take, get, catch, keep, pay, go, etc.



Common Collocations



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LET'S PRACTICE

- He followed them closely hoping to keep / do a glimpse of their faces.
- Give/take a look at yourself.
- Please do/make a decision without delay.
- I'd end up with my family at the country poor farm if I tried to do / make a living here.

COORDINATING CONJUNCTION

COMBINATION OF CLAUSES

CUMULATIVE — Conjunctions that add one statement to another.

ADVERSATIVE — Conjunctions that express contrast between two statements.

ALTERNATIVE — Conjunctions that express a choice between two alternatives.

ILLATIVE — Conjunctions that express an inference (result)

CUMULATIVE adds one statement to the other.

(i) Julie has a guitar.
(ii) She plays it well.

Julie has a guitar **and** she plays it really well

More Emphatic

- both—and
- not only—but also

ADVERSATIVE expresses contrast between two statements.

(i) He made me another plough.
(ii) I never liked the second one.

(ii) He made me another plough, **but** I never liked the second one.

More Emphatic

- yet

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LET'S PRACTICE

- It had a long strap, and / but she carried it slung across her shoulder.
- Today our city streets are paved and well-drained, or / and they are cleaned regularly.
- It was an area notorious for sandstorms as well as / but also for dried-up waterholes.
- We both sat down but / and looked at each other.
- I tried to hold myself, but / and I couldn't do it.
- You thought I was going to say, so / but I didn't snatch people's pocketbooks.

ALTERNATIVE expresses a choice between two alternatives.
(i) Would you like a coffee?
(ii) Would you like a tea?

Would you like a coffee **or** a tea?

More Emphatic
- either—or
- neither—nor

LET'S PRACTICE

- Beneath the scarf there was neither / either a tie nor a collar.
- Was it only the century, and / or was it an epoch?
- Life can exist where the temperature is neither too hot nor / and too cold.
- The stolid creature, scarcely feeling the blow, merely moved a step and / or two forward.
- The travelers now had neither food nor / not water

ILLATIVE expresses an inference or result
(i) Anna needed some money.
(ii) She took a part-time job.

Anna needed some money **so** she took a part-time job.

Other Words
- for
- thus
- therefore
- that's why

LET'S PRACTICE

- These people outside seemed to be enjoying the music, for / and they were listening in silence.
- He thought of the Gulistan as one of the bibles of the world, but / for he found in it the universality of moral law.
- They looked disappointed, for / and he had come empty-handed.
- He pushed down the top wire, yet / so he could cross the fence.
- Their culture plates were never contaminated, for / or the air was too pure.

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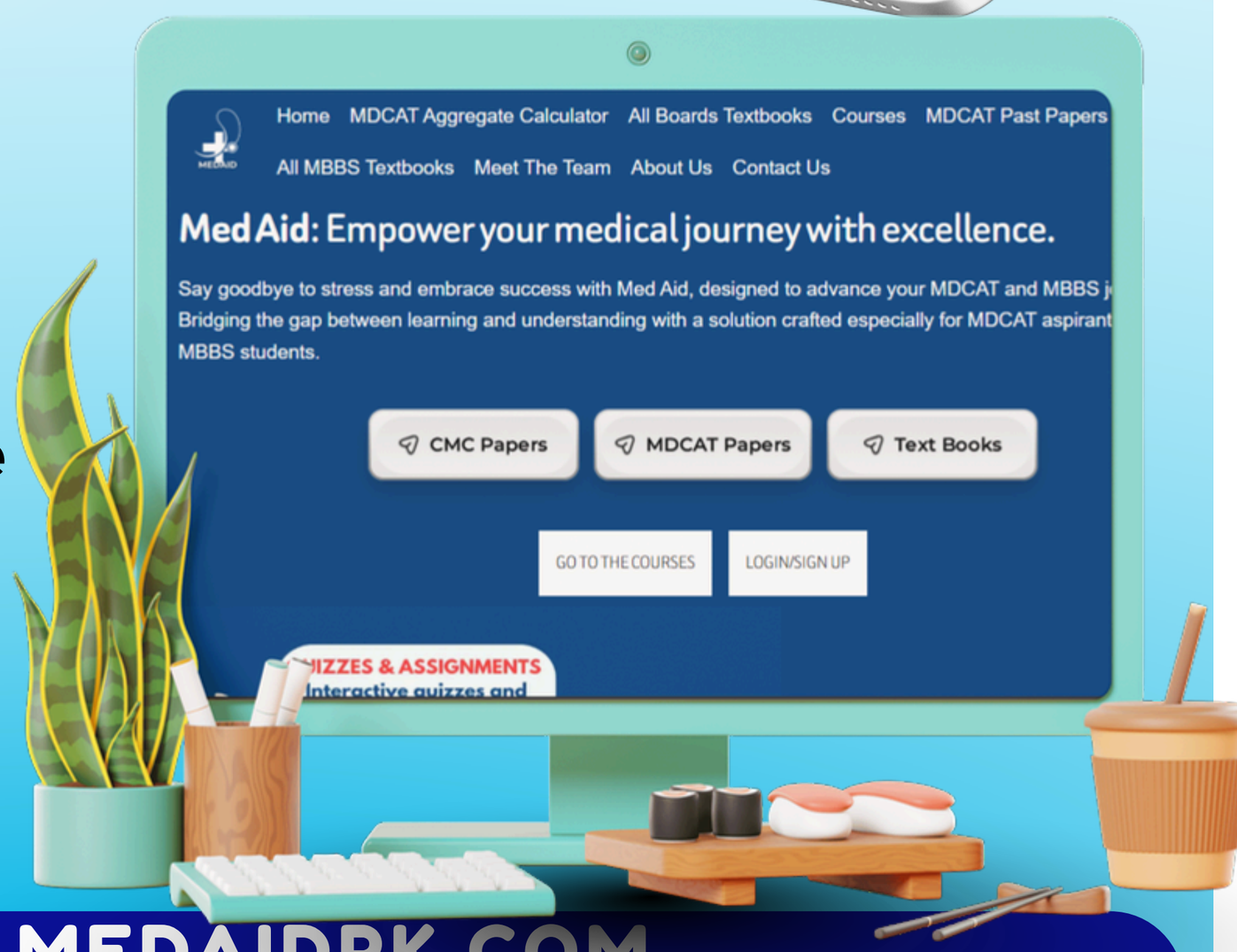

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F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

FANBOYS is a handy mnemonic device for remembering the coordinating conjunctions:
for, and, nor, but, or, yet, so.
FANBOYS can connect **words**, **phrases**, and **clauses**, like this:

Words:

- I am almost dressed **and** ready.

Phrases:

- My socks are in the living room **or** under my bed.

Clauses:

- They smell really bad, **so** they will be easy to find.

Notice the comma in the final example.
You should always have a **comma** before **FANBOYS** that join two independent clauses.

You wore a lovely hat but didn't wear anything else.

My hamster loved to play and often ate marshmallows.

You wore a lovely hat, but you didn't wear anything else.

My hamster loved to play, so I gave him a hula-hoop.

F **For: Reason:**
There was no use of Hubert's protest, **for** nobody believed him.

A **And: Addition:**
It had a long strap, **and** it slung across her shoulder.

N **Nor: Option:**
The women did not watch the boy, **nor** did she watch her purse.

B **But: Contrast:**
Norma tried to lift it off, **but** it was locked in place.

O **Or: Option:**
You will dig the grave, **or** before the king shall you go.

Y **Yet: Contradiction:**
Everybody was concerned, **yet** Kathrine persisted.

S **So: Conclusion:**
The doors of the other rooms were open, **so** they were not alone.

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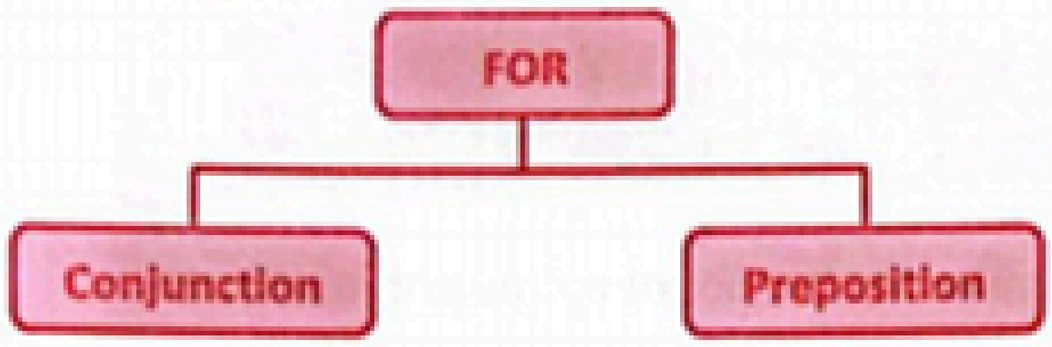
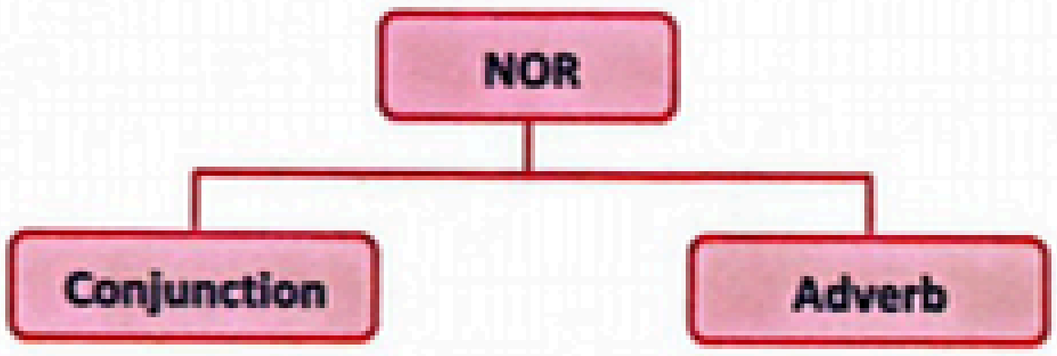


For (Preposition)
Used to show who is intended to have or use something.

Example:
There is a letter **for** you.

For (Conjunction)
Used to introduce the reason for something mentioned in the previous statement.

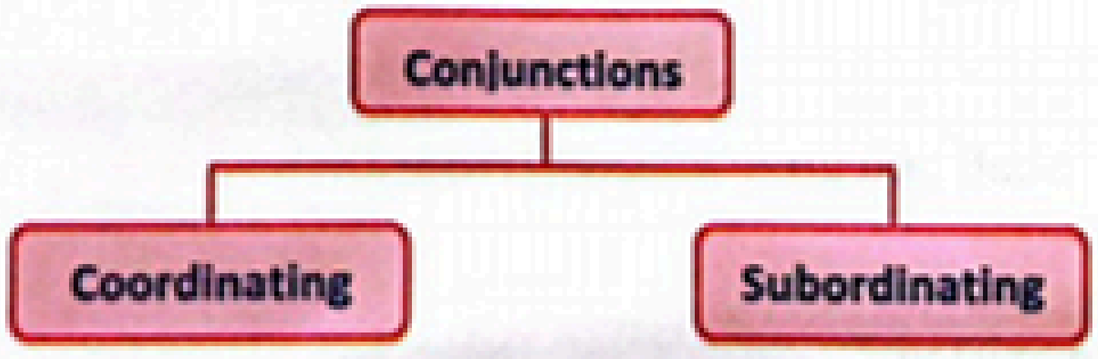
Example:
We listened eagerly, **for** he brought news of our families.



Nor (Conjunction)
Used as a function word to introduce the second and each following members of a series of items each of which is negated.
Example:
It was not my fault, **nor** his.

Nor (Adverb)
Example:
She didn't call me, and **nor** did she send a message.

COMBINATION OF CLAUSES



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SUBORDINATING CONJUNCTION

Complex sentences beginning with subordinating clauses are separated by "comma".

If | Clause | , | Clause

If you push the button, someone will die.

When | Clause | , | Clause

When the phone rang, she picked up the receiver.

Before | Clause | , | Clause

Before Chips could walk, they considered themselves engaged.

Although | Clause | , | Clause

Although his lips moved, he could not even say that.

Because | Clause | , | Clause

Because it was so simple, it was very valuable.

Since | Clause | , | Clause

Since germs are alive, germs can be killed.

As | Clause | , | Clause

As she opened the door, she saw the package.

Rule 2.

- Use a complete **clause** after a subordinating conjunction **(Although)**.
- Use a **phrase** after a preposition **(Despite)**.

- **Phrase or Clause?**
- 1. Stars P
- 2. shone P
- 3. at night P
- 4. Stars shone at night. C

Examples

- *Although* his apology, we were still angry. **(Incorrect)**
  Despite his apology, we were still angry. **(Correct)**
  Although he had apologized, we were still angry. **(Correct)**

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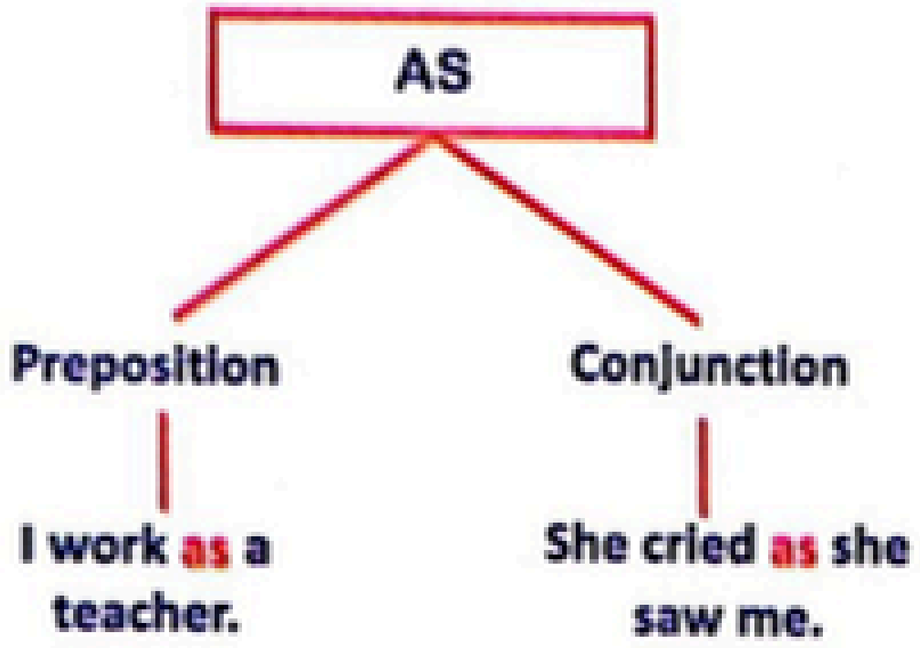
LET'S PRACTICE

1. Despite / Although having to use an interpreter, I was able to find out.
2. He remained, for instance, a Conservative in politics, although / despite all her radical-socialist talk.
3. We were all, quite apparently, thinking of that, though / despite no one had as yet spoken of the thing.
4. Despite / Though the watch was so fine, it never had a fine chain.



Note: As can be used as an adverb.
He is as tall as I.

Example

- He did like / as he was told.
- She looks smart as / like her mother.

PAST PAPER QUESTION:

A) She felt unreal to the voice informed her of the subway accident.
B) She felt unreal as the voice informed her of the subway accident.
C) She felt unreal that the voice informed her of the subway accident.
D) She felt unreal for the voice informed her of the subway accident.

LET'S PRACTICE

- He had never met anyone as / like her.
- Like / As doctors often do, I took a trial shot at it as a point of departure.
- Anything grown in new ground as / like this has a better flavor.
- The Magi, like / as you know, were wise men.
- The big leaves fell as / like yellow rain drops to the ground.
- She glared at the carton like / as she unlocked the door.
- Locusts were going to be as / like bad weather.

PAST PAPERS

A) As she said, the computer was programmed by Mona.
B) Just like she said, the computer was programmed by Mona.
C) As like she said, the computer was programmed by Mona.
D) Just like she had said, the computer was programmed by Mona.

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Rule 3:

Until refers to the point in time, whereas unless is used to talk about a situation or condition.

Example

Until / Unless 1849 the industry had flourished consistently. **(Incorrect)**

Example

If not (unless)

It was too steep for my feet to hold *until / unless* I braced myself. **(Incorrect)**

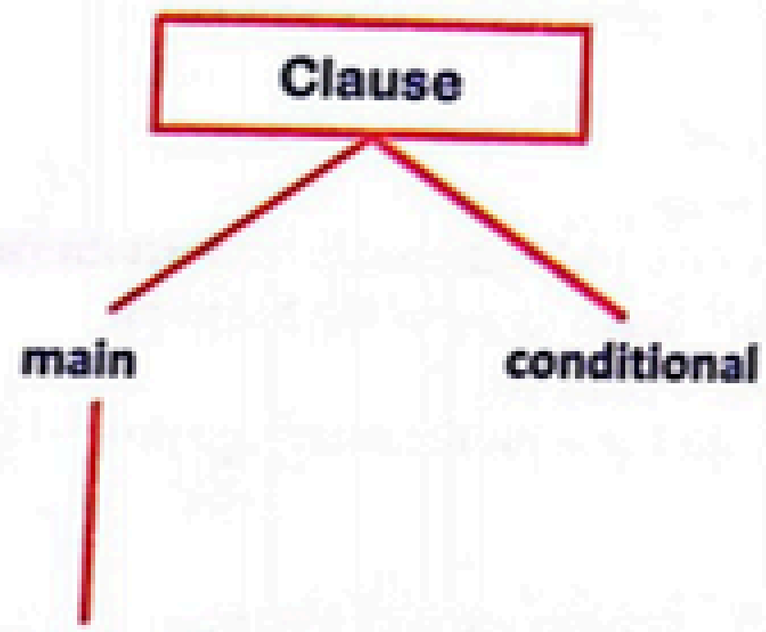
COMPLEX SENTENCE

Conditional Sentences

Expressing something that must happen or be true if another thing is to happen or be true.

COMBINATION OF CLAUSES

CONDITIONAL TYPE – 1



- *Interrogative*
- *declarative*
- *negative*
- *imperative*

Conditional clause		*Main clause*
If + subject 1st form (s/es)	/	Subject + shall/will + 1st form

If she turns him loose, will he run away?
Will he run away if she turns him loose?

PROBABLE MISTAKES

1. Will he run away if she *will* turn him loose? X
2. Will he *runs* away if she *turns* him loose? X
3. Will he run away if she *turn* him loose? X

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ZERO CONDITIONAL

refers to general truths, such as scientific facts.

If + subject 1st form (s/es) / subject + 1st form (s/es)

If He creates insects in stones, He supplies their food there too.
If you heat water about hundred degree, it boils.

ALSO NOTE:

Imperative conditional sentence

- If you feel inclined, sleep again.
- If you agree, let us buy a piece of cloth for Mehrun's suit.
- If we are to be interrupted, let us be found employing ourselves in something appropriate.
- You should be able to construct a right pretty rocket if you work alone about thirty years.

LET'S PRACTICE

1. If the king eats one apple from the garden of a subject, his slaves will pull / pull down the whole tree.
2. If we stay here, we'd / we'll change.
3. If I turn / turned you loose, will you run?
4. If you pushed / push the button, somewhere in the world someone you don't know will die.
5. If you don't / didn't do what the doctor says, you'll have to go to the hospital.
6. If you do not dig it, before the king you shall go / would go.
7. If you have no objection, I send / will send my mother with the marriage proposal.

PAST PAPER QUESTIONS:

1. A) We will discuss your problem as soon as the committee will leave.
   B) We will discuss your problem as soon as the committee left.
   C) We will discuss your problem as soon as the committee may leave.
   D) We will discuss your problem as soon as the committee leaves.
2. A) When this war is over, no nation will be isolated either in war or in peace.
   B) When this war is over, no nation will be either isolated in war or peace.
   C) When this war is over, no nation will neither be isolated in war or in peace.
   D) When this war is over, no nation will be isolated in war or in peace.
3. A) When (if) the fact failed him, he questions his senses.
   B) When (if) the fact failed him, he questioned from his senses.
   C) When (if) the fact fails him, he questions his senses.
   D) He will question his senses, when (if) the fact will fail him.

CONDITIONAL TYPE – 2

If + subject + 2nd form / subject + would+ 1st form

- If he got extra money, it would go in the box.
  It would go in the box if he got extra money.

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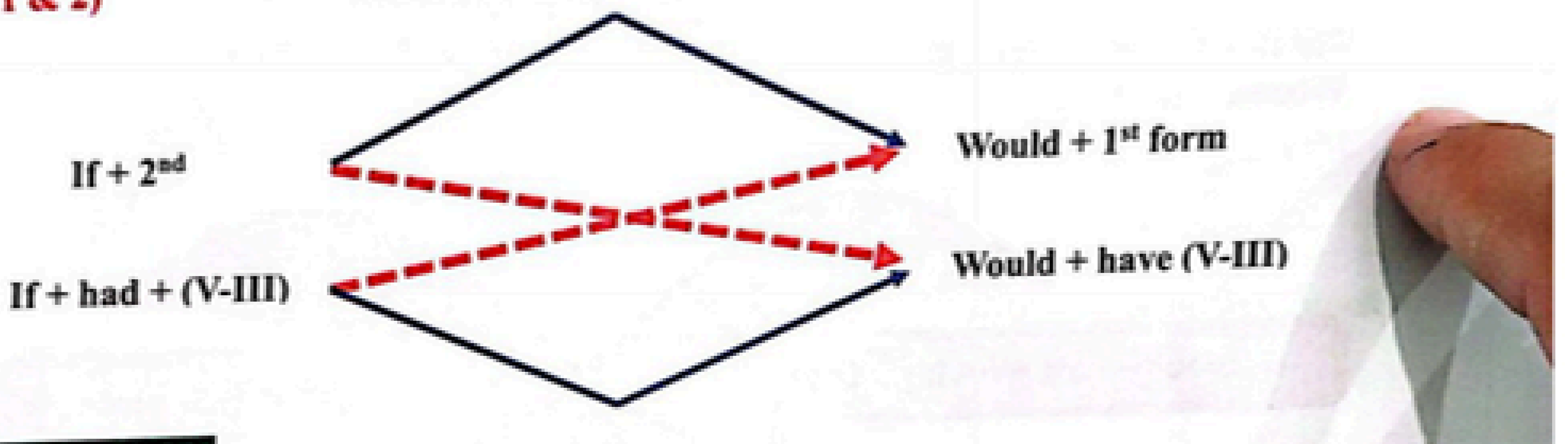
If + subject + did not + 1st form / **subject + would+ 1st form**

- If he **did not dig** the grave, people **would take** him to the king.
  People **would take** him to the king if he **did not dig** the grave.

if + subject + had (3rd form) / **subject + would+ have (3rd form)**

- If it **had been** someone else, I **would have wangled ten rupees.**
  I **would have wangled ten rupees** if it **had been** someone else.
  Had it **been** someone else, I **would have wangled ten rupees.**

PROBABLE MISTAKES
(Type 1 & 2)



LET'S PRACTICE

- If he returned, he **will / would** be unharmed.
- Had it been someone else, I could easily **wangle / have wangled** ten rupees.
- He would be skating champion all right, if he really **gave /gives** all his time to it.
- If a queen **had lived / lived** in the rooms near theirs, Della **would have washed and dried** her hair where the queen could see it.
- If the wheels had been allowed to spin, they **would dig / would have dug** themselves deeper.
- If I tried to make a living here, I **would end / would have** ended up with my family.
- If a king **lived / had lived** in the same house, Jim would have looked at his watch every time they met.
- If he ever received some extra money, this bonus **will / would** usually be locked up in a tin box.

PAST PAPER QUESTIONS:

1. A) If you had asked him, he would **had accepted** the offer with alacrity.
   B) If you had asked him, he would **have being** accepted the offer with alacrity.
   C) If you had asked him, he would have accepted the offer with alacrity.
   D) If you had asked him, he would **been** accepted the offer with alacrity.

2. A) Masood told me that he would hire more salesman if he **is** in my position.
   B) Masood told me that he would hire more salesman if he **has been** in my position.
   C) Masood told me that he would hire more salesman if he **has** my position.
   D) Masood told me that he would hire more salesman if he had been in my position.

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TIME CLAUSE

TIME MARKERS

- When
- Before
- By the time

4 Subject + had (3rd Form) **when** subject +2nd Form

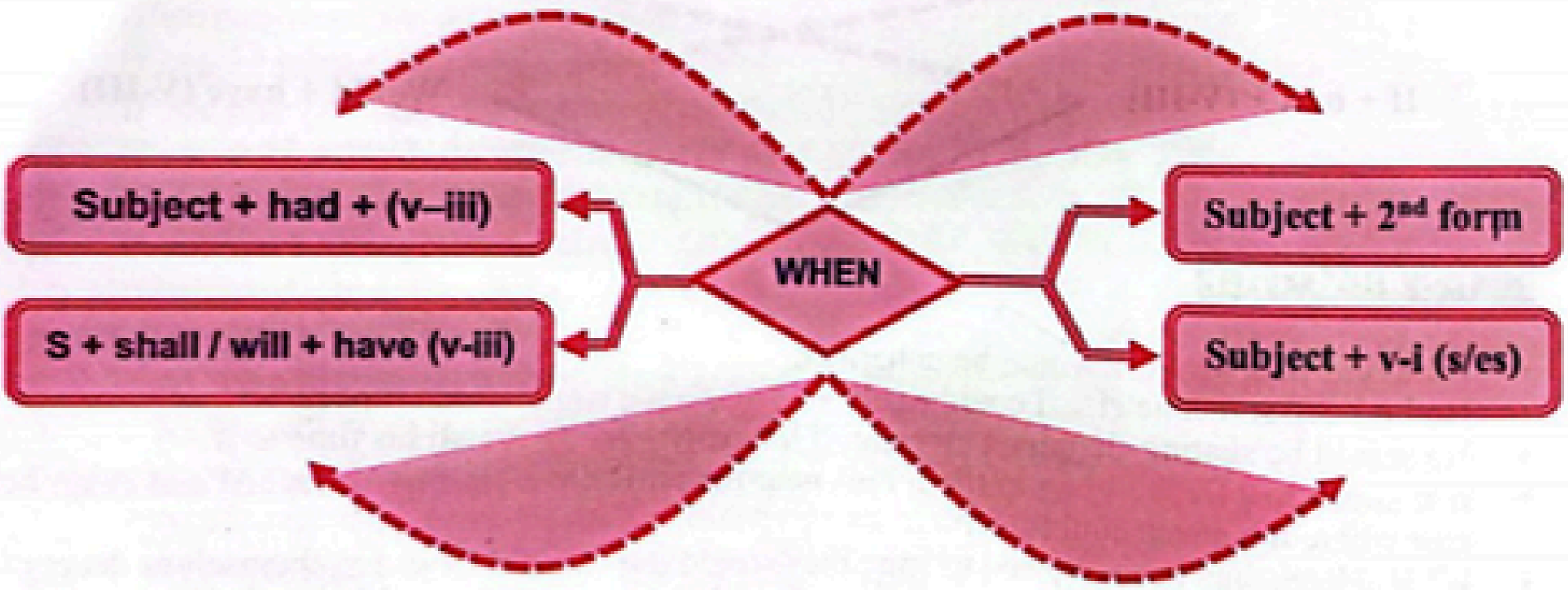
- Something had wasted two days **when** he got back.
  When he got back, something had wasted two days.

5 Subject + shall / will have (3rd Form) When + subject + 1st form (s/es)

- The world will have perhaps lost its crossness **when** you grow up.
- **When** you grow up, the world will have perhaps lost its crossness.

PROBABLE MISTAKES

When-clause 4 & 5



PAST PAPER

1. (A) He suddenly remembered that he **has** left his house unlocked.
   (B) He suddenly remembered that he had left his house unlocked.
   (C) He suddenly remembered that he **may** have left his house unlocked.
   (D) He suddenly remembered that he **will have** left his house unlocked.

2. He came to the hurdles **that he remember**, over which once he had won so easy a victory.
   A) B) C) D)
   (B-that he remembered)

3. She had left him with a calmness and a poise **that accord** well with his own inward emotions.
   A) B) C) D)
   (C- that accorded)

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UNIT 6 MISCELLANEOUS GRAMMATICAL ERRORS

In this unit, we will discuss miscellaneous mistakes related to the following grammatical points:

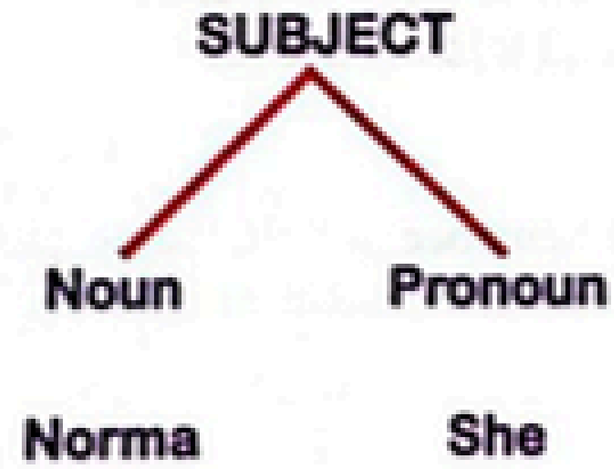
- **Repetition/ Redundancy/ Doubling/ Wordiness**
- **Dangling/ misplaced/ Squinting Modifiers**
- **Parallelism/ Fragment/ Run-on Sentence**

MISCELLANEOUS MISTAKES

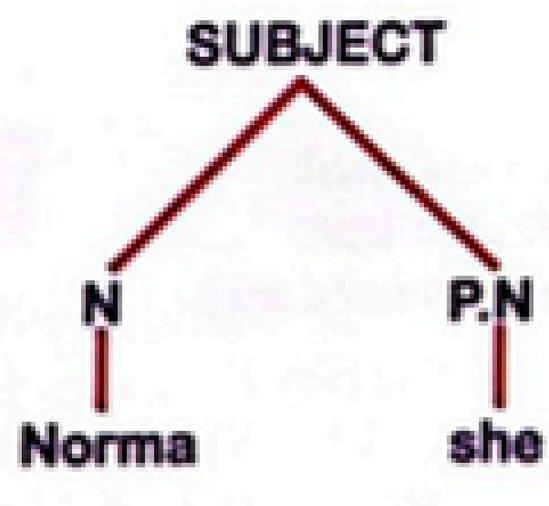
- Repetition and Doubling
- Redundancy and Wordiness
- Run-on and Comma splice
- Fragment
- Parallelism
- Modifiers

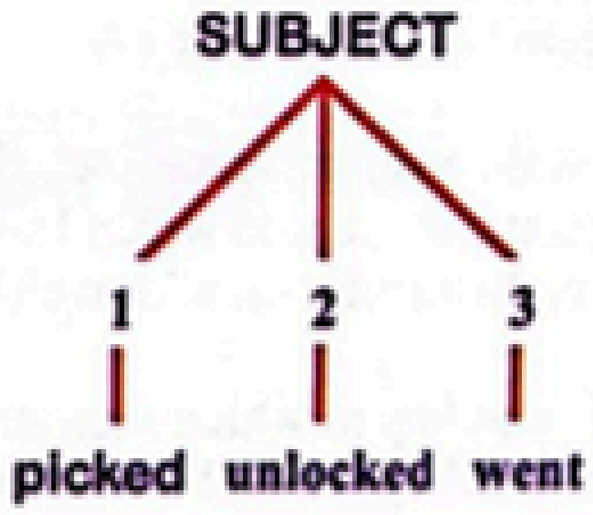
Rule No. 1

Repetition of the same subject in the same sentence is wrong. Subject may be some noun or pronoun. The same subject cannot be represented by using both noun and pronoun.



If more than one actions are performed by the same subject, we use that subject word (either a noun or a pronoun) once only.





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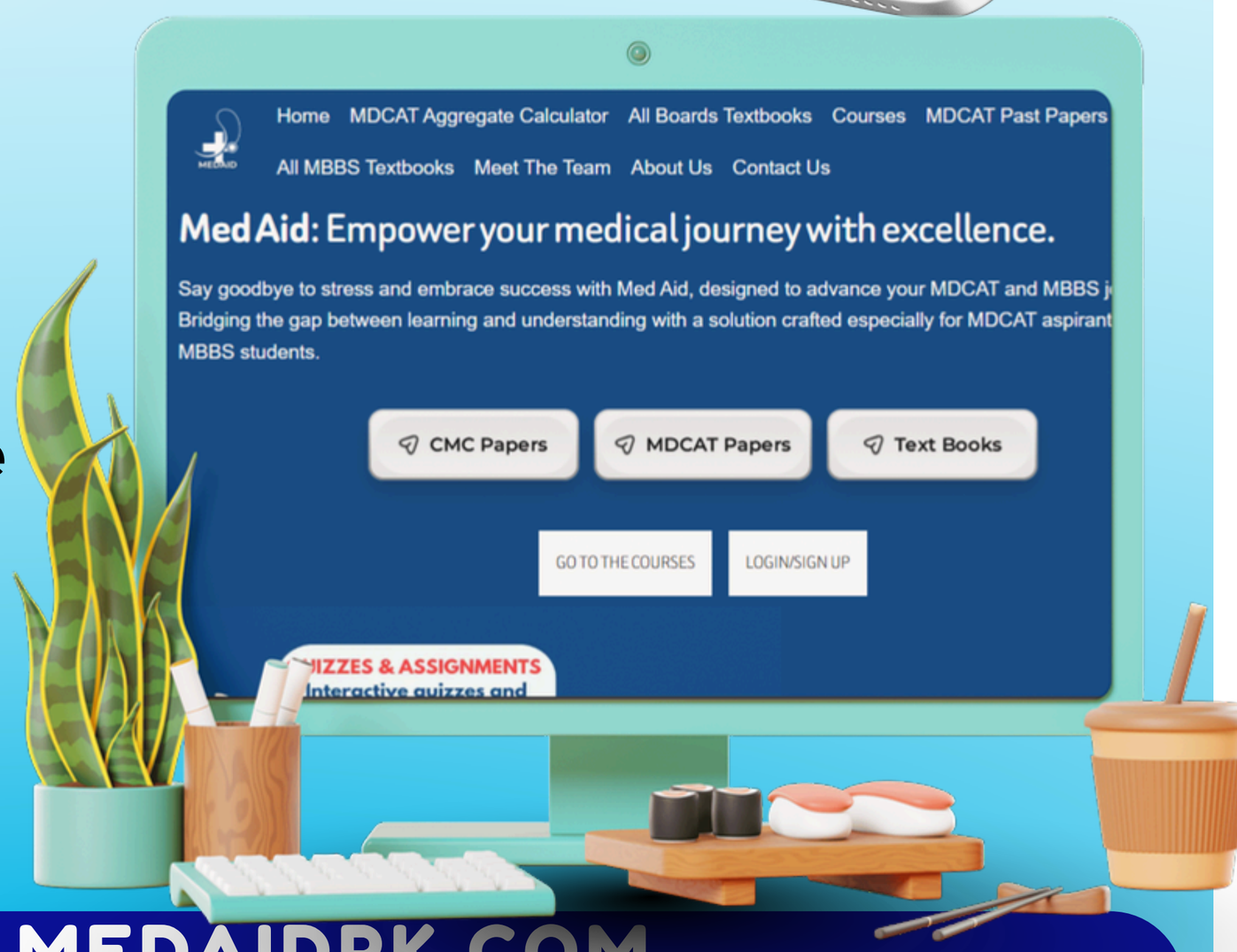

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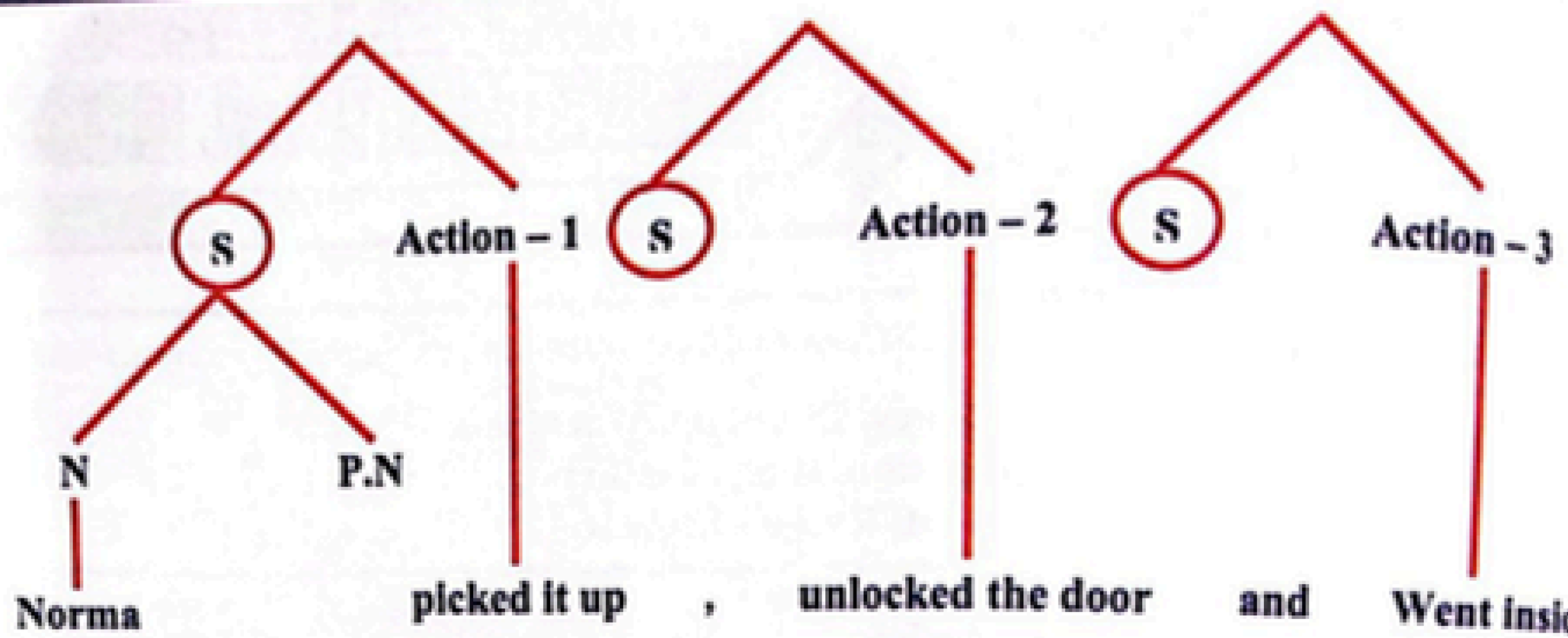


Past Paper Question:

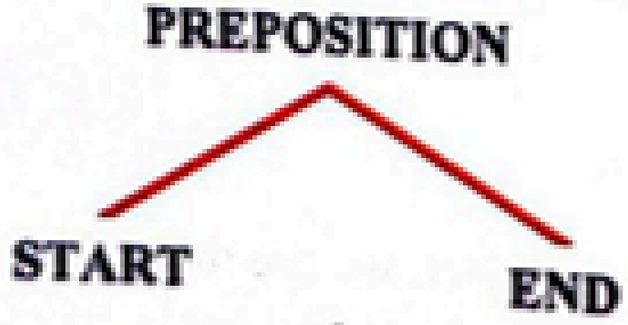
A) Norma picked it up, unlocked the door and **she** went inside.
B) Norma picked it up, **she** unlocked the door and went inside.
C) Norma picked it up, **she** unlocked the door and **she** went inside.
D) **Norma picked it up, unlocked the door and went inside.**

LET'S PRACTICE

A) He took his pocket knife from his pocket, and he cut a wisp of alfalfa.
B) He took his pocket knife from his pocket, and cut a wisp of alfalfa.
A) He staggered inside and he lay down on the floor to be ill.
B) He staggered inside and lay down on the floor to be ill.
A) The boy had been thrilled by it, naturally, and he had told his friends.
B) The boy had been thrilled by it, naturally, and had told his friends.

Rule No. 2

Repetition of the **same preposition** in the same sentence for the same purpose is wrong. However, you can use as many different prepositions in a sentence as are needed.



✓ **To** whom are you talking?
✓ Whom are you talking **to**?
✗ **To** whom are you talking **to**?

✓ KIPS is the institution **with** which I wanted to be associated.
✓ KIPS is the institution which I wanted to be associated **with**.
✗ KIPS is the institution with which I wanted to be associated **with**.

✓ That is a policy **to** which I am strongly opposed.
✓ That is a policy which I am strongly opposed **to**.
✗ That is a policy **to** which I am strongly opposed **to**.

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LET'S PRACTICE

A) To whom shall I complain against your brutality to if I am to seek justice from your hand?
B) To whom shall I complain against your brutality if I am to seek justice from your hand?

A) The caravan with which Christopher was travelling with insisted on making a lengthy detour to water their camels.
B) The caravan with which Christopher was travelling insisted on making a lengthy detour to water their camels.

A) I did remember the rummage sale to which I sent all my old clothes to.
B) I did remember the rummage sale to which I sent all my old clothes.

PAST PAPERS QUESTION

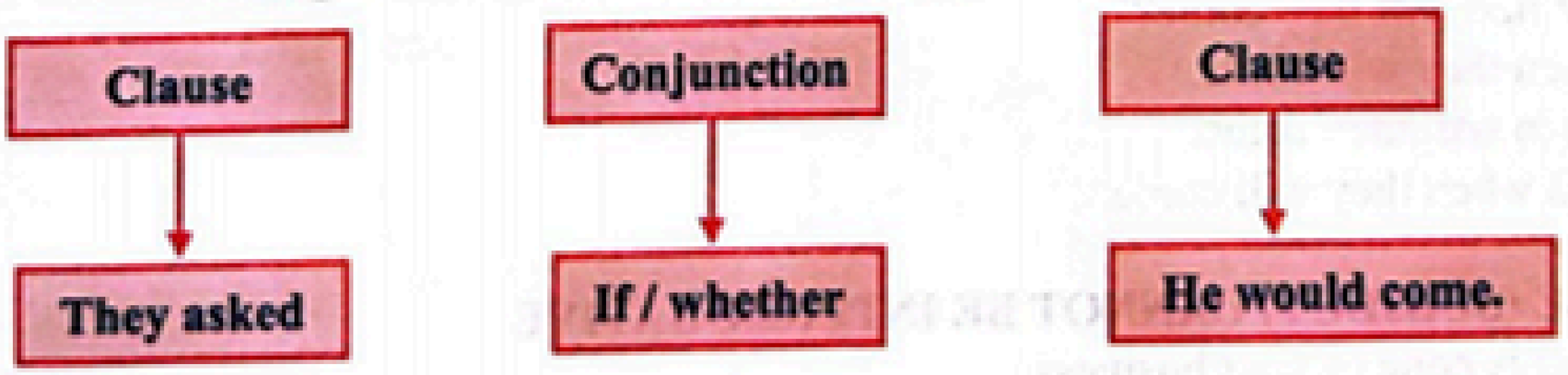
1. His first adventure was to go round through the world at minimum cost.
   A) B) C) D) C-(remove through)
2. They did not guess how closely he had kept in touch with across the road.
   A) B) C) D) (D-from across)

Rule No. 3

Use of **double conjunction** is wrong. The word **although, even though, if, whether, because, as, since, for** are used as conjunctions. Use of any other conjunction **(but, then, so, therefore)** with these words will be wrong.

- ✓ that (noun / pronoun)
- ✓ if (helping verb)
- ✓ whether (H.V)
- ✓ Question word ()
- ✓ imperative (to)

- He says, "**The earth** is round."
  He says **that** the earth is round.
- He asks, "Will he run away?"
  He asks **if** he will run away.
  He asks **whether** he will run away.
- He asks, "**When** will he come?"
  He asks **when** he will come.
- He says, "Get out."
  He orders **to** get out.



- ✓ They asked **if** he would come.
- ✓ They asked **whether** he would come.
- ✗ They asked **whether if** he would come.
- ✗ They asked **that if** he would come.

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LET'S PRACTICE

A) We thought you'd better look her over and tell us that what the matter is.
B) We thought you'd better look her over and tell us what the matter is.
A) He asked the new boys that if they had any family connections at Brookfield.
B) He asked the new boys if they had any family connections at Brookfield.
A) The truth is, Clay, you want money for because you need money.
B) The truth is, Clay, you want money because you need money.
A) The Governors asked Chips whether if he would carry on for the duration.
B) The Governors asked Chips if he would carry on for the duration.
A) Though the watch was so fine, yet it never had a fine chain.
B) Though the watch was so fine, it never had a fine chain.
A) The woman did not watch the boy to see that if he was going to run now.
B) The woman did not watch the boy to see if he was going to run now.
A) The villagers asked the quack that what he could cure.
B) The villagers asked the quack what he could cure.

Rule No. 4

Use of **double interrogative** in the indirect narration is wrong, or use of double interrogative in the subordinate clause is wrong.

DECLARATIVE SENTENCE

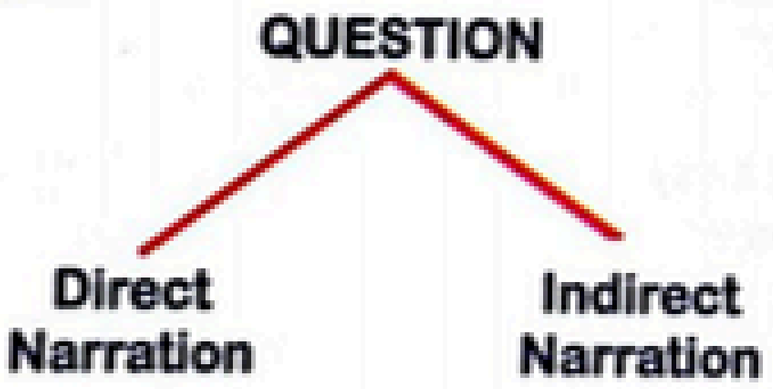
✓ They will come back.

INTERROGAIVE SENTENCE

✓ Will they come back?

DOUBBLE INTERROGATIVE

✓ When will they come back?



- I ask him, "When **will they** come?"
- ✓ I ask him when **they will** come.
- ✗ I ask him when **will they** come.
- I ask him **that** when they will come.

NOUN CLAUSE (SUBJECT) CANNOT BE INTERROGATIVE

- **When I get up** is none of your business.
- ✗ **When do I get up** is none of your business.
- **Where I go** is none of your business.
- ✗ **Where do I go** is none of your business.
- **How I manage it** is none of your business.
- ✗ **How do I manage it** is none of your business.

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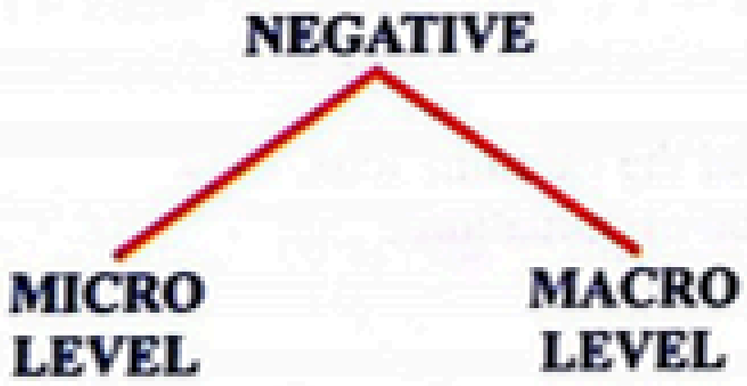
LET'S PRACTICE

A) She did not ask the boy where did he live?
B) She did not ask the boy where he lived.
A) They always tried to ask what did I not know?
B) They always tried to ask what I did not know.
A) One didn't guess what did lie ahead?
B) One didn't guess what lay ahead.
A) Maulvi Abul could not believe what had he just heard.
B) Maulvi Abul could not believe what he had just heard.
A) I got only a vague idea of what did they look like?
B) I got only a vague idea of what they looked like.
A) The king asked the boy why was he laughing in such a situation?
B) The king asked the boy why he was laughing in such a situation.
A) Margaret was wondering what could she do to help.
B) Margaret was wondering what she could do to help.
A) You are old enough to understand what am I saying?
B) You are old enough to understand what I am saying.

PAST PAPER QUESTION:

A) He asked us would we care to go.
B) He asked us if we would care to go.
C) He asked us we would care to go.
D) He asked us we will care to go.

Rule No. 5



Use of double negative is wrong. Some words, such as neither, scarcely, hardly, forbid, until, unless, lest, etc. are by default negative in sense and we can't write any other negative word (no, not, never) after them.

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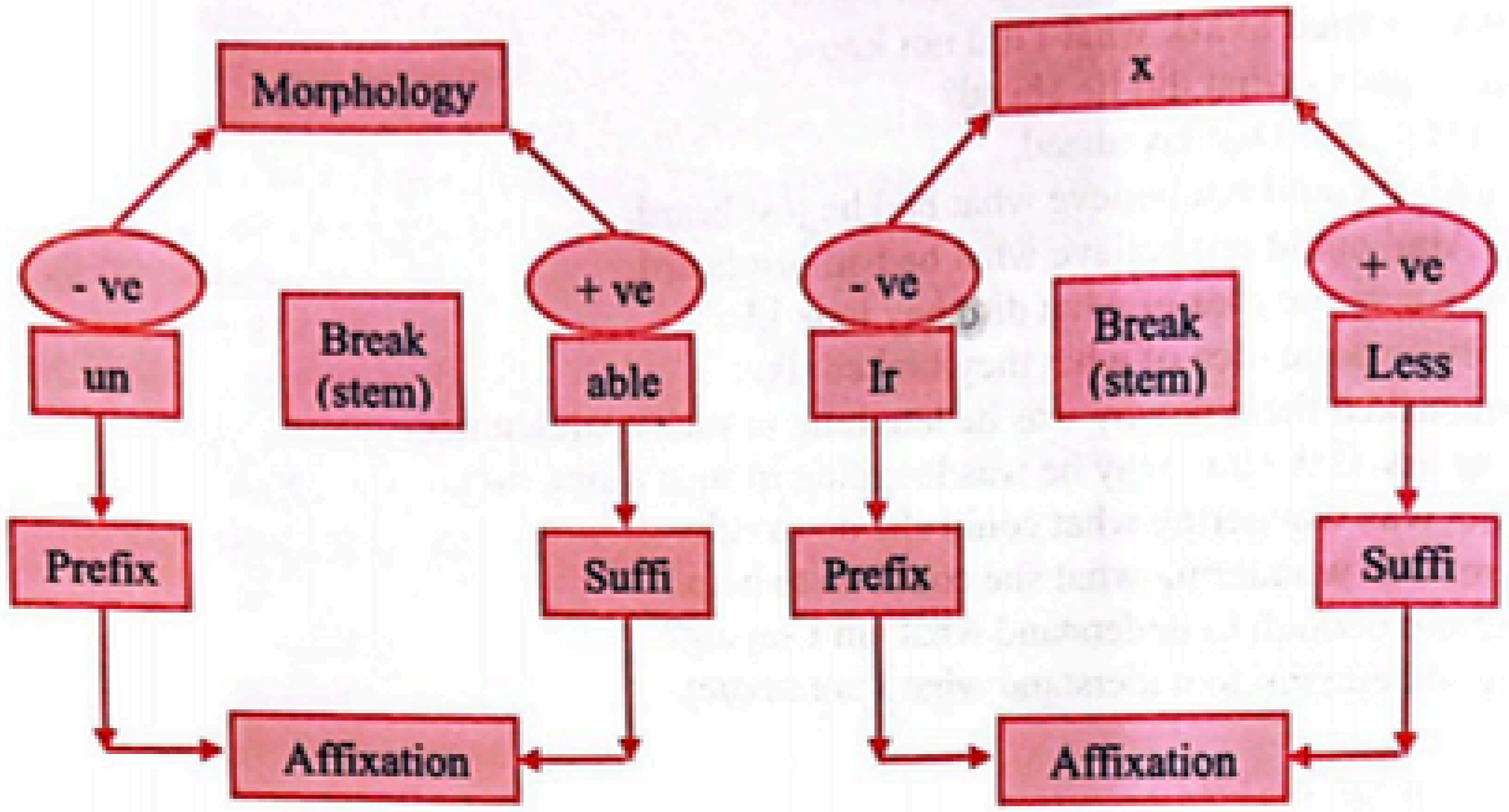
MICRO LEVEL:
(WORDS)



MACRO LEVEL:
(SENTENCE)

You won't understand **until** you **do not** reach three score and ten.
You won't understand **until** you **reach** three score and ten.

LET'S PRACTICE

A) I had not scarcely passed my twelfth birthday when I entered the examinations.
B) I had scarcely passed my twelfth birthday when I entered the examinations.

A) You won't understand until you do not reach three score and ten.
B) You won't understand until you reach three score and ten.

A) The stolid creature, scarcely not feeling the blow, merely moved a step or two forward.
B) The stolid creature, scarcely feeling the blow, merely moved a step or two forward.

A) I shall stay in Anatolia until the nation has not won its independence.
B) I shall stay in Anatolia until the nation has won its independence.

A) I don't need nothing more from His unlimited treasure of divine blessings.
B) I don't need anything more from His unlimited treasure of divine blessings.

A) I had never seen nothing extraordinary upon this high point of rugged land.
B) I had never seen anything extraordinary upon this high point of rugged land.

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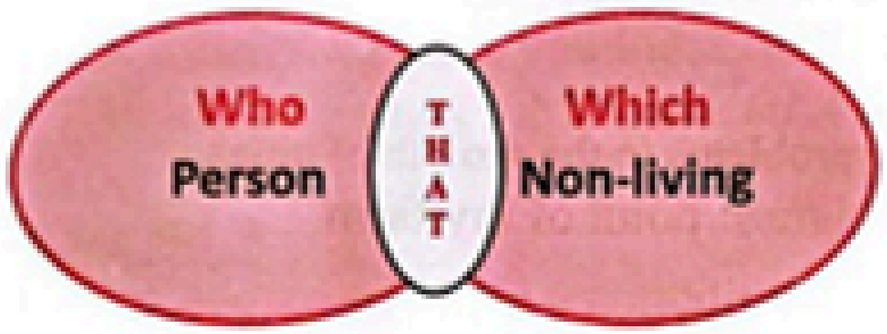
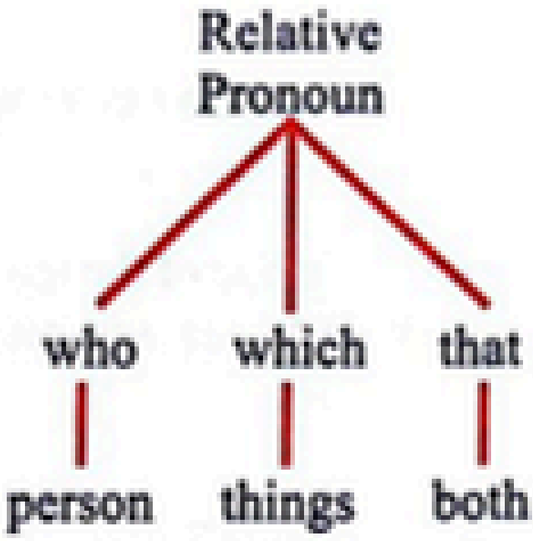
Rule No. 6

Repetition of the **relative pronoun** in a single sentence is wrong. We should not use both **which** and **that** for the same noun.





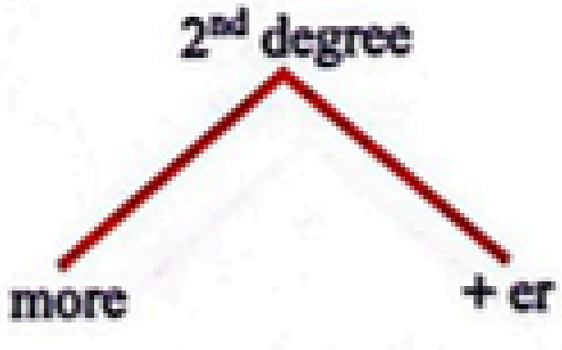
- He began to climb the second bluff **that which** lifted abruptly.
- He began to climb the second bluff that lifted abruptly.

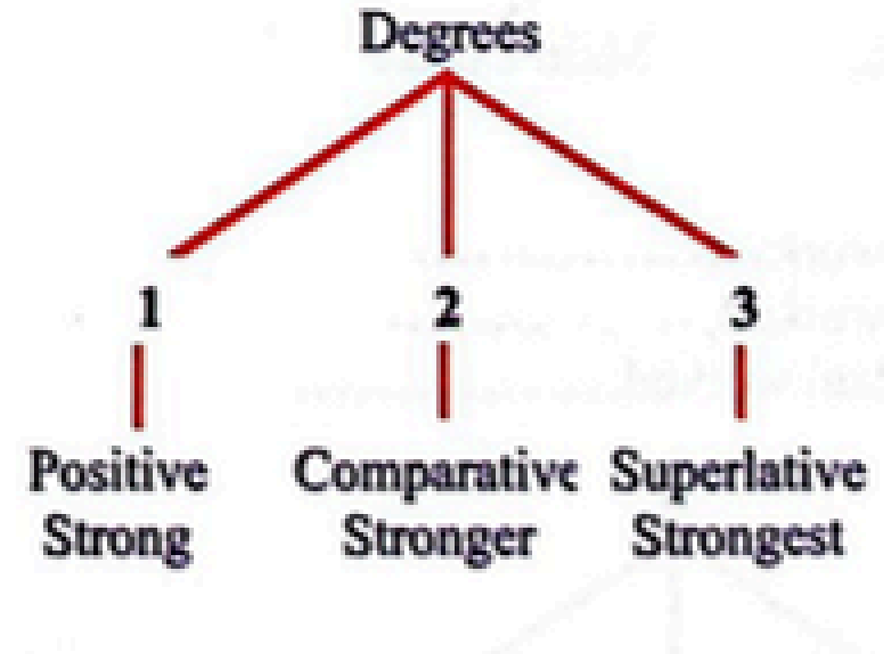
LET'S PRACTICE

A) The woman did not watch the purse that which she had left behind her on the daybed.
B) The woman did not watch the purse which she had left behind her on the daybed.
A) Whom could they choose but the man that who had worked for it all those years?
B) Whom could they choose but the man who had worked for it all those years?
A) All remained quiet except the slave that who in fear of being drowned began to cry and tremble.
B) All remained quiet except the slave who in fear of being drowned began to cry and tremble.
A) Often water came from sources that which contained disease-producing germs.
B) Often water came from sources that contained disease-producing germs.
A) He held a polished cane that which he twirled jauntily.
B) He held a polished cane that he twirled jauntily.

Rule No. 7

Use of **double comparative** (more stronger) or **double superlative** (most strongest) is wrong.





- Della's hair was **more beautiful** than any queen's jewels and gifts.
- Katherine had **cleverer** brain than Chips's.

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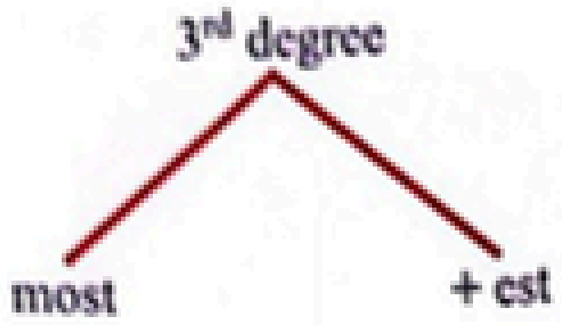


- Providing sufficient water has been one of the most important problems in the growth of cities.
- Whatever my father wanted me to see was on top of the highest point of my farm.

LET'S PRACTICE

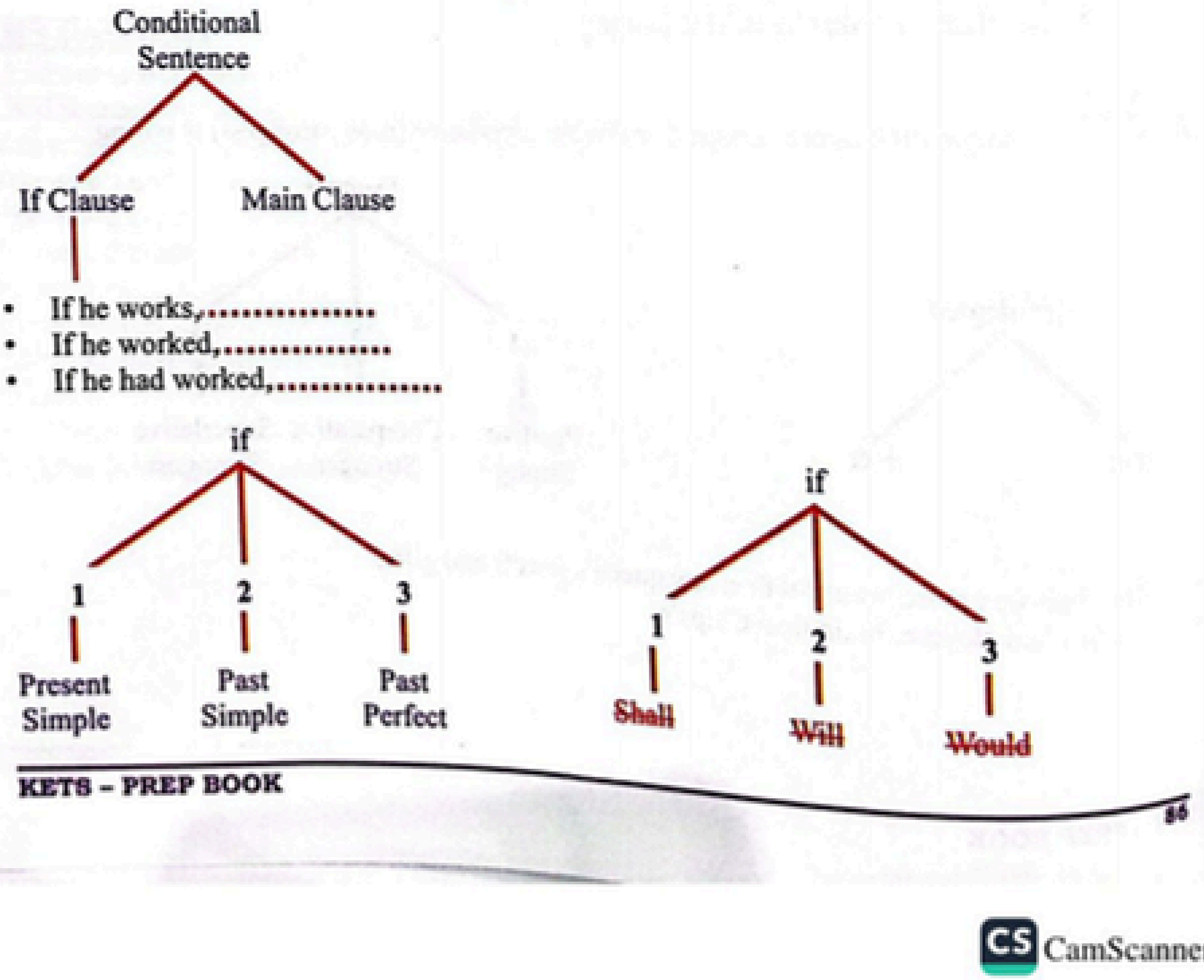
- The mountain rose more higher / higher and higher on the surface of the sun.
- In India in 1964-1965 there was the worst / most worst famine of the century.
- He felt a great deal stronger / more stronger / fitter and more fitter after his holiday.
- On a long table, attractively displayed, were the latest / most latest hit songs.
- He gave examples of other Courts and more greater / greater ones.
- It was easily the strongest / most strongest weapon yet forged in the fight against disease.
- You are more fitter / fitter than I am.
- She had a cleverer / more cleverer brain than Chips's.

Rule No. 8

Use of double future in a conditional sentence is wrong.

Do not use future tense in the conditional (if) clause.

Use Present Simple, Past Simple, or Past Perfect Tense in the Conditional Clause.



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LET'S PRACTICE:

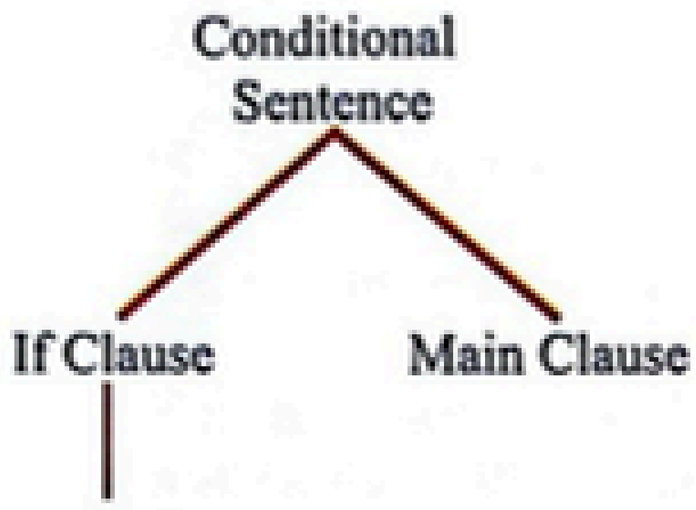
- If you push / will push the button, you will receive a payment of $50,000.
- If we shall stay / stay here, we'll all change.
- If you do / will not dig it, you shall go before the king.
- If you will not / do not do what the doctor says, you will have to go to the hospital.
- If I turn / will turn you loose, will you run?
- If you will allow / allow me, sir, I will begin.

Rule No. 9

Use of double would in a conditional sentence is wrong.

- Do not use "Would" in the conditional (if) clause.
- Use Past Simple, or Past Perfect Tense in the Conditional (if) Clause.

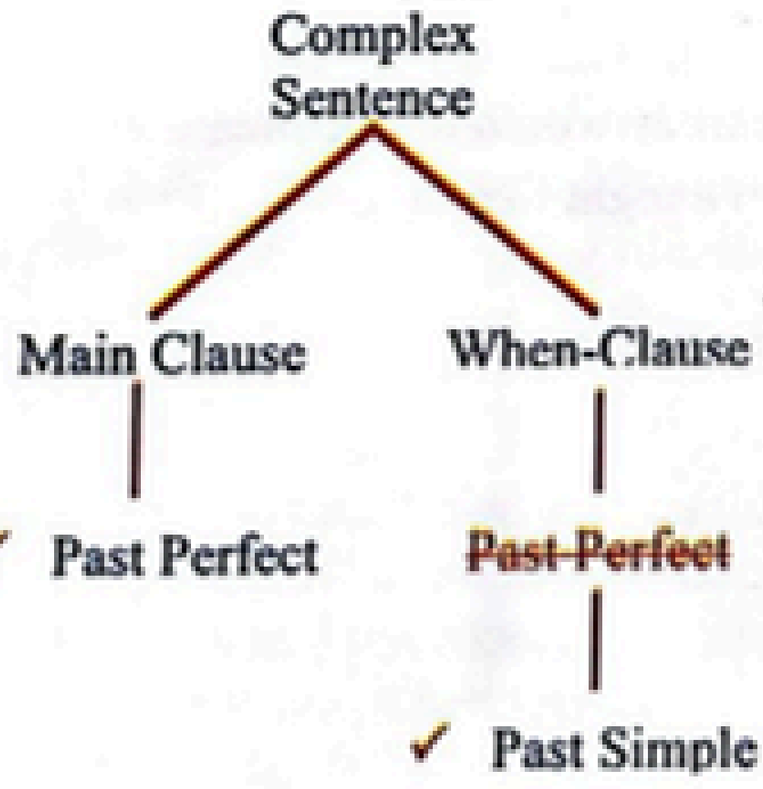
Example:



- If he would
- If he would try / tried to make a living at the country poor farm, he would end up with his family.
- If he had tried / would try to make a living at the country poor farm, he would have ended up with his family.

Rule No. 10

Use of double Past Perfect in both clauses of complex sentences is wrong.
Do not use "Past Perfect" in "when-clause".
Use Past Simple Tense in the "when-clause".



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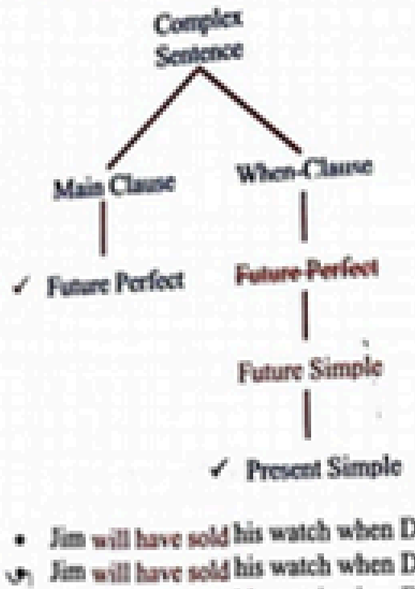
- She had just turned over the supper steaks when the telephone had rung.
- She had just turned over the supper steaks when the telephone rang.

Rule No. 11

Use of double Future Perfect in both clauses of complex sentence is wrong.

- Do not use "Future Perfect" in "when-clause".
- Use Present Simple Tense in the "when-clause".

Example:



- Jim will have sold his watch when Della ~~will have bought~~ a chain for it.
- Jim will have sold his watch when Della ~~will buy~~ a chain for it.
- Jim will have sold his watch when Della ~~buy~~ a chain for it.
- Jim will have sold his watch when Della buys a chain for it.

LET'S PRACTICE

1. Before the second star began / had begun to move away again, its tidal pull had become very powerful.
2. Even if everything would go / went well, the rest of the journey would not be pleasant.
3. If people were / would be smarter, they wouldn't be out on a night like this.
4. If he would return / returned he would be unharmed.
5. His father had died when he had become / became a court acrobat.

Rule No. 12

(Redundancy)

Redundancy is the use of two or more words that say the same thing, and it is wrong.

Word	Redundant
Proceed Forward	Forward
Progress Forward	Forward
Advance Forward	Forward
Push Forward	Forward
Return Back	Back
Refer Back	Back
Retrieve Back	Back

- Hubert kept claiming his innocence, reiterating again and again: "A piece of string, a piece of string."
  Hubert kept claiming his innocence, reiterating: "A piece of string, a piece of string."
- He picked a wandering stray locust off his shirt.
  He picked a stray locust off his shirt.

Word	Redundant
New Innovation	New
New Discovery	New
Brief Summary	Brief
Main Chief	Main
Past History	Past
Honest Truth	Honest
True Fact	True

- Mr. Ralston objected that Mr. Chips could not adopt new innovative methods of teaching.
  Mr. Ralston objected that Mr. Chips could not adopt innovative methods of teaching.
- Another star, wandering blindly through empty space happened to come near the sun.
  Another star, wandering blindly through space happened to come near the sun.

LET'S PRACTICE

- The pocket book was lost on the road between 9:00 and 10:00 a.m / in the morning.
- Chips was Brookfield—the court of appeal in all matters affecting Brookfield past history / history and traditions.
- In September, when term began, Chips returned back / return and took up residence at Mrs. Wickett's.
- Of all who give gifts / free gifts, these two were the wisest.

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Rule No. 13

Using the words more than needed (wordiness or verbosity) is wrong.

Wordiness	Shortened
• for the reason of because	because
• in actual fact	in fact
• red in color	red
• large in size	large

- These were the good days, that's why / so I remember this mountain.
- John Rivers ignored Ralston and went direct / in direct way to Chips.

LET'S PRACTICE

A) National machines may replace foreign machines the reason is because they are superior to foreign equipment.
B) National machines may replace foreign machines because they are superior to foreign equipment.
A) All remained quiet with the exception of the slave.
B) All remained quiet except the slave.
A) I sing for the purpose of this land where my fathers died.
B) I sing for this land where my fathers died.

Rule No. 14 (A)

(Run-on)

If two independent clauses are written together without any intervening punctuation mark, it is called a run-on sentence, which is wrong.

Rule No. 14 (B)

(Comma Splice)

If two independent clauses are written together with intervening punctuation mark comma only, it is called a comma splice, which is wrong.

Run-on sentences and comma splice can be corrected by using:

- full stop
- semi-colon
- colon
- comma + (FANBOYS)
- subordinating conjunction

✗ I love to write I will write a book one day.
✓ I love to write, I will write a book one day.

✓ I love to write: I will write a book one day.
✓ I love to write: I will write a book one day.
✓ I love to write, so I will write a book one day.
✓ I will write a book one day because I love to write.

It is nearly half past five, we cannot reach town before dark. (Incorrect)
It is nearly half past five, so we cannot reach town before dark. (Correct)
It is nearly half past five; we cannot reach town before dark. (Correct)

LET'S PRACTICE

A) I shall try to remember those older faces of yours it's just possible I shan't be able to.
B) I shall try to remember those older faces of yours, but it's just possible I shan't be able to.
A) He read the Times every morning—very thoroughly he also began to read detective stories.
B) He read the Times every morning—very thoroughly; he also began to read detective stories.
A) The water was a good 46 meters below, there was neither rope nor bucket!
B) The water was a good 46 meters below, and there was neither rope nor bucket!
A) There were no more diseases after zymosis so I concluded there was nothing else the matter with me.
B) There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

Rule No. 15

A fragment resembles a sentence, but it should not be confused with a sentence because it does not contain either a main verb or main clause.

- The boy sitting on the fire escape, dropping water balloons on the pedestrians below.
- ✓ The boy was sitting on the fire escape, dropping water balloons on the pedestrians below.
- ✓ The boy sitting on the fire escape was dropping water balloons on the pedestrians below.

LET'S PRACTICE

A) A chance to buy that cottage on the island.
B) There was a chance to buy that cottage on the island.
A) Only a thousand of us here.
B) Only a thousand of us are here.
A) The drab interior of a bus station along a deserted highway somewhere in the Midwest.
B) It was a drab interior of a bus station along a deserted highway somewhere in the Midwest.

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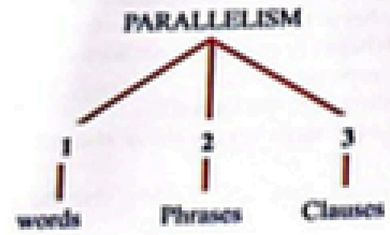
Rule No. 16

Parallelism is the use of words, phrases, and clauses that are grammatically the same or similar in their construction and sound.

This sameness of a word, phrase, or a clause not only gives the sentence a balance, but rhythm and flow as well.

The useful hints in maintaining parallelism are:

- either---or
- neither---nor
- not only---- but also
- than



- either---or
- neither---nor
- not only---- but also
- than

✓ She is not only a novelist but also a poet.
✓ It is better for me to die than to shed the blood of an innocent boy.
✓ He found out that the boy's name was Linford and that he lived in Shropshire.

LET'S PRACTICE

- She cooked the food, makes / made the cocoa and set the table.
- It is better for me to die than to shed / shedding the blood of an innocent boy.
- He was perhaps even more of a patriot than a scientist / of a scientist.
- Will you open it now by yourself, or shall we have / we shall have to open it for you?
- Wherever he went and whatever said / he said, there was laughter.
- After saving some money and to gain / gaining experience in the business, he returned to the village.

PAST PAPER QUESTION

Suddenly he stopped at the edge of the meadow, taking his pocket knife from his pocket, and cut a wisp of alfalfa.

A) B) C) D)

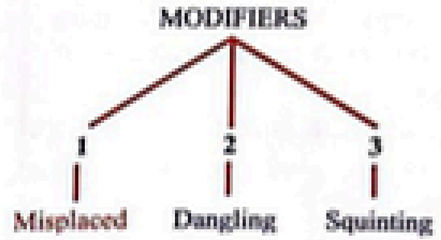
B- (took his pocket knife)

Rule No. 17

(MODIFIER)

Modifier is a word or group of words that gives additional information about another word Modifiers can be:

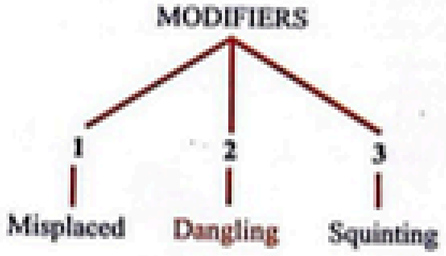
- Adjectives (the fierce dog)
- Adverbs (the dog barked loudly),
- Phrases (the dog with a short tail)
- Clauses (The dog that you bought)



Misplaced Modifier is a word, phrase, or clause that is improperly separated from the word it modifies or describes.

- The soup was served to the guests in large mugs.

✓ The soup in large mugs was served to the guests.



Dangling Modifier is a participle that relates to a noun that is not mentioned.

- While walking home, my phone rang. x
  (here *walking* is a dangling participle)

✓ While I was walking home, my phone rang.

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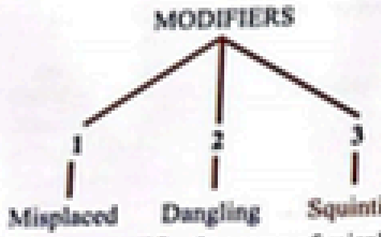
- Opening the door, the package was picked up by Norma.
- ✓ Opening the door, Norma picked up the package.



Squinting modifier is a type of misplaced modifier. A squinting modifier makes the meaning of a sentence ambiguous because it is unclear whether it modifies text before it or after it.

- Taking a moment to think clearly improves your chances.
  (In this example, the adverb clearly is a squinting modifier. It is unclear whether it modifies to think or improves.)
- She told me yesterday she saw a prince in her dream. (Incorrect)
  Yesterday, she told me she saw a prince in her dream. (Correct)

LET'S PRACTICE

- Having settled on the culture plate, the growth began.
- ✓ Having settled on the culture plate, the mould began to grow.
- He must take everyone by surprise quickly he must show that there was no nonsense about him.
- ✓ Quickly, he must take everyone by surprise; he must show that there was no nonsense about him.
- As doctors do often I took a trial shot at it as a point of departure.
- ✓ As doctors often do, I took a trial shot at it as a point of departure.
- In the delirium of his death struggles, his innocence kept claiming.
- ✓ In the delirium of his death struggles, he kept claiming his innocence.

PAST PAPER QUESTION

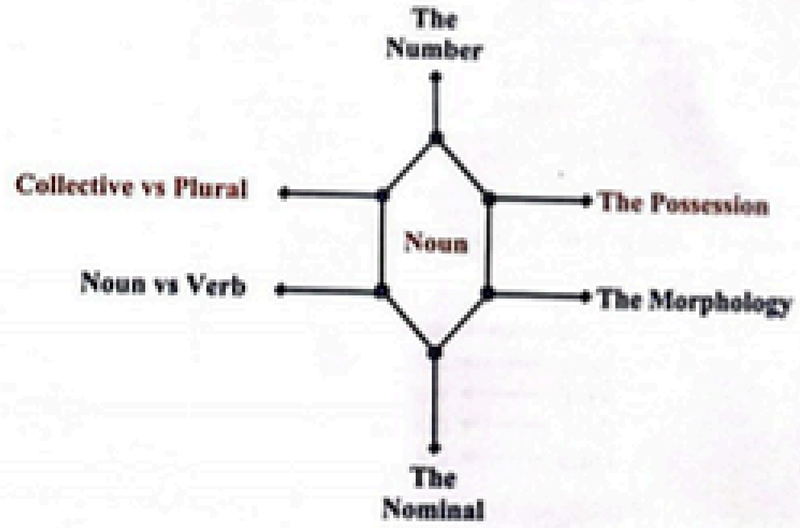
A) Reaching for the book, the ladder slipped out from under him.
B) Reaching for the book, the ladder slipped out from him.
C) When he reached for the book, the ladder was slipped out from under him.
D) When he was trying to reach for the book, the ladder slipped from under him. (2009)

UNIT 7 THE NOUN

In this unit, we will study the errors related to nouns. The following are the most frequent error:

- Noun and its number
- Noun and Nominals
- Noun and Possessive 's' (genitive)
- Noun and its kind
- Noun versus Verb

OUTLINE



Noun – The Number
Rule-1
To make the plural form of a noun, we normally add –s or es. If a countable noun ends in -ch, -s, -sh, -x , -o, or -z, we add –es.

However, we add only 's' to the following words.
Piano (s)/ Logo (s)/Radio (s)/ Canto (s)/ Zoo (s).

- In 1758 he published The Highlander, a heroic poem in six cantoes.
  In 1758 he published The Highlander, a heroic poem in six cantos.

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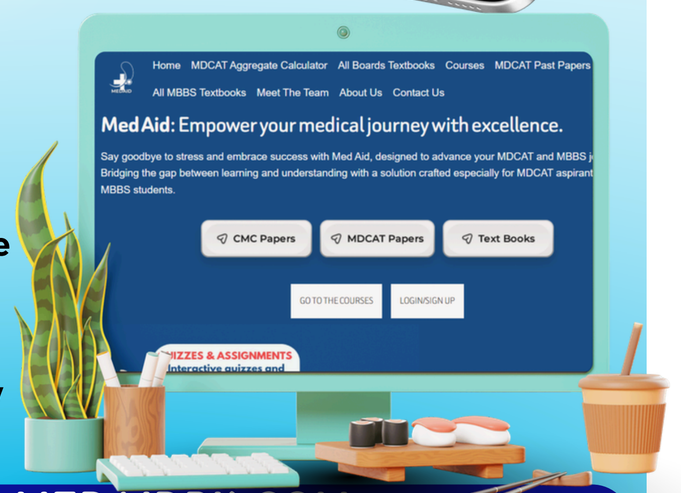

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Beware

If the world ending in –ch "-tʃ" (ʧ) sound, the plural is made by adding "-es".

Catch-----Catches; Pitch ------ Pitches

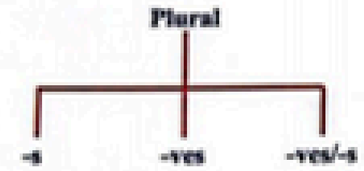
If the world ending in –ch "k" (ˌ) sound, the plural is made by adding only "-s".

Monarch----Monarchs; stomach, stomachs

LET'S PRACTICE

- Wozzeck repairs watchs / watches, radios, alarm clocks and sells jewelry.
- The greater part of the peasant massies / masses stay put and carry on their traditional, intensive labour.
- You can go to blazes / blazies for all I care.

Nouns ending in "f, fe, ef, ff"



Rule - 2

f/fe ⟶ ves

With some countable nouns ending in -f or -fe, we change the -f or –fe into -ves.
This group includes:

calf	⟶ calves	sheaf	⟶ sheaves
half	⟶ halves	loaf	⟶ loaves
leaf	⟶ leaves	wolf	⟶ wolves
self	⟶ selves	thief	⟶ thieves
wife	⟶ wives	knife	⟶ knives

Rule - 3

f/ff/ffe ⟶ s

Some nouns ending in "f" "ff" "ffe" just add an "s".
This group includes:

belief	⟶ beliefs	proof	⟶ proofs
chef	⟶ chefs	roof	⟶ roofs
chief	⟶ chiefs	tariff	⟶ tariffs
cafe	⟶ cafes	sheriff	⟶ sheriffs
safe	⟶ safes	giraffe	⟶ giraffes

Rule – 4

With some nouns ending in "f" both plural endings "s/ves" are acceptable.
This group includes:

dwarf	dwarfs / dwarves
hoof	hoofs / hooves
scarf	scarfs / scarves
wharf	Wharfs / wharves

Points to Ponder

The "staff" of an organization has the plural "staffs", but the musical "staff" (the set of five lines in which notes are written) has the plural "staves".

Examples:

- Giraves are very social animals and roam around in groups.
- Giraffes are very social animals and roam around in groups.

- The boy ate two whole loafs of bread.
- The boy ate two whole loaves of bread.

LET'S PRACTICE

- Kathie gave him an outlook far beyond the roofs / rooves of Brookfield.
- Norma saw the card halves / halfs on the table.
- On the walls, on shelfs / shelves are many odds and ends.
- October winds rustled the big leaves / leafs from the trees.

Nouns ending in "-y"

Rule-5

If a countable noun ends in a consonant + -y, we form the plural by changing the -y to –ies (baby - babies)

If a countable noun ends in a vowel + -y, we form the plural by adding only an "s". (toy - toys)

LET'S PRACTICE

- He had acquired the right to those gentle eccentricities / eccentricitys.
- The daughter wove tapestrys / tapestries and the sons played songs on flutes.

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Nouns denoting "Nationalities"

Rule-6

The plural of nationalities depends on the final sound of the word.

Words ending in

- –an (American)
- -ian (Italian)
- -er (New Zealander)
- –i (Pakistani)

require "s" to become plural

Rule-7

The words ending in

- "–ese (Chinese),
- -ish (Danish),
- -iss (Swiss),
- -ch (French)"

do not change.

- The government wisely maintained cordial relations with the Russian.
- The government wisely maintained cordial relations with the Russians.

LET'S PRACTICE

- The Vietnameses / Vietnamese have withstood American technology.
- The Germans / German are already beaten.
- The Chineses / Chinese have introduced the smile policy.
- Even during cruel wars the Turks and the Greek / Greeks never hated each other.

Foreign Nouns

Foreign Nouns

Many words in English come from other languages, especially Latin (Fungus, Fungi) and Greek (Criterion, Crieria).

Some of the foreign nouns add "s" in the normal way for the plural, but some keep foreign form of plural.

Latin

bacterium	⟶	bacteria	fungus	⟶	fungi
curriculum	⟶	curricula	magus	⟶	magi
syllabus	⟶	syllabi	antenna	⟶	antennae
radius	⟶	radii	formula	⟶	formulae

Greek

basis	⟶	bases
crisis	⟶	crises
oasis	⟶	oases
criterion	⟶	criteria

Beware

The nouns "media and data" are the same in both singular and plural form, and may take a singular or plural verb, depending upon the situation.

- Only science is not sufficient for the explanation of all natural phenomena / phenomenons.
- The ring on the skin is caused by one of several funguses / fungi that grow on organic matter in the soil.
- Insects sense danger through their antennas / antennae.

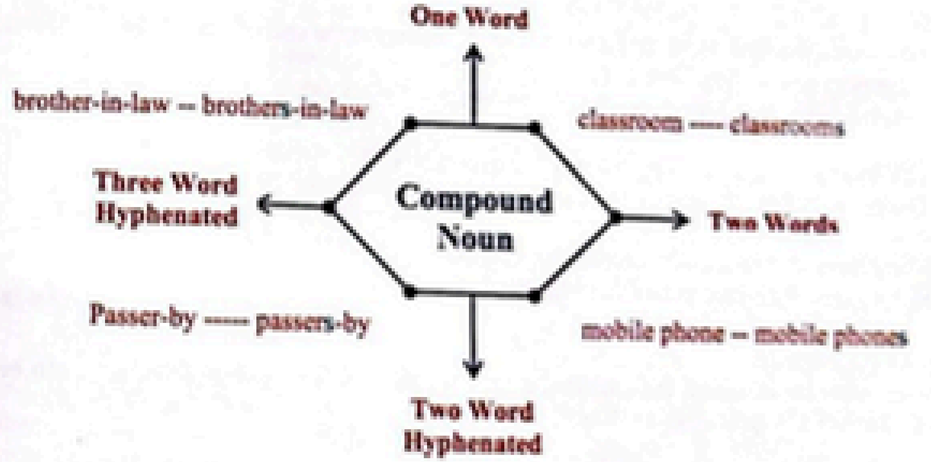
LET'S PRACTICE

- The criterion / criterions of the judgment should not be the colour of their skin but the content of their character.
- The set was battery-operated, with thin wire as the recording media / medium.
- The bases / basies for superstition are being overcome by using the scientific method.
- China has resolutely stood by us in every crises / crisis.
- Fermentation was due to bacteria / bacterias.

Compound Noun and its pluralization

Compound Nouns are nouns that consist of two or more words.

- handphone — handphone**s**
- fire engine — fire engine**s**
- runner-up — runner**s**-up
- lady-in-waiting — lad**ies**-in-waiting



Rule – 8

Many compound nouns are written as one word, and their plural is formed in the regular way.

- classroom --- classrooms
- dishwasher --- dishwashers
- screwdriver --- screwdrivers

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Rule – 9
When the compound noun is written as two words, or as two words joined by a hyphen, add "s" to the second noun.

- book club --- book clubs
- fire engine --- fire engines
- Word-processor --- word-processors

Rule – 10
- A compound consisting of a noun + particle, in which "s" is added to the noun is an exception.

- passer-by ------passers-by
- runner-up ------runners-up

- A compound consisting of a verb + particle, in which "s" is added to the particle is an exception.
- Stand-in ------stand-ins

Rule – 11
With most compound nouns of three words or more, you add "s" to the first word which is usually a noun.

commander-in-chief -- commanders-in-chief
son-in-law ------- sons-in-law

Rule – 12
In some cases, the first word isn't a noun, and "s" comes at the end of the whole compound.
- forget-me-not --- forget-me-nots
- never-do-well --- never-do-wells

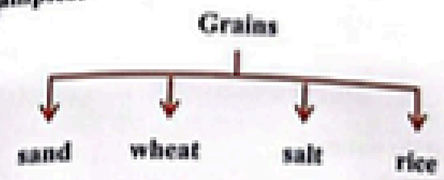
- The issue will be decided by the director generals. ✓
- The issue will be decided by the directors general.

- Many germs killer are available in the market.
- Many germ killers are available in the market.

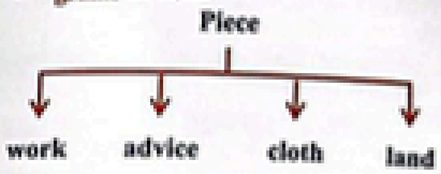
Plural with Partitives
Plural of some nouns (sand, information, gold, stationery, paper, advice, work, etc.) can be ma by the addition of expressions such as:

- a piece of, a grain of, an item of
- a bar of, a glass of, a sheet of,
- a slice of, a loaf of, head of etc.

Examples:



- grains of sand
- grains of wheat
- grains of salt
- grains of rice.



- pieces of work
- pieces of advice
- pieces of cloth
- pieces of land

- Can I give you an advice?
- Can I give you a piece of / a bit of advice?

LET'S PRACTICE

A) I want a blue suede shoes.
B) I want a pair of blue suede shoes.

A) The total number of stars in the universe is probably something like the total number of sands on all the seashores of the world.
B) The total number of stars in the universe is probably something like the total number of grains of sand on all the seashores of the world.

A) Not till days afterward did he realize that it had been April-foolery.
B) Not till days afterward did he realize that it had been a piece of April-foolery.

Plural with different Meaning

Rule – 13
Sometimes, an addition of an "s" to a noun changes its meanings altogether.
- Ground (solid surface of the Earth)
- Grounds (reasons for something)

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UNIT –7

Examples:

- Copper (metal)
- Coppers (coins)
- Wood (timber)
- Woods (forest)
- Sand (tiny particle of rock)
- Sands (deserts)

Water (drinkable liquid)
Waters (waves)
Iron (metal)
Irons (handcuffs)
Paper (material for writing)
Papers (newspaper)

LET'S PRACTICE

- This garden, proverbial for its extensive shades, falling water / waters and soft breeze, was in the form of an amphitheatre.
- I ran off the road and into the woods / wood.
- First let me have the work / works —shave, haircut, shampoo, massage.
- We make furniture out of many different woods / wood.

Rule – 14

"s" with nouns shows the whole family such as the Binerings, the Flemings, the Raos, etc.

The Tudor have ruled England for decades.
The Tudors have ruled England for decades.

LET'S PRACTICE

A) The Fleming were becoming a medical family.
B) The Flemings were becoming a medical family.
A) James Dillingham Youngs were very proud of two things which they owned.
B) The James Dillingham Youngs were very proud of two things which they owned.

Plural of Numbers

Numbers:

Words like hundred, thousand, million, dozen, etc. do not take "s" if written with some numerical value.

- Five millions / million rupees was a huge deal of money.

However, the words like hundred, thousand, million, dozen, etc. take "s" if not written with some numerical value.

- Millions of soldiers
- Thousands of refugees

- Hundred of boys are cooped up in each class.
  Hundreds of boys are cooped up in each class.

- Thousand of liters of water is supplied to the city.
- Thousands of liters of water are supplied to the city.

LET'S PRACTICE

- Last week I sent a dozen / dozens photographs of myself, signed, to a charity bazaar.
- Some said opportunity was required for success, and millions / million never had it.
- Most of the stars are so large that hundred / hundreds of thousands of earths could be packed inside each.
- Close up to them there is a temperature of thousands / thousand of degrees.

PAST PAPERS QUESTIONS:

You have put your life in his hands many a times. (D-time) (2015)
A) B) C) D)

Chips, thinking it over a good many time, always added to himself that Kathie would have approved and also have been amused.
A) B) C) D)
(A- a good many times) (2015)

Noun – Possession

Rule -1

Making Singular Nouns Possessive

For most singular and plural nouns that don't end in "s," you can make them possessive by adding an apostrophe and an "s" to the end.

- The puppy's collar is red.
- James' book will be published next month.
  or
- James's book will be published next month.

Rule -2

Making Plural Nouns Possessive

Add just an apostrophe to the end of plural nouns that already end in "s" to make them possessive.

- The companies' workers went on strike together.
- You need to clean out the horses' stalls.
- The two countries' armies amassed on the border.

Rule -3

Hyphenated Nouns and Compound Nouns

Compound words and hyphenated words can be tricky.
Add the apostrophe + "s" to the end of the compound words or to the last word in hyphenated nouns.

- My mother-in-law's recipe for meatloaf is my husband's favorite.
- The United States Postal Service's stamps are available in rolls or packets.

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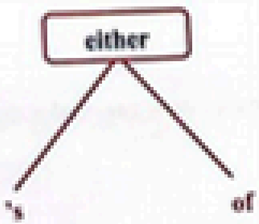
Rule - 4
When Multiple Nouns Share Possession
If two or more nouns share ownership, indicate the possession only once, and on the final noun in the group. Make sure to add the apostrophe + "s" to the last noun only.

- Jack and Jill's pail of water is prominently featured in the nursery rhyme.
- Ross, Joey, and Chandler's adventures are hilarious.

Rule - 5
Multiple Nouns with Separate Ownership
When two or more nouns indicate ownership, but the ownership is separate, each noun gets the apostrophe + "s" to indicate separate possession.

- Lucy's and Ricky's dressing rooms were painted pink and blue.
  (Each person had his or her own dressing room.)
- You'll find different beautiful artworks in David's and Jeffrey's houses.
  (Each artist has a separate house.)

Rule - 6



Nouns such as doctor, Britain, daughter, father, etc. show their possession by the addition of apostrophe + s ('s) or "of".

- Film's hero or hero of film.
- Car's safety or safety of car.

With words such as girl, man, woman, etc. we use only apostrophe + s ('s).

- The woman's weight
- Girl's work

Rule -7:
"'s" is used with time expressions such as

- Yesterday's work
- two weeks' work

- The students get two months vacation annually.
- ✓ The students get two months' vacation annually.
- His name was on list's top.
- ✓ His name was on the top of the list.

Rule -8:
We use *'s* with irregular plural nouns (e.g. children, men, people, women):

Examples:
The *children's parents* decided which university they would go to.
They have no respect for other *people's* property.

Rule -9:
In short answers, we can omit the noun if it is not necessary to repeat it:

- Is that your coat? No, it's *Sandra's coat.*
- ✓ Is that your coat? No, it's *Sandra's.*

Rule -10:
We use *possessive 's* with words such as *one, anyone, someone, anybody, somebody:*

- It's important to know *ones rights* as a tenant.
- ✓ It's important to know *one's rights* as a tenant.

Rule -11:
When we use *else* with these words, the *'s* is added to *else:*

- Why didn't you come? Everyone *else* husband was there.
- ✓ Why didn't you come? Everyone *else's* husband was there.

Rule -12:
We don't use *'s* with possessive pronouns:

- Is that dog *your's*?
- ✓ Is that dog *yours?*

- I think that car is *theirs'.*
- ✓ I think that car is theirs.

Rule -13:
We can talk about possession using the pattern:
noun phrase + of + possessive pronoun:

- A friend of mine told me that all of the tickets have already sold out.

LET'S PRACTICE

A) You did all this against your doctor advice.
B) You did all this against your doctor's advice.

A) Not all the people agreed on the report conclusion.
B) Not all the people agreed on the report's conclusion.

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A) A team from the mission should come up to Brookfield and play one of the Schools elevens at soccer.
B) A team from the mission should come up to Brookfield and play one of the School's elevens at soccer.

A) The desert's travel stress had affected him physically.
B) The stress of desert travel had affected him physically.

A) The old man in his brilliant uniform appeared between them for the crowning of his life work.
B) The old man in his brilliant uniform appeared between them for the crowning of his life's work.

A) He had jumped bare-footed from the drivers cabin on one occasion.
B) He had jumped bare-footed from the driver's cabin on one occasion.

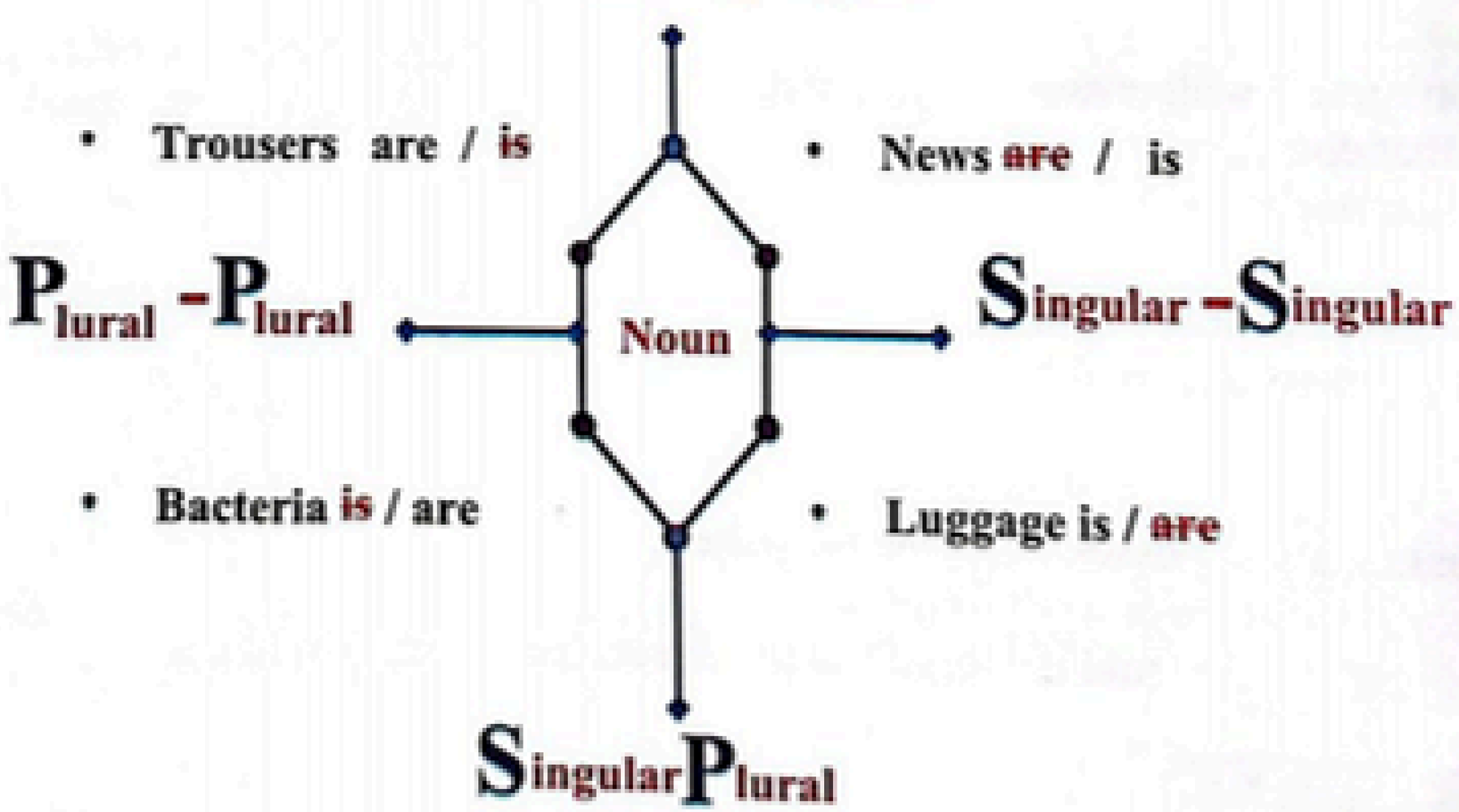
A) The ushers collected my piece of foolscap with all the others and carried it up to the Headmaster table.
B) The ushers collected my piece of foolscap with all the others and carried it up to the Headmaster's table.

A) As she hung up, she remembered Arthurs life-insurance policy for $25,000.
B) As she hung up, she remembered Arthur's life-insurance policy for $25,000.

A) He discovered the bodys natural armour against disease.
B) He discovered the body's natural armour against disease.

A) Three English people attempted to cross the desert with one day water-supply.
B) Three English people attempted to cross the desert with one day's water-supply.

Noun – Morphology



Plural – Singular

Following nouns appear to be plural because of their ending "s", but actually they are singular.

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List – 1:
Names of books:
The Gulliver's Travels, the Arabian Nights, etc.

List – 2:
Name of academic subjects:
mathematics, statistics, ethics, politics, civics, etc.

List – 3:
Name of diseases:
measles, mumps, rabies, aids, rickets, shingles, etc.

List – 4:
Plural names of countries:
the United States, the Maldives, etc.

List – 5:
Names of some games:
billiards, gymnastics, athletics, dominoes, etc.

List – 6:
Miscellaneous
wages, news, tidings, series, innings, means, summons, gallows, etc.

Singular – Plural
The following words are plural and have no singular form:
cattle, folk, people the police, vermin, bacteria, criteria, etc.

Singular – Singular
Following are the nouns which are always singular.
Whole Groups made up of Similar Items:
baggage, clothing, equipment, furniture, garbage, hardware, jewelry, junk, luggage, machinery, makeup, money/cash/change, postage, scenery, stuff, traffic, accommodation, etc.

ii. Fluids:
coffee, tea, milk, oil, soup, gasoline, blood, etc.

iii. Solids:
ice, bread, butter, cheese, meat, gold, iron, glass, paper, wood, cotton, wool, etc.

Iv. Gases:
steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.

v. Particle:
rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.

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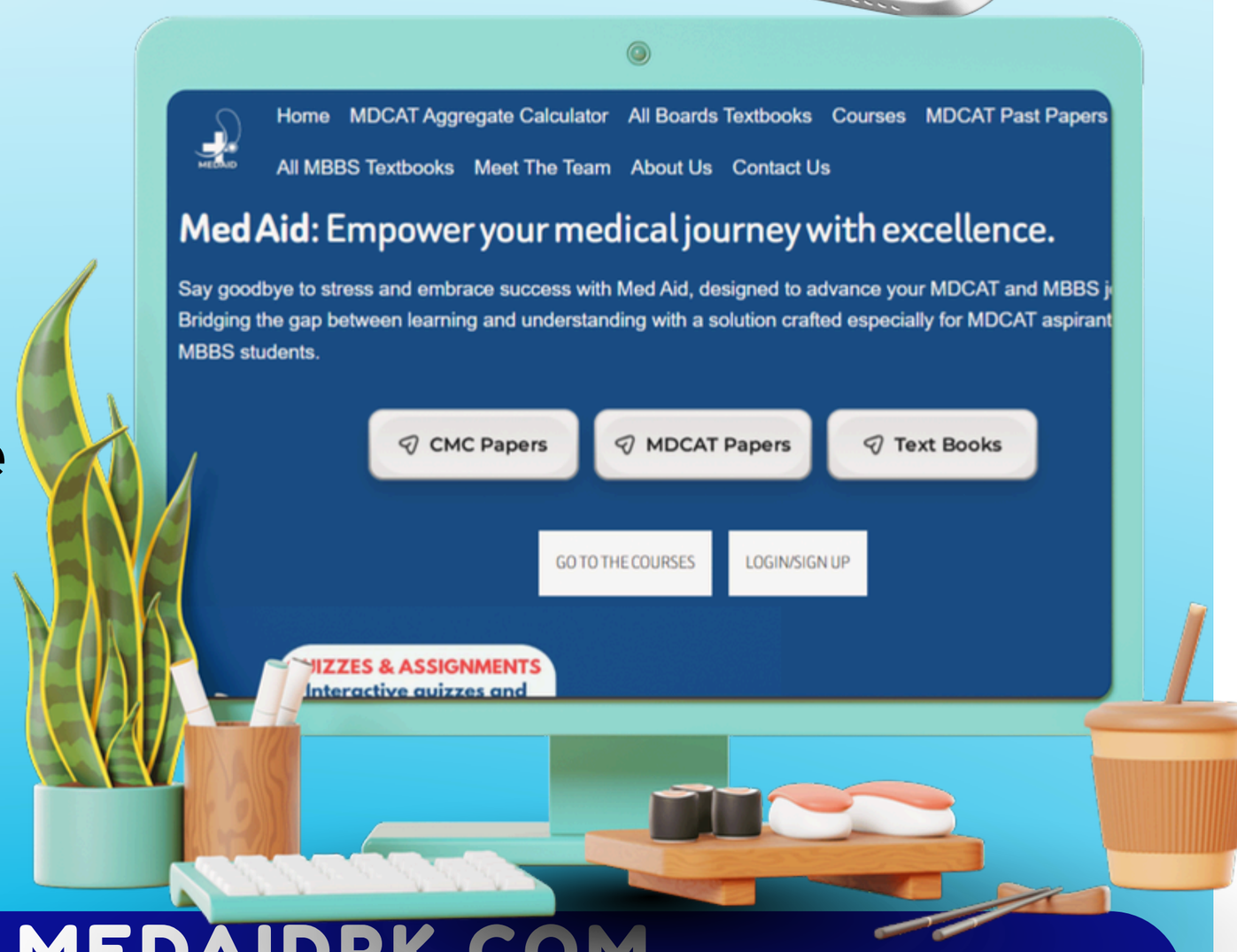

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UNIT –7

vi. Abstractions:
beauty, confidence, courage, education, happiness, health, honesty, hospitality, etc.

vii. languages:
Arabic, Chinese, English, Spanish, Urdu, Punjabi, Sindhi, etc.

Examples:
- Workers at the factory wear protective clothing / clothings.
- There was garbage / were garbages strewn around everywhere.
- I don't believe in all that stuffs / stuff about ghosts.
- There are / is always a lot of traffics / traffic in Lahore at this time of day.

LET'S PRACTICE

- It is against the law to throw garbages / garbage in the streets.
- I like for us to have a nicer apartment, nicer furniture / furnitures, nicer clothes, and a car.
- He picked up the luggages / luggage in his cold hands.
- The allies superseded the normal pnachinery / machineries of the government.
- I don't fit into the sceneries / scenery around here.
- There was plenty of shrapnel / shrapnels falling about outside.

Plural – Plural

Paired Noun

Two special groups of nouns are usually plural nouns referring to clothes and some other things that people wear, and nouns referring to tools and some other things that people use.

i. Some plural nouns which refer to *clothes* and other things that people wear:
braces, glasses, jeans, knickers, leggings, overalls, panties, pants, pajamas, shorts, spectacles, etc.

ii. Plural nouns which refer to *tools* and other things that people use:
binoculars, clippers, compasses, nutcrackers, pincers, pliers, scales, scissors, shears, tongs, tweezers, etc.

iii. Other nouns which are always plural in form:
belongings, outskirts, clothes, premises, congratulations, savings (money), earnings, stairs, etc.

Examples:
- Please ensure that you take all your belonging / belongings with you as you leave the aircraft.
- They live on the outskirts / outskirt of Frankfurt, almost in the countryside.
- I'll have to go upstair / upstairs and change.

LET'S PRACTICE

- He examines the shear, clipper, / shears, clippers, and combs.
- Thanks / Thank be to Allah for having placed the sea between us and such a foe.
- I keep my money in cash in my trousers and my saving / savings in silver dollars in a sock.
- It is the doctor and his belonging / belongings which carry the germs.
- I hung on the outskirts / outskirt of a crowd around an ice-cream barrow.

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Both Singular and Plural

The plural of some nouns is same as the singular.

aircraft, bison, heron, salmon, deer, sheep, trout, carp, etc.

You use the plural form fishes when you are talking about different kinds of fish. For example, We are studying the various fishes of the Indian Ocean.

- Tom's sister came with all her offsprings.
- ✓ Tom's sister came with all her offspring.
- They flew in two flights of three aircrafts.
- ✓ They flew in two flights of three aircraft.

LET'S PRACTICE

- This protective treatment has safeguarded millions of sheep / sheeps and cattle from the disease.
- Sleeping sickness was conveyed by a species / specie of tsetse-fly.

The Nominal Adjective

Some adjectives are used as nouns (*'the poor', 'the blind', 'the insane'*) and some past participles are used as nouns (*'the retired', the disabled', 'the uneducated'*).

These words are nearly always used with *the* and refer to all the members of a class or group.

Rule

We do not add an "–s" to make the plural of the nominal adjectives such as the poor, the rich, the brave, the honest and participial adjective such as the retired, the injured, the uneducated, etc.

- The injureds / The injured were taken to hospital.
- Why do the blind / blinds receive such little sympathy?

Collective Noun

Collective nouns are words for group of people or things. The typical collective noun is a body made up of individual people.

Collective Nouns can be considered singular or plural.

Some collective nouns are always used in plural form. They don't have any plural form.

- clergy, people, police, poultry, gentry, vermin, etc.

- Whose cattle / cattles are these?

Some common Collective Nouns are:

a pile of books	*a flock of birds*
a pack of cards	*a litter of cubs*
a clutch of eggs	*a gaggle of geese*
a bunch of flowers	*a swarm of bees*
a row of houses	*a troop of monkeys*
a pile of newspapers	*a flock of sheep.*

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Noun vs Verb

mean **means**

- **Mean** (verb) means to have something as a meaning; to represent something.
- **Means** (noun) means a way of achieving or doing something.

- *What do you means?*
- ✓ What do you mean?

- *They are using peaceful mean to achieve their aims.*
- ✓ *They are using peaceful means to achieve their aims.*

remain **remains**

Remain (verb) means to continue to exist.
Remains (noun) means the parts of something that are left after the other parts have been used

- She fed the remain of her lunch to the dog.
- ✓ She fed the remains of her lunch to the dog.

summon **summons**

- Summons (noun) means an order to appear in court
- Summon (verb) means to order somebody to come to you

- *The police have been unable to serve a summon on him.*
- ✓ *The police have been unable to serve a summons on him.*

effect **affect**

Affect is nearly always a verb. The noun is normally effect.
Compare:

- The new tax laws are likely *to affect* exports,
- The new tax laws are likely to have *an effect* on exports,

advice **advise**

Advice is a noun, and advise is a verb.

- She gives really good *advice.*
- Can you *advise* me?

- I'd strongly *advice* against making a sudden decision.
  I'd strongly *advise* against making a sudden decision.

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halve **half**

Halve (verb):
If they defend better, they can *halve* the amount of goals they concede.
Half (noun):
Improving their defence would reduce the goals they concede by *half.*

The potatoes will cook more quickly if you *half* them before you put them in the oven.
The potatoes will cook more quickly if you *halve* them before you put them in the oven.

bath **bathe**

Bath is a noun and bathe is a verb.
- He took a bathe.
- ✓ He took a bath.
- Children like to *bath* in the rain.
- ✓ Children like to *bathe* in the rain.

breath **breathe**

Breath is a noun, and breathe is a verb.
- She was dizzy and short of *breathe.*
- ✓ She was dizzy and short of *breath.*

envelope **envelop**

Envelope is a noun, and envelop is a verb.
- He put the *envelop* on the table.
- ✓ He put the *envelope* on the table.

LET'S PRACTICE

- Ralston's straight words had, in some ways had, an effect / affect.
- He set the envelope / envelop on the chair side-table.
- Her breaths / breathes, however, were coming faster and faster.
- Cordova had almost three hundred public baths / bathes.
- In these exceptional cases, he afterward rather wished he had taken her advice / advise.
- He reached into an inside coat pocket and withdrew a small sealed envelope / envelop.

PAST PAPER QUESTIONS:

The police, in their investigation, used coercive measure to get favorable statement from the accused.
A) B) C) D)
(A- measures)(2011)

Enlarged and beautified by later caliphs, al-Zahra became the nucleus of a royal suburb whose
A) B) C)
remain, partly excavated in and after 1910, can still be seen. **(C-remains) (2014)**
D)

A) E-mail is a relatively new mean of communication.
B) E-mail is a relatively new mean to communication.
C) E-mail is a relatively new means of communication.
D) E-mail is a relatively new means to communication. (2009)

A) The remains of the body were thrown into the sea.
B) The remain of the body were thrown into the sea.
C) The remains of the body were thrown to the sea.
D) The remains of the body was thrown into the sea.

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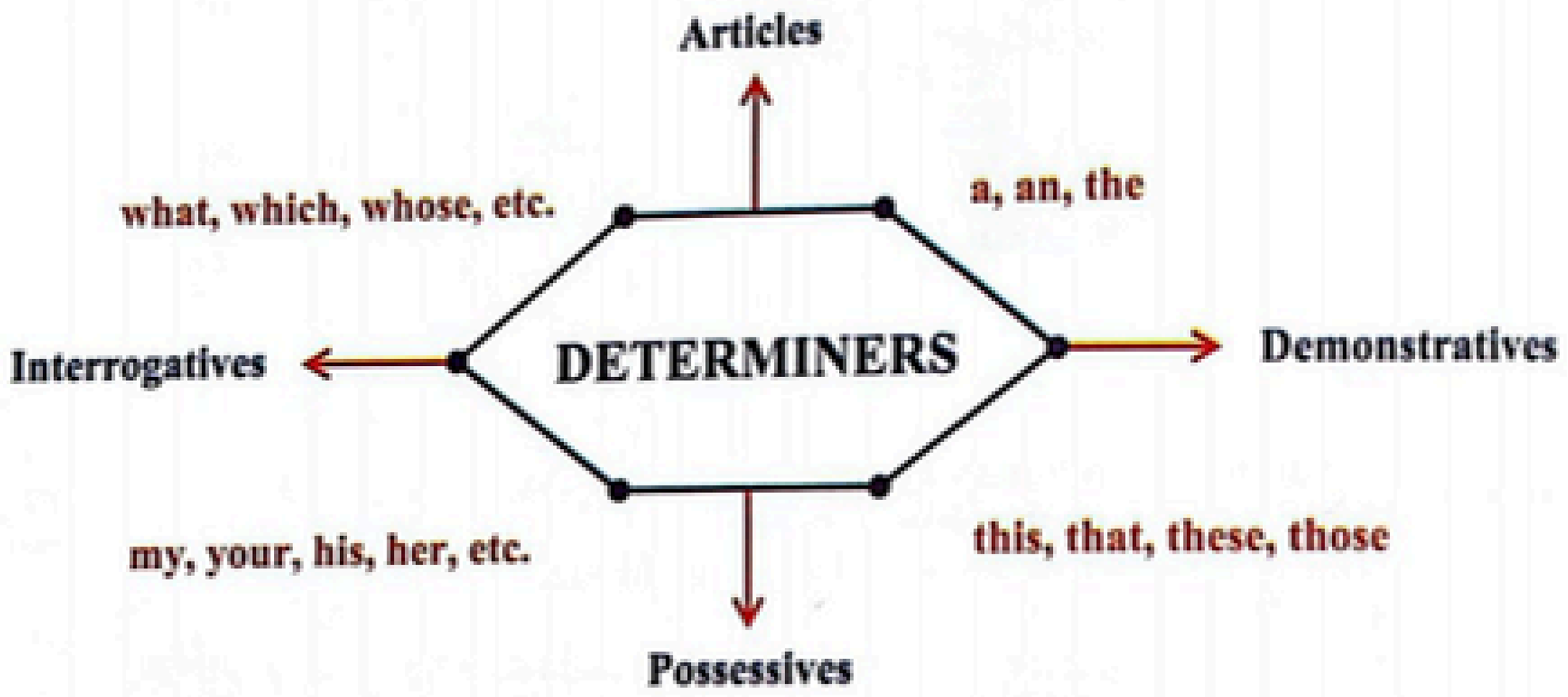
UNIT 8 THE ARTICLES

The determiners A/An and The are called articles. These function words a/an (indefinite article), before a noun, show that what is referred to is not already known to the speaker, listener, writer and/or reader, whereas the (definite article) shows that what is referred to is already known to the speaker, listener, writer and/or reader.
When you have articles, you need to check out:

- **Omission of articles**
- **Commission of articles**
- **Overlapping of articles**

Outline



Quantifiers: We have already discussed these determiners in Agreement Mistakes under the heading: there should be an agreement between Noun and its Quantifiers.

Articles:
The words *a/an* and *the* are known as articles. The articles belong to the determiner word class. They are always followed by a noun.

- a book
- an umbrella
- the sky

Why Articles?
We use articles to show whether we are talking about *particular* people or things, or about people or things *in general.*

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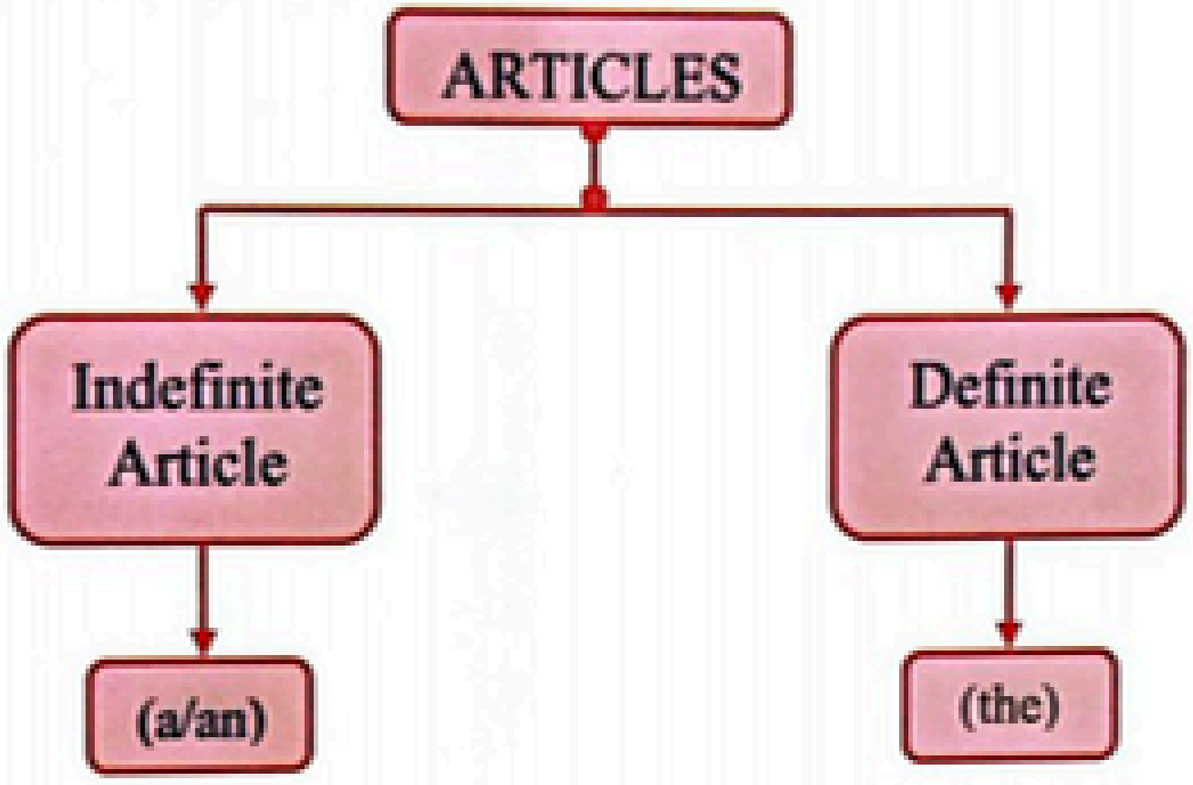
As a general rule, singular countable nouns need an article or other determiner:

- a / the spoon (articles)
- one spoon (Quantifier)
- this spoon (Demonstrative)
- my spoon (Possessive)
- which spoon (Interrogative)

Article:



Indefinite Article
Where to use

A vs An:
Use of 'a or an' depends upon the sounds: vowels or consonants.

Vowel ('vaʊəl):
A vowel is a sound such as the ones represented in writing by the letters 'a', 'e' 'i', ' o' and 'u', which you pronounce with your mouth open, allowing the air to flow through it.

Consonant (kɒnsənənt):
A consonant is a sound such as ' p', ' f', 'n', or ' t' which you pronounce by stopping the air flowing freely through your mouth.

Article 'An':
We use article "an" with the singular countable noun beginning with vowel sounds.

- An apple
- An eagle
- An inkpot
- An orange
- An umbrella

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Article 'A':
You use 'a' before countable nouns that begin with a consonant.

- a pen
- a fan
- a nut
- a train

Unusual A & An

Unusual 'an':
The consonant 'h' at the beginning of the following words is silent. So, you use an, not a, before these words:

- an heir
- an honor
- an hour
- an honest man

Unusual 'a':
The vowels 'u' and 'eu' at the beginning of the following words sound like the word 'you'.
So, you use 'a' before them:

- a European
- a university
- a union

Unusual 'a':
The word 'one' sounds as if it begins with the consonant 'w', so you use 'a' before it.

- ✓ a one man show

Rule - 1

Articles to represent a class

You use a/an before singular countable nouns when you are referring to things or people as a class:

- A child needs love and care.
- A person lives in a house, but a mouse lives in a hole.

LET'S PRACTICE

- A tyrant / Tyrant does not remain in the world, but the curse on him abides for ever!
- "Son / "A son looks to the affection of his parents," said the boy.
- It is not an earthman's / earthman's house anymore.

Rule - 2

Articles with e/o/u/ (vowels and consonants)

In most cases, the letters 'e/o/u' are pronounced are vowels, Use article 'an' before such letters.

- *e(an English lesson)*
- *o(an only child) and*
- *u (an umbrella)*

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But, sometimes the letters 'e/o/u' are pronounced as consonants. Use article 'a' before such letters.

- *a (a European)*
- *a (one-way street)*
- *a (university)*

Examples

- Sending young people to prison is *a* enormous mistake.
- ✓ Sending young people to prison is *an* enormous mistake.
- All applicants must possess *an* university degree.
- ✓ All applicants must possess *a* university degree.

LET'S PRACTICE

- The stars travel through an / a universe so immense that one star cannot anywhere near to another.
- They found a flimsy rocket frame rusting in an empty / empty shop.
- Mrs. Brool served there until a / an uncle in Australia left her a lot of money.
- More thankless than a serpent's tooth is an / a ungrateful child.
- It's a / an old-fashioned shop, crowded with stuff not usually found in barber shops.
- When Chips entered in the midst of the uproar there was a / an instant hush.
- He reached into an inside coat pocket and withdrew a small / small sealed envelope.

Rule - 3

Article with 'h' (silent and pronounced)

h → silent → a

If a word begins with the letter *'h'*, we use *a* if the *'h'* is pronounced.

- *a hard question*
- *a huge house*

h → Pronounced → an

If a word begins with the letter *'h'*, we use *an* if the *'h'* is silent.

- *an honest answer*
- *an hour's delay*

Example:

- He received a honourable discharge from the army.
- ✓ He received an honourable discharge from the army.

LET'S PRACTICE

- I should have desisted and come back in a/an hour or more.
- He had never been inside an/a hospital before.
- Have you ever seen a/an hopper swarm on the march?
- It will be a/an honour, sir, to be your son.

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Rule - 4

Articles with abbreviations

We use *an* before an abbreviation or a letter beginning with a vowel sound.

- *an M. Sc*
- *an 's'*

We use a before an abbreviation or letter beginning with a consonant sound.

- *a B. Sc*
- *a 'u'*

Example:

- His name starts with a 'R'.
- ✓ His name starts with an 'R'.

PAST PAPER QUESTION

A) Her father is a SP in the Punjab Police.
B) Her father was a SP in the Punjab Police.
C) Her father is an SP in the Punjab Police.
D) Her father are a SP in the Punjab Police. (2012)

Rule - 5

Articles with numbers

We use *an* before a number beginning with a vowel sound.

- an 11
- an 80

We use a before a number beginning with a consonant sound.

- a 12
- a 30

Rule - 6

Articles with Common Nouns

a street	a school
a doctor	a nurse
a boy	a girl
a teacher	a book
a pen	a person

You use a/an with things or people that are not unique, or when you are not specifying any particular person or thing from a number of possible ones:

- Do you want an apple, a pear or an orange?
- We ought to send for a doctor.

LET'S PRACTICE

- Please take decision / a decision without any delay.
- Inside here is a key / key to the bell-unit dome.
- You may be afraid of Him to plot a/an evil.
- *A/An* outpost with a water-supply was found on one of Christopher's maps.

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PAST PAPER QUESTIONS:

A) Pakistan cricket team forged an impregnable lead.
B) Pakistan cricket team forged the impregnable lead.
C) Pakistan cricket team forged against impregnable lead.
D) Pakistan cricket team forged on impregnable lead. (2013)

A) Pride was an intrinsic component of his personal makeup.
B) Pride was a intrinsic component of his personal makeup.
C) Pride an intrinsic component of his personal makeup.
D) Pride were an intrinsic component of his personal makeup. (2014)

A) In a short while quiet a large crowd had been collected.
B) In a short while quite a large crowd had collected.
C) In a short while quite large crowd had been collected.
D) In a short while quite the large crowd had been collected. (2016)

4. There is terror from the outset, and there are all components necessary to create a
A) B)
melodrama – a dimly-lit bus station, the storm accompanied by flashes of lighting and the
C)
promise of violent action or emotion. (C–a storm)
D)

Rule - 7

Articles to make persons or things unknown

You use *a/an* before countable nouns or noun phrases when you are referring to a person or thing not known to your hearer:

- I've been visiting a cousin in Thailand.
- I read something interesting in a magazine yesterday.

Rule - 8

Articles with the nouns mentioned for the first and second time

Typically, *a/an* is used when a thing or person is mentioned for the first time. When the person or thing is mentioned again, the definite article or another determiner, or a pronoun, is used, for example:

- 'Would you like to come to a party with me tonight?'
  'Where is the party?'

Rule - 9

Articles to mean 'one'

The indefinite article *a/an* can be used to mean 'one' in expressing numbers and quantities:

- The interview lasted an hour.
- I spent a year abroad.
- I'll see you in a week.

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Articles with expressions of quantity

Several expressions of quantity use the indefinite article:

- An uncle in Australia left her a lot of money.

LET'S PRACTICE

A) You've put your life in his hands many time.
B) You've put your life in his hands many a time.
A) You've put your life in his hands many time.
B) You've put your life in his hands many a time.
A) Chips thought it over good many times.
B) Chips thought it over a good many times.

Rule - 11

The indefinite article is used with the meaning 'every' or 'per' to express rate, cost and frequency:

- It is charged at the rate of 50p a minute.
- I visit my grandparents twice a week.

Rule - 12

Articles after linking verb

You use the indefinite article before countable nouns after a linking verb such as be, become, seem, etc.

- David is a doctor.
- Harry seems a nice guy.

Rule - 13

Articles after 'as' and 'like'

To describe the role of a person or thing using the prepositions 'as' and 'like', you need the indefinite article:

- The kitchen had to serve as an office.
- He treated me like a slave.

Rule - 14

Articles before Proper Noun to show strangeness

The indefinite article is sometimes used to refer to a person whose name you know, but whom you don't know personally:

- A Mr. Haley phoned and left a message for you.
- She was receiving a lot of e-mails from an Alexander.

Rule - 15

Article before a Famous Name

The indefinite article is sometimes used before a famous name, to mean an imaginary person with the qualities that made the original celebrity famous:

- Usman can never be a Wasim Akram.

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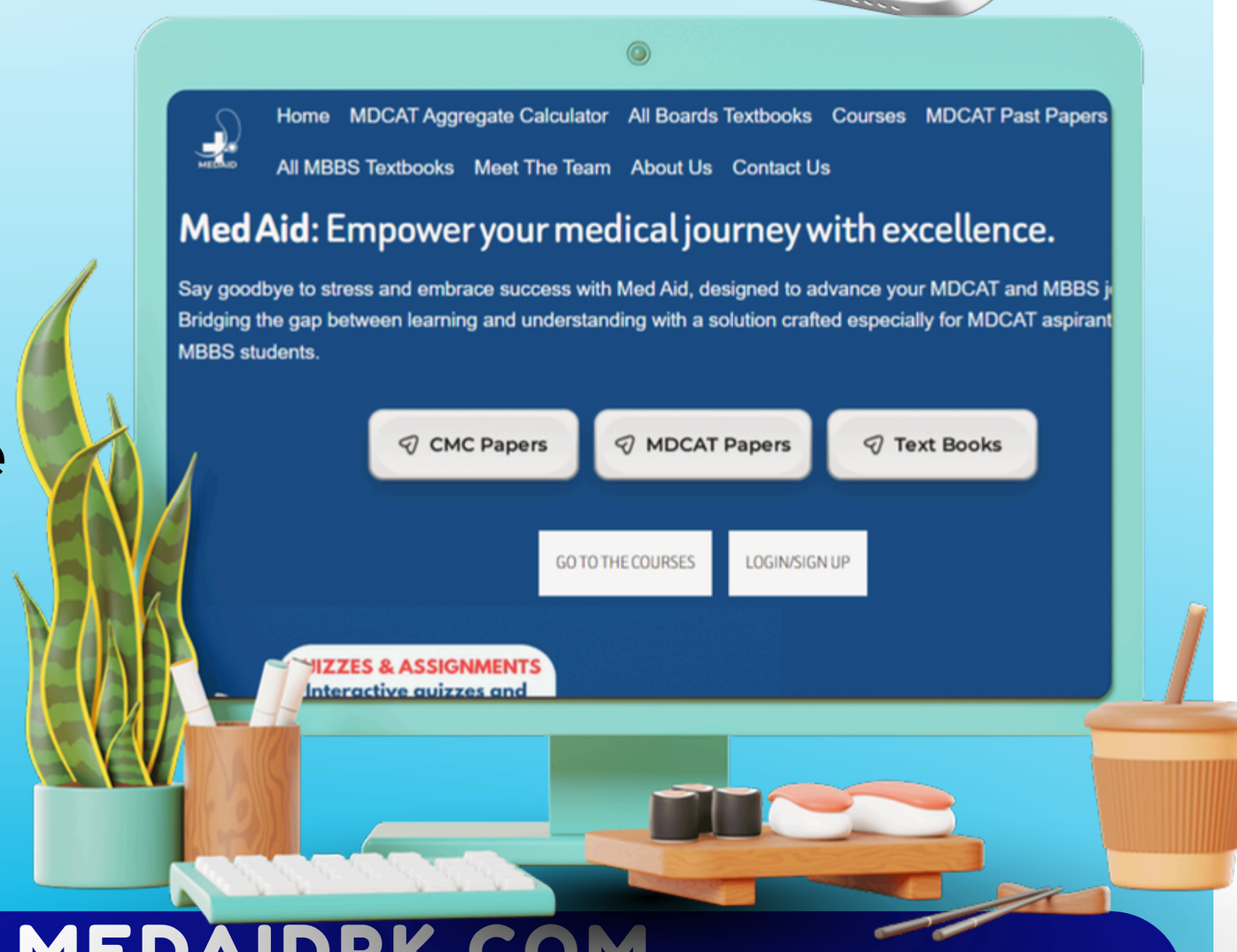

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The Article

Rule - 16

Articles with nouns to mean a work by the noun

The indefinite article is sometimes used before the name of an artist, to mean a work by that artist:

- They own a William Shakespeare.

Rule - 17

Articles with nouns to refer a portion of something

The indefinite article is sometimes used to refer to a portion of something, especially a drink, that is usually uncountable:

- I asked for a tea and a coffee at the refreshments stall.
- I'll have a beer, please.

Rule - 18

Articles with 'more' and 'most'

We use article "*a*" with "*more*" and "*most*" when it means very.

- You must develop *most* sincere interest in studies.
- ✓ You must develop *a most* sincere interest in studies.

LET'S PRACTICE

- Mr. Somervell – the / a most delightful man – taught us English.
- Gorgious hit on a / the most extraordinary ambition.

Rule - 19

(a/an vs One)

'one' (adjective/pronoun) used with another/others:

One day he wanted his lunch early, another day he wanted it late.

'one' can be used before day/week/ month/year/summer/winter etc. to denote a particular time when something happened:

- One night there was a terrible storm.
- One winter the snow fell early.

DEFINITE ARTICLE

Rule - 1

Articles with noun (already mentioned nouns)

You use *'the'* before a thing or person when you mention them for a second time, having introduced them with a/an:

- A girl and a boy were playing nearby; the girl looked much younger than the boy.
  I had an injury on my leg; the injury looked nasty.

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Rule - 2

Articles with shared knowledge

You use 'the' before a noun when you are talking about something or someone definite, and your hearers know which thing or person you mean:

- May I turn on the television?
- Shall I turn the radio off?
- Please close the door.

Rule - 3

Articles with Unique objects

You use 'the' before a thing or person that is unique, such as the sun, the earth, the devil, the Queen, etc.:

- The moon was hidden behind a cloud.
- I glanced up at the Sky.

Rule - 4

Articles with Plurals

You use 'the' with plural nouns when you are referring to definite things, and people know which things you mean:

- The wheels are muddy.
- We 'd better wash the dishes.
- I've just been making the beds.

Rule – 5

You use 'the' with uncountable nouns when you are talking about a particular lot of something, and people know what you are referring to:

- Where's the sugar?
- The butter is melting.
- Put the salt on the table.

Rule – 6

Articles with Phrases and Clauses

You use 'the' not only when you are referring to a person or thing already known to your hearer, but also when you are in the process of identifying someone or something.

- I saw the girl in blue.

Rule – 6 (A)

- by means of a participle phrase placed after the noun:
  - There's my fiancé, the man standing by the door.

Rule – 6 (B)

- by means of a prepositional phrase placed after the noun:
  - Who's the lady in the red trouser suit?

Rule – 6 (C)

- by means of a relative clause:
  - The shop that sells fabric remnants is closing down.
  - I've found a copy of the recording you recommended.

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Rule – 7

Articles with the Comparative Adjectives

You use 'the' with comparative adjectives used in pairs:

- The higher we go, the cooler it is.

The is also used with comparative degree in the expression like 'of the two':

- She is the better of the two sisters.

LET'S PRACTICE

- The more unjust the king is, more / the more troubled his country will be.
- The more / more the disease was cured, more / the more it became painful.

Rule – 8

Articles with the Superlative Adjectives

You use 'the' with superlative adjectives:
Which of you is the best runner?
The largest dinosaur had a disproportionately small head.

LET'S PRACTICE

- Once he raised a hand to touch the lowest / lowest of the swings.
- They hadn't foggiest / the foggiest notion of what happened to this town or its people.
- I took the prescription to a the nearest / nearest chemist's and handed it in.

Past Paper Question:

However, by being so long in lowest form I gained an immense advantage over the cleverer boys.
A) B) C) D)

(B-The lowest) (2018)

Rule – 9

Articles for Class Representation

The, like a, can be used before a noun to represent a whole class:

- How did people manage before the invention of the computer?
- The gun should be banished from our culture.

Rule – 10

Articles with Nationalities

'The' can be used before certain nationality:

- They disliked the French.

Rule – 11

Articles with Nominal Adjectives

'The' can be used before nominal adjectives to represent a whole class of people:

- This new legislation will help the unemployed.
- It encourages the poor to make war on the rich.

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Rule – 12

Articles with Musical Instruments

When you are talking about people playing instruments, you usually put 'the' before the instrument:

- Michael plays the violin.
- Sara plays the organ.

LET'S PRACTICE

- The sons were playing songs on the flutes / flutes and pipes.

Rule – 13

Articles with Proper Nouns

You use 'the' before the names of:

- Seas (the Red Sea)
- Oceans (the Pacific Ocean)
- Heavenly Books (the Holy Quran)
- Mountain Ranges (the Himalayas)
- Newspaper (The News)

You use 'the' before the names of:

- Geographical Areas (The Middle East)
- Deserts (The Sahara)
- Mega Structures (The Taj Mahal)
- Heavenly Bodies (the sun)
- Rivers (The Ravi)

LET'S PRACTICE

- Mustafa Kamal had entered Black Sea / the Black Sea.
- Turkish National forces drew within sight of Mediterranean / the Mediterranean.
- The Greeks crossed the Sakarya / Sakarya and began to retire steadily.
- Los Angeles used to bring water to the city from the Colorado River / Colorado River.
- River / The river Niger is in the extreme south of the great desert.
- Robert Christopher decided to adopt in Sahara / the Sahara.
- I remember going to the British Museum / British Museum.
- This was the only place on the mountain where sun / the sun could shine to the ground.
- The malign and mysterious influence of the moon / moon caused lunacy.
- We put an ad in The O.K. by -Sea Gull / the-Sea Gull.
- Grayson's father had sailed on the Titanic / Titanic.
- Chips was taken to Great Exhibition / the Great Exhibition as a toddling child.
- He had never visited the Lake District / Lake District since.
- He liked short leading articles in Times / the times.
- Pasteur became Deputy Professor of Chemistry in the University/University of Strasburg.

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Rule - 14

Articles with Ordinal Adjectives

We use *the* while using ordinal numbers such as *the first, the second, the third, the next, the last, the previous, the following, etc.*

- It was, nevertheless, a good school of *a second* rank.
- ✓ It was, nevertheless, a good school of *the second* rank.

- And *a next* day would be Christmas.
- ✓ And *the next* day would be Christmas.

LET'S PRACTICE

- I ploughed this mountain with cattle first / the first time it was ever ploughed.
- He died in the first week of the following / following month.
- As he came to the first / first he looked up for a moment with a slightly sad expression.
- They were first / the first to give Christmas gifts.
- Such coats are found in large bundles at the second / second hand clothes' shops.
- Up to second / the second floor Della ran, and stopped to get her breath.
- The Girl looks to the First Man / First Man who stands behind the Second Man.
- Third / The third Abd-al-Rahman, like his illustrious predecessor, was a young man.
- The last / Last I saw of London was the long line of electric lamps.

Rule - 15

Articles with measuring units

We can use *by the* to say how something is measured such as:

- *by the kilogram*
- *by the dozen*
- *by the bucketful*
- *by the liter*
- *by the metre, etc.*

- Boats can be hired by *day.*
- ✓ Boats can be hired by *the day.*

- Carpets are sold by *square metre.*
- ✓ Carpets are sold by *the square metre.*

LET'S PRACTICE

- But to see boys by dozen / the dozen take jobs lasting from six o'clock in the evening till two in the morning is a heartrending spectacle.
- It was common practice in many cities to bring water by the bucketful / bucketful for household use.

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UNIT –8

Rule - 16

Articles with Body Parts

A noun referring to a part of the human body can be used with *'the'*.

- Arteries supply *heart* with blood.
  - ✓ Arteries supply *the heart* with blood.

LET'S PRACTICE

- He kissed head / the head and eyes of the boy.
- The woman still held him by neck / the neck in the middle of her room.
- That is the reason the hearts / hearts of all the Muslims are perplexed.

Rule - 17

Articles with Titles and Organizations

We use the with the names of governmental bodies *(the FBI)*, titles of officials (*the President*), invention (The computer).

- Queen had dinner with the President.
  - ✓ The Queen had dinner with the President.

LET'S PRACTICE

- President / The President of the United State wants to know all about you.
- The Governors / Governors would, of course, agree to your being adequately pensioned.
- Chatteris fell ill during winter / the winter of '17.
- Sultan/The Sultan and the Central Government/Central Government are in enemy hands.
- Mustafa Kamal was declared the President/President.

Rule - 18

Generally, articles are not used with the names of illnesses or diseases. But, there are some illnesses such as *The measles, the flu, the mumps*, which require *The*.

- *The Cholera* I had with severe complications.
- ✓ *Cholera* I had with severe complications.

- *Mumps* is an acute contagious disease.
  - ✓ *The mumps* is an acute contagious disease.

LET'S PRACTICE

- I had Bright's / the Bright's disease in the modified form.
- Gout, / The gout, in its most serious, had seized me without my being aware of it.

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Rule - 19

If a direction *(north, west, south, east, left, and right)* directly follows a verb, we do not use an article with the direction.

- Go the east or west, we are the best.
  - ✓ Go **east** or **west**, we are the best.

If a direction follows a preposition, we use *the*.

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

LET'S PRACTICE

- Abdul Rehman found one friend there and set off again toward **west / the west**.
- Christopher discovered that a desert truck was leaving for **the south / south** shortly.
- He was able to continue his hitch-hike to **the south / south** in the leisurely manner.
- Afoot, friendless and penniless, he set out **the south-westward / south-westward.**
- Balanguernon would continue **the south / south** on the primitive road towards Agades.
- From Agades he travelled **north / the north** to meet Balanguernon.
- The Umayyad dynasty was wiped out in **the East / East**.
- Sovereignty in the Muslim world, **West / the West** or **East, / the East**, was unstable.

Rule - 20

Articles with Family Names

The can be used with plural family names to refer to the family as a group.

- Parkers are coming for dinner tonight.
  - ✓ **The Parkers** are coming for dinner tonight.

LET'S PRACTICE

- **Bitterings / The Bitterings** are emigrants who join the other Earth people to escape.
- **The James / James** Dellingham Youngs were very proud of two things.
- **Flemings / The Flemings** were becoming a medical family.
- The children, small seeds, might at any instant be sown to all **the Martian/Martian** climes.
- This planet is meant for **the Martians / Martians**.

Rule - 21

Articles with Countries

We do not use *the* with the names of most countries unless the name contains a word such as:

- *States*
- *Kingdom*
- *Republic*
- *United*
- *Union*
- He left Pakistan to live in *the France.*

✓ He left Pakistan to live in *France*.

- He bade farewell to *United States* and went back to his homeland.
  - ✓ He bade farewell to **the** *United States* and went back to his homeland.

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Rule - 22

Articles with Plural Names of Countries

The is used with *"the Netherlands"* as well as with many nations which are island chains, such as:

- *the Philippines*
- *the Maldives*
- *the West Indies*

- He lives in *Netherlands.*
- ✓ He lives in *the Netherlands*
- I visited *Bahamas* last year.
  - ✓ I visited *the Bahamas* last year.

Rule - 23

Articles with Plural Names of Countries

We do not use article with the names of languages, used as nouns. But, if the name of language is used as an adjective *The* is used.

- English language is spoken all over the world.
  - ✓ The English language is spoken all over the world.

LET'S PRACTICE

- We were considered such dunces that we could learn only English language / the English language.
- Naturally I am biased in favour of boys learning English / the English.

Rule - 24

Articles with Material, Proper, and Abstract Nouns

We use article *"the"* with proper, abstract and material noun to make some reference.

- *The* kindness never goes unrewarded.
- ✓ Kindness never goes unrewarded.
- He is *Ghalib* of our times.
  - ✓ He is *the Ghalib* of our times.

LET'S PRACTICE

- Young Branksome tells me that his uncle was Major Collingwood— Collingwood / the Collingwood we had here in nought-two.
- For another Colley had just arrived—son of the Colley / Colley who was a son of the first Colley.

ZERO ARTICLE

Grammar Help

- The use of zero article (no article) indicates general rather than specific reference.
- You use articles when you are being specific.

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WITH ZERO ARTICLE

- I never liked school.
- Jim was sent to prison.
- Well, I'm off to bed.
- I usually walk to work (-my office or place of work).

WITH AN ARTICLE

- I went to a good school.
- The prison was on the outskirts of oxford.
- I'd better make the bed.
- The work is very demanding.

Quite a lot of nouns, many of them countable, are used without the articles a/an or the in certain situations:

- What did you learn at school today?
- Is Dad back from work yet?
- We're a long way from home.

Rule – 1

Zero Article and Certain Nouns

Nouns used with Zero Article include the following:

- **Meals**
  - Breakfast is at 8' O clock.
- **Seasons:**
  - We plant the seeds in spring.
- **Transport used with 'by'**
  - He travels by bus.

Standard places and institutions, used with prepositions, especially to, from, at.

- Few folk go to church nowadays.
  - I start university in the autumn.
  - I'm still in bed!

However, you have to use article with 'in, on, and with'.

- Did you come in a taxi or on the bus?
- I worked out the total with a calculator.

Rule – 2

Articles with Material, Proper, and Abstract Nouns

You don't use *a or an* with uncountable (material, abstract, and proper) nouns:

- Water is wet.
- Sugar is sweet.
- We can't live without food.
- We get wool from sheep.

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UNIT –8

Rule - 3

Plural nouns can be used without an article:

- There's a bee. Bees are insects.
- There's a cow. Cows are animals.
- Look! A shark! Sharks are fishes.
- I've bought a parrot. Parrots are birds.

Rule - 4

Articles with Common Nouns

We don't use articles with the common nouns used in the widest sense.

- A man is mortal.
- Man is mortal.

Rule - 5

Articles with Type, sort, and kind

We do not use any article or determiner "*a*" after *type, sort, and kind.*

- What sort of a bird is that?
- What sort of bird is that?

LET'S PRACTICE

- The great throne-room had been turned into a kind of gymnasium / a gymnasium.
- A pretty sort of a doctor / doctor you must be!
- But if it had not been this sort of school /a school it would probably not have taken Chips.
- Many boys of finest character are doing just this kind of thing / a thing.

Rule - 6

Articles with Ordinal Adverb

We don't use *the* before ordinal number when they are used as *adverbs*, or *show specific periods of time* (*next* spring) or *refer to prizes (*first prize*)*.

× The first, place the flour in the bowl. The next, add milk. Finally, mix in sugar.
✓ First, place the flour in the bowl. Next, add milk. Finally, mix in sugar.

Rule - 7

Articles with Possessive Determiner

Don't use article after Possessive Determiner (my, his, her, your, their, etc.).

× My the best friend has arrived.
✓ My best friend has arrived.

Rule - 8

Articles with Time Nouns

Don't use article time nouns, typically used with the prepositions after, at, before, by:

- The creatures are active at night.
- It must be funny working by night and sleeping by day.

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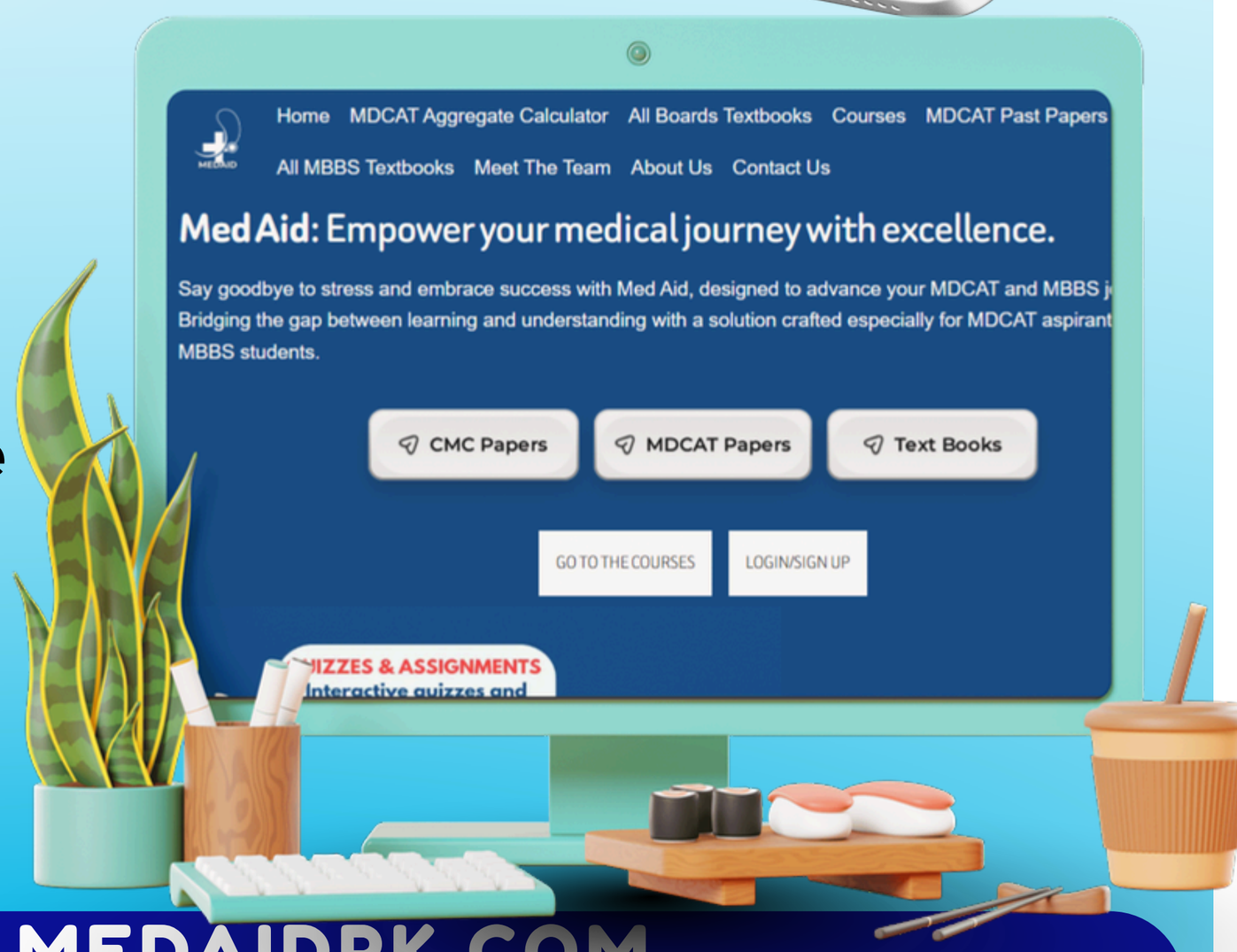

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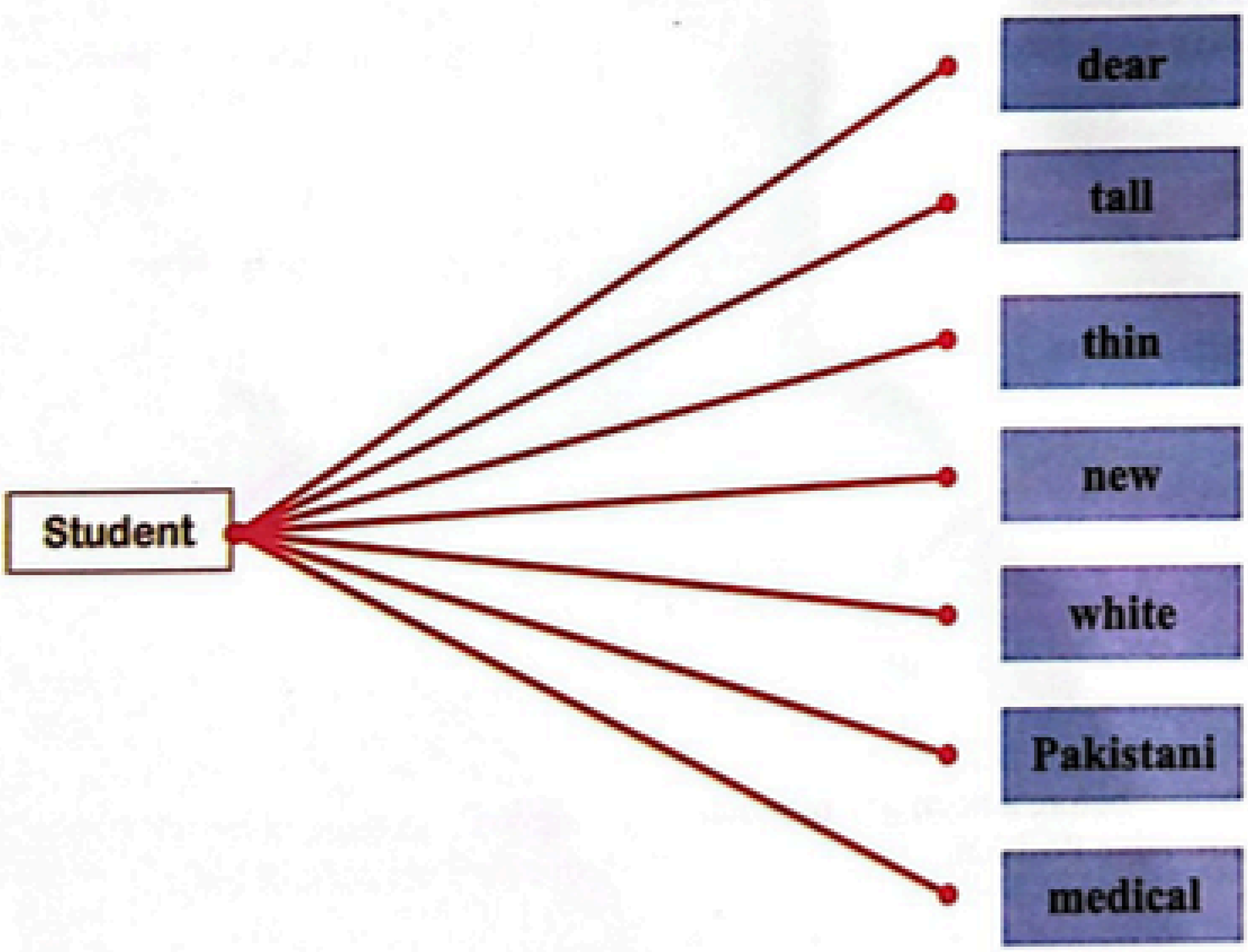
UNIT 9 THE ADJECTIVE

Adjective describes a person, place or thing.
Following are the points you need to check when you have *adjectives*:

- **Degrees of an adjective**
- **Possessive adjectives and verbal nouns (Gerund)**
- **Faulty comparison**
- **Important pairs of adjectives**

ADJECTIVES



Adjective

- Adjective is a describing word.
- It describes a noun or a pronoun.
- It can be used before or after the noun or pronoun.

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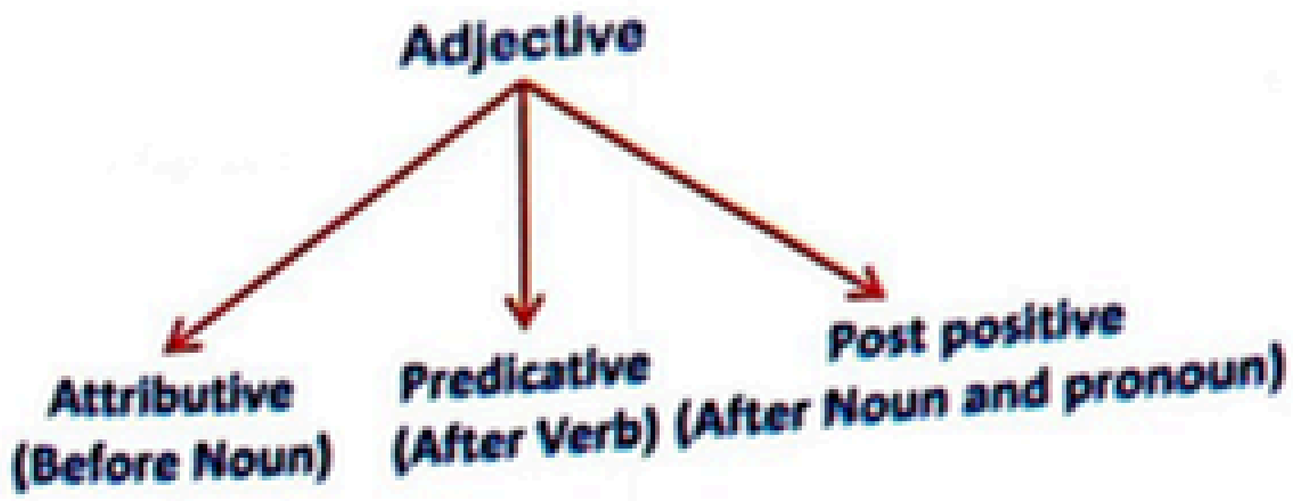
Positions of Adjectives:

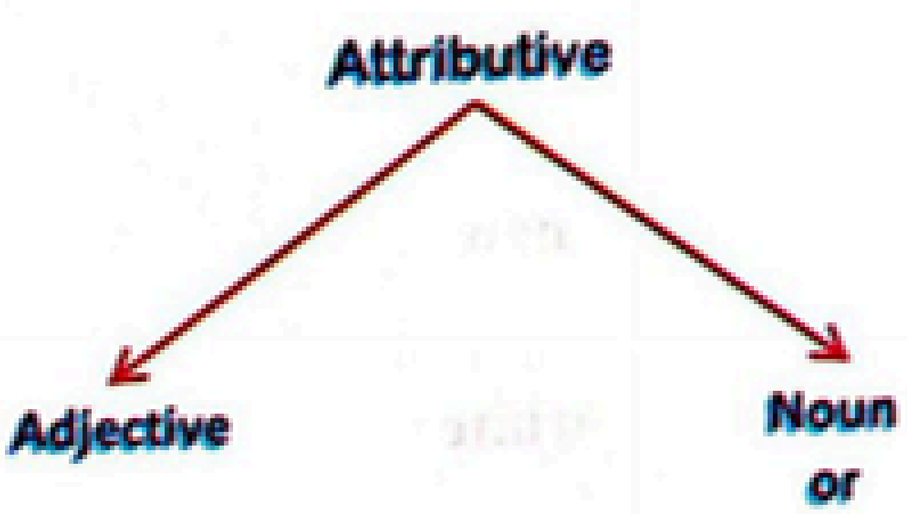


Adjective can be used in three Positions.

- Attributive
- Predicative
- Postpositive .

- A peaceful walk is useful.
- The boy seems very peaceful.
- We made the members peaceful.

Attributive Position
(before a noun)



- Adjective can be used before a noun or a pronoun.
- This is called Attributive Position.

Adjective
A **peaceful** walk is very useful.
Noun

Pronoun
She was wearing her new dress, the **red one**.

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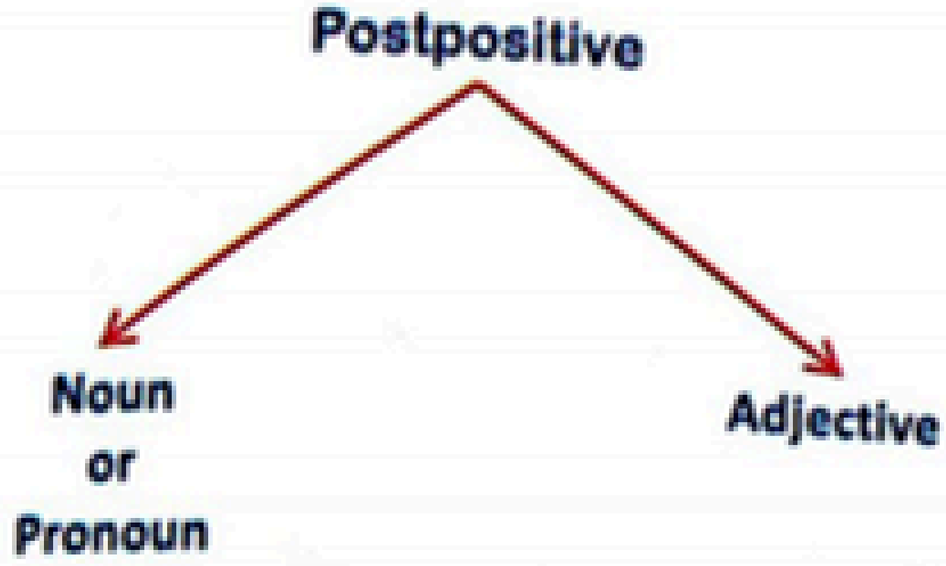
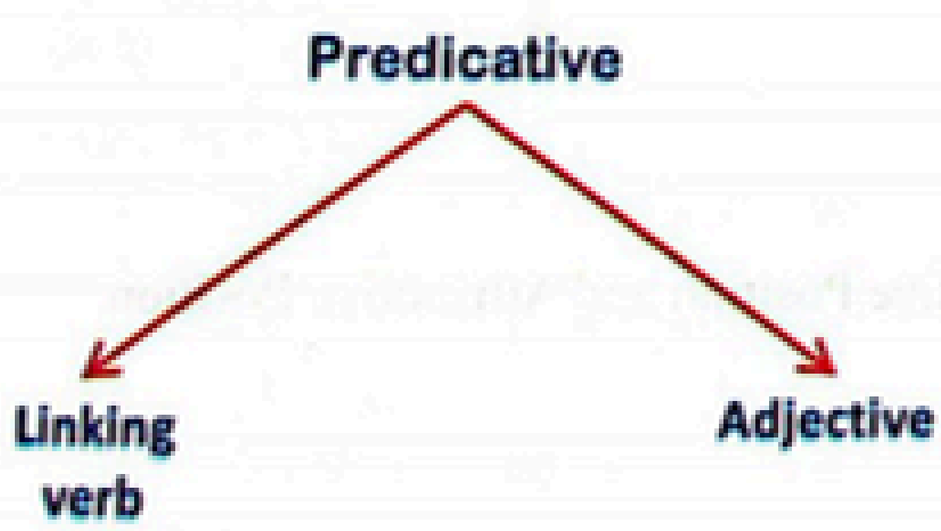
Postpositive Position
(after a noun)



- Adjective can be used after a noun or a pronoun.
- This is called Postpositive Position.

Adjective
The sunshine keeps my **back** **warm**.
Pronoun Noun
Something **unusual** had happened.
Adjective

Predicative Position – 1
(after a verb)



- Adjective can be used as a complement of a linking verb.
- This is called Predicative Position.

Linking verb
They **became** **sad**.
Adjective

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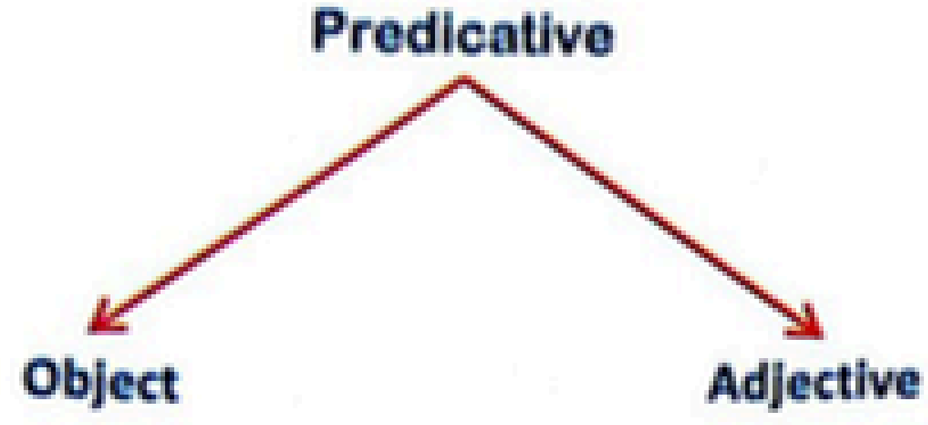
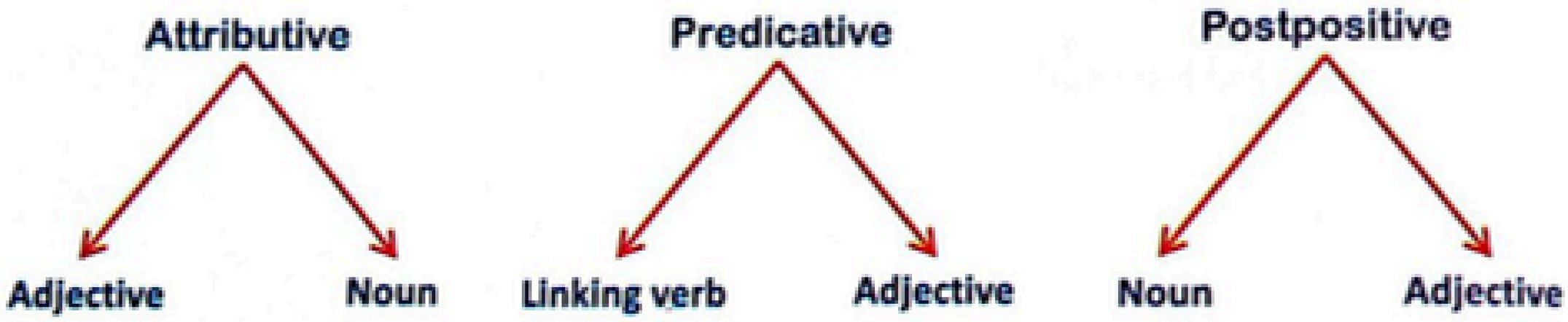
Predicative Position-2
(after verb)



- Adjective can be used as an object complement after a complex transitive verb.
- This is called Predicative Position.

Object
He made **me** **happy.**
Adjective



Noun Adjective
A **monster** **unseen** was said to lurk beyond the moor;

Linking Verb Adjective Adjective Noun
The children **were** **unafraid** of the **unseen** **monster.**

NOTE: Postpositive Position is Independent of Predicative Position and Attributive Position.

1. Attributive-only Adjective:

2. Adjectives that classify:
- The Bridal Suit
- A Digital Camera
- My Elder Sister

3. Noun used as Adjectives:
- The Road Safety
- Child Labor
- School Uniform

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1. Participle Adjectives:

- An adoring/loving sister
- a commanding personality
- Defeated Expression
- Working Relationships

Attributive-only Adjective:

Some other Adjectives:

- Elder brother
- Eldest sister
- Mere a boy
- Sheer delight

- My older sister is elder than I am.

✓ My elder sister is older than I am.

2. Predicative - only Adjective:
(Not Before Noun)

Predicative Only Followed by "to"

- accustomed
- Adjacent
- Allergic
- Averse
- Conducive
- Devoted
- Injurious

Beginning with prefix "a"

- The building was soon ablaze/afire.
- Changes were afoot.
  (Being planned; happening)
- Don't be afraid.
- He looked at him aghast. (horrified)

He lives alone.

Predicative - only Adjective:
(Not Before Noun)

Beginning with prefix "a"

- He stayed aloof.
- The baby was asleep/awake.
- He was still alive.
- Set the dry grass alight. (on fire)
- He was not well.
- Both sisters are alike.

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Predicative - only Adjective:

- The asleep girl did not hear the storm outside.
- ✓ The girl was asleep, so she did not hear the storm outside.

- The rescue squad was happy to discover an alive man.
- ✓ The rescue squad was happy to discover that the man was alive.

3. Postpositive -only Adjective:

- attorney general
- court martial
- postmaster general
- time immemorial
- something unusual
- anything interesting
- nobody suitable
- everything possible

Some Adjectives, particularly certain Past Participles, can follow the nouns and Indefinite pronouns.

- The Police want to contact people concerned/involved.
- Those present gave their full support.

Postpositive -only Adjective:

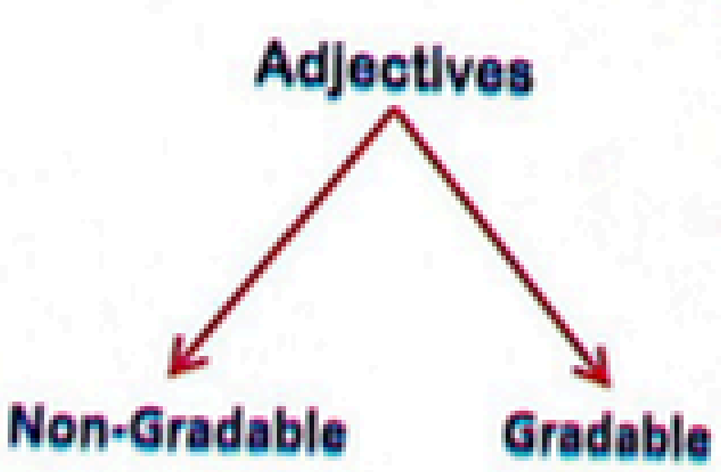
- We need experienced someone for this post.
- We need someone experienced for this post.

Both Attributive and Predicative Adjective:

Some Often-Predicative Adjectives can have a different meaning in the attributive Position.

- Sorry, I am late.
- My late father was a man of principles.
- He doesn't look fine.
- Fine clothes are expensive.

Gradable and Non-Gradable Adjectives



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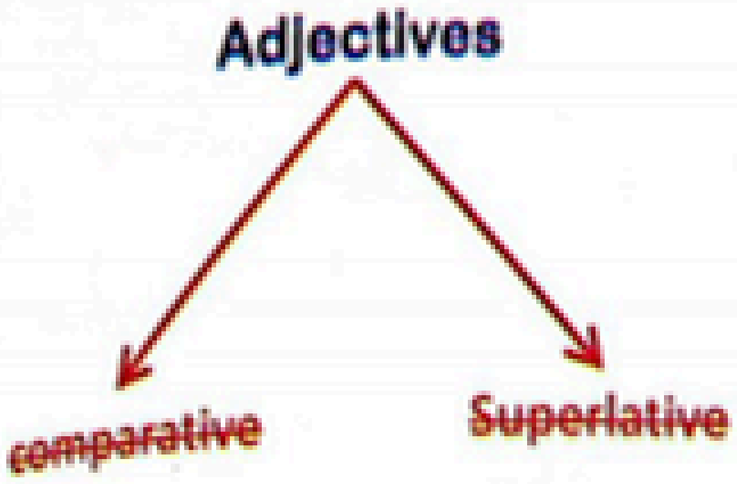
The Adjective

Not all adjectives have a comparative and superlative degrees, nor can they all be graded. This is because there are two types of adjectives:

Non-Gradable (Classifying)
Gradable (Qualitative)

1. Non-Gradable Adjectives



They don't form comparatives and superlatives.
Non-Gradable Adjectives express:

- Shape (circular, square)
- Color (red, yellow)
- Nationality (Pakistani, Chinese)
- Class or Type (digital, electrical)
- Material (wooden, steel)

Non-Gradable:

We don't use intensifying adverbs (very and extremely) or moderating adverbs (fairly, pretty, quite, rather, slightly, a bit, a little, somewhat).

We can reinforce these adjectives with emphasizing adverbs such as absolutely, completely, purely, totally, utterly.

- The meal was absolutely superb.
- His performance was completely flawless.
- He was totally unprepared.

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UNIT –9

Non-Gradable

(Rule)

Following adjectives don't have comparative or superlative degrees.

- unique, perfect, complete, ideal
- excellent, superb, faultless, flawless
- round, circular, different, preferable
- final, exhausted, dead, finished

Examples:

- Air coolers are the most ideal solution for the summer.
- ✓ Air coolers are the ideal solution for the summer.

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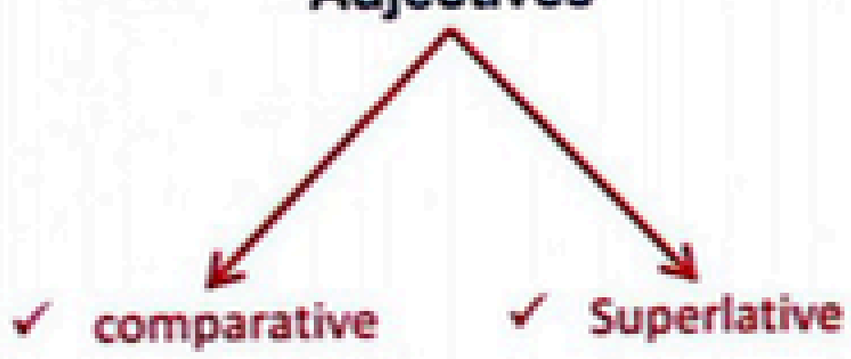
- The most ideal / ideal is to keep the patient's skin free from germs.
- Isn't it perfect, / the most perfect, Jim? I haunted all over the shops.
- Many of our boys of finest character and the most excellent / excellent ability are doing just this kind of thing.
- I had a feeling that it was impossible / the most impossible to explain the thing.

2. Gradable Adjectives



They form comparatives and superlatives.
Gradable Adjectives express:

- Size (small, large, tall)
- Shape-and-size (thin, fat, wide)
- Quality (old, young, warm)
- Opinion (good, bad, ugly)

Gradable Adjectives

You can make Gradable Adjectives stronger by using intensifying adverbs such as:

- Very
- Extremely

- Ali is very clever.
- Jim is extremely clever.

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Gradable Adjectives

- a bit
- quite
- fairly
- a little
- Pretty
- rather
- slightly
- somewhat

You can make Gradable Adjectives less strong by using moderating adverbs.

- She was a little nervous.
- That's a fairly good effort.
- I was rather sad at this news.

Degrees of Adjectives

- Positive
- Comparative
- Superlative

1. Positive Degree

The positive degree simply describes a noun or a pronoun without any comparison.

- Eat only the foods that are lower in carbohydrates.
- ✓ Eat only the foods that are low in carbohydrates.

2. Comparative Degree:

Comparative degree shows a comparison between two persons, places, and things, etc.

- She is the smartest than you.
- She is smarter than you.

3. Superlative Degree:

Superlative degree shows a comparison among three or more persons, places, and things, etc.

- Of Ahmad, Ali, and Aslam, Ali is the smarter.
- Of Ahmad, Ali, and Aslam, Ali is the smartest of all.

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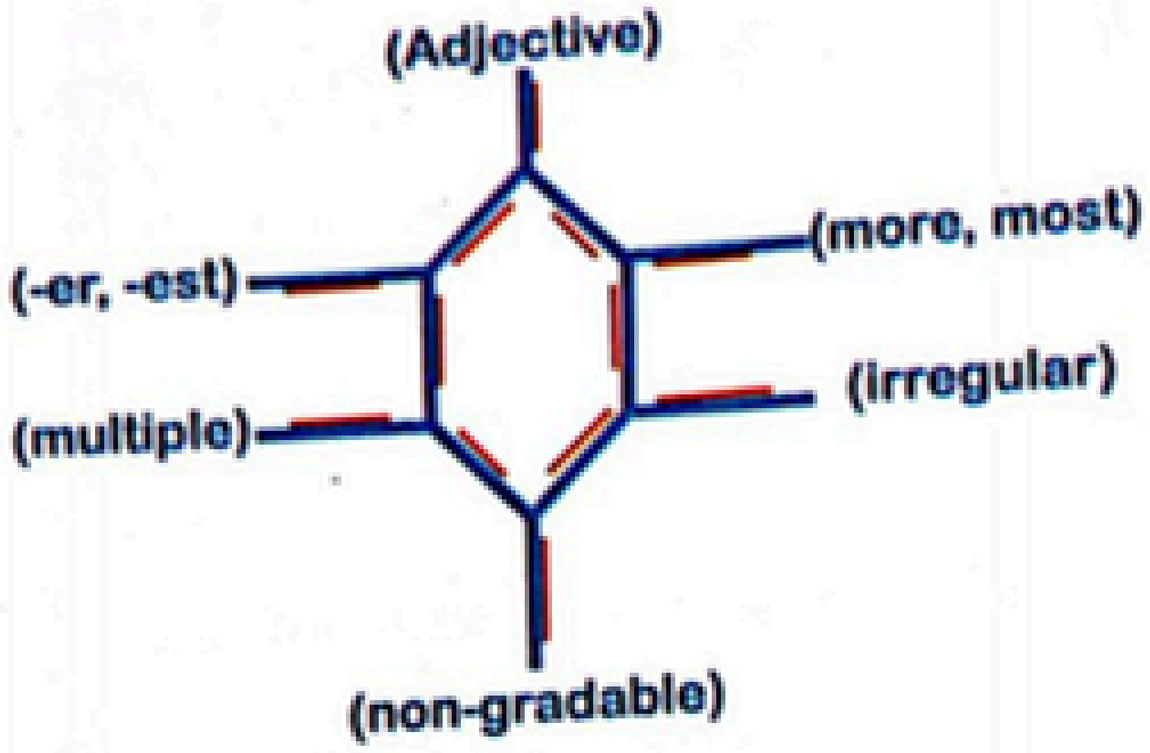
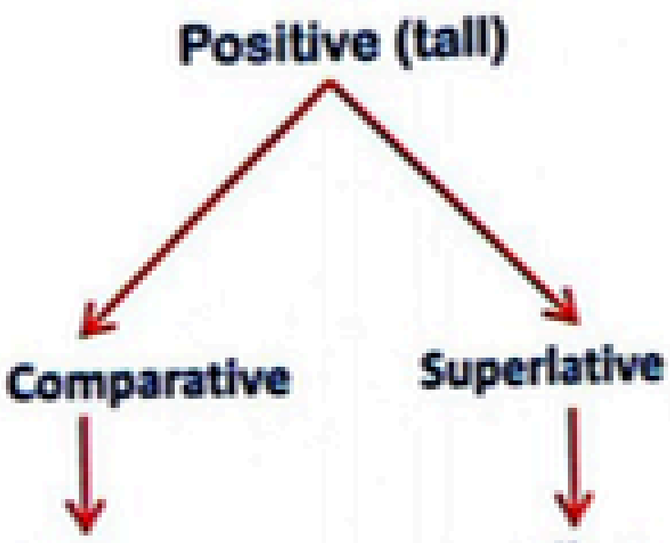
UNIT –9

Comparisons of Adjective



Degree Formation



The comparative *(2nd degree)* and superlative *(3rd degree)* degrees of adjectives are normally formed by adding "er" and "est" respectively to the positive *(1st degree)* degree of the adjective. The *syllable division* can be a good idea to work with in this regard.

- That wasn't the most happiest choice of words.
- ✓ That wasn't the happiest choice of words.

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- Expenses had been greater / more great than she had calculated.
- Of all who give gifts, these two were wise / the wisest.
- My dear fellow, you're more fit / fitter than I am.
- Chatteris was even younger / more young than Ralston had been.
- She got up more early / earlier than usual to make Arthur's breakfast.

PAST PAPER QUESTION:

He is <u>better than</u> all the boys in the class, in studies <u>as well as</u> in sports, and <u>bags</u> big prizes
A) B) C)
in <u>various</u> fields.
D)

(A- the best of)

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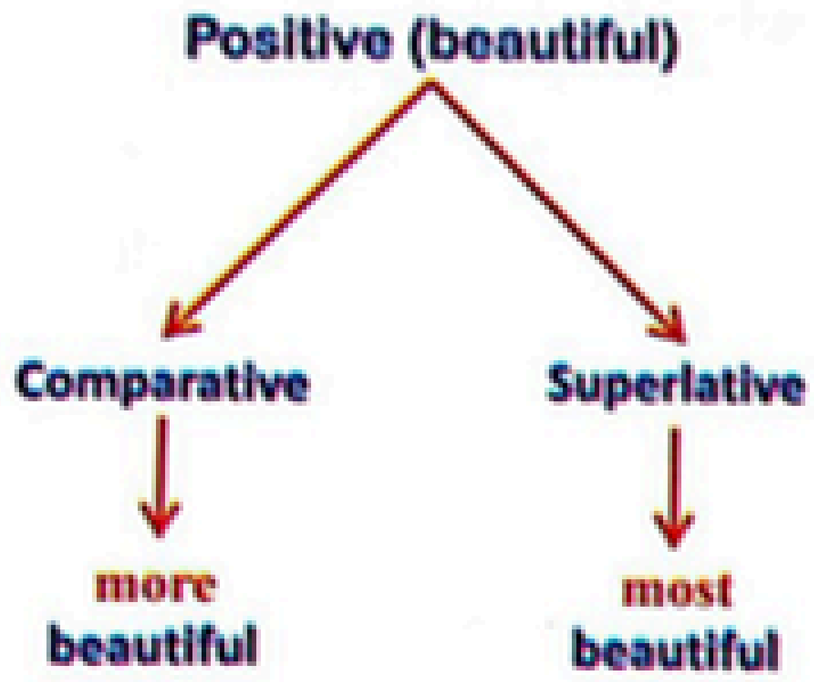
Degree Formation



The comparative and superlative degrees of some adjectives are formed by adding 'more' and 'most' respectively to the first degree of the adjective.

- She is far intelligent than her sister.
- ✓ She is far more intelligent than her sister.

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- We are also critical / more critical in our thinking than our ancestors were.
- It was not that he was less / more less active.
- Della knew her hair was more beautiful / beautiful than any queen's jewels and gifts.
- Chips was getting warmer and passionater / more passionate.
- I gained no advantage / more advantage from the alphabet than from the wider sphere of letters.
- He was both more and less / little experienced than the youngest boy at the school.

Degree Formation

cruel,	stupid,
feeble,	common,
simple,	pleasant,
polite,	narrow,
gentle,	handsome

Certain adjectives take either

- -er and –est or
- more and most.

- He's handsomest man I've ever seen.
- ✓ He's the handsomest man I've ever seen.
- ✓ He's the most handsome man I've ever seen.

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- Boys were a politer / more politer race.
- The people of the two cities of Japan passed through the most cruelest / cruelest period of their lives.
- He had been left with a vision that grew clearer / more clearer with each year.

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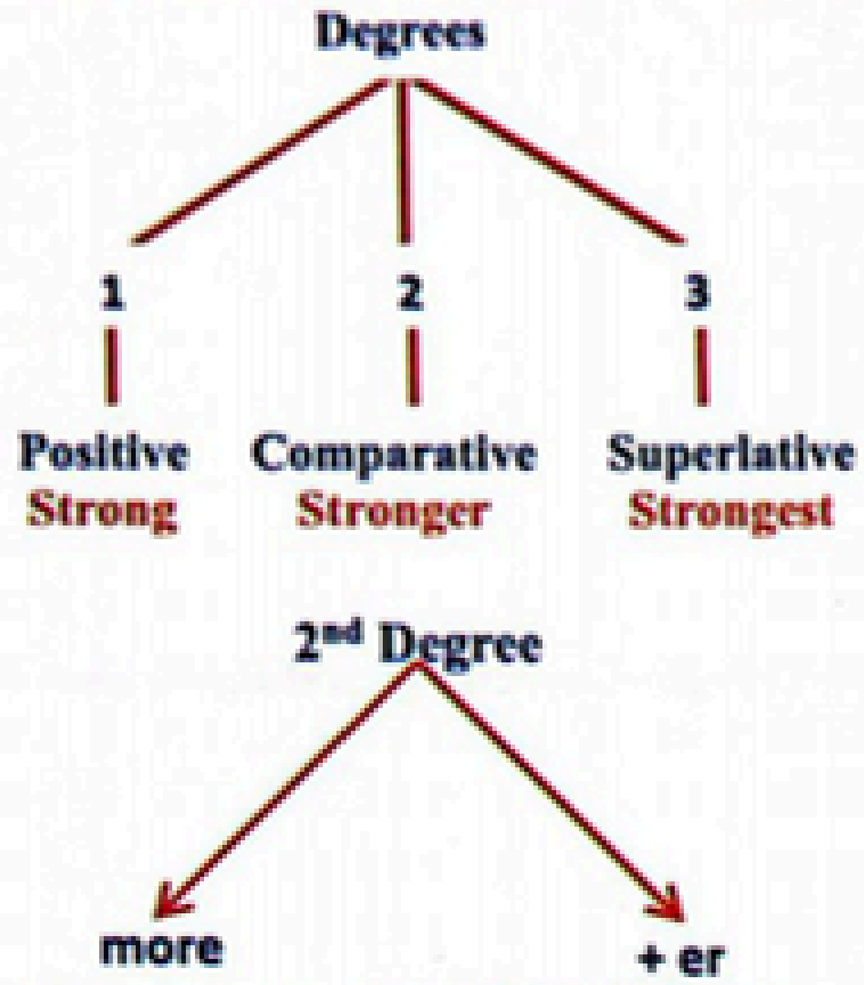
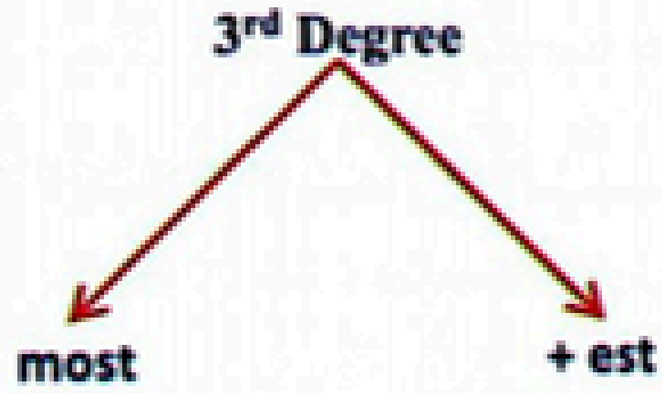
Use of double Comparative & Superlative

Use of double comparative (more stronger) or double superlative (most strongest) is wrong.



- Della's hair was more beautiful than any queen's jewels and gifts.
- Katherine had cleverer brain than Chips's.



- Providing sufficient water has been one of the most important problems in the growth of cities.
  Whatever my father wanted me to see was on top of the highest point of my farm.

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- The mountain rose higher / more higher and higher on the surface of the sun.
- In India in 1964-1965 there was the worst / most worst famine of the century.
- He felt a great deal more stronger / stronger and fitter after his holiday.
- On a long table, attractively displayed, were the latest / most latest hit songs.
- He gave examples of other Courts and greater / more greater ones.
- It was easily the most strongest / strongest weapon yet forged in the fight against disease.
- You are fitter / more fitter than I am.
- She had a cleverer / more cleverer brain than Chips's.
- This is the most cleanest / cleanest patch I've ever seen.
- I knew what he was thinking, and it made me worse / more worse.

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Irregular Adjectives

Irregular adjectives such as *good, bad, little* don't follow any rule for the formation of comparative and superlative degrees.

Positive	Comparative	Superlative
Good/well	better	best
bad/evil	worse	worst
much	more	most
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest

- As he aged, his memory got more bad.
- ✓ As he aged, his memory got worse.

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- One could see the dirty vest which was in an even more bad / worse state than the sweater.
- She had looked at them without the most little / least hope of owning them.

How do comparatives work grammatically?

Comparative Degree:

Comparatives are used in a variety of construction:

1. Comparative + than
2. Comparative + than + amount
3. Comparative + and + Repeated Comparative
4. The + Comparative, the + comparative….
5. Comparative + to
6. The + comparative + of + the two
7. much, a little, etc. + comparative
8. Faulty Comparison

1. Comparative + than

When "than" is used as a conjunction, it introduces a clause.

- Harry is slimmer than I am.

The verb in the clause is often omitted.

- Harry is slimmer than I.

In a formal style, personal pronouns after than are left in the subjective case.

- Harry is slimmer than I.

2. Comparative + than + amount

Than acts as a preposition in expression such as more than $ 40, less than 2 months.

- ✓ We had fewer than 20 volunteers.
- ✓ Choose any number less than 40.

3. Comparative + and + Repeated Comparative

We can use this expression to express the idea of a situation intensifying:

- My headache was getting worse and worse.
- He keeps accepting more and more work.

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4. The + Comparative ……, the + comparative…..

Comparatives are used in pairs to express the idea of proportionality, directly proportional or inversely proportional.

- The richer she grew, the meaner she became.
- The cleaner the air, the brighter the sun.

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- The more dangerous it is, more / the more I like it.
- The higher / higher we go, the cooler it becomes.

Comparative Degree

Sometimes, the comparative is used with the meaning "rather or somewhat" (meaning to a greater extent than average).

- ✓ Larger woman should choose the more restrained fashion.
- ✓ More challenging courses are available for brighter students.

5. Comparative + to

- senior
- junior
- superior
- inferior

There are some adjectives with the ending "-ior" in English that come from Latin. When they are used comparatively, they are followed by "to", not "than".

- Peter is junior than John. X
- Peter is junior from John. X
- Peter is junior by John. X
- ✓ Peter is junior to John.

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A) You have been sent here for the express purpose of reconnoitering prior from invasion.
B) You have been sent here for the express purpose of reconnoitering prior to invasion.
A) Indigenous machines are superior than foreign equipment.
B) Indigenous machines are superior to foreign equipment.

6. The + comparative + of + the two

The + comparative can be followed by of + the two people or things being compared.

- The taller of the two girls was called Periza.
- Of the two options, traveling by train is the more convenient.

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- Of the two, El Golea is better / the better place to visit.
- Out of the two computers, I purchased the better / the best.

7. Much, a little, etc. + comparative

The usual intensifiers used with comparatives are much (also very much), far and a lot. You can also use a little, a bit, and slightly, no, any, etc. to indicate that there isn't much difference.

- I am feeling much better, thank you.
- I am feeling a little better today, thanks.

8. Faulty Comparison

A comparison that is not logical is called faulty comparison. Items that are compared must in fact be similar.

This bag is better than Ali.

✓ This bag is better than Ali's bag.
✓ This bag is better than Ali's.

How do superlatives work grammatically?

Superlatives

Superlatives, like comparatives, have their own range of possible constructions.

1. The + Superlative
2. Superlative + of + Plural group
3. Superlative + in + Place (singular group noun)
4. Superlative + of + period of time
5. Superlative + relative clause

1. The + superlative

- Usually "the" is used before a superlative adjective.

- Which is the best planet?

- A possessive determiner is also used before a superlative adjective.

- She is on her best behavior.

- A noun ending with apostrophe 's is also used before a superlative adjective.

- Maths is Harry's best subject.

Grammar Help-1

- You omit "the" with superlative adjective when you use it:
- With some possessive determiners (my, our, her, etc.). See example – 2
- A noun ending with apostrophe 's (Harry's) is also used before a superlative adjective. See example-3

Grammar Help-2

- You can omit "the" when you are referring to the state of a person or thing in particular circumstances, as compared with other general circumstances.

– The wine is tastiest when it has been chilled for a couple of hours.
– This trick is most effective with an audience of innocent children.

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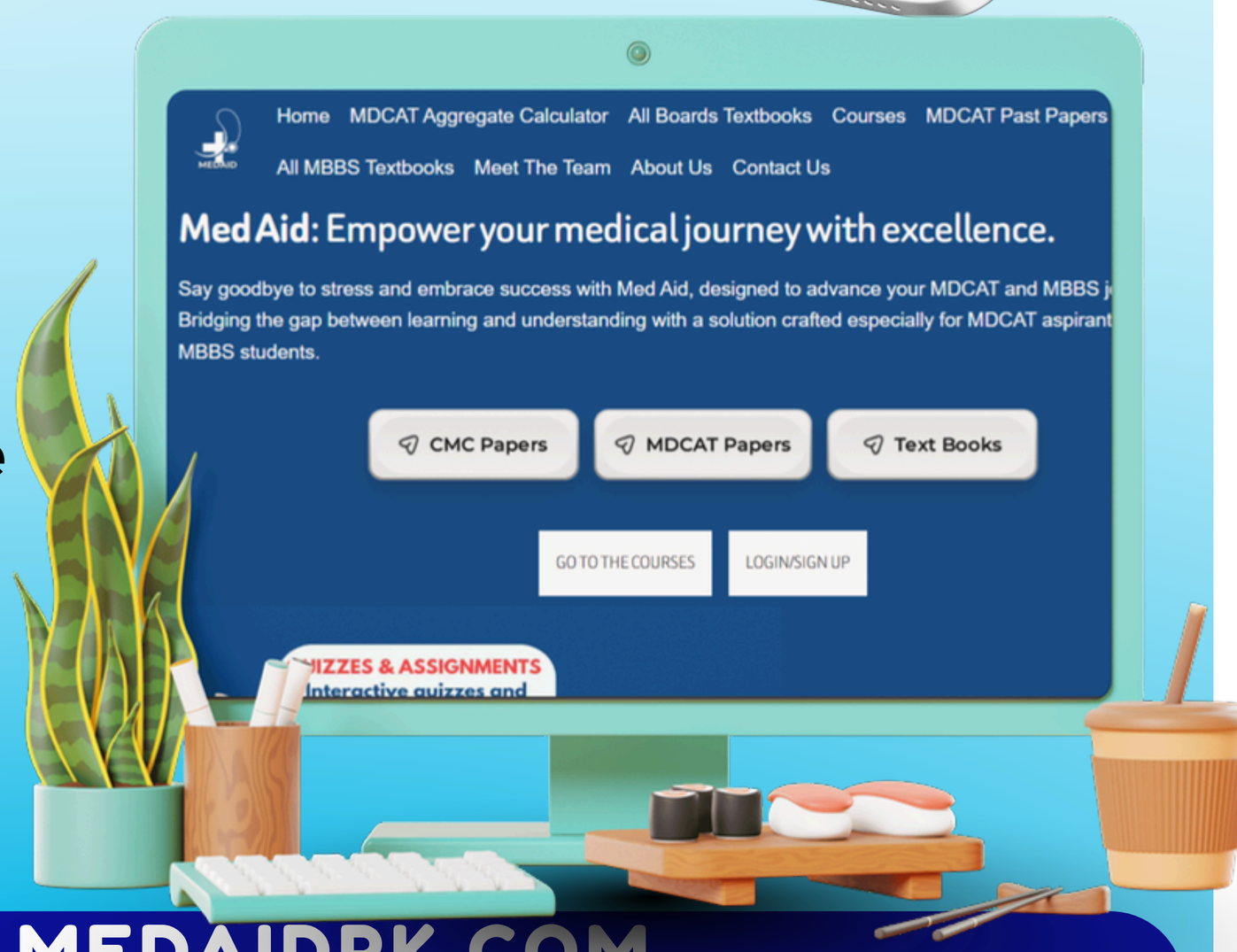

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Superlative + of + Plural group

- After a superlative, you can use of before a plural group noun.
- If the group consists of two only, you use the comparative.

– She is the brainiest of all the three children.
– She is the best mother of all.

3. Superlative + in + Place (singular group noun)

- You use "in" not "of" with a superlative before a place or a singular group noun.

- This is the best restaurant of the town.
✓ This is the best restaurant in the town.

4. Superlative + of + period of time

- You use "of" with a superlative before a period of time.

- Today is the longest day in the year.
✓ Today is the longest day of the year.
- He is the best cricketer in the century.
✓ He is the best cricketer of the century.

5. Superlative + relative clause

- A superlative is often followed by a relative clause (typically in present perfect or past perfect tense with "ever")

✓ This is the funniest thing that I've ever heard.
✓ This is the funniest thing I've ever heard.

Spelling Help

English Spelling is a national misfortune to England and international misfortune to the rest of the world. (Max Muller)

day	~~dayly~~	daily
rely	~~realiable~~	reliable
vary	~~varyable~~	variable
hug	~~hugable~~	huggable
cure	~~cureable~~	curable

stop	~~stopable~~	stoppable
nerve	~~nerveous~~	nervous
regret	~~regatable~~	regrettable
weary	~~wearysome~~	wearisome
courage	~~courageous~~	courageous

tire	~~tyring~~	tiring
pity	~~pityless~~	pitiless
early	~~earlyish~~	earlish
like	~~likeable~~	likable
love	~~loveable~~	lovable
move	~~moveable~~	movable

~~compatable~~	compatible
~~combustable~~	combustible
~~collapseable~~	collapsible
~~senseable~~	sensible
~~reverseable~~	reversible

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Stacking the Adjectives in the Right Order

OPINION | SHAPE

QUALITY | COLOR

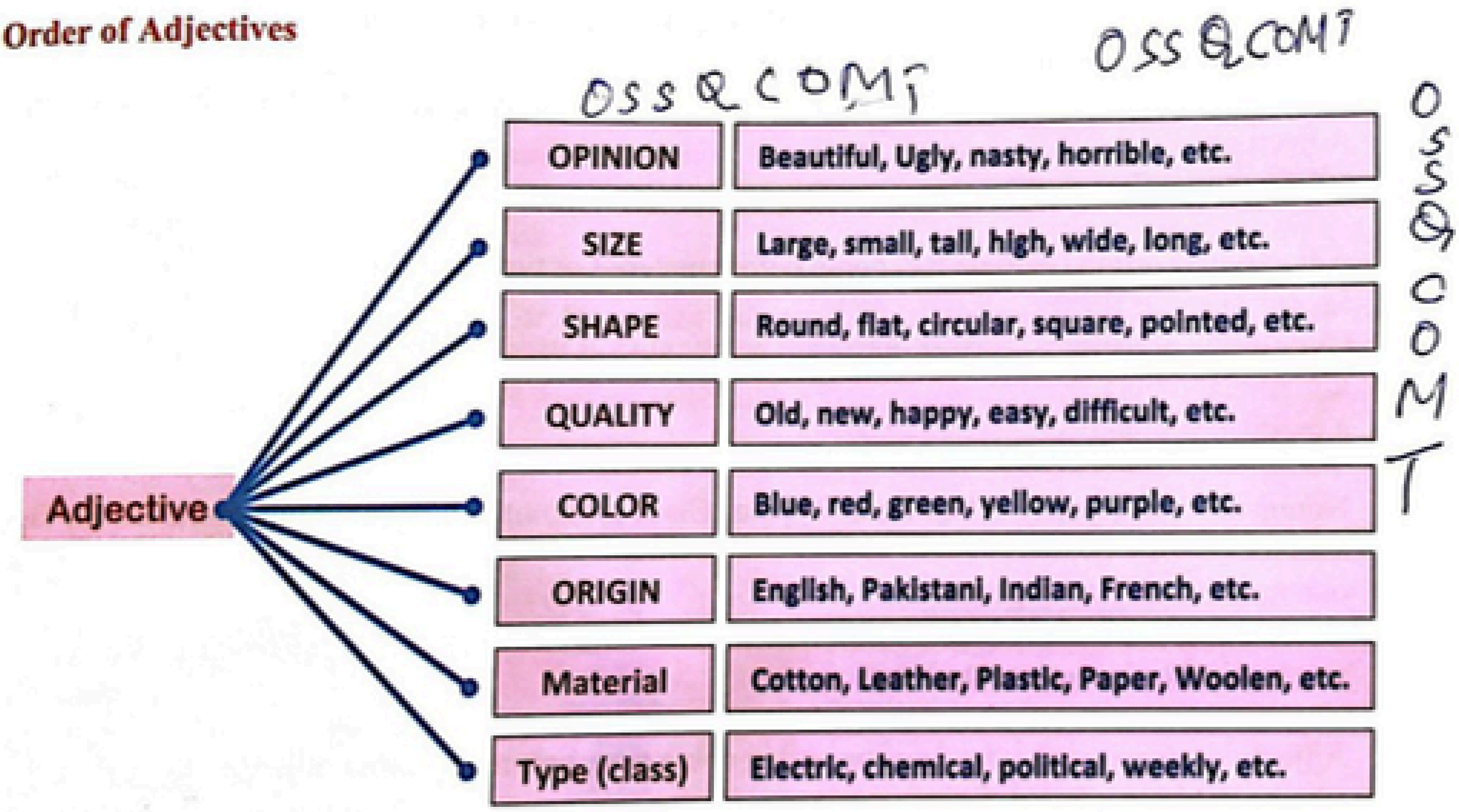
ORIGIN | MATERLIA

TYPE (class) | SIZE

You can use two or more adjectives before a noun, but the various kinds of the adjectives have to be used in the right order.

Order of Adjectives

OSSQCOMT OSSQCOMT



OSSQCOMT

1. **Opinion and size adjectives come before shape adjectives, and these three come before quality and color adjectives.**

OPINION	SIZE	SHAPE	Quality	COLOR
beautiful	large	square	new	blue
Get a	Small	Good	New	red	triangular
Get a	good	small	triangular	new	red	carpet

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2. **Size, shape, quality and color adjectives come before type (class), material and origin adjectives.**

Size	Shape	Quality	Color	Type	Material	Origin
large	square	New	blue	electric	cotton	French
Get a	new	pink	small	plastic	Chinese	talking	doll
Get a	small	new	pink	talking	plastic	Chinese	doll

Order of Adjectives

- Size adjectives come before shape adjectives, and they both come before color adjectives.
- a **small triangular red** badge
- Size, shape, quality, and color adjectives come before type (class), material and origin Adjectives.
- a little red **leather** purse

- Adjective of origin (nationality) come before material or type or class.
- **Japanese paper** flower
- Classifying adjectives (type & class) are nearly always used attributively.
- a financial report
- a medical center

- Nouns used as adjectives belong to Type or Class group of adjectives. They come last in the a STRING OF ADJECTIVES.
- our **final holiday** arrangements
- a **popular sports** car
- an **elegant black metal table** lamp

- Adjectives expressing your opinions often come first, before any other adjective:
- a **beautiful blue silk** scarf
- a **sweet little red** leather purse
- an **efficient new female** manager

LET'S PRACTICE

- She had **blonde magnificent / magnificent blonde** hair in profusion.
- You will bring merriment to the **old tired / tired old** human heart.
- A **silk white / white silk** scarf was knotted at his neck.
- The **icy sharp / sharp icy** gusts of wind struck like steel.
- He was lying on a **white marble / marble white** table.
- I used to lie on the **attic uncarpeted / uncarpeted attic** stairs.
- She put on her **old brown / brown old** coat.
- There was a **metal small / small metal** teapot to bring up the water.
- Take this ten dollars and buy yourself some **suede blue / blue suede** shoes.

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Using Comma between Adjectives

Comma and Adjectives

- When you use a string of adjectives that are of "different kinds", you don't need commas between them.
- Size, shape, color, material
  - a high circular grey stone wall
- Size, quality, origin
  - large juicy Pakistani apples
- Size, quality, class or type
  - a lengthy detailed chemical analysis

- When you use a string of quality or opinion adjectives, you usually put commas between them.
- Quality
  - a violent, brutal attack
- Quality
  - confident, ambitious, successful people
- Opinion
  - a nasty, mean, dishonest trick

- You very often use a simple or basic size adjective (tall) followed by and adjective that combines size and shape (thin/fat/wide/slim). You don't need a comma between them. You can put in a comma if you want to emphasize each adjective separately.

- a tall thin man or a tall, thin man
- short fat people or short, fat people
- long slim legs or long, slim legs

- If you use two or more class or type adjectives together, you don't need commas between them.

- my weekly piano lessons
- historic naval battles
- online academic reference works

Using "and" between Adjectives

"and" & Adjectives

- If you use adjectives after a linking verb or after a complex transitive verb, you use "and" between them. If you use more than two adjectives, you put "and" between the last two and commas between the others.
- He was tall and thin.
- He was tall, thin, short-sighted and bald.
- She evidently considered me silly, ignorant and inadequate.

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- Sometimes "and" is used between the attributive adjectives of the same type. It is clearly necessary to use "and" between color adjective and between material adjectives where two are involved.

- a black and yellow insect
- You will love our steel and canvas chair.

LET'S PRACTICE

A) The Mayor, a stout serious man, was waiting for Hubert.
B) The Mayor, a stout, serious man, was waiting for Hubert.
A) The manager was a grave calm man.
B) The manager was a grave, calm man.
A) The accountant was a tall cool devil.
B) The accountant was a tall, cool devil.
A) When I arrived, I was met by the mother, a big startled looking woman.
B) When I arrived, I was met by the mother, a big, startled looking woman.
A) The good, old, red-faced squire was shoveling out plum pudding to the crowd.
B) The good old red-faced squire was shoveling out plum pudding to the crowd.
A) A small, lean, white cat shivering with cold.
B) A small lean white cat shivering with cold.
A) The young man was wearing an old, cotton sweater which was all in holes.
B) The young man was wearing an old cotton sweater which was all in holes.
A) She had blue, flashing eyes and freckled cheeks and smooth straw-colored hair.
B) She had blue flashing eyes and freckled cheeks and smooth straw-colored hair.

Some Tricky Pairs of Adjectives

sick	ill		few	a few
last	latest		little	a little
some	any		less	fewer
farther	further			

Less **Fewer**

Normally, less is used with uncountable nouns and fewer with the plural countable nouns. But less than can be used in reference to amounts and sums.

- Fortunately, I have less work to do than I used to have.
- Fortunately, I have fewer tasks to do than I used to have.

But

- We spent less (or fewer) than 20 dollars on the repair.

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Farther / Further

Farther (root word far) is always used for distance, and further (think furthermore) implies a metaphorical advancement.

- How much further is the amusement park?
- ✓ How much farther is the amusement park?

- Farther topics will be covered next week.
- ✓ Further topics will be covered next week.

high / tall

Tall is an adjective that measures the size or height of vertical items, such as people and buildings.
High is used to define an object's position from the ground, including bridges, planes, shelves and horizontal objects.

- He alighted from tall heaven to pour a cascade of love.
- ✓ He alighted from high heaven to pour a cascade of love.

- The Golden Gate Bridge is exceptionally tall.
- ✓ The Golden Gate Bridge is exceptionally high.

few / a few / the few

Few represents a negative quantity or shortage. *A few* represents a positive quantity, whereas *the few* represents the total number. But, these expressions can only be used with countable nouns.

- **I have few friends.**
  (I have no friends)
- **I have a few friends.**
  (I have some friends)
- **The few friends I have are very sincere to me.**
  (Exact Number of Friends)
- He feels lonely as he has a few friends in the city.
- ✓ He feels lonely as he has few friends in the city.

LET'S PRACTICE

- The following were the few / a few things **which were found** in the various pockets of his overcoat.
- He had a little diary in which the names and addresses of few / a few people were noted.
- You can't satisfy your conscience by writing a cheque for a few / a little guineas.
- A few / The few pence a week pocket-money **we received** was to be put into a money box and saved.
- Among a / the very few **who escaped** was a youth of twenty named Abd-al-Rahman.

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little **a little** **the little**

Like *few* and *a few*, the quantifiers *little* and *a little* represent negative and positive quantities respectively. Always use *little* with non-countable nouns.

- She had *little* interest in history. **(no interest)**
- There is *a little* sauce left. **(some)**

- Unfortunately, I have **a little** interest in politics.
  Unfortunately, I have **little** interest in politics.

LET'S PRACTICE

- His pension was adequate, and there was **little / a little** money saved up besides.
- Today babies are born in hospitals where there is **a little/little** likelihood of their getting a disease.
- Bahemed assured him that it would be a good thing to mix **a little / little** wine with his water.
- He was **little / a little** pale when he sat down afterward, aware that he had done something unusual.

PAST PAPERS

A) There was a little money saved up **beside**.
B) There was **little** money saved in besides.
C) There was **little** money saved up **beside**.
D) There was **a little** money saved up **besides**.

Possessive + Gerund

Before verbal nouns (*Gerunds*) we use possessive adjectives *(my, our, your, her, his, their, etc.)* and not possessive pronouns (mine, ours, theirs, his, etc.).

- He wouldn't hear of **me** walking home alone.
  He wouldn't hear of **my** walking home alone.

LET'S PRACTICE

- The angel said he remembered **my / mine** doing so.
- She had put it aside in **hers / her** careful buying of meat and other food.
- What is the reason for **your / yours** planting this patch up here?
- It would be all right, of course, **hers / her** coming to Brookfield.
- The king thinks he will recover his health only through **me / my** slaying.

The + Ordinals

Ordinal adjectives such as *first, second, next* are used with **"The"** whereas cardinal adjectives are not used with *the*. However, we do not use *"the"* in the expressions such as *first prize/ position/language*. With ordinal adverbs, we do not use article *"the"*.

- **First** four runners were well ahead of the others.
- ✓ **The first** four runners were well ahead of the others.

LET'S PRACTICE

- Linford lived in Shropshire, and he was **first / the first** of his family at Brookfield.
- Up to **the second / second** floor Della ran, and stopped to get her breath.
- The Magi were **first / the first** to give Christmas gifts.
- Hubert died in **the first / first** week of the following month.
- It must have taken him more than sixty years to do it, since **first / the first** he came by that strange ambition of his.
- But I never loved **the second / second** plough as I did the first one.

PAST PAPERS

The three (A) Abd-al-Rahman, like his (B) illustrious predecessor, was a (C) young man when he (D) took office.

(A-The third)

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10 UNIT THE PRONOUN

Pronoun is a word that is used instead of a noun or noun phrase.
Primarily there are four things you need to check out when you have pronouns:

- **Do they use the right case?**
- **Are they ambiguous?**
- **Do they agree?**
- **Are they in correct order?**

What is a pronoun?

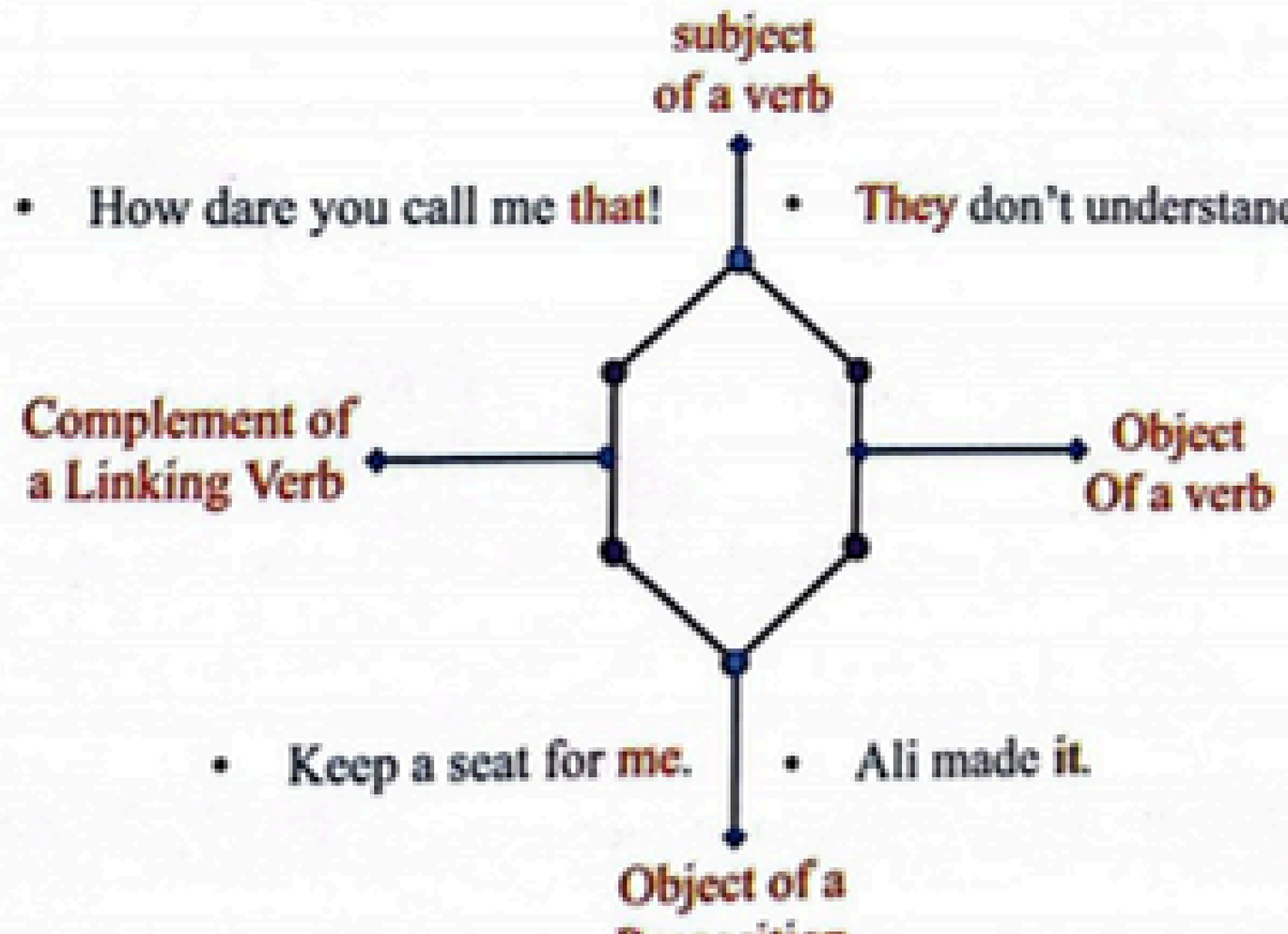
'Pro' means 'instead of' and a 'noun' means a 'name'.

- They are substitutes for nouns.
- They are shortcuts.
- They stand alone.

Example:

- My sister has been clearing out our home.
  She called me yesterday.

How do pronouns work grammatically?



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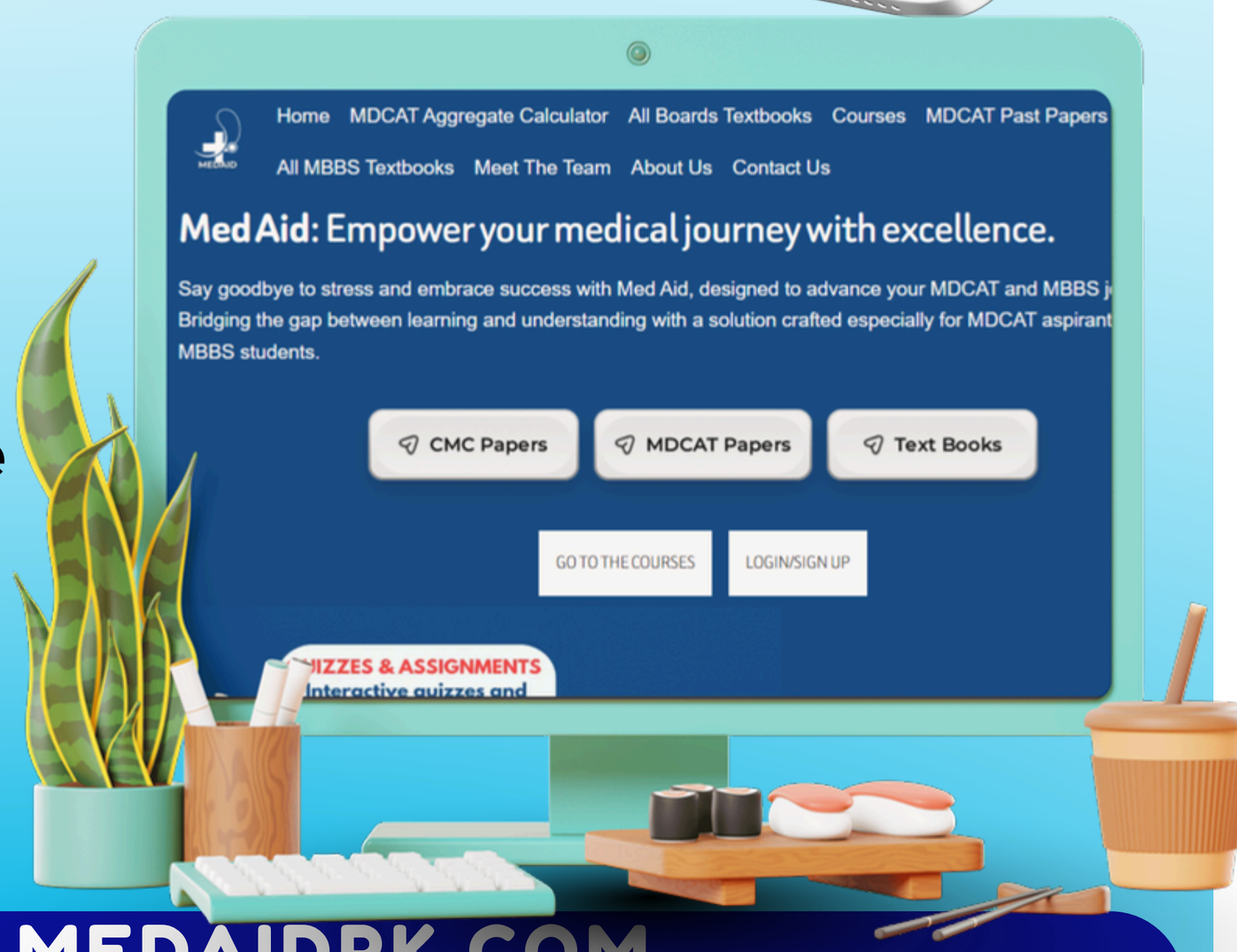

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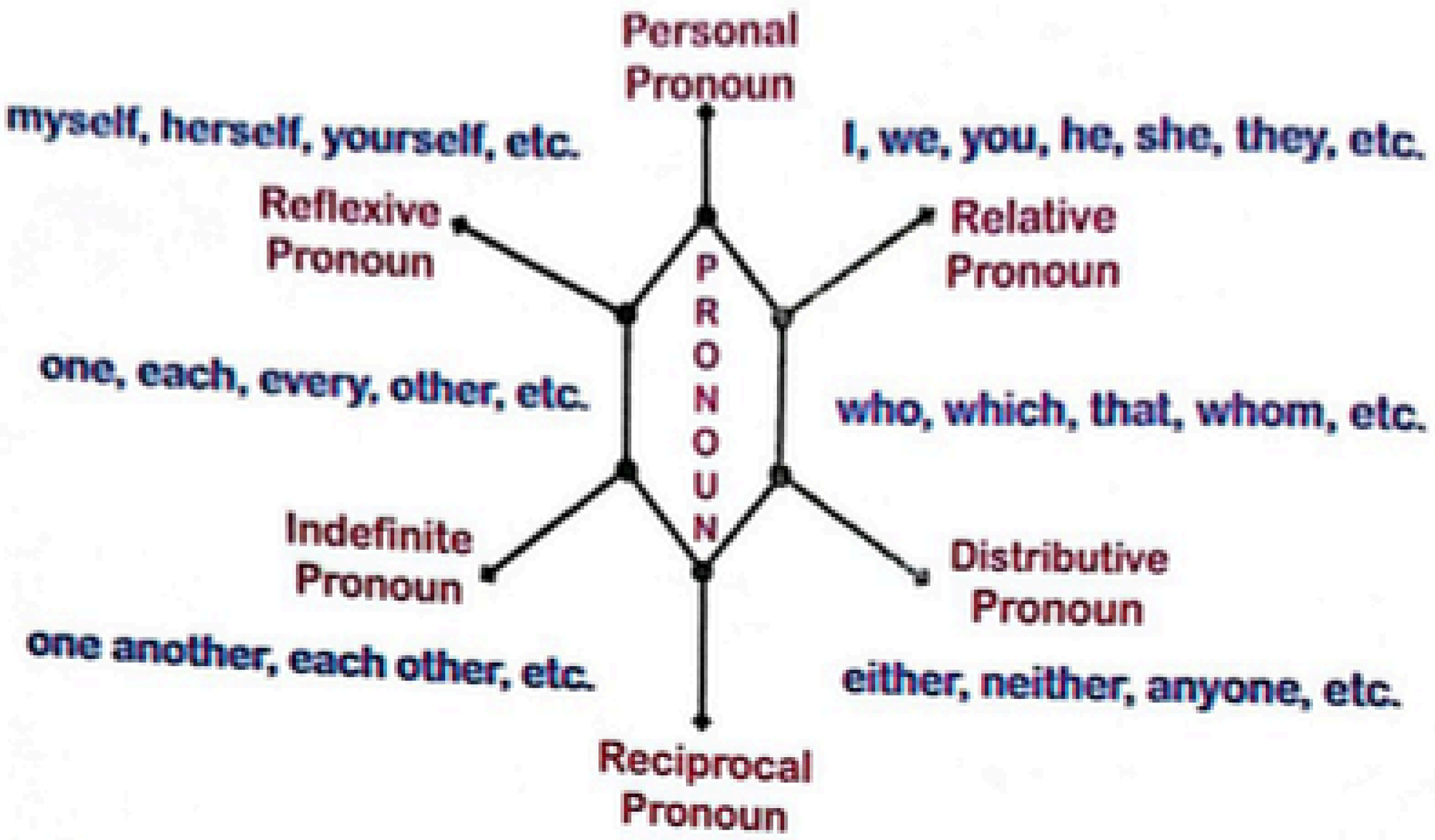
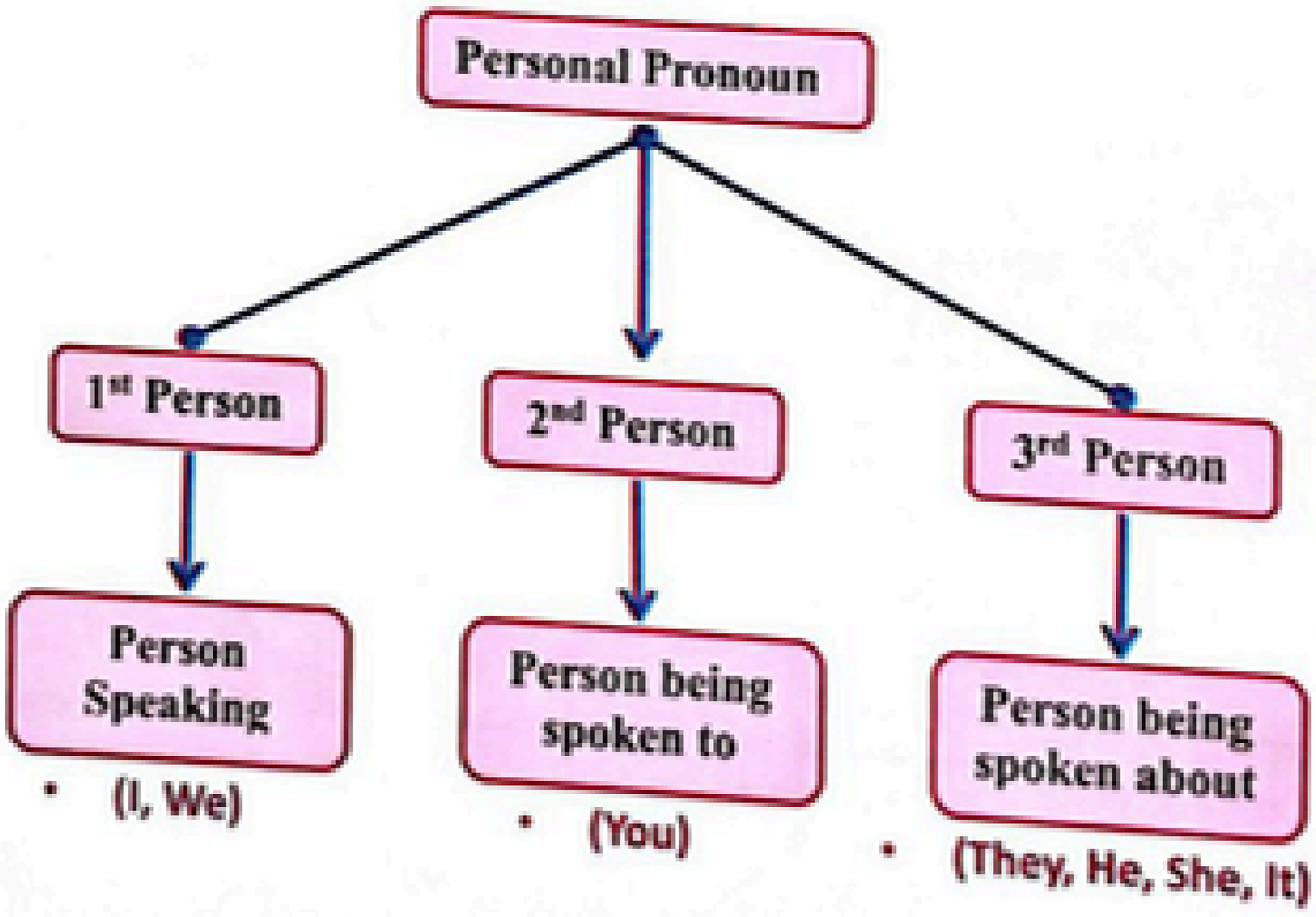
KINDS OF PRONOUN



The word used instead of a name of a person



Pronoun Cases:

The form of a pronoun that shows its relationship to another word.

- Nominative
- Possessive
- Accusative

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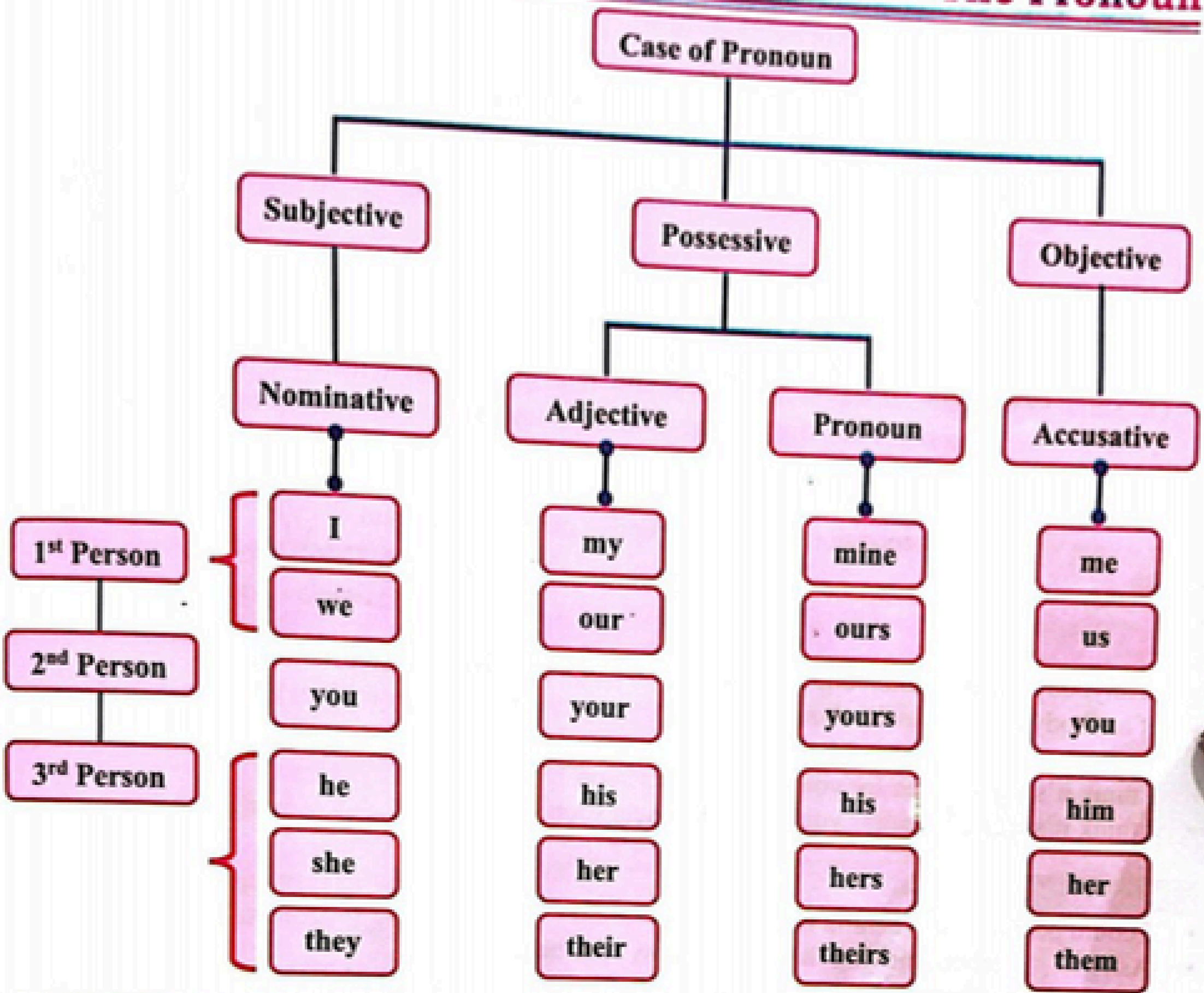
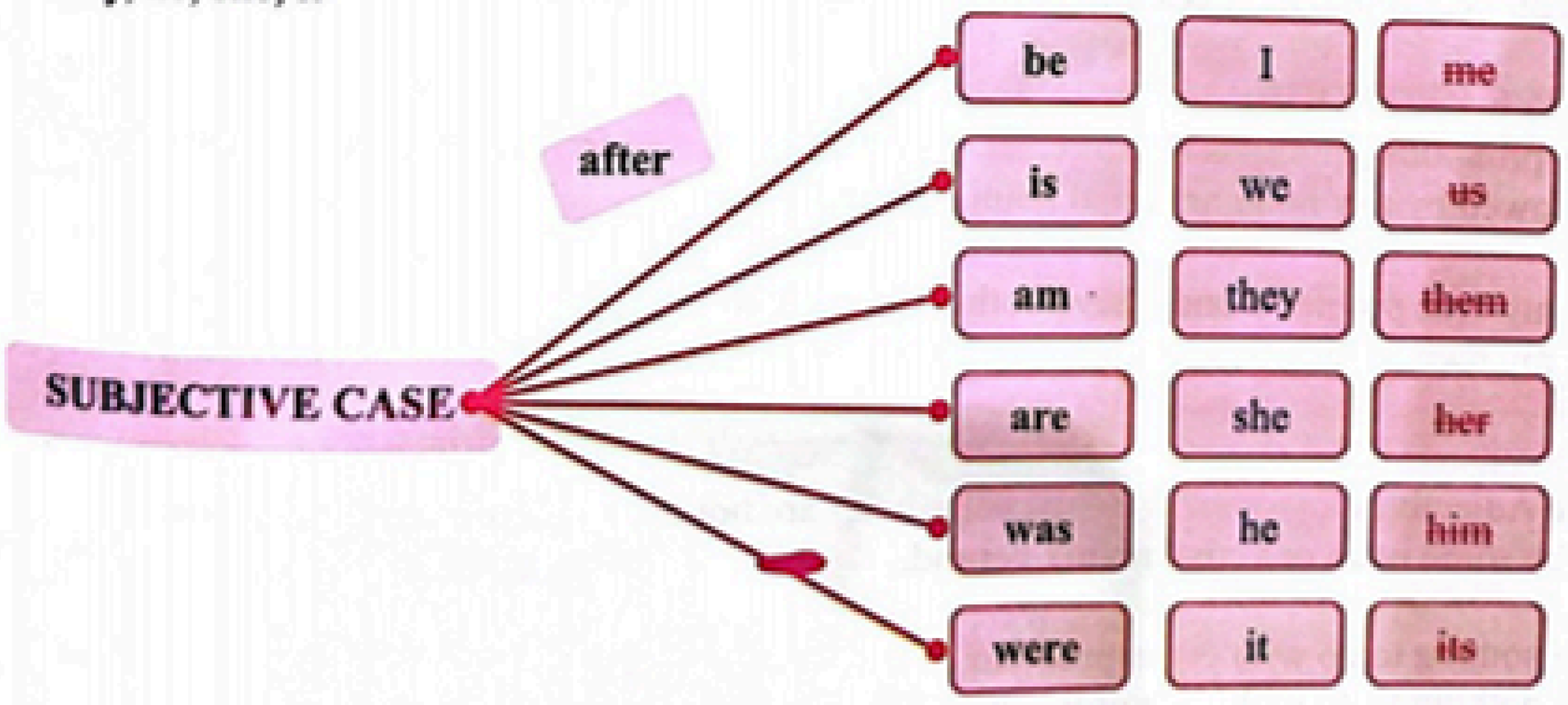
The Pronoun



SUBJECTIVE CASE

After *"be"* verb (*be, is, am, are, was, were,* etc.), we use subjective cases of pronouns.

- I, we
- You
- they, he, she, it



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- Don't spare anybody, be *her* or anybody else.
  Don't spare anybody, be *she* or anybody else.

- It was *them* who said so.
  It was *they* who said so.

LET'S PRACTICE

- It is not we / us who are stupid but you.
- Happy is him / he who already belonged to history in his own life-time.
- It was he / him who made his way to Spain.
- On Sundays in Chapel it was him / he who now read out the tragic list.
- It was her/she who suggested that a team from the mission should come up to Brookfield.

OBJECTIVE CASE

After action *verbs* and prepositions, we use objective case of a pronoun.

- *me, us*
- *you*
- *them, him, her, whom*

(OSS & COMP)

× If anybody has any doubt about the objective cases of pronoun, refer he to I.
✓ If anybody has any doubt about the objective cases of pronoun, refer him to me.

- I think it's a good idea for you and I to meet soon.
✓ I think it's a good idea for you and me to meet soon.

LET'S PRACTICE

- I could hear he / him behind me.
- Ask him / he about moving that thing off my rose bed.
- When he was about to be drowned, they pulled he / him back to the boat.
- You remain quiet, and leave this fellow to me / I.
- He would smile and shake hands with them / theirs in the porch.
- He must show that there was no nonsense about him / he.
- At any moment the Martian air might draw his soul from he / him.
- I tied a blanket round her neck and struck her / hers with a mallet.

POSSESSIVE PRONOUN:

Possessive pronouns (mine, ours, yours, its, theirs, hers, mine) are used independently; they are not followed by any noun or verbal noun / gerund.

- I have my own problems and I have nothing to do with your.
  I have my own problems, and I have nothing to do with yours.

POSSESSIVE ADJECTIVE:

Possessive Adjectives (my, our, your, its, their, her,) are not used independently; they are followed by some noun or verbal noun / gerund.

- I have nothing to do with yours problem.
  I have nothing to do with your problem.

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LET'S PRACTICE

- And now the combs were hers, / her, but her hair was gone.
- I happen to know that that gown of your / yours is a subject of continual amusement throughout the School.
- The bracelets and the gold nose-ring are hers, / her, but not the pendants.
- That book of yours, / your, I suppose, contains all the good action.
- What is the reason for your / yours planting this patch up here?
- I followed him from him / his clearing in the sky, down a new path, toward the deep valley below.
- I was compelled to dig hers / her grave!
- Most of their / theirs foods had to be produced on their own farms.
- Ours talk / Our talk at the Club one day was of opportunity and determination.
- The angel said that he remembered my / mine doing so.

PAST PAPERS QUESTION:

Although he is not a close relative of me, yet I was greeted with a show of deep cordiality.
A) B) C) D) (A-mine)

POSSESSIVE PRONOUN AND "APOSTROPHE"

Do not add an apostrophe to possessive pronouns.

- *ours, yours, theirs, hers, its*

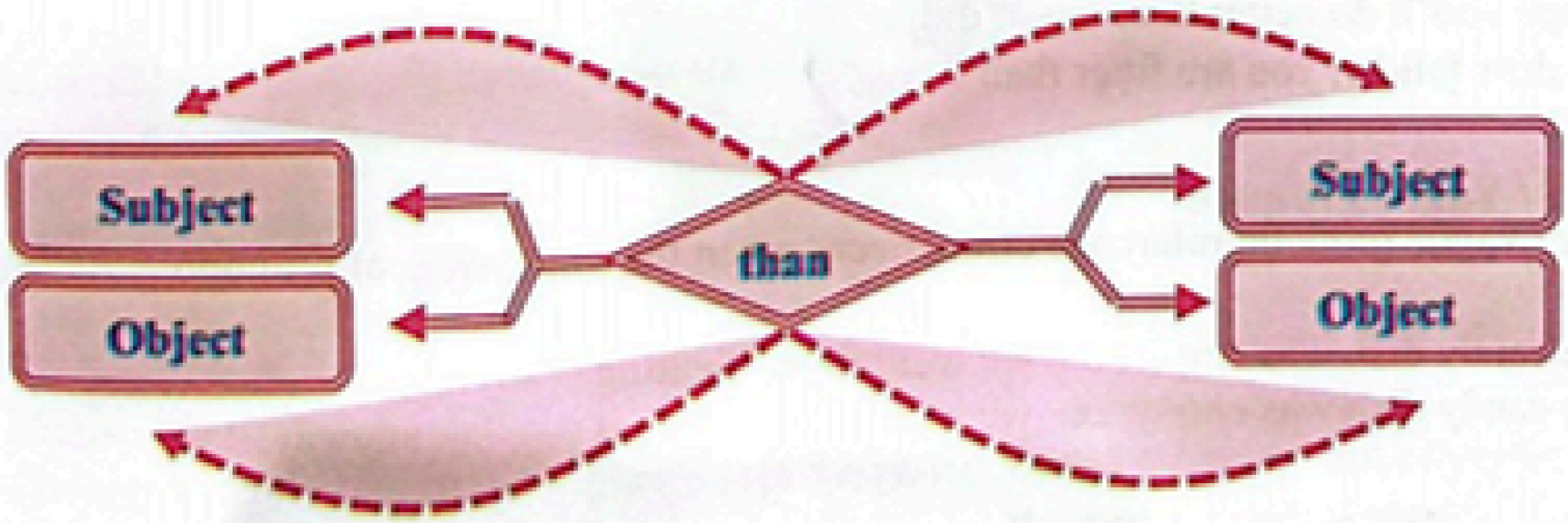
However, *one's, someone's, somebody's, others', other's, etc.* do not follow this rule.

My work is no business of yours'.
My work is no business of yours.

LET'S PRACTICE

- I shall try to remember those older faces of yours / yours'.
- This Zabda of ours / ours' has suddenly grown up.
- It is, as far as I know, the only one of its'/ its kind growing in our country.

Pronoun after "Than"



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Pronoun after "than":
If *than* compares one subject with the other *subject*, we use subjective case of a pronoun after *than*.

Example:
- He is stronger than me.
- ✓ He is stronger than I.

If *than* compares one *object* with the other *object*, we use the objective case of a pronoun after *than*.

Example:
- I like him more than she.
- I like him more than her.

If *than* compares one *possessive* with the other *possessive*, we use the possessive case of a pronoun after *than*.

Example:
- His hand wirting is more impressive than I.
- His hand wirting is more impressive than mine.

- We are more advanced than our forefathers' were.
- ✓ We are more advanced than our forefathers were.

- Would you mind mine sitting here?
- ✓ Would you mind my sitting here?

LET'S PRACTICE

- They weren't telling me more than they / them had to.
- I'll bet she's smarter than you / yours are.
- There's nobody ever been more popular than you / your were.
- His income was more than he / him needed to spend.
- She had a cleverer brain than hjs / he
- I hope you'll do better than me / I did.
- My dear fellow, you are fitter than I / me.

Unclear / Vague Pronoun:
Unclear / vague pronoun reference errors occur when the antecedent of pronoun is not clear.

- The candy dish was empty, but we were tired of eating *it* anyway.
- ✓ The candy dish was empty, but we were tired of eating *candies* anyway.

- *They say* style is the man himself.
- ✓ *It is said* that style is the man himself.

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NO PRONOUN:

Sometimes, the use of a pronoun creates confusion as to which noun the pronoun is referring. To avoid such confusion, repeat the noun or use expressions like *the latter / the former* instead of using a pronoun.

The *supervisors* told the *workers* that *they* would get the bonus.
The *supervisors* told the *workers* that the *workers* would get the bonus.

LET'S PRACTICE

- They say / It is said that a great flood in its great wrath carried away the people and all their belongings.
- It is said / they say that the king also recovered within a week.
- They say / It says in the paper that over two million volumes have been presented to the troops.

ORDER OF PRONOUN:

The order of different personal pronouns in a sentence is as follows:

- 2nd person + 3rd person + 1st person (in positive sense)
- 1st person +3rd person + 2nd person (in negative sense)

- *You, I and he* **have finished the work.**
- *You, he and I* **have finished the work.** (Pleasant sense)
- *You, he and I* **are to be blamed.**
- ✓ *I, he and you* **are to be blamed.** (Unpleasant sense)

LET'S PRACTICE

- They and you / You and they are looking back to the past.

ORDER OF PRONOUN:

All pronouns except *I /me* normally come before a noun.

- He loves me and Aslam.
- He loves Aslam and me.

- Sam and you are going to eat pizza for lunch.
- You and Sam are going to eat pizza for lunch.

LET'S PRACTICE

- We began here, I and Mr. Meldrum / Mr. Meldrum and I —in—umph—in 1870.
- It's like the land your mother and I / I and your mother used to farm here.
- During our early childhood Lionel, I and Sylvia / Sylvia and I never had anything to spend for ourselves.

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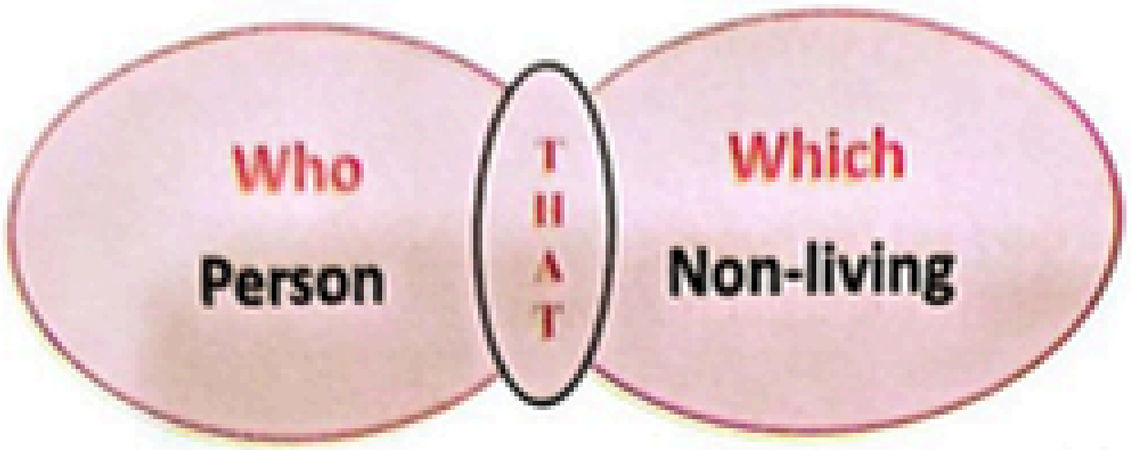
RELATIVE PRONOUN

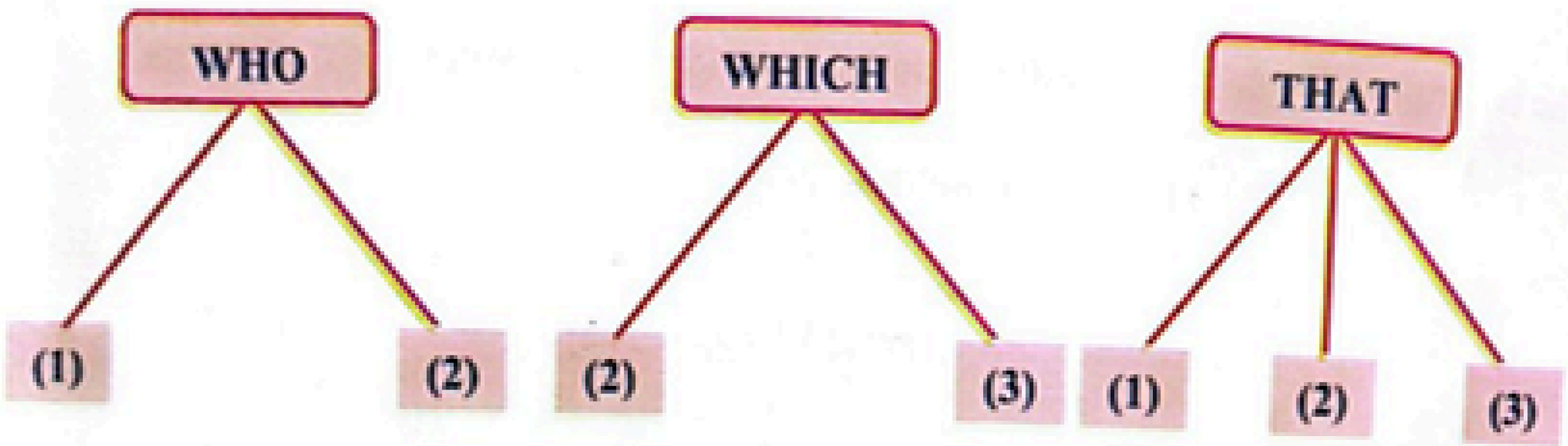


The relative pronoun 'Who' is used for persons, 'Which' for things, whereas 'That' is used for both persons and things.

Nouns:

(1) Humans (2) Animals (3) Non-livings

Relative Pronouns:



Rule - 1:

The relative pronoun who can be used as the subject or object of a verb. The pronoun whom is used only as the object:

- The police want the woman who telephoned them last night to contact them again.
- There are five people who (or whom) the police want to interview.

Rule - 2:

The relative pronouns 'who and whom' refer to a person or people. The relative pronoun 'which' refers to a thing or things. The relative pronoun 'whose' can refer to a person, people, thing or things:

- People who use their mobile phones while driving should be penalized.
- There was nobody to whom she could turn for help.
- In the next room was a man whose voice was very loud.
- Outside my bedroom are two trees whose branches touch my window.

Examples:

- The boy which met you was an athlete.
- ✓ The boy who met you was an athlete.
- He is the boy which sang the solo hit.
- ✓ He is the boy that sang the solo hit.

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LET'S PRACTICE

- Another type of boy who / which does not try is the very bright boy.
- It was a tramp which / who had other things to think about.
- Today we are better able to explain happenings who / which used to be considered strange and mysterious.
- Maynard found the page, which / who was some way ahead, and began shrilly.

PAST PAPER QUESTION:

A) A person which job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
B) A person who job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
C) A person whose job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
D) A person whose job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen are called actuary.

RELATIVE PRONOUN "THAT"

ONLY "THAT":

We prefer *that* to *which / who* in the following expressions:
all/ none/ *nothing*, *superlative*, *the same/ whole/ only*. After *human beings* , *animals*

- All *which* glitters is not gold.
- ✓ All *that* glitters is not gold.
- This is the best *which* we can offer.
- This is the best *that* we can offer.

LET'S PRACTICE

- There was something that / which charmed his heart because it was old.
- It was one of the best days which / that I ever had in my life.
- Chips was remembering something that / which had happened long before the boy was born.
- I stand in good relation to all that / which is beautiful.
- I stand in good relation to all who / that is fruitful.

PAST PAPER QUESTION

"All is well what ends well," said the father when he had finished the story.
A) B) C) D) (A-is well that)

WHO VS WHOM

Rule - 1:

The relative pronouns who and whom can also be the object of a preposition.
But if the preposition comes before the pronoun, you must use whom;

- I don't know the girl who (or whom) you were dancing with.
- I don't know the girl with whom you were dancing.

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Rule - 2: check

'*Who*' is used as a subject pronoun whereas "*Whom*" is used as an object pronoun. In order to choose who or whom, replace them with he and him respectively.

- Whom, do you think, has stolen my bag?
- Who, do you think, has stolen my bag?

LET'S PRACTICE

- To who / To whom should I complain against you?
- He would take rooms across the road, with the excellent Mrs. Wickett who / whom had once been linen-room maid.
- There were some whom / who he found suitable.
- Whomever / Whoever enlarged it is at fault.
- You will not make me believe that Mr. Manana, who / whom is a man of worthy credence, mistook the cord for a pocketbook.

REFLEXIVE PRONOUN

The pronouns "myself, yourself, himself, herself, itself, ourselves, yourselves and themselves" are called reflexive pronouns. They refer to the person or animal that is the subject of the verb.

For example:

Michael is looking at himself in the mirror.
Susan has hurt herself.
A cat gets clean by licking itself all over.

HOW ARE REFLEXIVE PRONOUNS USED?

Object of the Verb:

- I hurt myself.
- He had a fall and knocked himself out.

Object of Preposition:

- She was sitting by herself.
- You worry about yourself too much.

Indirect Object of the Verb:

- He poured himself a drink.
- We found ourselves a couple of chairs.

REFLEXIVE PRONOUN

Reflexive Pronouns are used after 'busy, devout, adjust, pride, content, avail, absent, avenge, enjoy, etc.' if there is no object after these words.

- He later avenged on his brother's killer.
- ✓ He later avenged himself on his brother's killer.

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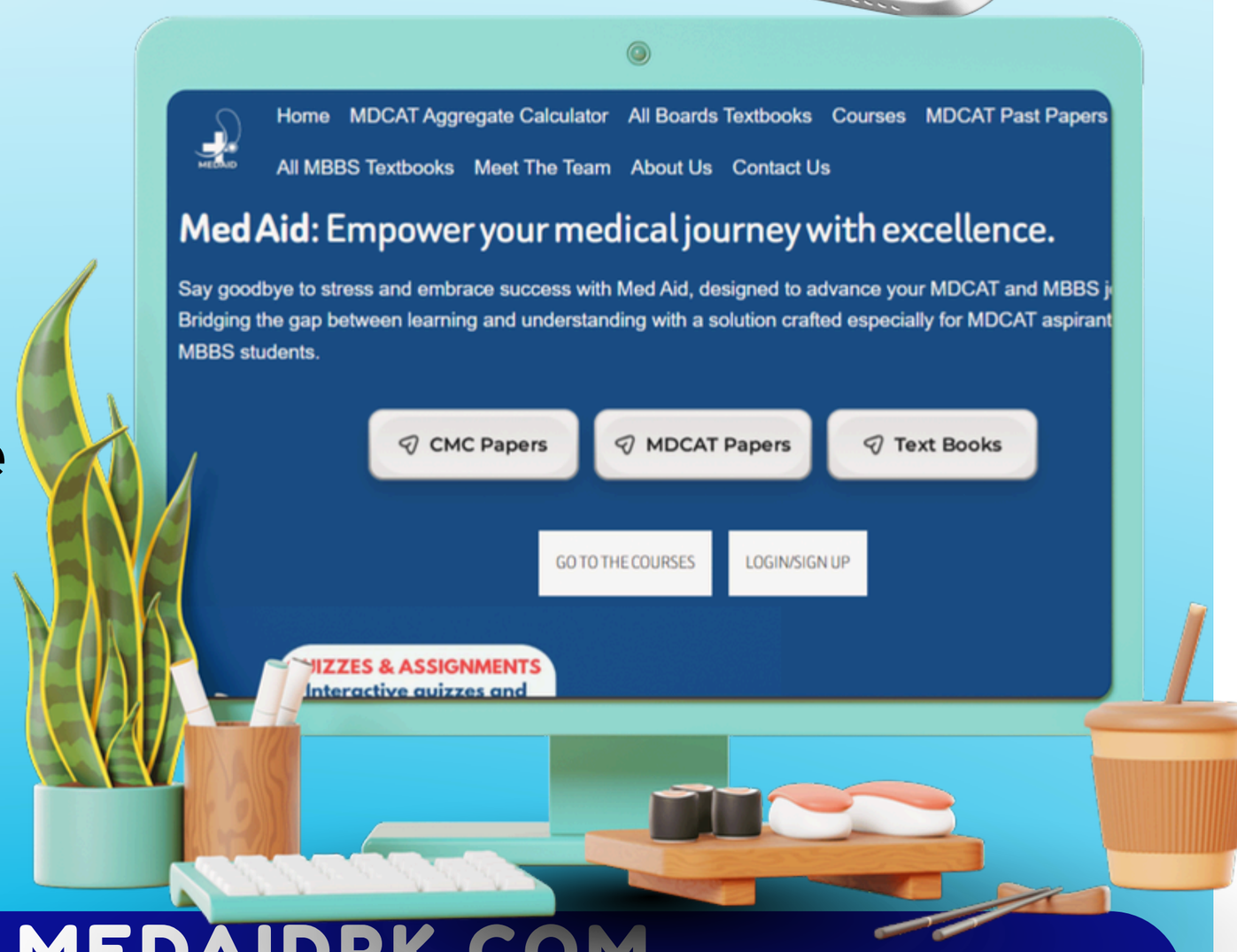

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LET'S PRACTICE

- The odds were heavily against his being able to better him/himself by moving elsewhere.
- One did find oneself / one at last standing by the trunks and suitcases.
- Go in there, and dry your eyes and fix yourself / you up.
- When God calls Himself / Him all seeing, it restrains a person from doing wrong.
- He found that his pride in Brookfield reflected back, giving him cause for pride in him / himself and his position.
- He devoted himself to help / helping the people.
- He absented him / himself from the class.

INDEFINITE PRONOUN

[someone/ somebody, anyone /anybody, everyone/ everybody, no-one /nobody, something, anything, everything, nothing].

You use indefinite pronouns when you are not referring to any particular person or thing:

- Something's wrong with my computer.
- Is anyone at home?

In referring to *anybody, everybody, everyone, anyone, each,* etc. the pronoun *he* or *she* is used according to the context; as,
I shall be glad to help *everyone* of my boys in his studies.

But when the sex is not determined, we use "he/she or his/her, or him/her" to represent both male and female

- *Each* must do *his/her* best.

Many good English authors disregard the rule and use the pronoun of the third person *plural;* as

- Let *each* esteem other better than *themselves.*
- *Everybody* is discontented with *their* lot in life.
- *Everybody* has *their* own ideas which *they* hate to change.

RECIPROCAL PRONOUN

Reciprocal pronouns *each other* and *one another* mean the same.

- Ann and I write to each other / one another every week.

Each other is more common than one another, especially in an informal style.

Note - The one-time rule that each other should be used in speaking of two persons or things, one another in speaking of more than two is no longer strictly observed.
'The three brothers quarrelled with each other' is now accepted as idiomatic.

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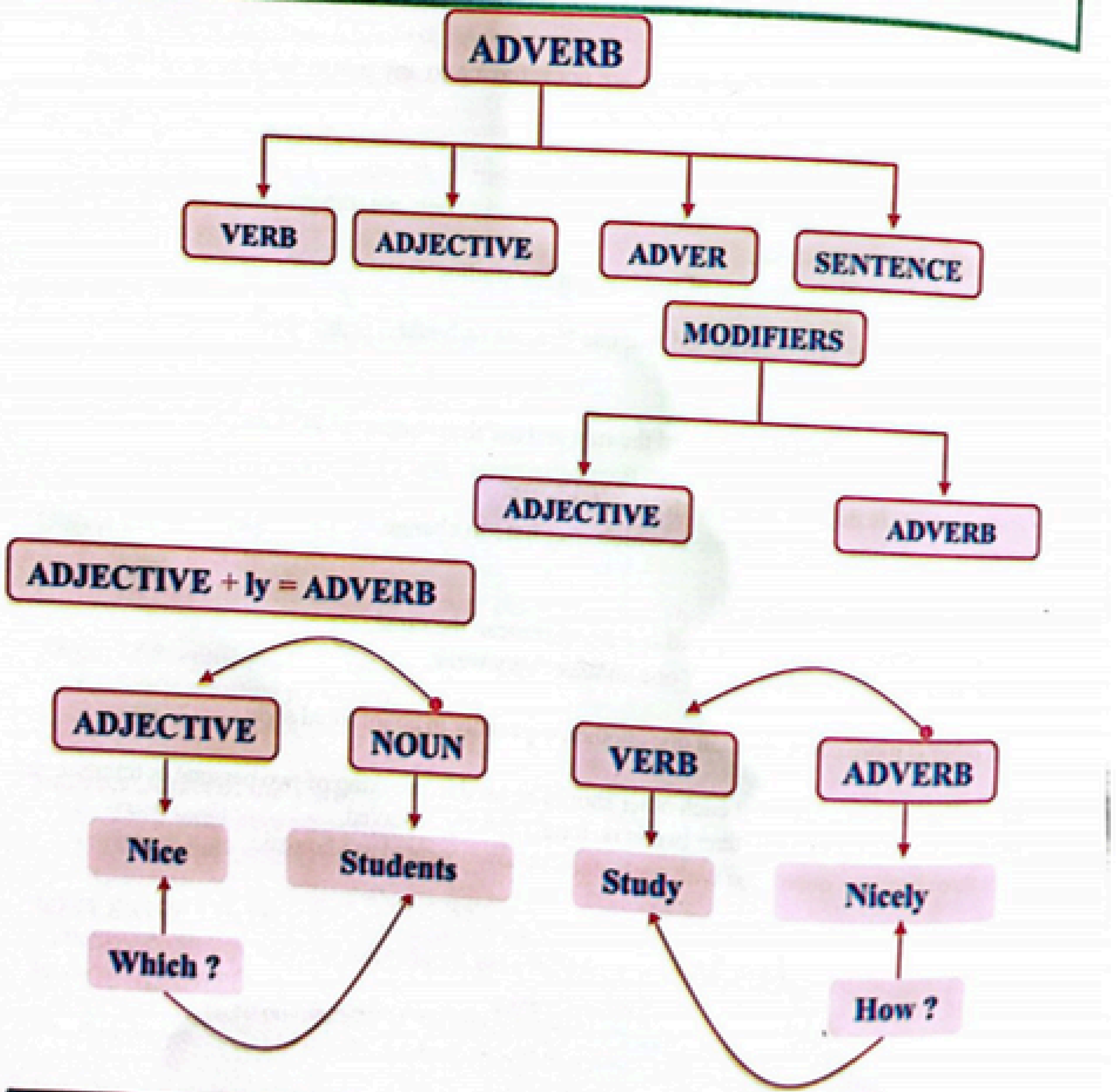
UNIT 11 THE ADVERB

Adverb is a word that adds more meaning to a verb, an adjective, another adverb, or the whole sentence. Following are the things you need to check out when you have adverbs.

- **Adverb and adjective confusion with an "-ly"**
- **Adverb with punctuation marks**
- **Order of Adverbs**
- **Spelling errors of Adverbs**



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The Adverb

Adverb is a word that adds more meaning to a verb, an adjective, another adverb, or the whole sentence. Following are the things you need to check out when you have adverbs.

- Adverb and adjective confusion with an "-ly"
- Adverb with punctuation marks
- Order of Adverbs
- Spelling errors of Adverbs

Rule – 1

(i) Generally, we form an adverb of manner by adding an *"ly"* to an adjective. However, some adjectives do not take an *"ly"*. The verbs *(seem, look, appear, sound, prove, turn, grow, become, etc.)* take adjectives rather than adverbs.

1. The idea sounds greatly. (Incorrect)
   The idea sounds great. (Correct)

(ii) Every word ending in an *"-ly"* is not an adverb. The *"-ly"* suffix is added to nouns to form adjectives *(miserly, cowardly, friendly, deadly, manly, fatherly, etc.)*.

- She behaved cowardly when she saw a stranger. (Incorrect)
  She behaved in a cowardly manner when she saw a stranger. (Correct)

LET'S PRACTICE

- She dashed blind / blindly onto the porch.
- She could easily / easier see him out of the corner of her eye if she wanted to.
- Rarely did he read more than a page of it before sleep came swiftly and peacefully / peaceful.
- Speaking quietly and slowly, / quiet and slow, I approached the child again.
- He walked slowly / slow in his pointed shoes and leaned on a gilded stick.
- The child was full / fully dressed and sitting on her father's lap.
- She did not move and seemed, inwardly, / inward, quiet.
- This time the driver and greaser seemed reluctant / reluctantly to take him.
- The authorities of Istanbul became suspicious / suspiciously of Kamal's intentions.
- He seemed so peaceful / peacefully that they did not disturb him to say good night.
- But now I also had grown furiously / furious - as a child.
- The population is not now growing so fast / fastly.
- It's shut tight; / tightly; it's alive and there's a pearl in it.

PAST PAPERS QUESTION

A) They felt bad while leaving their friends.
B) They felt badly about leaving their friends.
C) They felt very badly about leaving their friends.
D) They felt badly while leaving their friends. (2009)

A) The lovely sentiments we go through repeating!
B) The lovely sentiments we go about repeating!
C) The lovely sentiments we go in repeating!
D) The lovely sentiments we go for repeating! (2016)

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Rule – 2

Generally, the adverb ending in an *"ly"* is used with some adjective (past participle or the third form).

Everybody was extreme annoyed with Julian. (Incorrect)

Everybody was extremely annoyed with Julian. (Correct)

LET'S PRACTICE

- They look surprisingly / surprising peaceful.
- It was unbearable / unbearably stifling in the driver's cabin.
- Superstitious people's lives are greatly / great influenced by such signs.
- I came to that country and they were wonderful / wonderfully friendly.
- The child was fully / full dressed and sitting on her father's lap.

Rule – 3

Always use a semicolon before and comma after the conjunctive adverbs *(therefore, however, etc.)* when separating two independent clauses.

- It was hot, therefore, we went swimming. (Incorrect)
  It was hot; therefore, we went swimming. (Correct)
  OR
  It was hot. Therefore, we went swimming. (Correct)

LET'S PRACTICE

A) However the organization is of international scope.
B) However, the organization is of international scope.
A) Nonetheless that is the proposition.
B) Nonetheless, that is the proposition.
A) We seem to have strength, but it is only the appearance of strength; otherwise we are weak and without motion.
B) We seem to have strength, but it is only the appearance of strength; otherwise, we are weak and without motion.

Rule – 4

Enough is an adjective as well as an adverb. After adjectives *enough* will act as an adverb, whereas before nouns enough will act as an adjective.

- This shirt isn't enough big.
  This shirt isn't big enough.

LET'S PRACTICE

- You are old enough / enough old to understand what I am saying to you.
- He was kind without being soft and understood them well enough / enough well.
- A flask of cold water became hot enough / enough hot to make tea.
- When I came here I was enough old / old enough to know a good thing when I saw it.
- Well, the tide hardly ever gets low enough / enough low for a fellow to get around to the ocean side of Black Rock.
- You can get Clay around to the truth enough easy / easy enough just as soon as he gets his father home.

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- Even fifty years is not enough time / time enough to enjoy it fully.
- Katherine was twenty-five — enough young / young enough to be Chips's daughter.

Rule – 5

(i) Adverbs of time should be used in ascending order.

- The result will be announced this week on Monday at 7a.m.
  The result will be announced at 7a.m on Monday this week.
- He visited me at 7 o' clock in July on Monday in 2017.
  He visited me at 7 o' clock on Monday in July in 2017.

(ii) Adverbs of Manner (M) place (P) and Time (T) should be used according to MPT formula.

- He was welcomed yesterday at the station nicely.
  He was welcomed nicely at the airport yesterday.

MPT

(iii) Adverbs of frequency (often, always, ever, never, etc.) don't usually go after the verb phrase.

- We go hardly there.
  We hardly go there.

- I enjoyed often the actual classroom work.
  I often enjoyed the actual classroom work.

(iv) In case of two or more adverbials at the end of a sentence the usual order is duration (how long-?), frequency (how often-?) and time (when-?)

DFT

- We went to Karachi last year (time) three times (frequency).
  We went to Karachi three times (frequency) last year (time).

- I shall visit kalam in March (time) for a few days (duration).
  I shall visit kalam for a few days (duration) in March (time).

(v) Unless there is a reason for using a different order, we put a shorter adverbial before a longer adverbial: *word + phrase + clause*

- They arrived back while I was sleeping at one o'clock.
  They arrived back at one o'clock while I was sleeping.

LET'S PRACTICE

A) The gay songs that accompany usually wedding ceremonies were not sung.
B) The gay songs that usually accompany wedding ceremonies were not sung.

A) She had fought to keep me from knowing her secret valiantly.
B) She had fought valiantly to keep me from knowing her secret.

Rule – 6

i) Before the base form of an adjective, we normally use *very*. *Much* is used before the comparative form of an adjective:

- He is in a very better mood than usual. (Correct)
- He is in a much better mood than usual. (Incorrect)

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ii) Too is normally used before predicative adjectives. We do not use *too* before an adjective that is followed by a noun. In this position, we use *very*: ' However, *very* does not have the same meaning as *too*.

- It was a *too small table.* (Incorrect)
  The table was *too* small. (Correct)
- It was a *too difficult question.* (Incorrect)
  The question was *too difficult*. (Correct)

Note: In very formal styles we sometimes use the structure: too + adjective + a/an+ noun: It was *too difficult a question* to answer.

iii) The structure *too + adjective/adverb + to-infinitive* has a negative meaning. In a negative context, we use *any, anything, etc. NOT some, something, etc.*

- She was *too frightened* to say *something.* (Incorrect)
  She was *too frightened* to say *anything.* (Correct)

- My parents were *too poor* in those days to give me *some* money. (Incorrect)
  My parents were *too poor* in those days to give me *any* money. (Correct)

LET'S PRACTICE

- It takes much / very less time to use indigenous equipment.
- He felt much / very fit, and the actual work was not taxing.
- Chips had been at Brookfield for forty-two years, and had been very / much happy there.
- The young man seemed to be much / very happy in his overcoat.
- Your father wasn't much / very better, either.
- She was a much / very old woman, who must have died shortly.

Rule – 7

i) *Altogether* is an adverb and means completely or in total, whereas *all together* are two words that mean to be together in one group.

He was an all together milder and less ferocious animal. (Incorrect)
He was an altogether milder and less ferocious animal. (Correct)

ii) *Already* is an adverb and means before a particular time, whereas *all ready* are two words that mean all are ready.

- The students are *all ready* acquainted with the work of Shakespeare. (Incorrect)
  The students are *already* acquainted with the work of Shakespeare. (Correct)

- We are *already* to leave for holidays. (Incorrect)
  We are *all ready* to leave for holidays. (Correct)
- It was *all ready* here as God had made it. (Incorrect)
  It was *already* here as God had made it. (Correct)

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iii) *Some* and *still* are used in positive sentence, whereas *any* and *yet* are used in negative and interrogative sentence.

- I don't want *some* bread. *(Incorrect)*
  I don't want *any* bread. *(Correct)*
- We have not got acclimated to village life *still*. (Incorrect)
  We have not got acclimated to village life *yet*. (Correct)

LET'S PRACTICE

- He had, in fact, already / all ready begun to sink into that creeping dry rot of pedagogy.
- I therefore had to throw them away or wipe them off the map all together / altogether.
- In the West women have not yet / still succeeded in obtaining all these benefits.
- The protesters marched altogether / all together to the White House.
- Those who have already / all ready departed from this life do not know if we are frustrated or not.
- We were all thinking of that, though no one had as still / yet spoken of the thing.
- It was ten shillings altogether / all together.

Rule – 8

Like and *instead of* always take an object after them, whereas *alike* and *instead* do not need an object after them.

- Though John and Andrew look exactly *like*; they act quite differently. (Incorrect)
  Though John and Andrew look exactly *alike*; they act quite differently. (Correct)
- The authorities used quiet persuasion *instead* the big stick. (Incorrect)
  The authorities used quiet persuasion *instead of* the big stick. (Correct)

LET'S PRACTICE

- She was immensely popular with boys and masters alike / like.
- Summer moved like / alike flame upon the meadows.
- Instead / Instead of chemicals heat was used to sterilize instruments.
- But instead of / instead replying, she silently lifted a corner of the quilt to expose Umdatunnisa's small, bare feet.
- The members and the Padishah himself were like / alike eager to collaborate.

Rule – 9

Late (either an adverb or an adjective) means after a particular time, whereas *lately* (adverb) means recently.

- His parents won't allow him to stay out *lately*. (Incorrect)
  His parents won't allow him to stay out *late*. (Correct)

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LET'S PRACTICE

- She told him about her job in a hotel beauty shop that stayed open late / lately.

Rule – 10

Fairly is used with favorable adjectives and adverbs, whereas *rather* is chiefly used in this sense before unfavorable adjectives and adverbs.

I walk *rather* fast but Ann walks *fairly* slowly. (Incorrect)
I walk *fairly* fast but Ann walks *rather* slowly. (Correct)

LET'S PRACTICE

- I'd rather / fairly not discuss it anymore, if you don't mind.
- Mr. Chips was an old man, still fairly / rather active for his years.

Rule – 11

i) *Wholly* is an adverb which means entirely, whereas *as a whole* (idiom) means as a single unit and not as separate parts.

He was *as a whole* inattentive to the needs of his children. (Incorrect)
He was *wholly* inattentive to the needs of his children. (Correct)

ii) *Until* is used for time, whereas *unless* is used for condition/situation.
Most dogs will not attack *until* provoked. (Incorrect)
Most dogs will not attack *unless* provoked. (Correct)

iii) *Good* (Adjective) is used with noun, whereas *Well* (adverb) is used with verbs.
You have to do *good* academically to get into medical school. (Incorrect)
You have to do *well* academically to get into medical school. (Correct)

LET'S PRACTICE

- The writer was not wholly / as a whole wrong in concluding that he was suffering from almost all diseases.
- Churchill did not do well / good in examinations.
- The parent asserted that God put those tonsils in his son's throat for some good /well purpose.
- The driver assured him that it would be a well / good thing to mix a little wine with his water.
- He was a good / well athlete when he came by his wild idea.

Rule – 12

Ago is used for a defined period of time (e.g. five years ago), whereas *before* is generally used with undefined period of time (e.g. before the doctor arrived).

Some two thousand million years *before* this rare event took place. (Incorrect)
Some two thousand million years *ago* this rare event took place. (Correct)

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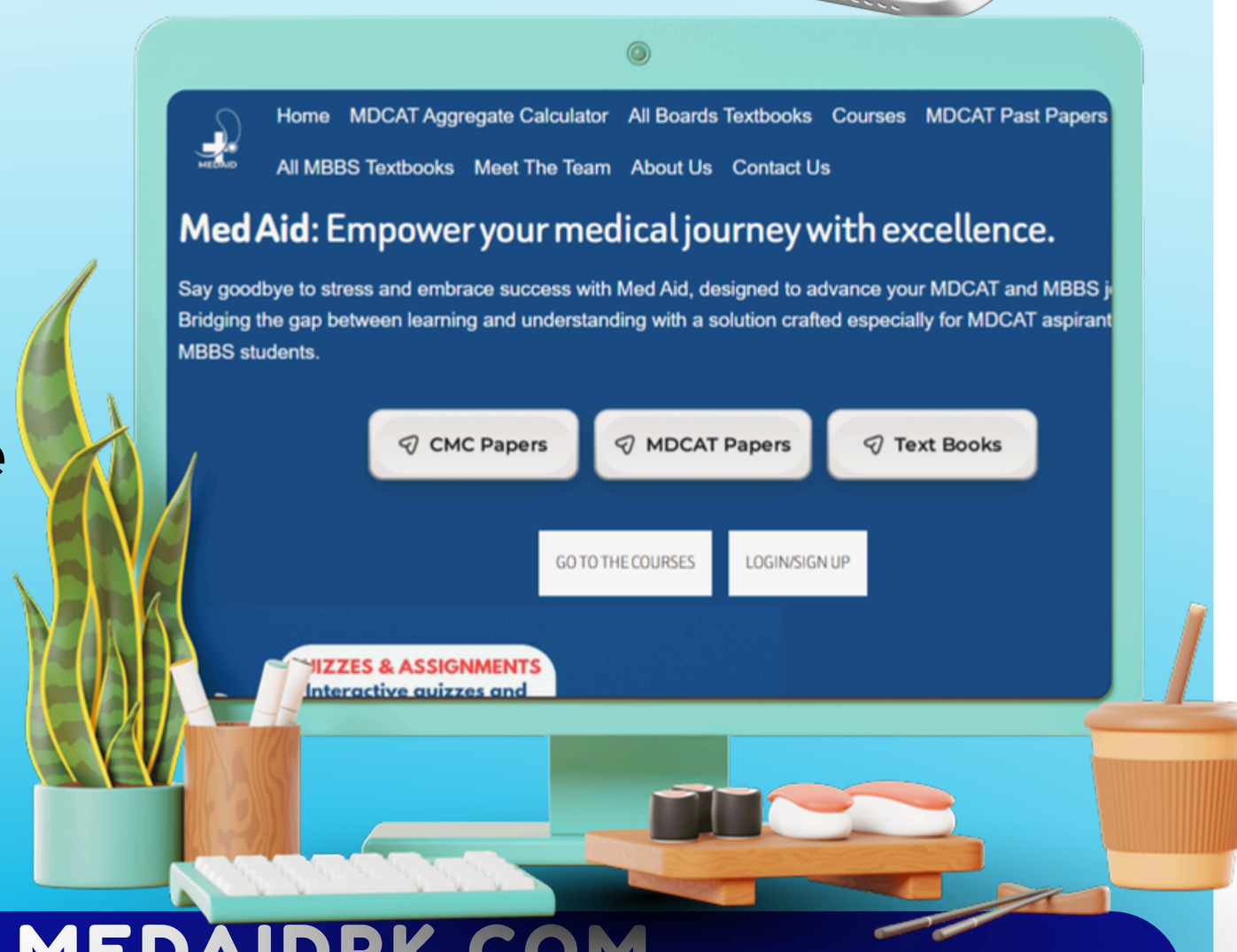

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LET'S PRACTICE

- If you had been born two hundred years ago, / before, you would have had about one chance in eight of living to be one year old.
- People who lived a century before / ago probably enjoyed eating as much as we do today.
- She had been on the defensive before / ago but now she attacked.

Rule – 13

i) *Sometime* is used for an unknown point of time, whereas *sometimes* is used to show the frequency (e.g. more than one time).

I shall share all the details sometimes. (Incorrect)
I shall share all the details sometime. (Correct)

ii) *Hard*, as an adverb, means *with a great deal of effort* and comes after the verb. On the other hand, *hardly*, as an adverb, means *almost not* and comes before the verb.

- If you study *hardly*, you will be able to speak English well. (Incorrect)
  If you study *hard*, you will be able to speak English well. (Correct)

- Jenny has the flu, so she *hard* ate anything. (Incorrect)
  Jenny has the flu, so she *hardly* ate anything. (Correct)

LET'S PRACTICE

- Auden was educated at Oxford and taught in England and Scotland for sometime / sometimes.
- There was so much water that they hardly / hard know what to do with it.
- He sometime / sometimes took his watch out and looked at it only when no one could see him do it.
- Sometimes, / Sometime, unconsciously, Abul repeated the same chapter twice in the same part of prayer.
- I could hard / hardly believe that three strenuous school terms had indeed rolled away.
- It was hardly / hard to believe that my father and mother had cleared this mountain slope.
- It would be hard / hardly to think of a less appetizing drink than the greenish fluid.

Rule – 14

We use *ago* with a past tense and a time expression to count back from the present.
I met that woman in Scotland three years ago. (NOT… three years before/ before three years.)
We can use *before* in the same way (with a past perfect tense) to count back from a past moment:

Although we teach that ago is a signal word for simple past, we sometimes use it with past perfect. When the action of the second sentence clearly takes place before the first one. As: Last week we came back from a class trip to New York. We had planned that trip half a year ago.

- It was heavily censored, but conveyed any news. (Incorrect)
  It was heavily censored, but conveyed some news. (Correct)

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LET'S PRACTICE

- Music of any / some kind could not be allowed in his house.
- If he ever received some / any extra money, this bonus would usually be locked up in a tin box.
- They hoped it would rain very soon, to spring a / some new grass.
- What shall we do if we meet any / some striker?
- Most of them do not find some / any serious interest in life.

Rule – 15

If the adverbs of emphasis *(no sooner, hardly, seldom, etc.)* occur at the beginning of the sentence, we normally reverse (invert) the subject – verb word order.

- Seldom he had seen such a beautiful scenery. (Incorrect)
  Seldom had he seen such a beautiful scenery. (Correct)

Some other adverbs of emphasis are:
no sooner, hardly, rarely, only, seldom, not once, never, again, etc.

1. Honor had been granted him, but only now love came.
   Honor had been granted him, but only now came love.
2. Never again I shall give myself up for a doctor.
   Never again shall I give myself up for a doctor.

Rule – 16

When the third form of verb (past participle) is a part of a passive verb, we can use *much/very much* but not *very* only. When *the third form of verb* is used as an adjective, we use *very*. This rule is also applicable to the words referring to mental states, feelings and reactions.

- He is *very* appreciated by his students. (Incorrect)
  He is *much* appreciated by his students. (Correct)

Rule – 17

Beware of frequent spelling errors of *adverbs (quite, extremely, separately, truly, sincerely, completely, etc.)*.

- It happened *quiet* accidently. (Incorrect)
  It happened *quite* accidently. (Correct)

- I am *truely* sorry for what happened. (Incorrect)
  I am *truly* sorry for what happened. (Correct)

LET'S PRACTICE

- He had been roaming about for quiet / quite a long time.
- The marriage, however, was extremely / extremely happy.
- Now truly / truely she was furious. She had been on the defensive before.
- It was a service that gave him freedom to be supremely and completely / completly himself.
- Pasture suggested collecting the eggs laid by each moth sepdrately / separately.

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Rule – 18

Before a that-clause of result, we use *so + adjective / adverb (NOT very/too + adjective/adverb).* When a *that-clause* of result comes after a noun phrase, the noun phrase begins with *such (NOT very/so).* Also note the pattern *so + much/many.*

- He was *very* tired that he fell asleep in the chair. (Incorrect)
  He was *so* tired that he fell asleep in the chair. (Correct)

- I laughed *very* much that my sides began to ache. (Incorrect)
  I laughed *so* much that my sides began to ache. (Correct)

- I was having *very* good time that I stayed an extra day. (Incorrect)
  I was having *such* a good time that I stayed an extra day. (Correct)

- It was *so* an amazing story that nobody believed it. (Incorrect)
  It was *such* an amazing story that nobody believed it. (Correct)

- She had *too* many children that she didn't know what to do. (Incorrect)
  She had *so* many children that she didn't know what to do. (Correct)

LET'S PRACTICE

- He tied up the woman's throat, and struck the swollen part with too / so much force that the poor old creature instantly expired.
- The ground was so / very stiff and hard that he made slow progress.
- The volte-face was too / so complete that the authorities were taken unawares and found themselves consenting to the dangerous experiment.

Rule – 19

Before a *to-clause*, we use *too+ adjective*: (NOT very/so)

Unfortunately, I was *very* old *to* enter the competition. (Incorrect)
Unfortunately, I was *too* old *to* enter the competition. (Correct)

LET'S PRACTICE

- He wore his gown till it was almost very / too tattered to hold together.
- At times the sand became too / very soft to bear the weight of the heavy truck.
- Sometimes, it all seemed so / too good to be true.
- Isn't it very / too hot for you to do much walking?

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12 UNIT THE PREPOSITION

In grammar, preposition is a non-inflecting function word which is used before a noun or a pronoun or a noun phrase, connecting it to another word, in an adverbial or adjectival sense. There are a few things about prepositions to check out:

- **Commission of prepositions**
- **Omission of prepositions**
- **Overlapping of prepositions**

ERROR ANALYSIS OF PREPOSITIONS (CO_2)

COMMISSION

Certain verbs never take any preposition with them. The **commission** of prepositions with such verbs will cause a mistake.

Example:

- I always **obey to** my teachers.
- ✓ I always **obey** my teachers.
- He **emphasized over** every minute detail.
- ✓ He **emphasized** every minute detail.

OMISSION

Certain verbs always take some preposition with them. The **omission** of preposition from such verbs will cause a mistake.

Example:

- I need a house to **live.**
- ✓ I need a house to **live in.**
- I have many guests to **attend.**
- ✓ I have many guests to **attend to.**

OVERLAPPING

Certain verbs take some specific preposition with them. The **placement** of some other preposition with such verbs will cause a mistake.

Example:

- I met him **in** the way.
- ✓ I met him **on** the way.
- Mr. Chips didn't **agree to** the new pronunciation.
- ✓ Mr. Chips didn't **agree with** the new pronunciation.

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UNIT –12

LET'S PRACTICE

The Preposition

- One evening on / in January a young man turned to Charing Cross.
- Waking up in / on the morning was a dismal experience on a Monday.
- Chips, you live too much with / in the past.
- Sir John had said, on / in that morning in 1908, taking Chips by the arm.
- He died on / in the first week of the following month.
- One walked home from school in / on a Friday afternoon with the tread of an escaped prisoner.
- China has resolutely stood by us in every crisis, as in / on 1965 and 1971, during our wars with India.
- I thought if I could watch them in / on a Saturday I might understand them better.
- A single famine swept North China at / in the last century.
- I remember the great bonfire we had on / at Mafeking night.
- To wake up in / on a Thursday morning gave a pleasant feeling to the writer.
- And once, on / in a night of full moonlight, the air-raid warning was given.
- If people were smarter, they wouldn't be out in / on a night like this.

PRAGMATICS OF PREPOSITIONS

Rule: 1

Some verbs (*listen to*, *depend on/upon*, *knock at/on*, *laugh at*, *suffer from*, *agree to/with/on*, *long for*, *provide with/for*, etc.) are prepositional verbs and take some preposition.

- She was not ***listened*** wherever she went. **(Incorrect)**
- ✓ She was not ***listened to*** wherever she went. **(Correct)**

Pragmatics is the study of the way in which language is used to express what somebody really means a particular situation, especially when the actual words used may appear to mean something different.

LET'S PRACTICE

- They were listening in / to silence though the music was foreign.
- The prosperity of the people depends at / on the virtues of the ruler.
- The First Man walks to the door where the Girl has gone and knocks at / to it.
- Fleming was suffering / suffering from catarrh, and began to examine his own nasal secretions.
- I longed desperately for / of a tricycle.
- We have learned how to provide ourselves with / to a variety of foods throughout the year.

Rule: 2

When we walk, we say ***on foot*** not ***by foot***:

- It takes me just 20 minutes to get to work ***by foot.*** **(Incorrect)**
- ✓ It takes me just 20 minutes to get to work ***on foot.*** **(Correct)**

LET'S PRACTICE

- He could not ride it (the camel) for some time, but had to follow it by / on foot.

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Rule: 3

We use *by* not *with* to talk about measurements, and increases and decreases in amounts:

- We only sell it *with* the metre. **(Incorrect)**
- ✓ We only sell it *by* the metre. **(Correct)**

- It was common practice in many cities to bring water *with* the bucketful for household use. **(Incorrect)**
- ✓ It was common practice in many cities to bring water *by* the bucketful for household use. **(Correct)**

- The price of fuel has increased *to* 12% this year. **(Incorrect)**
- ✓ The price of fuel has increased *by* 12% this year. **(Correct)**

LET'S PRACTICE

- But to see boys with / by the dozen undergoing transfusion of blood is a heartrending spectacle.

Rule: 4

The difference between *upward* and *up* is that *upward* is a movement in a direction from lower to higher; whereas, *up* is away from the centre of the earth or the centre of other points.

- Sometimes the journey is a **up** climb; sometimes it runs steadily on. **(Incorrect)**
- ✓ Sometimes the journey is a **upward** climb; sometimes it runs steadily on. **(Correct)**

Rule: 5

We use *as* not *like* with a noun to refer to the role or purpose of a person or thing:

- The quack presented himself *like* a great doctor. **(Incorrect)**
- ✓ The quack presented himself *as* a great doctor. **(Correct)**

Note: We do not use *as + noun* to mean *'similar to'*. We use *like + noun*:

LET'S PRACTICE

- Ralston was trying to run Brookfield like / as a factory.
- The number of people in the world is rapidly increasing rather as / like a gigantic snowball.
- The camel-man felled him to the earth like / as a log.
- Fleming was to take a job as / like a clerk in a shipping firm.

Rule: 6

As is also used as a conjunction, whereas the use of *like* as a conjunction is informal.

- Instead of taking off full blast *like* he had hoped, the boy fell on his back. **(Incorrect)**
- ✓ Instead of taking off full blast *as* he had hoped, the boy fell on his back. **(Correct)**

LET'S PRACTICE

- He couldn't even say that like / as he turned at the foot of the barren stoop.
- A British Officer took the old gentleman's umbrella as / like he entered the vehicle.
- Only twice did my father stop to wipe the sweat from his eyes like / as he climbed the second steep bluff.

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Rule: 7

During **and** ***while*** **express a period in which an event, activity or situation took place. We use** ***during + a noun or phrase*** **and** ***while + subject + verb:***

- We men and women have been working ***in*** the last six weeks. **(Incorrect)**
- ✓ We men and women have been working ***during*** the last six weeks. **(Correct)**

LET'S PRACTICE

- So you sit down **during / while** I fix up something to eat.

Rule: 8

Use **made of** to specify the material:

- book covers ***made of*** flexible plastic

Use **made from** where the material has gone through manufacturing stages:

- plastic ***made from*** oil.

Use **made out of** where reconstruction has taken place:

- a teddy bear ***made out of*** an old dressing gown.

Use **made with** to talk about the ingredients of food and drink:

- The dish was ***made with*** mutton, black pepper, and herbs.

Rule: 9

To say how long a situation has continued till the present moment, you use **Present Perfect** or **Present Perfect Continuous** with ***for***:

- I have worked at this hospital **for** a long time.
- I have been teaching English **for** 20 years.

With the **Present Perfect**, you can use from like since.

- People have made tools **from** earliest times.

Rule: 10

Preposition of place "at" is usually used to show a place which is a part of some bigger place.

I saw him at a station in Lahore.

Rule: 11

Occupied with & occupied by

- ***The house was occupied by them.***
- ***He was occupied with his phone.***

Succeed in & succeed by

- ***He succeeded in getting a job.***
- ***He succeeded to the throne.***

Rule: 12

Since **refers to a point in time while** ***for*** **refers to periods of time.**

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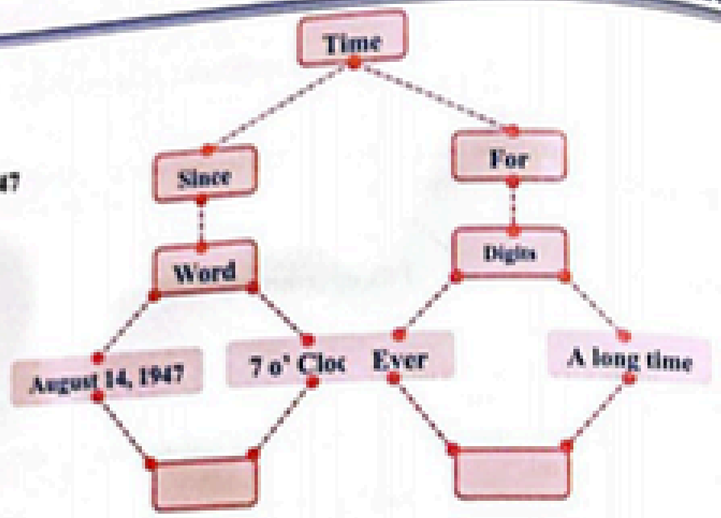
UNIT –12

- Since Morning
- For 2 hours
- Since August 14, 1947
- Since 7 o' Clock
- For ever
- For a long time



LET'S PRACTICE

- He had been keen on them ever since / for the first thrills of Sherlock.
- I've been there from / since the beginning of term with measles.
- Half a million years ago the population of the world was very small but since / from then it has gradually increased.
- They have walked and climbed for / since a week.
- And it had been like that, with other incidents, since / for centuries.

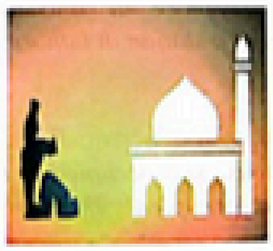
General Introduction

"Prepositions are the spice of good conversation and correct idiomatic writing," says John O' London. Whatever you plan for your educational life, your prepositions have to be good. (slightly adapted)

PICTORIAL DISPLAY OF PREPOSITION

to

to



into

in

Out of

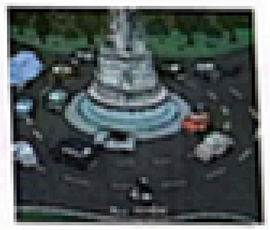
Away From

Over

Under

Around

Around



Among
Between

Between

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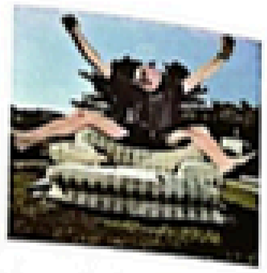
Among

On the chair

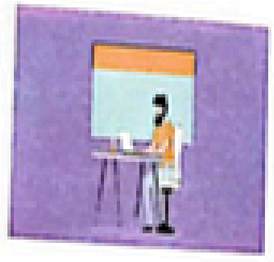
In the chair

Into the chair



Onto the chair

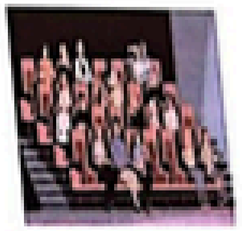
at the table



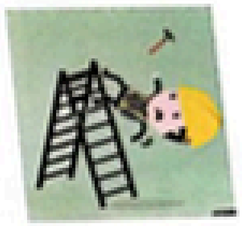
Behind/ infront of

Beside

Beside

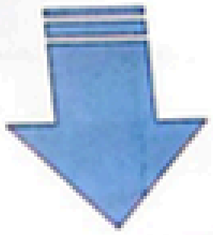


Off The Ladder



Up (ward/s)

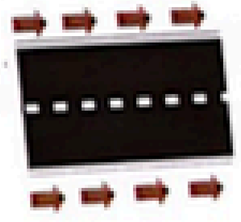
Down (ward/s)



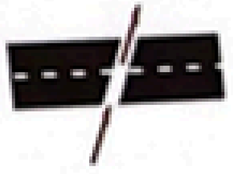
Above

Through

Along



Across



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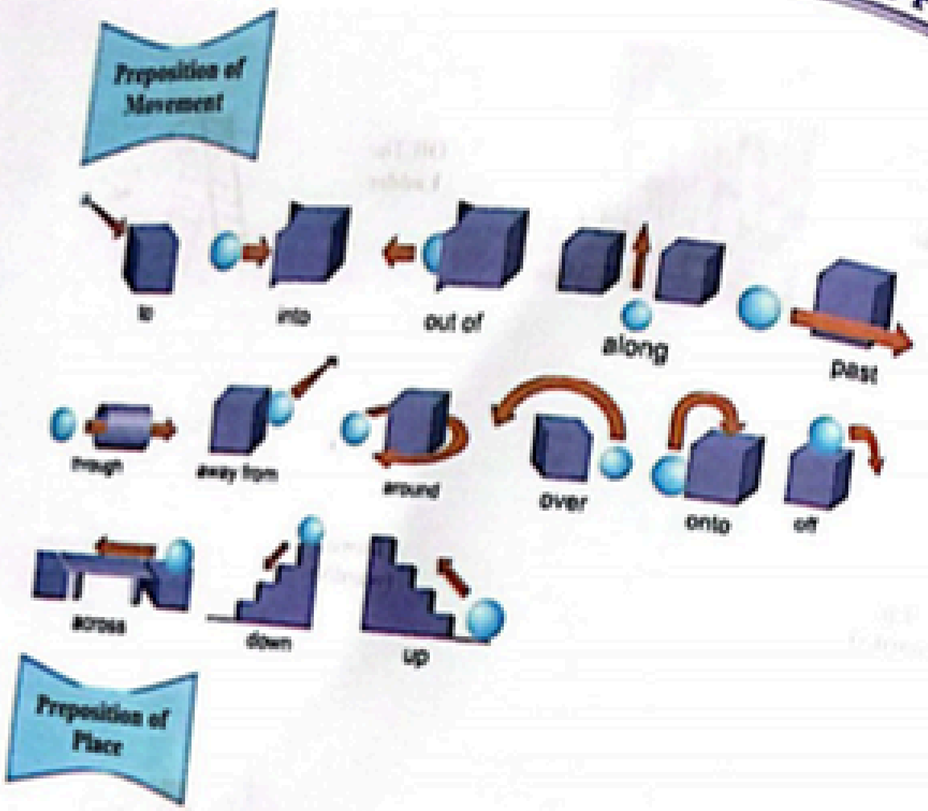

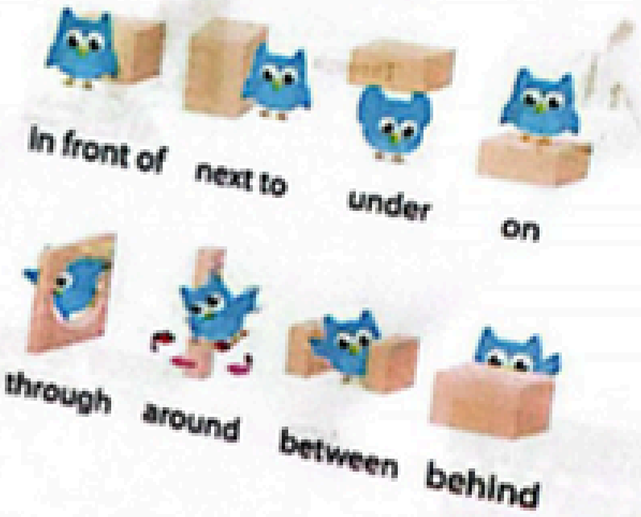

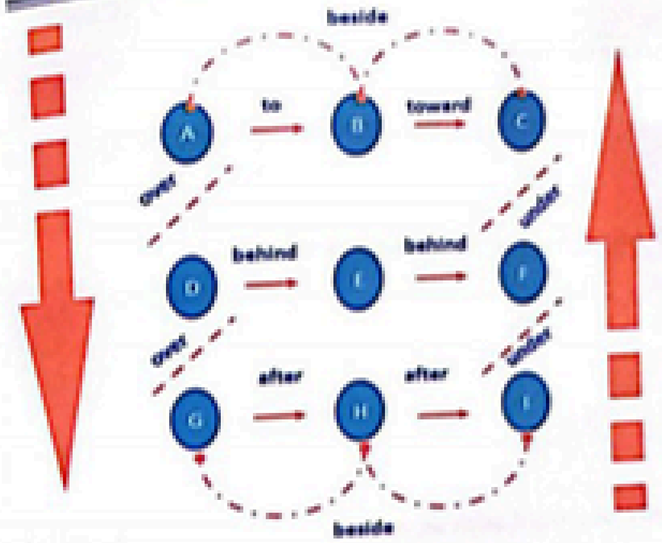

WHAT IS PREPOSITION AND WHAT IS NOT

What is not Preposition?

(Adverb vs Preposition)

First impression is not the last impression.

Once a preposition is not always a preposition.

It may be an adverb.

- She opened the door and went in.

"in, out, up, down, etc." sometimes tell us about the place of an action. Such words are called Adverbs or Adverb particles.

Example:

- She went up.
- She went down.
- There are certain words which are only adverbs and can't be used as preposition.
- These words are:
  away, back, out, backward, forward, upward, downward

No complement to the preposition, no compliment to the preposition!

These words don't need any object after them. Such words can be found at the start or at the end of the sentence.

Example:

- Out the room ran Margaret to join them.
  Out ran Margaret to join them.
- He went back the door.
  He went back.
- Away the fires, there is this un-imaginable cold of hundreds of degrees of frost.
  Away from the fires, there is this un-imaginable cold of hundreds of degrees of frost.

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What is Preposition?

Definition:

- Prepositions are the words that are used to show a relation or position.

This relationship can be:

- Temporary Permanent
- Physical Abstract

- Some of these function words may convey some meanings as well.

Example:

- The clouds are in the sky.
- The book is on the table.
- He is brother to me.
- She sat beside the door.

Kinds of Preposition

Simple Preposition

The prepositions consisting of only one word such as at, in, for, to, about, etc. are called simple prepositions.

Examples:

- A tyrant does not remain in the world.
- He knew not about the safety of the boat.

Complex Preposition

The prepositions, consisting of more than one word, are called complex prepositions.

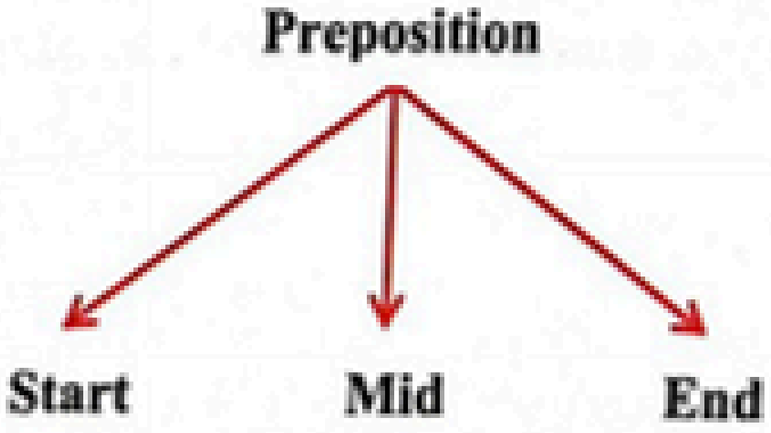
- along with, away from, up to
- in the light of, as a result of
- owing to, by means of, in front of

Examples:

- Arthur pushed from the platform in front of the train.
- this disease could be cured only by means of bile of a person

Position of Preposition

Positions of Preposition in a Sentence:



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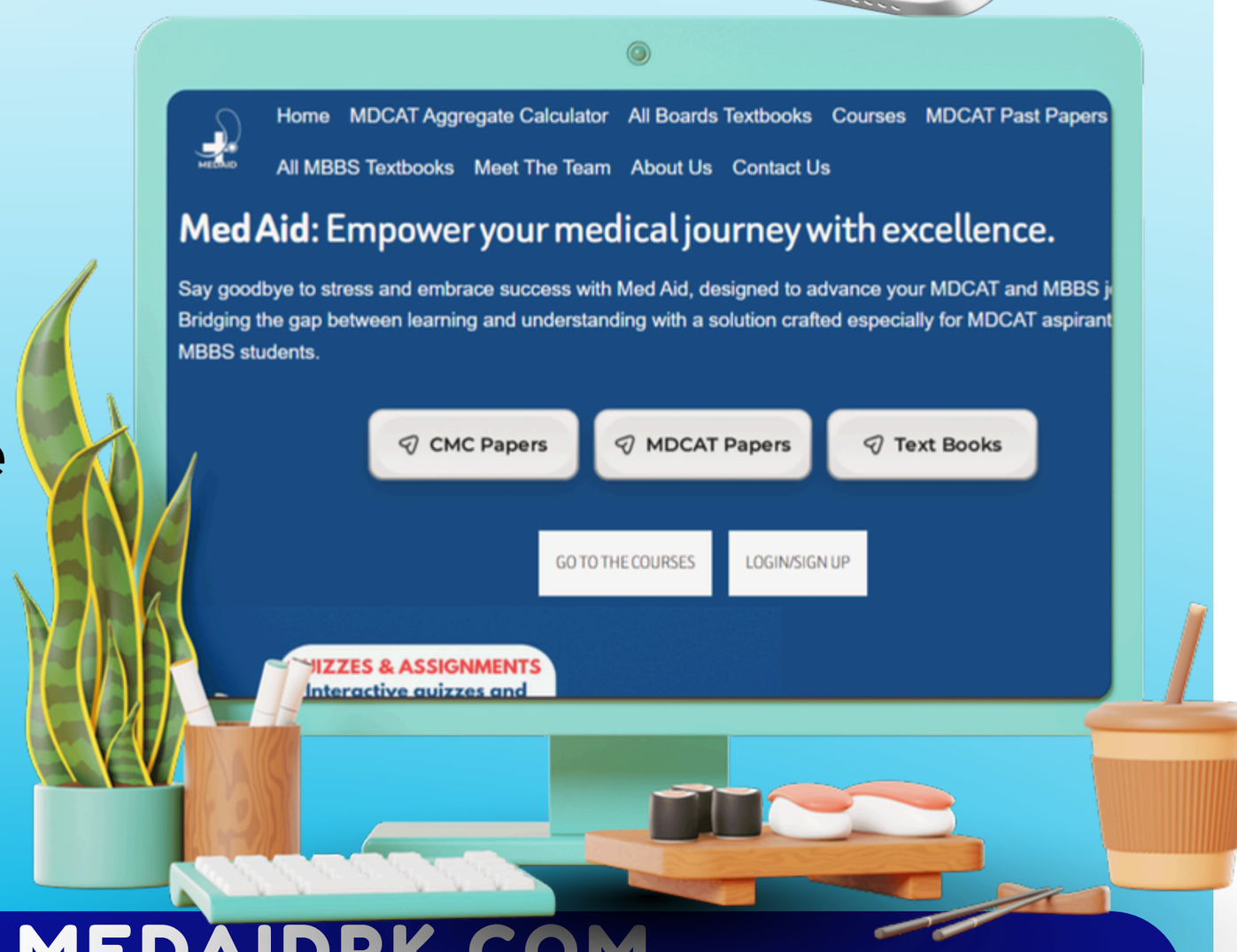

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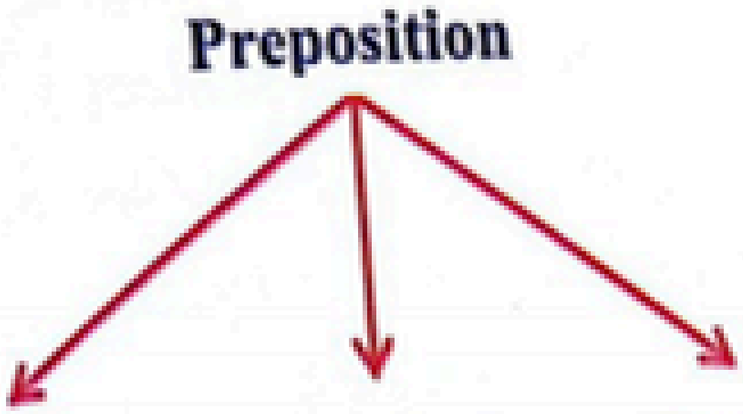
- Prepositions can be used in three Positions.
  - Start
  - Mid
  - End

- From where are you coming?
- This is the organization with which I am associated.
- This is the pen to write with.

Positions of Preposition:

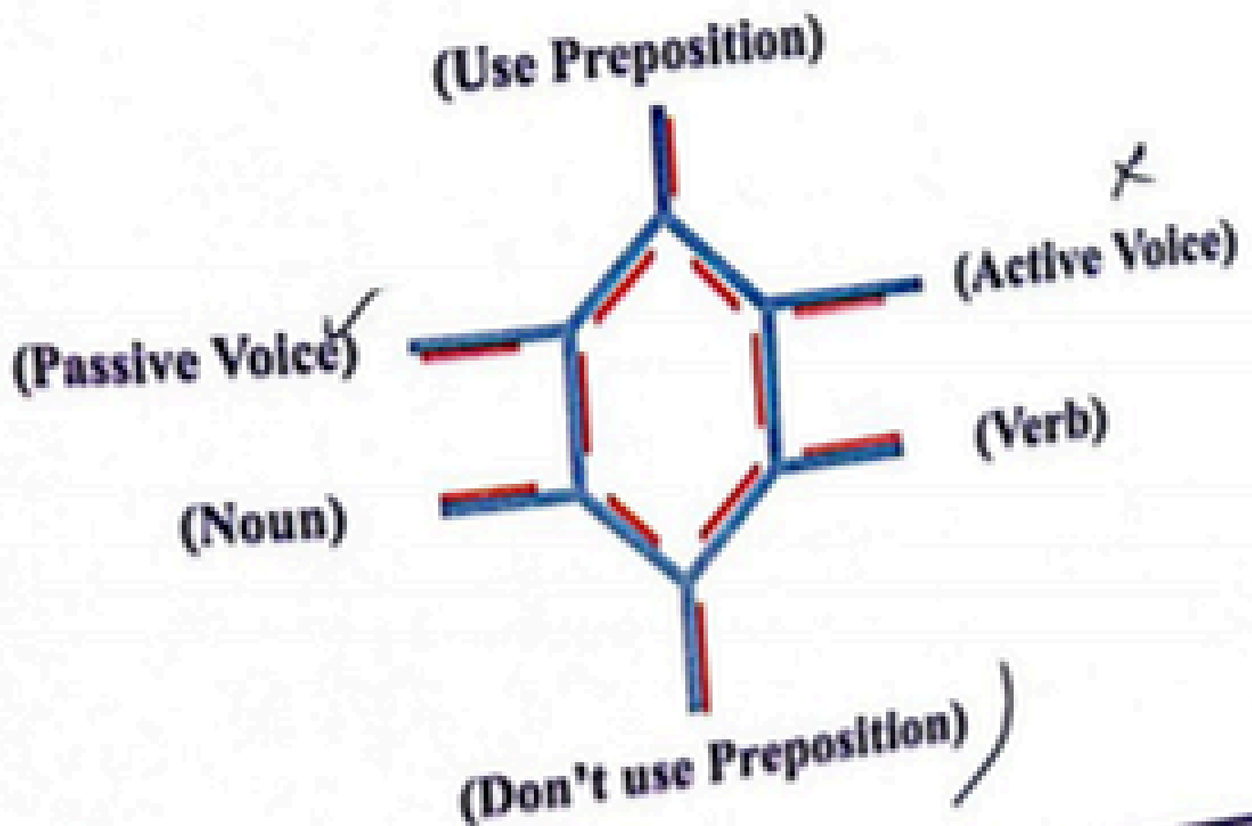
- Preposition is a word that must be used with its complement (noun/pronoun). No complement to the preposition, no compliment for the preposition.
- Prepositions can be used in three Positions.

- Before object
- After Object
- Fossilization



- We are listening to the music.
- I saw him three days ago.
- I came across a boy.

TO USE OR NOT TO USE A PREPOSITION



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1. Active & Passive Voice

In **Active Voice**, certain verbs are **not followed** by any **Prepositions**.
However, the same verbs are **followed** by a **preposition** in **Passive Voice**.

Examples:

- Mehwish **married** her boss. **(active voice)**
- Mehwish was **married to** her boss. **(passive voice)**

- Our brain **comprises** two hemispheres. **(active voice)**
- ✓ Our brain is **comprised of** two hemispheres. **(passive voice)**

- Artists and writers **possess** similar qualities. **(active voice)**
- ✓ Artists and writers are **possessed of** similar qualities. **(passive voice)**

LET'S PRACTICE

- One of his sisters **married / married to** a Darvel doctor, and another a veterinary surgeon.
- Pasteur was **married to / married** the daughter of the Rector of the Strasburg Academy.
- A son of a farmer was discovered to **possess / possess with** the qualities mentioned by the doctors.
- National machines and equipment **possess / possess by** a number of foreign features.
- The chorus was **comprised / comprised of** an excellent example of a hexameter.
- The human brain **comprises of / comprises** two hemispheres.

2. WORD CLASS

Some words take **no preposition**, when used as **verbs**.

However, the same words take **a preposition**, when **used** as Nouns.

These words include:

VERB

- love, hate, resemble,
- order, attack, marry,
- want, lack, desire,
- control, approach

NOUN

- love, hate, resemblance,
- order, attack, marriage,
- want, lack, desire,
- control, approach

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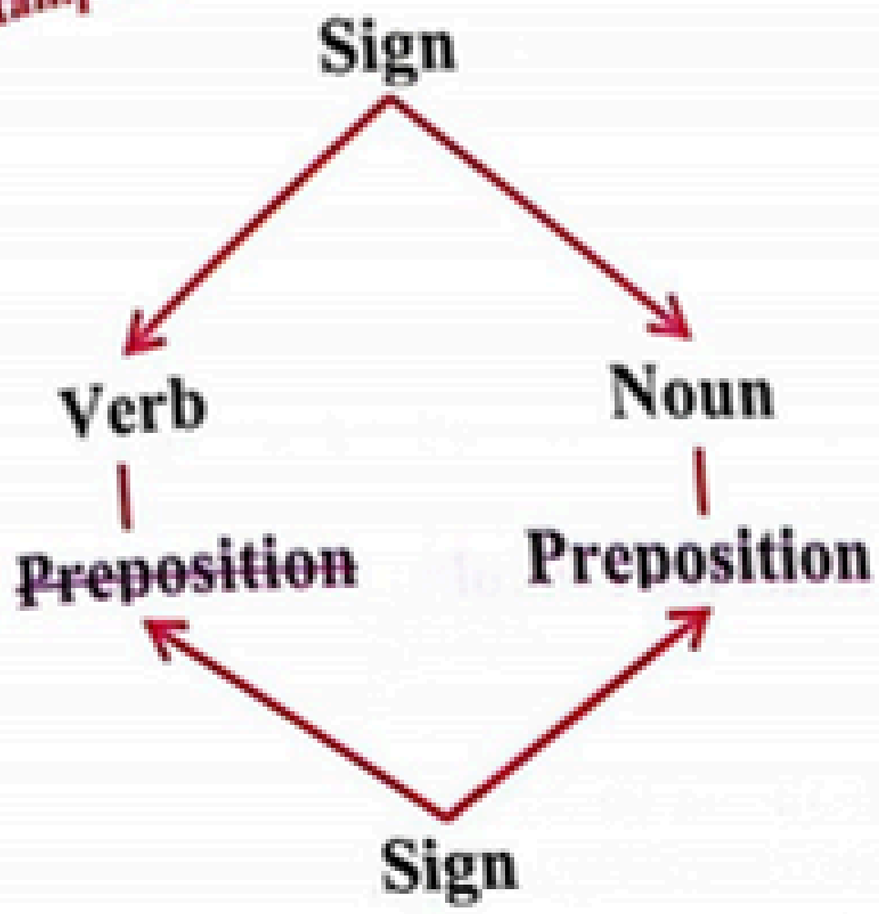
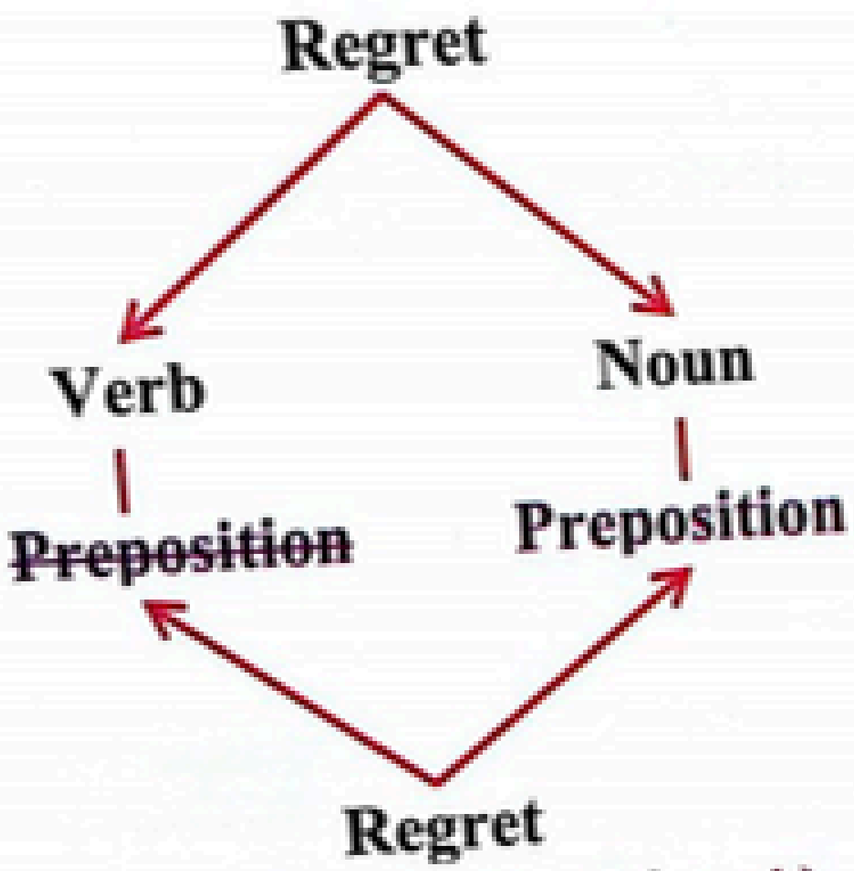
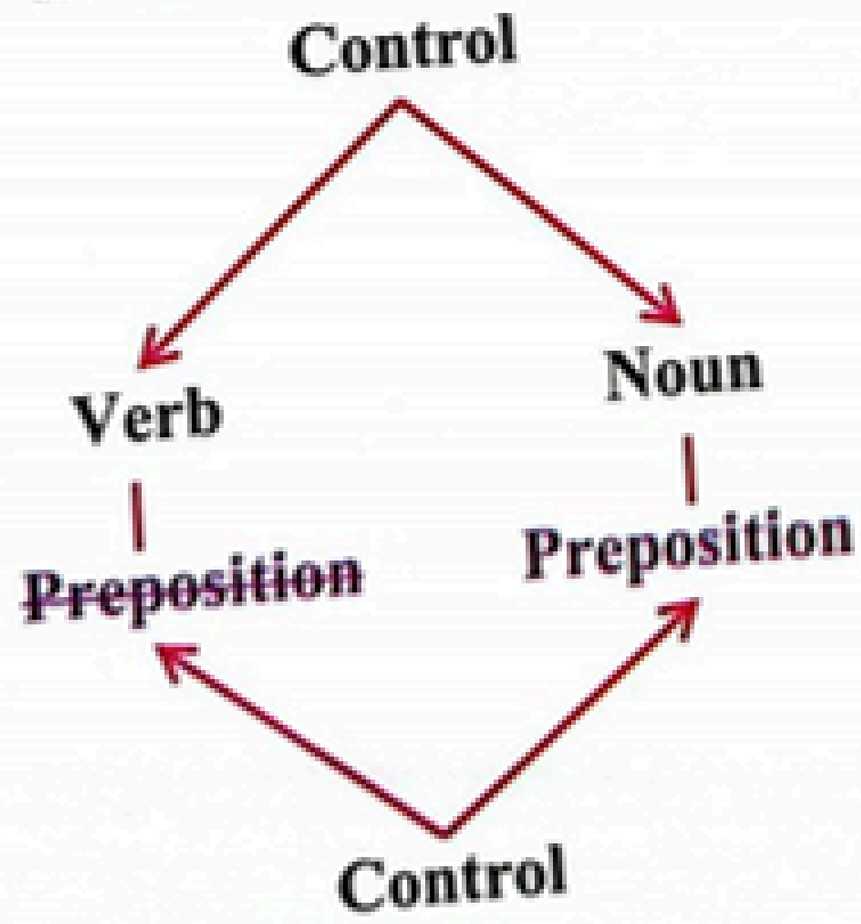
Examples:



- He will sign the paper. (verb)
  There was no sign on the paper. (noun)



- Did he regret his words? (verb)
  He expressed his regret at her death. (noun)



- She can control the class. (verb)
  She has good control over her class. (noun)

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LET'S PRACTICE

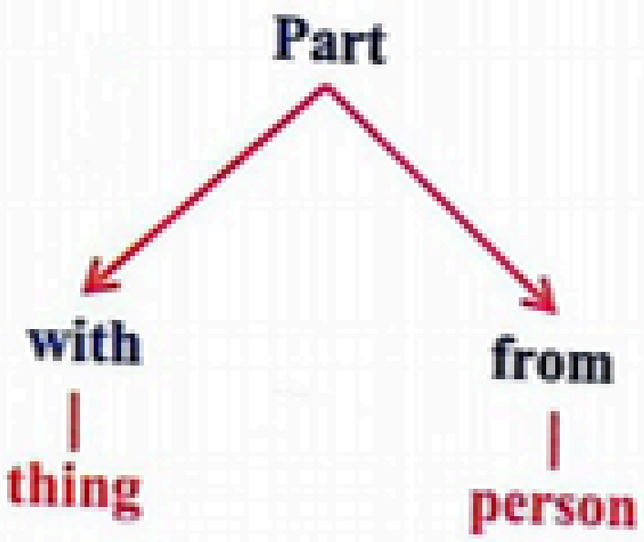
- The Gulistan translated into Latin and English, became love for / by the people.
- Nobody could ever count my love for / with you.
- It was a pleasure to attack / attack on them.
- The attack for / of locusts is a natural calamity.
- On hearing these words he could not control his tears / on his tears.
- The most difficult thing to achieve is a desire among / into individuals to limit the size of the family.
- The Ottoman capital itself was to be an international centre under the control of / by Britain.
- Pasture entered / entered for the competition.
- She believed in / believed that women ought to be admitted to the universities.
- A long line of decorated cars entered / entered into Izmir on the 9th of September, 1922.
- Superstitious people believe / believe in signs of good or bad luck.
- One of the animals entered / entered into a melon-field.

3. Object (Thing & Person)

Some words take different prepositions, when used before something.
However, the same words take a different preposition, when used before some person.

Object

These words include:

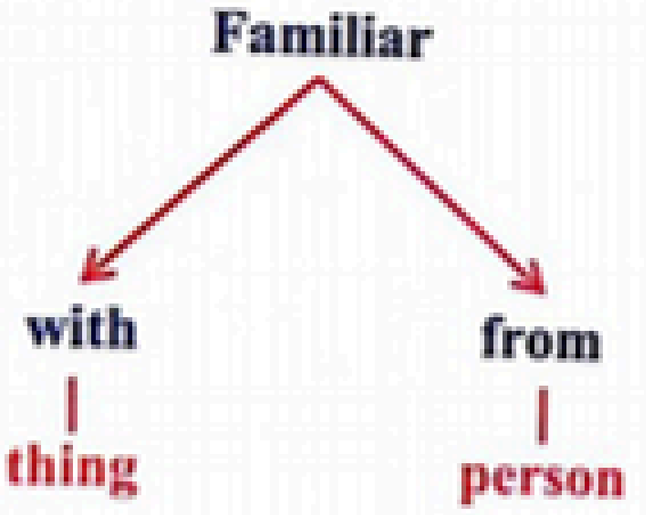


WORDS

- provide, accompany,
- familiar, part, agree,
- disagree, displeased,
- annoyed, angry

Examples:

- A miser cannot part with his money. (thing)
  She cannot part from her parents. (person)



- He is not familiar with the technology. (thing)
  Are you familiar to the natives? (person)

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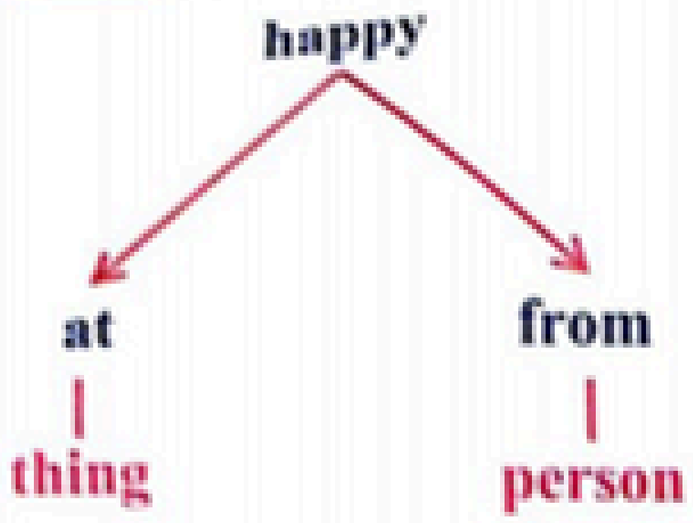


- He was happy at the result. (thing)
  He was happy with his employee. (person)

LET'S PRACTICE

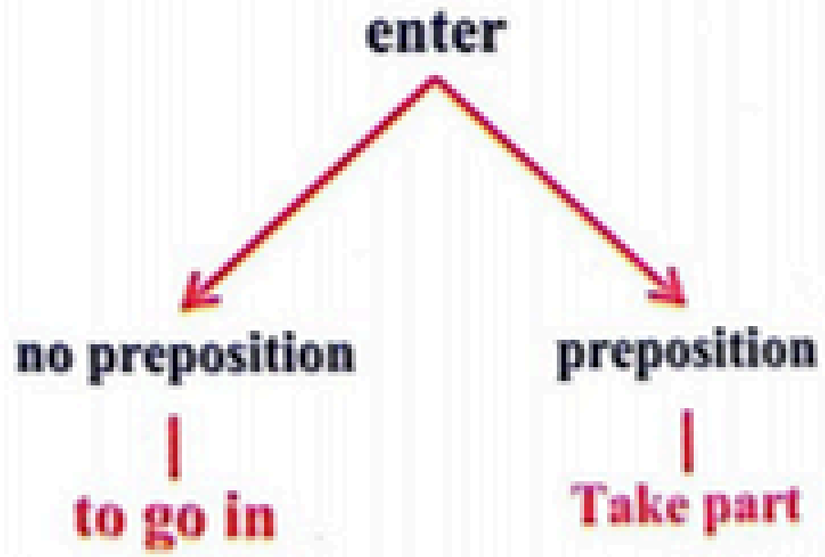
- Chips could find it in his heart to feel a little sorry for / about Ralston.
- Be good to / for me, because I sold it for you.
- What is good at / for camels is not good for poor old men and women.
- All the while he stuck to / on his one idea.
- Their car had become stuck in / at a sand dune.
- You got your ideas well stuck into / in those days.
- I admit that I don't agree with / to the new pronunciation.
- A truck full of / with bricks came from behind like a gust of wind.
- The door struck me full at / in the face.
- Your language is still not familiar to / with me.

4. Semantics (meanings)

Some verbs without a preposition convey one meaning.
However, the same verbs with a preposition convey the other meaning.

Semantics
These words include:

Examples:



WORDS

- entered the room /house/ hall
- entered into an agreement
- entered for the competition
- escaped death/murder/fine
- escaped from the jail/field/prison
- search the bag
- search for the lost child

- He entered the room /house/ hall, etc. (to go in)
  He entered for the competition. (take part)

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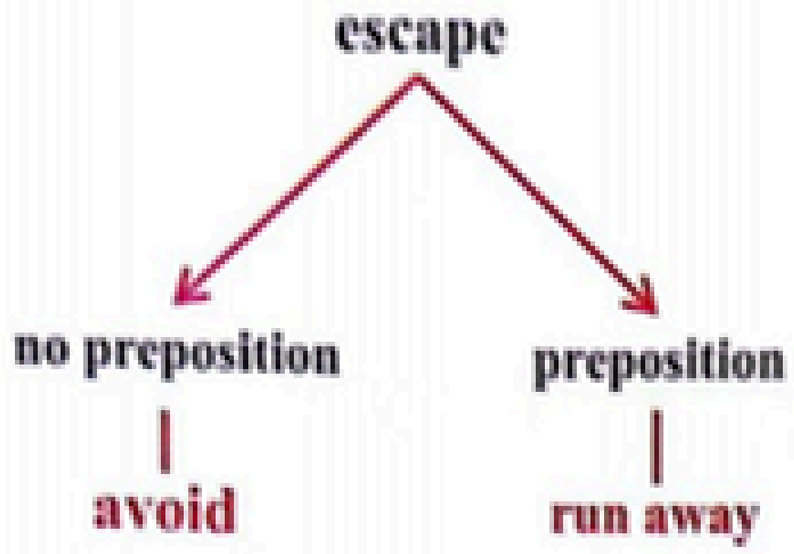

- They escaped death/murder/fine, etc. (avoid)
  They escaped from the jail/field/prison, etc. (run away)

LET'S PRACTICE

- Their living power consisted of / in their being able to reproduce themselves.
- Most of the area had for countless years consisted in / of immense stretches of barren sand.
- The only building is a bordj, which is a simple mud structure consisting of / in a roof and four walls.

1. A) One of his sisters married a veterinary surgeon.
   B) One of his sisters married to a veterinary surgeon.
   C) One of his sisters married with a veterinary surgeon.
   D) One of his sisters married by a veterinary surgeon.

2. A) In North Africa he barely escaped from assassination.
   B) In North Africa he barely escaped assassination.
   C) In North Africa he barely escaped by assassination.
   D) In North Africa he barely escaped of assassination.

3. A) Chips had been keen with detective stories.
   B) Chips had been keen in detective stories.
   C) Chips had been keen on detective stories.
   D) Chips had been keen at detective stories.

4. A) Katherine was popular with boys and masters.
   B) Katherine was popular between boys and masters.
   C) Katherine was popular by boys and masters.
   D) Katherine was popular to boys and masters.

5. A) Pasteur entered the competition and settled the matter.
   B) Pasteur entered into the competition and settled the matter.
   C) Pasteur entered in the competition and settled the matter.
   D) Pasteur entered for the competition and settled the matter.

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6. A) His agents ransacked the bookshops with a view to buying manuscripts.
   B) His agents ransacked the bookshops with a view of buying manuscripts.
   C) His agents ransacked the bookshops with a view from buying manuscripts.
   D) His agents ransacked the bookshops with a view by buying manuscripts.

7. A) The goods the country exports are subject under price fluctuations.
   B) The goods the country exports are subject of price fluctuations.
   C) The goods the country exports are subject to price fluctuations.
   D) The goods the country exports are subject for price fluctuations.

8. A) Fleming lacked the training and the equipment needed for the job.
   B) Fleming lacked in the training and the equipment needed for the job.
   C) Fleming lacked of the training and the equipment needed for the job.
   D) Fleming lacked with the training and the equipment needed for the job.

9. A) They could never think of signing a treaty based on such terms.
   B) They could never think of signing on a treaty based on such terms.
   C) They could never think of signing at a treaty based on such terms.
   D) They could never think of signing over a treaty based on such terms.

4. SURVEY OF INDIVIDUAL PREPOSITIONS

IN

1. at a point within an area or a space
- *a country **in** Africa*
- *The kids were playing **in** the street.*
- *It's **in** that drawer.*
- *I read about it **in** the paper.*

2. within the shape of something; surrounded by something
- *sitting **in** an armchair*
- *Leave the key **in** the lock.*
- *Soak it **in** cold water.*

3. forming the whole or part of something / somebody; contained within something / somebody
- ***in** March, **in** 1940, **in** March 1940*
- *There are 31 days **in** May.*
- *all the paintings **in** the collection*
- *I recognize his father **in** him* (= his character is similar to his father's).

4. during a period of time
- ***in** 2021*
- ***in** the 18th century*
- ***in** spring/summer/autumn/winter*
- ***in** the fall*

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- *in the morning/afternoon/evening*
- *I'm getting forgetful in my old age.*

5. after a particular length of time
- *to return in a few minutes/hours/ days/months.*
- *It will be ready in a week's time* (= one week from now).
- *She learnt to drive in three weeks* (= after three weeks she could drive).

6. wearing something
- *dressed in their best clothes*
- *the man in the hat*
- *to be in uniform*
- *She was all in black.*

7. used to describe something that is all around you
- *We went out in the rain.*
- *He was sitting alone in the darkness.*

8. used to show the language, material, etc. used
- *Say it in English.*
- *She wrote in pencil.*
- *Put it in writing.*
- *I paid in cash.*
- *He spoke in a loud voice.*

9. used to show a state or condition
- *I'm in love!*
- *I must put my affairs in order.*
- *a man in his thirties*
- *The daffodils were in full bloom.*

10. used to show somebody's job or profession
- *He is in the army.*
- *She's in computers.*
- *in business*

11. used to show the form, shape, arrangement or quantity of something
- *a novel in three parts*
- *Roll it up in a ball.*
- *They sat in rows.*
- *People flocked in thousands to see her.*

12. used to show the quality or thing that a judgement is being made about
- *She was not lacking in courage.*
- *a country rich in minerals*
- *three metres in length*

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13. while doing something; while something is happening
- *In attempting to save the child from drowning, she nearly lost her own life.*
- *In all the commotion I forgot to tell him the news.*

14. used to introduce the name of a person who has a particular quality
- *We're losing a first-rate editor in Jen.*

LET'S PRACTICE

1. He became Deputy Professor of Chemistry in / on the University of Strasburg.
2. Practically every family set aside the best room at / in the house for the rearing and tending of silkworms.
3. Arthur was in / on the living room, reading.
4. She put the package at / in a bottom cabinet.
5. I could not consume them leaf by leaf in / on my small study fire.
6. Norma joined Arthur on / in the elevator.
7. There was a small man in / at the hallway.

INTO

1. used to show a change in state
- *The fruit can be made **into** jam.*
- *Translate it **into** English?*
- *They came **into** power in 2008.*
- *She was sliding **into** depression.*

2. to a position in or inside something
- *Come **into** the house.*
- *She dived **into** the water.*
- *He threw the letter **into** the fire.*

3. in the direction of something
- *Speak clearly **into** the microphone.*
- *Driving **into** the sun, we had to shade our eyes.*

4. to a point at which you hit somebody/something
- *The truck crashed **into** a parked car.*

5. to a point during a period of time
- *She carried on working late **into** the night.*
- *He didn't get married until he was well **into** his fifties.*

6. about or in connection with something
- *an inquiry **into** safety procedures*

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7. used when you are dividing numbers
- *3 into 24 is 8.*

LET'S PRACTICE

1. The sergeant ordered the slave to be thrown in / into the water.
2. A wave of fragrance flowed into / in the house.
3. One of his hands was slipped amidst / into a pocket of his overcoat.
4. He walked into / onto the hall and pulled open the door.
5. She struggled to her feet and walked in / into the kitchen numbly.
6. The Ottoman troops were hurriedly withdrawn into / at barracks.
7. A few lazy bluffers drift to / into college and usually drift out again.

1. in or into a position covering, touching or forming part of a surface
- *a picture on a wall*
- *There's a mark on your skirt.*
- *the diagram on page 5*
- *Put it down on the table.*
- *He had been hit on the head.*
- *She climbed on to the bed.*

2. supported by somebody/ something
- *She was standing on one foot.*
- *Try lying on your back.*
- *Hang your coat on that hook.*

3. used to show a means of transport
- *I came on my bike.*
- *a woman on horseback*
- *walk on foot*

4. by means of something; using something
- *She played a tune on her guitar.*
- *The information is available on the Internet.*
- *We spoke on the phone.*
- *The programme's on Channel 24.*

5. used to show a day or date
- *We meet on Sunday.*
- *on Monday morning*
- *on Eid Day*
- *on the 14th*
- *on 14th August*
- *on 14th August, 1947*

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6. used to describe an activity or a state
- *To be **on** business/holiday/vacation*
- *The book is currently **on** loan.*

7. used to show direction
- ***on** the left / right*
- *He turned his back **on** us.*

8. at or near a place
- *a town **on** the coast*
- *a house **on** the Thames*
- *We lived **on** an estate.*

9. used to show the basis or reason for something
- *a story based **on** fact*
- ***On** their advice, I applied for the job.*

10. immediately after something
- ***On** arriving home, I discovered they had gone.*
- *Please report to reception **on** arrival.*
- *There was a letter waiting for him **on** his return.*

11. about something/somebody
- *a book **on** South Africa*
- *He tested us **on** irregular verbs.*

12. used to show that somebody belongs to a group or an organization
- *to be **on** the committee/ staff / jury / panel/menu/team/council, faculty, crew*
- *Whose side are you **on** (= which of two or more different views do you support)?*

13. eating or drinking something; using a drug or a medicine regularly
- *He lived **on** a diet of junk food.*
- *The doctor put me **on** antibiotics.*

14. paid for by something
- *to live **on** a pension/a student grant*
- *to be **on** a low wage*
- *You can't feed a family **on** £50 a week.*
- *Drinks are **on** me* (= I am paying).

15. used when giving a phone number
- *You can get me **on** 03008014107.*
- *She's **on** extension 174.*

16. used with some nouns or adjectives to say who or what is affected by something
- *a ban **on** smoking*
- *He's hard **on** his kids.*

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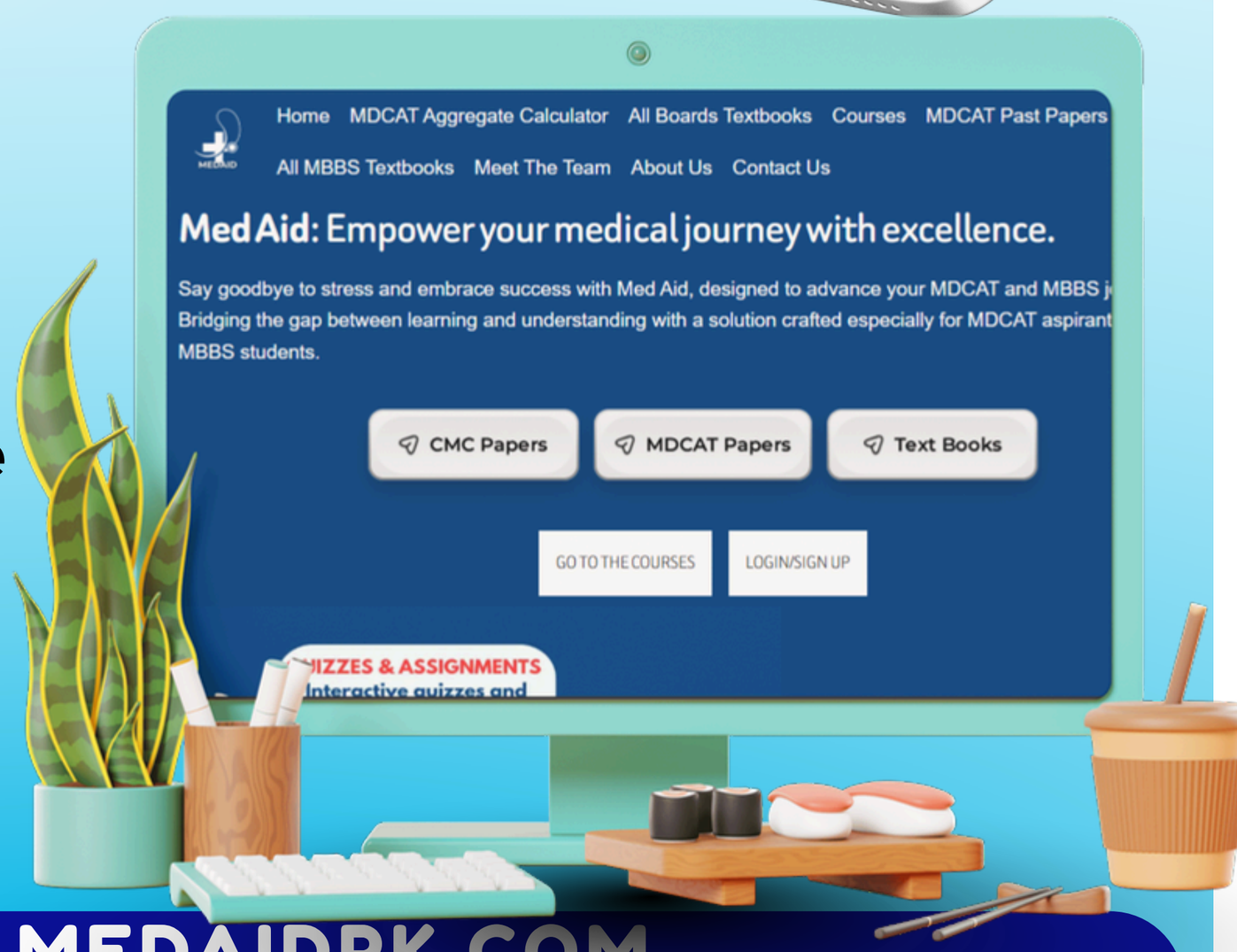

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17. being carried by somebody; in the possession of somebody
- *Have you got any money **on** you?*

LET'S PRACTICE

1. Mustafa Kamal's small ship staggered towards the landing stage at Samsun in / on the coast of Anatolia.
2. This second star must have raised tides on / at the surface of the sun.
3. I used to lie waiting for that ominous tread at / on the uncarpeted attic stairs.
4. I could not toast them on / above the gas-cooker.
5. Sweat popped out in / on the boy's face.
6. A Spanish guitar was hanging on / at the wall.
7. He stands looking at Harry's junk onto / on the shelves.
8. AT/ON a long table, attractively displayed, were the latest hit songs.
9. On / In Sundays in Chapel it was he who now read out the tragic list.
10. They had died on the same day, the mother and the child just born; in / on April 1, 1898.
11. Mustafa Kamal sailed on / at the 15th of May, 1919.

ONTO

1. used with verbs to express movement on or to a particular place or position
- *Move the books **onto** the second shelf.*
- *She stepped down from the train **onto** the platform.*

2. used to show that something faces in a particular direction
- *The window looked out **onto** the terrace.*

OF

1. belonging to something; being part of something; relating to something
- *the lid **of** the box*
- *the director **of** the company*
- *a member **of** the team*
- *the result **of** the debate*

2. belonging to somebody; relating to somebody
- *a friend **of** mine*
- *the love **of** a mother for her child*
- *the role **of** the teacher*
- *Can't you throw out that old bike **of** Tommy's?*
- *the paintings **of** Monet*

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3. coming from a particular background or living in a place
- *a woman of Italian descent*
- *the people of Caves*

4. relating to or showing somebody / something
- *a story of passion*
- *a photo of my dog*
- *a map of Pakistan*

5. used to say what somebody / something is, consists of or contains
- *the city of Dublin*
- *the issue of housing*
- *a crowd of people*
- *a glass of milk*

6. used with measurements and expressions of time, age, etc.
- *2 kilos of potatoes*
- *an increase of 2 per cent*
- *a girl of 12*
- *the 14th of August*
- *the year of his birth*

7. used to show somebody/ something belongs to a group, often after *some*, *a few*, etc.
- *some of his friends*
- *a few of the problems*
- *the most famous of all the stars*

8. used to show the position of something/somebody in space or time
- *just north of Detroit*
- *at the time of the revolution*

9. used after some verbs before mentioning somebody/something involved in the action
- *to deprive somebody of something*
- *He was accused of theft.*

10. used after some adjectives before mentioning somebody/something that a feeling relates to
- *to be proud of something*
- *jealous of* me
- *afraid of* something
- *suspicious of* the story
- *sick of* travelling

11. used to give your opinion of somebody's behaviour
- *It was kind of you to offer.*

12. used when one noun describes a second one
- *Where's that idiot of a boy* (= the boy that you think is stupid)

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LET'S PRACTICE

1. He saw two huge, bodiless legs made from / of stone.
2. That's a very smart uniform but I prefer the once made of / from metal.
3. We seem to be only puppets made from / of straw.

OFF

1. not connected or functioning
- *The water is **off**.*
- *Make sure the TV is **off**.*

2. used to say that something has been removed or become separated
- *He's had his beard shaved **off**.*
- *Take your coat **off**.*
- *The label must have fallen **off**.*
- *Don't leave the toothpaste with the top **off**.*

3. away from work or duty
- *She's **off** today.*
- *I've got three days **off** next week.*
- *How many days did you take **off**?*
- *I need some time **off**.*

4. away from a place; at a distance in space or time
- *I called him but he ran **off**.*
- *He fell **off** a ladder and broke his arm.*
- *Sarah's **off** in India somewhere.*
- ***Off** you go! Enjoy yourselves!*

5. taken from the price
- *shoes with $20 **off***
- *All shirts have/are 10 per cent **off**.*

6. no longer going to happen; cancelled
- *The wedding is **off**.*

TO

1. in the direction of something; towards something
- *I walked **to** the office.*
- *It fell **to** the ground.*
- *It was on the way **to** the station.*
- *He's going **to** Paris.*

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- *my first visit to Africa*
- *He pointed to something on the opposite bank.*

2. as far as something
- *The meadows lead down to the river.*
- *Her hair fell to her waist.*

3. to the something (of something) located in the direction mentioned from something
- *Place the cursor to the left of the first word.*
- *There are mountains to the north.*

4. used to show the person or thing that receives something
- *He gave it to his sister.*
- *I'll explain to you where everything goes.*
- *I am deeply grateful to my parents.*
- *Who did she address the letter to?*
- *(formal) To whom did she address the letter?*

5. used to show the end or limit of a range or period of time.
- *a drop in profits from $105 million to around $75 million*
- *I'd say he was 25 to 30 years old* (= approximately 25 or 30 years old).
- *We only work from Monday to Friday.*
- *I watched the programme from beginning to end.*

6. before the start of something, or to tell time
- *How long is it to lunch?*
- *It's five to ten* (= five minutes before ten o'clock).

7. reaching a particular state
- *The vegetables were cooked to perfection.*
- *He tore the letter to pieces.*
- *She sang the baby to sleep.*
- *The letter reduced her to tears* (= made her cry).
- *His expression changed from amazement to joy.*

8. used to show the person or thing that is affected by an action
- *She is devoted to her family.*
- *What have you done to your hair?*

9. used to show that two things are attached or connected
- *Attach this rope to the front of the car.*

10. used to show a relationship between one person or thing and another
- *She's married to an Italian.*
- *the Japanese ambassador to France*
- *the key to the door*
- *the solution to this problem*

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11. directed towards; in connection with
- *It was a threat **to** world peace.*
- *She made a reference **to** her recent book.*

12. used to introduce the second part of a comparison or ratio
- I prefer walking **to** climbing.
- The industry today is nothing **to** what it once was.
- We won by six goals **to** three.

13. used to show a quantity or rate
- *There are 2.54 centimetres **to** an inch.*
- *This car does 30 miles **to** the gallon.*

14. in honour of somebody/something
- *a monument **to** the soldiers who died in the war*
- *Let's drink **to** Julia and her new job.*

15. used to show somebody's attitude or reaction to something
- *His music isn't really **to** my taste.*
- ***To** her astonishment, he smiled.*

16. used to show what somebody's opinion or feeling about something is
- *It sounded like crying **to** me.*

17. used after verbs of movement to mean 'with the intention of giving something'
- *People rushed **to** her rescue and picked her up.*

LET'S PRACTICE

- I had just finished walking a half mile uphill from my home to / towards his.
- The Professor would drive south in his jeep from Tamanrasset till / to a well at In Abbangarit.
- Water had to be carried a considerable distance from the well to / by the home.
- From Spain the art of tanning and embossing leather was carried at / to Morocco.
- She was going from one shop to / till another, to find a gift for Jim.

1. used to say where something/somebody is or where something happens
- ***at** the corner of the street*
- *We changed **at** Crewe.*
- *They arrived late **at** the airport.*
- ***At** the roundabout , take the third exit.*
- *I'll be **at** home all morning.*
- *She's **at** Tom's* (= at Tom's house).
- *I met her **at** the hospital.*

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2. used to say where somebody works or studies
- *He's been **at** the bank longer than anyone else.*
- *She's **at** Yale* (= Yale University).

3. used to say when something happens
- *We left **at** 2 o'clock.*
- ***at** the end of the week*
- *We woke **at** dawn.*
- *I didn't know **at** the time of writing* (= when I wrote).
- ***At** night you can see the stars.*
- *(British English) What are you doing **at** the weekend?*

4. used to state the age at which somebody does something
- *She got married **at** 25.*
- *He left school **at** the age of 16.*

5. in the direction of or towards somebody/something
- *What are you looking **at**?*
- *He pointed a gun **at** her.*
- *Somebody threw paint **at** the prime minister.*

6. used after a verb to show that somebody tries to do something, or partly does something, but does not succeed or complete it
- *He clutched wildly **at** the rope as he fell.*
- *She nibbled **at** a sandwich* (= ate only small bits of it).

7. used with adjectives to show how well somebody does something
- *I'm good **at** French.*
- *She's hopeless **at** managing people.*

8. used to show a rate, speed, etc.
- *He was driving **at** 70 mph.*
- *The noise came **at** two-minute intervals* (= once every two minutes).
- *Prices start **at** $1 000.*
- *The book retails **at** £19.95.*

9. used to state the distance away from something
- *I held it **at** arm's length.*
- *Can you read a car number plate **at** fifty metres?*

10. used to show the situation somebody/something is in, what somebody is doing or what is happening
- *The country is now **at** war.*
- *I felt **at** a disadvantage.*
- *I think Mr Harris is **at** lunch.*

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11. at somebody's/something's best/worst, etc. used to say that somebody / something is as good, bad, etc. as they can be
- *This was Osaka at her best.*
- *The garden's at its most beautiful in June.*

12. used with adjectives to show the cause of something
- *They were impatient at the delay.*
- *She was delighted at the result.*

13. *(formal)* in response to something
- *They attended the dinner at the chairman's invitation.*

14. *(North American English)* used when giving a phone number
- *You can reach me at 04235179001-4, extension 174.*

LET'S PRACTICE

- There were holes at / on the heels.
- He replied that he had been present on / at the performance.
- I'd end up with my family at / on the country poor farm.
- Pasteur was sent to school in / at the Communal College.
- AT / On the door, Spelding speaks in a low voice to Powers.
- Shelley died in a storm in / at sea after visiting Lord Byron.
- One week at / in this school has knocked me for a loop.
- We got holidays at / on Easter and on / at Christmas.
- These were blessed breaks in routine, but not, of course, comparable to the holidays we got on / at Christmas.
- Mr. Steward will call on you at / on 8.00 P.M.
- On / At five, he would glance at the clock and ask them to leave.
- It lay with Mr. Bittering and Mrs. Bittering, a third unbidden partner at / on every midnight talk, on / at every dawn awakening.
- I could not remember them at / on the time in their entirety.

FROM

1. used to show where somebody/ something starts
- *She began to walk away from him.*
- *Has the train from Bristol arrived?*

2. used to show what the origin of somebody/something is
- *I'm from Italy.*
- *documents from the sixteenth century*
- *quotations from Shakespeare*
- *heat from the sun*

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3. used to show who sent or gave something/somebody
- *a letter **from** my brother*
- *information **from** witnesses*
- *the man **from*** (= representing) *the insurance company*

4. used to show when something starts
- *We're open **from** 8 a.m. to 7 p.m. every day.*
- *He was blind **from** birth.*

5. used to show how far apart two places are
- *100 metres **from** the scene of the accident*

6. used to show somebody's position or point of view
- *You can see the island **from** here.*
- ***From** a financial point of view the project was a disaster.*

7. from something (to something) used to show the range of something
- *The temperature varies **from** 30 degrees to minus 20.*
- *The store sells everything **from** shoelaces to computers.*
- *Conditions vary **from** school to school.*

8. from something (to something) used to show the state or form of something/somebody before a change
- *Things have gone **from** bad to worse.*
- *translating **from** English to Spanish*
- *You need a break **from** routine.*

9. used when making or recognizing a difference between two people or things
- *Is Portuguese very different **from** Spanish?*
- *I can't tell one twin **from** the other.*

10. used to show the material that something is made of
- *Yogurt is made **from** milk.*

11. used to show that something is prevented
- *She saved him **from** drowning.*

12. used to show the reason for something
- *She felt sick **from** tiredness.*

13. used to show the reason for making a judgement.
- *You can tell a lot about a person **from** their handwriting.*
- ***From** what I heard the company's in deep trouble.*

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LET'S PRACTICE

- Armies clenched in deadlock from / by the sea to Switzerland.

1. in the company or presence of somebody/something
- *She lives **with** her parents.*
- *I have a client **with** me right now.*
- *a nice steak **with** a bottle of red wine*

2. having or carrying something
- *a girl **with** (= who has) red hair*
- *a jacket **with** a hood*
- *He looked at her **with** a hurt expression.*
- *They're both in bed **with** flu.*
- *a man **with** a suitcase*

3. using something
- *Cut it **with** a knife.*
- *It is treated **with** acid before being analysed.*

4. used to say what fills, covers, etc. something
- *The bag was stuffed **with** dirty clothes.*
- *Sprinkle the dish **with** salt.*

5. in opposition to somebody/ something; against somebody/something
- *to fight **with** somebody*
- *to play tennis **with** somebody*
- *at war **with** a neighbouring country*
- *I had an argument **with** my boss.*

6. in connection with; in the case of
- *Be careful **with** the glasses.*
- *Are you pleased **with** the result?*
- *Don't be angry **with** her.*
- ***With** these students, it's pronunciation that's the problem.*

7. used to show the way in which somebody does something
- *He behaved **with** great dignity.*
- *She sleeps **with** the window open.*
- *Don't stand **with** your hands in your pockets.*

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8. used when considering one fact in relation to another
- *She won't be able to help us **with** all the family commitments she has.*
- *It's much easier compared **with** last time.*

9. Including
- *The meal **with** wine came to $20 each.*
- ***With** all the lesson preparation, I have to do, I work 12 hours a day.*

10. used to show who has possession of or responsibility for something
- *The keys are **with** reception.*
- *Leave it **with** me.*

11. employed by; using the services of
- *She acted **with** a touring company for three years.*
- *I bank **with** HSBC.*

12. because of; as a result of
- *She blushed **with** embarrassment.*
- *His fingers were numb **with** cold.*

13. because of something and as it happens
- *The shadows lengthened **with** the approach of sunset.*
- *Skill comes **with** practice.*

14. in the same direction as something
- *Marine mammals generally swim **with** the current.*

15. showing that something/somebody has been separated from something / somebody
- *She could never part **with** this ring.*
- *Can we dispense **with** the formalities?*

16. despite something
- ***With** all her faults, I still love her.*

17. used in exclamations
- *Off to bed **with** you!*
- *Down **with** tyrant!*

1. used to show who is intended to have or use something or where something is intended to be put
- *There's a letter **for** you.*
- *It's a book **for** children.*
- *We got a new table **for** the dining room.*
- *This is the place **for** me* (= I like it very much).

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2. in order to help somebody/ something
- *What can I do **for** you* (= how can I help you)*?*
- *Can you translate this letter **for** me?*
- *I took her classes **for** her while she was sick.*
- *soldiers fighting **for** their country*

3. used to show purpose or function
- *a machine **for** slicing bread*
- *Let's go **for** a walk.*
- *Are you learning English **for** pleasure or for your work?*
- *What did you do that **for*** (= Why did you do that)*?*

4. used to show a reason or cause
- *The town is famous **for** its cathedral.*
- *He got an award **for** bravery.*
- *I couldn't speak **for** laughing.*
- *He didn't answer **for** fear of hurting her.*

5. in order to obtain something
- *He came to me **for** advice.*
- ***For** more information, call this number.*
- *There were over fifty applicants **for** the job.*

6. used to show a length of time
- *I'm going away **for** a few days.*
- *That's all the news there is **for** now.*

7. used to show a distance
- *The road went on **for** miles and miles.*

8. used to show where somebody / something is going
- *Is this the bus **for** Chicago?*
- *She knew she was destined **for** a great future.*

9. used to show that something is arranged or intended to happen at a particular time
- *an appointment **for** May 12*
- *We're invited **for** 7.30.*

10. used to show the occasion when something happens
- *I'm warning you **for** the last time—stop talking!*

11. in exchange for something
- *Copies are available **for** two dollars each.*
- *I'll swap these two bottles **for** that one.*

12. employed by
- *She's working **for** an insurance company.*

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13. about; in connection with somebody/ something
- *They are anxious **for** her safety.*
- *Fortunately **for** us, the weather changed.*

14. as a representative of
- *I am speaking **for** everyone in this department.*

15. in support of somebody/something
- *Are you **for** or against the proposal?*
- *They voted **for** independence in a referendum.*
- *There's a strong case **for** postponing the exam.*
- *I'm all **for*** (= strongly support) *people having fun.*
- *'What does Naomi think about the move?' 'She's all **for** it.'*

16. considering what can be expected from somebody/something
- *The weather was warm **for** the time of year.*
- *She's tall **for** her age.*
- *He's not bad **for** a beginner.*
- *That's too much responsibility **for** a child.*

17. used to say how difficult, necessary, pleasant, etc. something is that somebody might do or has done
- *It's useless **for** us to continue.*
- *There's no need **for** you to go.*
- ***For** him to have survived such an ordeal was remarkable.*
- *The box is too heavy **for** me to lift.*
- *Is it clear enough **for** you to read?*

18. used to show who can or should do something
- *It's not **for** me to say why he left.*
- *How to spend the money is **for** you to decide.*

BY

1. used for showing how or in what way something is done
- *The house is heated **by** gas.*
- *May I pay **by** credit card?*
- *I will contact you **by** letter.*
- *to travel **by** boat/bus/car/plane*
- *to travel **by** air/land/sea*
- *Switch it on **by** pressing this button.*

2. near somebody/something; at the side of somebody/something; next to somebody / something
- *a house **by** the river*
- *The telephone is **by** the window.*
- *Come and sit **by** me.*

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3. used, usually after a passive verb, to show who or what does, creates or causes something
- *He was knocked down **by** a bus.*
- *a play **by** Ibsen*
- *Who's that book **by**?*
- *I was frightened **by** the noise.*

4. not later than the time mentioned; before
- *Can you finish the work **by** five o'clock?*
- *I'll have it done **by** tomorrow.*
- ***By** this time next week we'll be in New York.*
- *He ought to have arrived by now / **by** this time.*
- ***By** the time (that) this letter reaches you I will have left the country.*

5. used before particular nouns without the, to say that something happens as a result of something
- They met **by** chance.
- I did it **by** mistake.
- The coroner's verdict was 'death **by** misadventure'.

6. used to show the degree or amount of something
- *The bullet missed him **by** two inches.*
- *House prices went up **by** 10%.*
- *It would be better **by** far* (= much better) *to...*

7. during something; in a particular situation
- *to travel **by** day/night*
- *We had to work **by** candlelight.*

8. from what something shows or says; according to something
- ***By** my watch, it is two o'clock.*
- *I could tell **by** the look on her face that something terrible had happened.*
- ***By** law, you are a child until you are 18.*

9. past somebody/something
- *He walked **by** me without speaking.*

10. used to show the part of somebody/ something that somebody touches, holds, etc.
- *I took him **by** the hand.*
- *She seized her **by** the hair.*
- *Pick it up **by** the handle!*

11. used with ***the*** to show the period or quantity used for buying, selling or measuring something
- *We rented the car **by** the day.*
- *They're paid **by** the hour.*
- *We only sell it **by** the metre.*

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12. used to state the rate at which something happens
- *They're improving day **by** day.*
- *We'll do it bit **by** bit.*
- *It was getting worse **by** the minute* (= very fast).
- *The children came in two **by** two* (= in groups of two).

13. used to show the measurements of something
- *The room measures fifteen feet **by** twenty feet.*

14. used when multiplying or dividing
- *6 multiplied **by** 2 equals 12.*
- *6 divided **by** 2 equals 3.*

15. used for giving more information about where somebody comes from, what somebody does, etc.
- *He's German **by** birth.*
- *They're both doctors **by** profession.*

16. used when swearing to mean 'in the name of'
- *I swear **by** Almighty God...*

LET'S PRACTICE
- That had **by / before** then become a habit with him.
- Both parents of Gorgios were **until / by** then long dead.
- He had never traveled **by / on** air.
- There was indeed too much dust to be raised **by / with** a small jeep.
- The sun was blotted out **with / by** a fresh onrush of locusts.
- His thin moustache seemed to have been drawn **by / with** a pencil.
- In the new world created **by / through** him there was no need for the old titles and nobilities.
- Harry begins to shave **with / by** a straight-edge razor.

TOWARD

1. in the direction of somebody/ something
- *They were heading **towards** the German border.*
- *She had her back **towards** me.*

2. getting closer to achieving something
- *This is a first step **towards** political union.*

3. close or closer to a point in time
- ***towards** the end of April*

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4. in relation to somebody/ something
- *He was warm and tender **towards** her.*
- *our attitude **towards** death*

5. with the aim of obtaining something, or helping somebody to obtain something
- *The money will go **towards** a new school building* (= will help pay for it).

LET'S PRACTICE

- In a heavy storm Mustafa Kamal's small ship staggered to / towards the landing stage at Samsun.
- Maulvi Abul looked first towards his eldest daughter, then towards/to the row of children.
- He looked up for a moment with a slightly sad expression towards / with the royal platform.
- He hastened to / toward her, but in doing so slipped himself and wrenched his ankle.
- In politics she was a radical, with leanings to / toward the views of people like Bernard Shaw and William Morris.

DOWN

1. to or at a lower place or position
- *She jumped **down** off the chair.*
- *He looked **down** at her.*
- *We watched as the sun went **down**.*
- *She bent **down** to pick up her glove.*
- *Mary's not **down** yet* (= she is still upstairs).
- *The baby can't keep any food **down*** (= in her body).
- *I stuck the label **down** with sellotape.*

2. from a standing position to a sitting or lying position
- *Please sit **down**.*
- *He had to go and lie **down** for a while.*

3. at a lower level or rate
- *Prices have gone **down** recently.*
- *We're already two goals **down*** (= the other team has two goals more).

4. used to show that the amount or strength of something is lower, or that there is less activity
- *Turn the music **down**!*
- *The class settled **down** and she began the lesson.*

5. on paper; on a list
- *Did you get that **down**?*
- *I always write everything **down**.*

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- *Have you got me **down** for the trip?*

1. towards or in a higher position
- *He jumped **up** from his chair.*
- *The sun was already **up** (= had risen).*
- *They live **up** in the mountains.*
- *It didn't take long to put the tent **up**.*

2. to or at a higher level
- *She turned the volume **up**.*
- *Prices are still going **up** (= rising).*

3. to the place where somebody/ something is
- *A car drove **up** and he got in.*
- *She went straight **up** to the door.*

4. Completely
- *We ate all the food **up**.*
- *The stream has dried **up**.*

so as to be finished or closed
- *I have some paperwork to finish **up***
- *Do your coat **up**; it's cold.*

5. into pieces or parts
- *She tore the paper **up**.*
- *How shall we divide **up** the work?*

6. so as to be formed or brought together
- *The government agreed to set **up** a committee of inquiry.*
- *She gathered **up** her belongings.*

7. (of a period of time) finished; over
- *Time's **up**. Stop writing and hand in your papers.*

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1. Up to (the point in time or the event mentioned)
- *I went to bed at 8 last night and slept **till** 6.30.*
- *The revelers partied on **till** midnight, until everyone had their fill of food, drink and dancing.*

1. up to the point in time or the event mentioned
- *Let's wait **until** the rain stops.*
- ***Until** she spoke, I hadn't realized she wasn't English.*

LET'S PRACTICE

- A man does not realize the worth of safety from the misfortune until / unless he has tasted it.
- Till / By his marriage he had been a dry and rather neutral sort of person.

1. all through a period of time
- ***during** the 1990s*
- *There are extra flights to Colorado **during** the winter.*
- *Please remain seated **during** the performance.*

2. at some point in a period of time
- *He was taken to the hospital **during** the night.*
- *I only saw her once **during** my stay in Rome.*

LET'S PRACTICE

- He tries to recall whatever good he had done during / while his life time.
- The books contains all the good actions that we men and women have been doing while / during the last six weeks.

1. from one end or side of something/somebody to the other
- *The burglar got in **through** the window.*
- *The bullet went straight **through** him.*
- *Her knees had gone **through** (= made holes in) her jeans.*
- *The sand ran **through** (= between) my fingers.*

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- *The path led **through** the trees to the river.*
- *The doctor pushed his way **through** the crowd.*
- *The Charles River flows **through** Boston.*
- *The flood was too deep to drive **through**.*

2. see, hear, etc. through something to see, hear, etc. something from the other side of an object or a substance
- *I couldn't hear their conversation **through** the wall.*
- *He could just make out three people **through** the mist.*

3. from the beginning to the end of an activity, a situation or a period of time
- *The children are too young to sit **through** a concert.*
- *He will not live **through** the night.*
- *I'm halfway **through** (= reading) her second novel.*

4. past a barrier, stage or test
- *Go **through** this gate, and you'll see the house on your left.*
- *He drove **through** a red light (= passed it when he should have stopped).*
- *First I have to get **through** the exams.*
- *The bill had a difficult passage **through** parliament.*
- *I'd never have got **through** it all (= a difficult situation) without you.*

5. *(also informal thru) (both North American English)* until, and including
- *We'll be in New York Tuesday **through** Friday.*

6. by means of; because of
- *You can only achieve success **through** hard work.*
- *It was **through** him (= as a result of his help) that I got the job.*
- *The accident happened **through** no fault of mine.*

THROUGHOUT

1. in or into every part of something
- *They export their products to markets **throughout** the world.*
- *The house was painted white **throughout**.*

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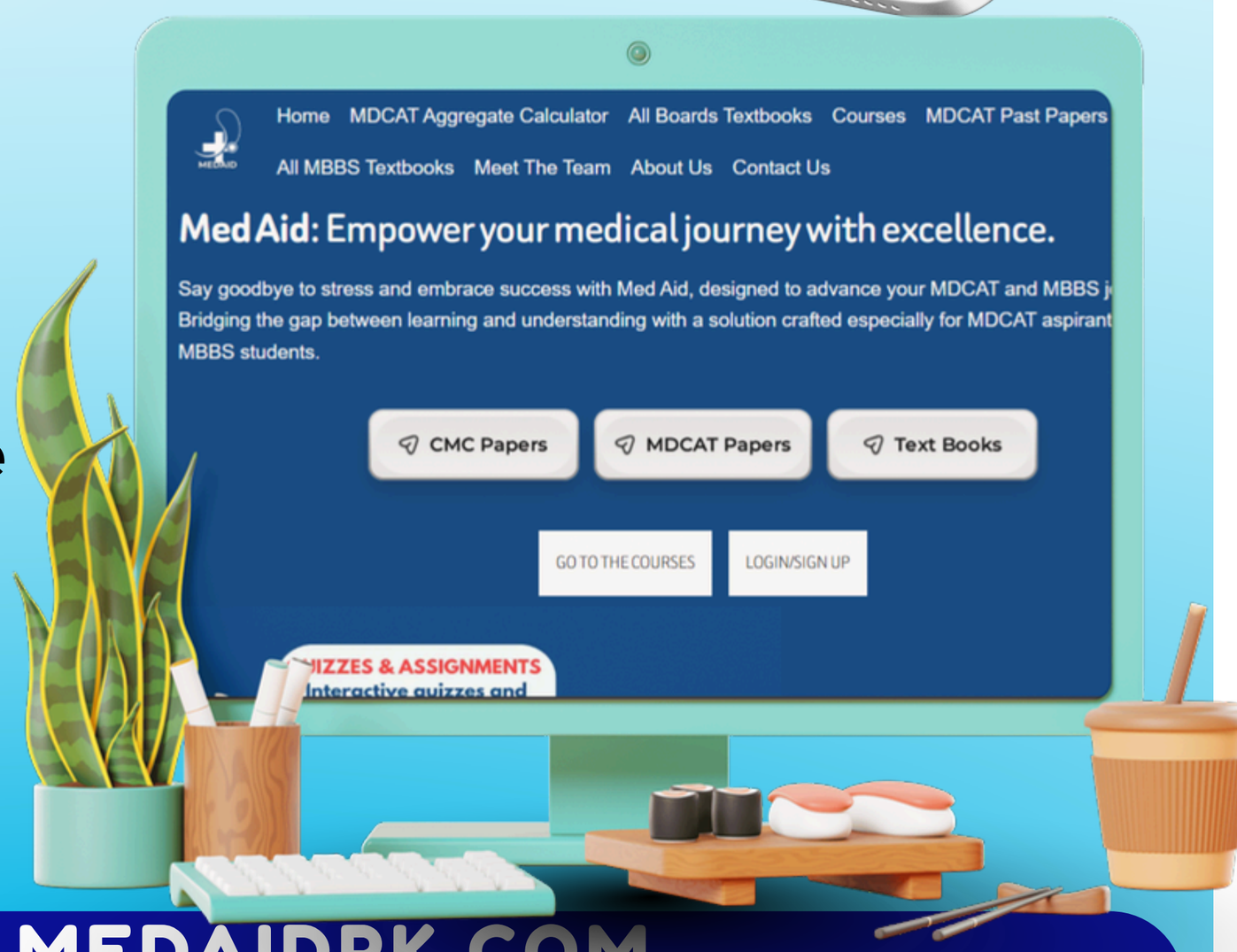

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2. during the whole period of time of something
- *The museum is open daily **throughout** the year.*
- *The ceremony lasted two hours and we had to stand **throughout**.*

Between
Between-and

1. For sharing, you can also use **between**.

in or into the space separating two or more points, objects, people, etc.
- *Q comes **between** P and R in the English alphabet.*
- *I sat down **between** Jo and Diana.*

2. in the period of time that separates two days, years, events, etc.
- *Many changes took place **between** the two world wars.*

AMONG

1. Use **among** when the meaning is "surrounded by":
- *I found myself **among** tall trees..*

2. used when you are dividing or choosing something, and three or more people or things are involved
- *They divided the money up **among** their three children.*

3. surrounded by somebody / something; in the middle of somebody/something
- *a house **among** the trees.*
- *I found the letter **amongst** his papers.*

4. being included or happening in groups of things or people
- *A British woman was **among** the survivors.*
- *He was **among** the last to leave.*

LET'S PRACTICE

- A black leather pocket-book was lost on the road between / among 9.00 and 10.00 in the morning.
- The room is comfortably balanced among / between the expensively decorated and the homely.
- I have made a number of very warm enemies among / between the parents of college students.
- Between / Among the very few who escaped was a youth of twenty, Abd-al-Rahman.
- This caused consternation not only between / among the Allies but in Istanbul itself.
- Among / Between the Greeks there was little enthusiasm for the Anatolian adventure.
- The old man in his brilliant uniform appeared between / among the doors.

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5. COMPARATIVE STUDY OF PREPOSITIONS

"Over" means "Higher than" but not touching the surface. (directly overhead or vertically on top) **Example** She held an umbrella over her head. (This means that umbrella was not touching the surface of head and there was a gap in between)	"Above" means "Higher than" but not touching the surface. (not directly overhead) **Example** There was helicopter above our heads. (This means that the helicopter was not touching the surface of our heads and there was a space in between)
To show that something is covering some surface while touching it. **Example** She took a blanket over her. (It means that blanket covered her surface)	To show that something is covering but not touching the surface. **Example** They saw sky above their heads. (Here "above" shows distance without touching.)
To show something on the other side. **Example** The shepherds lived over the mountains. (It means that they lived on the other side of the mountains)	We can't use "above" in this way. **Example** We can't say that the shepherd lived above the mountains. (Here, the use of "above" is wrong.)
To show something "across". **Example** To crowd went over the forest. (It means that the crowd went across the forest)	We can't use "above" in the meaning of "across". **Example** The crowd went "above" the forest will be incorrect and wrong.
To show from "one side to the other" **Example** There was a bridge over the river. (It means that the bridge was starting from one side and ending at the other).	"Above" can't mean from one side to the other. It will be wrong to say **Example** There was a bridge above the river. (Here "above" has been used incorrectly)
"All over + Noun" means "in every part" **Example** He has friends all over the world. (It means that he has friends "in every part of" the world.)	"Above all" means "most important of all" **Example** He longs above all to see her (Here "above all" shows to see her" is most important of all" for him)©
"Over" means "more than" and is used with numbers, age and money. **Example** The old man was over eighty.	"Above" means "Higher than" reach of something because of being too good or honest **Example** His loyalty is above suspicion.
We can use "over" with meals/foods/ drinks. **Example** They have dialogues over dinner. (This shows that they had dialogues during "dinner".)	The use of "above" with meals/food will be wrong **Example** We can't say that (They had dialogues above dinner)

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"Over" is used to mean to finish **Example** She takes long over lunch. (It means that she takes long to finish lunch)	"Above" can't be used in this way. It will be wrong to say the takes long above lunch.
"Over" shows some movement from one place to the other, but generally this is horizontal movement. **Example** She threw the ball over to me.	"Above" may show some movement, but this shows vertical movement. **Example** The player played the shot above their heads.
"Over" shows transmission by something. **Example** She threw it over the radio.	"Above" can't be used in this way. I listened it above radio. It is wrong and incorrect.
"Over" shows more than a specific time or amount. **Example** Over 3 million copies were sold. (She stayed with us over a week)	"Above" can't be used in this way. **Example** We can't say above 3 million copies were sold. (She stayed with us above a week)
"over can't be used as an adjective or adverb to give the meaning of previously or earlierly". We can't say that in the over example.	"Above" can be used as an adjective or adverb meaning "earlierly" or "previously" **Example:** In the above example (It means in the previously mentioned example)
"over" shows something "surplus" and unnecessary. **Example** He was disliked because of over acting.	We can't use "above" in a meaning of surplus or unnecessary. We can't say. (The actor was disliked because of above acting)
"over" can't be used to show a space between two surfaces. **Example** We live over them. (Incorrect)	"Above" shows a space between two surfaces **Example** We live above them. It means that we live on the fourth and they live on the first and there is space in between.

LET'S PRACTICE

- In the quiet autumn Mr. Bittering stood upon the slope **above / over** his villa, looking at the valley.
- The gilded tip of his cap used to shine brightly **over / above** the turban.
- Palm-trees that once lifted their branches high **above /over** the dunes are now like bushes.
- Forrester was about four feet high **over / above** his muddy football boots.
- When the bell rang for call-over, he would go to the window and look across the road and **above / over** the school fence.
- Merivale was there, stooping **on / over** him and smiling.
- A tree down the slope leaned **over / by** and settled heavily to the ground.

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Under means lower than But it shows touching physically. **Example** She put the letter under pillow. This means that the letter is lower than pillow but it has physical contact as well.	**Below** also means lower than but it is not necessarily touching physically. **Example** She saw below the sea. (Here the action saw has no physical contact with sea and there is a space in between)
Under does not necessarily show a space between two surfaces. It will be wrong to say we live under them. It would mean differently that we live under their command.	**Below** shows a space between two surfaces. **Example** We live below then. It means that we live on the first and they live on the fourth and there is a space in between.
Under can mean Junior in rank **Example** He is under me.	**Below** can mean Inferior in social class **Example** He is below me would means he is socially inferior to me.
We use **under** specifically with the material things. **Example** The person crushed the dry leaves under his feet.	We may use **beneath** instead of under but it is safer to keep it for abstract meanings only. **Example** It was beneath his dignity
Under is used to show junior in rank. He is under me. To show some thing according to something **Example** He was arrested according to the law.	**Beneath** shows lower in social class **Example** She married beneath her. This example means that she married in a class socially lower than she.
To describe particular situation. **Example** He was under arrest.	**Beneath** means below or not worthy of **Example** It is beneath your dignity.

LET'S PRACTICE

- I'll sell you that metal for **under / below** five hundred dollars.
- He pointed down from the upper rim of the clearing toward the deep valley **below/down**.
- I looked at the vast mountain slope **below / beneath** where my mother and father had farmed.
- Her hair reached **underneath / below** her knee and made itself almost a dress for her.
- The sprinkling of water which falls drop by drop on the leaves **below / under** creates music which is sweet to hear.
- Later nothing remained but a faint luminosity buried **under / beneath** darkness.
- They stand most straight who learn to walk **beneath / under** a weight.

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6. GRAMMATICAL ROLES OF PREPOSITIONS

Cause

- Preposition of cause, reason
  e.g. because of / due to / owing to
- ***Because of*** drought, the price of bread was high that year.

Purpose

- Preposition of purpose
  e.g. for
- He will do anything ***for money.***

Goal

- Preposition of goal or target
  e.g. to, at
- We are going ***to Multan.***
- He aimed carefully **at the bird.**

Agent

- Preposition of means, instrument, agent
  e.g. by ,with
- He broke the window glass ***with stone.***
- The window was broken ***by a boy.***
- I travelled ***by bus.***

Source

- Preposition of source, origin
  e.g. from
- They come ***from America.***
- I borrowed the book ***from Ali.***

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1- A) The vegetables that the old man grew in his secret garden were better flavored because of the sunshine in the clearing land.
B) The vegetables that the old man grew in his secret garden were better flavored because of the sunshine on the clearing land.
C) The vegetables that the old man grew in his secret garden were better flavored because the sunshine in the clearing land.
D) The vegetables that the old man grew in his secret garden were better flavored from of the sunshine in the clearing land.

2. A) Ten-foot strips of steel mesh were placed together to make a runway *of the wheels* to bite on as the truck moved.
B) Ten-foot strips of steel mesh were placed together to make a runway *for the wheels* to bite on as the truck moved.
C) Ten-foot strips of steel mesh were placed together to make a runway *at the wheels* to bite on as the truck moved.
D) Ten-foot strips of steel mesh were placed together to make a runway *by the wheels* to bite on as the truck moved.

3. A) One of the oxford team went *until America* to discover the new methods of manufacture of Penicillin.
B) One of the oxford team went *till America* to discover the new methods of manufacture of Penicillin.
C) One of the oxford team went *to America* to discover the new methods of manufacture of Penicillin.
D) One of the oxford team went *from America* to discover the new methods of manufacture of Penicillin.

4. A) Jess's father cut a wisp of alfalfa by his pocket knife.
B) Jess's father cut a wisp of alfalfa from his pocket knife.
C) Jess's father cut a wisp of alfalfa of his pocket knife.
D) Jess's father cut a wisp of alfalfa with his pocket knife.

5. A) From Agades he travelled north to meet Balanguemon by camel.
B) From Agades he travelled north to meet Balanguemon in camel.
C) From Agades he travelled north to meet Balanguemon with camel.
D) From Agades he travelled north to meet Balanguemon at camel.

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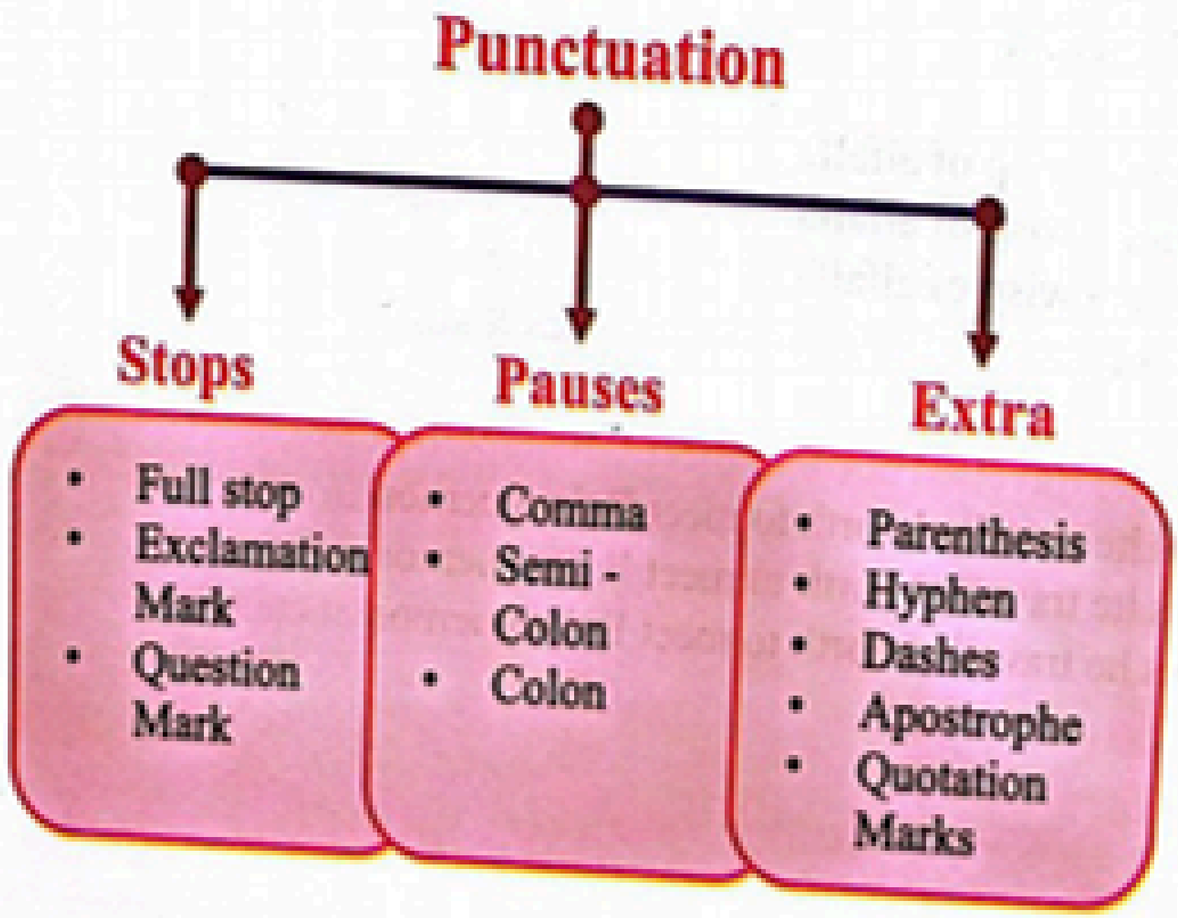
13 UNIT PUNCTUATION

Punctuation is a use of spacing, conventional signs, and certain typographical devices as aids to the understanding and the correcting reading, both silent and aloud, of hand-written and printed texts. There are a few things about preposition to check out:

- **Erroneous apostrophe**
- **Unnecessary quotation marks**
- **Unnecessary Commas / too many commas**
- **Hyphen (-) vs dash (–)**
- **Comma splice**
- **Semicolon (;) vs Colon (:)**

Punctuation is the system of adding appropriate punctuation marks to what you write. Punctuation marks are signs such as:

- Full Stop (.)
- Comma (,)
- Question mark (?)
- Colon (:)
- Semi-colon (;)



STOPS

- Full Stop/Period
- Exclamation Mark
- Question Mark

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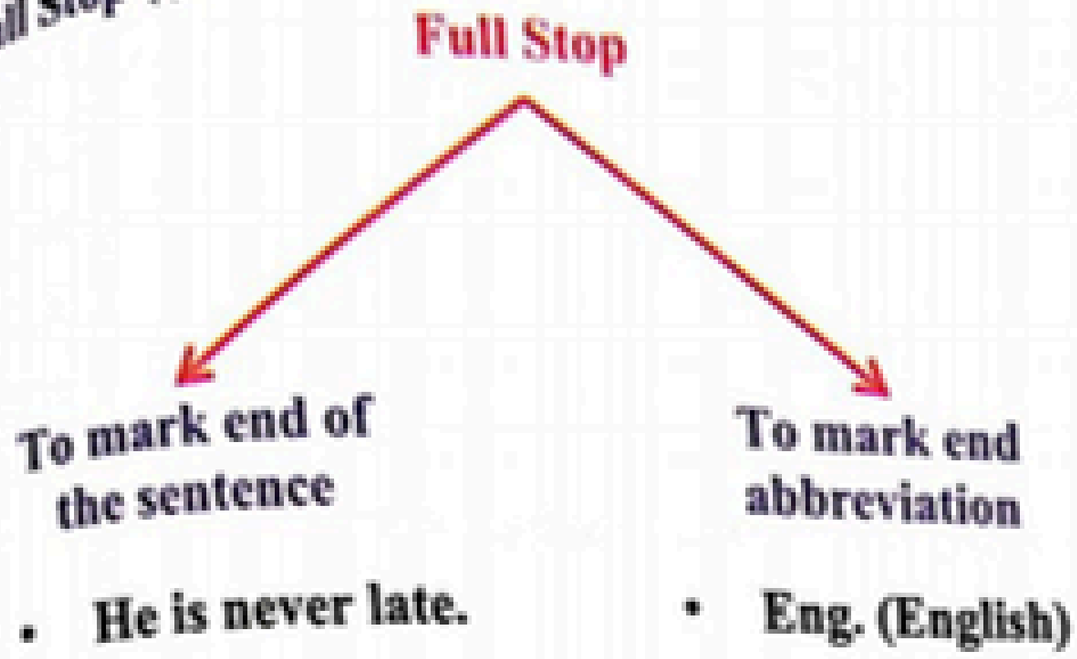

- He is never late.
- It's raining.
- I am a kipsian.

- Eng. (English)
- Chap. (Chapter)
- Vol. Volume

A Declarative Sentence begins with a Capital letter and ends with a full stop (also called a full point or a period)

- Please don't be late.
- It's raining heavily.
- There's a rainbow in the sky.

Common Error

A very common error is to join or 'splice' two sentences with a comma, instead of using a full stop between them, usually when the thought is flowing on into the second sentence.

You can use a semicolon instead of a full stop in such situations; a colon can also be correct if the second statement explains or expands the first statement:

WRONG:
I always get up early, I like to work before breakfast. (comma splice)
RIGHT:
I always get up early; I like to work before breakfast.
RIGHT:
I always get up early: I like to work before breakfast.

Rule No. 1

Abbreviations that include the final letter of the abbreviated word are usually written without a point, for example:

- Mister Mr / Mr.
- Mrs / Mrs . Freeman
- Dr / Dr. Saunders

Rule No. 2

People's given names are sometimes reduced to initials. Full stops are often used after the initials, but are not essential.

Example:

- Dr Edward Saunders:
  Dr E Saunders or Dr E. Saunders

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Rule No. 3

Abbreviations of ordinal numbers are written without stops:

- Lectures have been scheduled for:
  2nd October
  3rd November
  4th December

Rule No. 4

Degrees, qualifications, titles and awards are increasingly written without stops:

- BA / B.A.
- MA / M.A.
- MBBS

Rule No. 5

A reliable principle is to add stops to small-letter abbreviations, and to those that start with a capital, if the last letter is not included in the abbreviation:

- adj. (adjective)
- adv. (adverb)
- prep. (preposition)
- doz. (dozen)
- chap. (chapter)
- vol. (volume)

Acronyms

Some abbreviations are in the form of words composed of the first one or more letters of the words that make up the full form; these are always written without stops:

- **AIDS**
  (Acquired Immune-Deficiency Syndrome)

- **LASER**
  (light amplification by stimulated emission of radiation)

Exclamation Mark!

Exclamation Mark is usually put after short sharp commands, exclamatory remarks, interjections and words that show delight, surprise or anger:

- Don't move!
- What a yorker!
- Ah!
- Hurrah!
- Wow ! You look terrific!
- Shit ! I've lost my keys!

Exclamation marks are used to exclaim something. They are commonly used after interjections. Interjections are the words or phrases that are used to:

- exclaim
- command
- protest like "wow" or "oh").

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Exclamation marks can express the following emotions in writing:

- **excitement** -
- "I can't wait to go to Disneyland!"
- **surprise** -
- "Oh! You already bought a new car!"
- **astonishment** -
- "Wow! It is even bigger than I thought!"
- **emphasizing a point** -
- "No! We don't want to go to the party!"
- **another strong emotion** -
- "That news story made me so angry!"

Exclamation Mark Examples

- Yes, I will marry you!
- Oh! That is a gorgeous dress!
- Wow! I can't believe I ran into you here.
- She told me that you're having a baby!
- Help! I locked myself out of my house!
- No! I forgot my homework again.
- Use two coats of paint, not one! express

Question mark?

Question marks come after questions:

- Would you like tea or coffee?
- Is your lawnmower electrically powered or battery-operated?

Indirect Questions

Strictly speaking, you never have a question mark at the end of an indirect question, that is, a question that has become a noun clause after an asking, telling or knowing verb:

- I asked if he was feeling all right.
- He wanted to know
  what time the show started.

Direct Questions

The normal rule is that direct questions are followed by question marks. But some **direct questions** are intended as **politely** worded **commands**, after which a **full stop** can be used, representing the **falling tone** used by the speaker:

- Would everybody **please** meet back here at five-thirty.
- **Could** you **please** close all the windows when you leave.

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UNIT –13

PAUSE

Comma (,)

Comma is used to show the grammatical structure of a sentence, **to mark pauses,** and to clarify.

Commas used to separate clauses

In compound sentences

(1) A comma is often used before a co-ordinating conjunction (attached) such as FANBOYS (and, but, so etc). This happens particularly if the subject is repeated, or there is a new subject, in the second clause:

- I was already running late, and I didn't want to miss the train.
- I phoned Jack to invite him for lunch, but he didn't answer.
- Jack wasn't in his office, so I went for lunch by myself.

In complex sentences

With many types of adverbial clause (for example, time, place, condition, result, manner) a comma is not needed:

- I'll give you a call when I arrive at the station.
- The axe was lying where he had left it.
- I was so tired that I fell asleep standing up.

(2) A comma is often used before clauses of reason, purpose, concession:

- You must study conscientiously at school, because your future depends on it. (reason)
- Take time to plan your exam, so that you do not spend too long on any particular question. (Purpose)
- She still worried about her son, even though he was grown up. (Concession)

(3) If the adverbial clause begins the sentence, a comma after it is very common:

- When you're very worried about something, it's difficult to concentrate on anything else.
- If you need a ride into town, I could pick you up at 9.30.

(4) The defining type of relative clause should have no comma before it

- He is one of the men who were digging up the road.
- The police removed the vehicle that had been blocking the road.

Note: A non-defining relative clause enclosed in another subordinate clause also needs commas on both sides:

- I'd heard that Peter, who had organized the event, was a bit disappointed.

COMMAS USED TO SEPARATE PHRASES

Adverbial Phrases

(1) An adverbial phrase that introduces a sentence is often followed by a comma. A comma is not so necessary after adverbial phrases of place and time, which form part of the statement:

- On the whole, we can congratulate ourselves on this year's figures.
- At the very last minute he agreed to sign.

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(3) You usually need a comma before for example or for instance, with a comma or colon after it:

- I like neutral colours, *for instance*, beige and grey.
- Fruits can serve as colour names, *for example*: plum, cherry, peach.
-

Noun Phrases

(3) You put commas round a proper name that is added after the noun phrase as an explanation or extra piece of information:

- The Chief Executive, Sir Abid Wazir Khan, brought proceedings to a close.

Participial Phrases

(4) Participial phrases (phrases formed with a present or past participle) often need to be marked off with a comma:

- *Deafened by the noise in the night club,* we went outside to talk.
- *Having nothing much else to do,* I walked along to the museum.

COMMAS USED TO SEPARATE WORDS

Comma (,)

Adverbs

Sentence adverbs, giving the speaker's comment on the statement as a whole, are very often marked off with a comma, or a pair of commas:

- Unfortunately, I didn't receive your letter.
- He was ill. He, however, tried to come.
  He was ill. However, he tried to come.
- Inevitably, the disagreement escalated into a major quarrel.

Use a comma after a place or time adverb in cases where it might be mistaken at first sight for a preposition or conjunction:

- Outside, the building was grey and forbidding.
- Before, she had never worried about her appearance.

Conjunctive Adverbs

Use comma after linking adverbs when sued at the starting of a sentence.

However, the organization is of international scope.

After the addressee

I suspect, *John,* that you know the answer.

After the Reporting Speech

The teacher says, "Success is yours."

After Yes/No/Hello/Well etc.

"Would you like a sandwich?" "*Yes,* please."

"Are you Italian?" "*No,* I'm Spanish."

Hello, John! How are you?

Well, I think it's a good idea anyway.

Between two adjectives of same class

He is *silly, innocent.*

Your cousin has an *easy, happy* smile.

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Between two nouns of list comprising three nouns
For dinner I had *soup, fish, chicken, dessert,* and coffee.
Oxford comma
We sell books, videos, *and* magazines.
Between pronouns
You, he, and I are the best team ever.
In Salutation
Good morning, Mrs. Johnson.
Between sentence and phrase
He looked at Norma, smiling.
Between two adverbs to emphasize (very, very)
It was a *very, very* nasty day.
To separate City from State (New York, New York)
Do you live in *Lahore, Pakistan?*
Accepted commas
To err is human, to forgive divine.
The higher you go, the cooler it is.
Setting off dates and years
Pakistan came into being on August 14, 1947.
Comma and numbers
Commas are used to divide large numbers into groups of three figures, by separating off the thousands and millions.
5,642 2,025

Nouns
Nouns in a list have commas between them, with and between the final two items
- I added mangoes, melons and fruit to the shopping list.
- He gained distinctions in maths, physics, biology and computer studies.

Some people like to put a comma before "and" in such a list; this is not wrong:
- An actor needs courage, integrity, and imagination.

Adjectives
When you use a string of adjectives that are of different kinds, you don't need commas between them, for example:
- SIZE, COLOUR, MATERIAL:

He was carrying a large blue cardboard file.
- OPINION, QUALITY, ORIGIN:

The supermarkets are stocking some excellent fruity Australian wines.

When you use a string of quality or opinion adjectives, you usually put commas between them, for example:
- QUALITY:

She was wearing a shabby, faded jacket.
- QUALITY:

Helen had always been one of those happy, confident, busy people.
- OPINION:

She's a beautiful, sweet, charming girl.

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Class or type adjectives can be used in a string without commas:

- She worked as an editor on a small-circulation specialist scientific journal
- He has a skilled manual job in a factory.
-

If you use two adjectives after a linking verb such as be, become or feel, you use *and* between them. If you use more than two adjectives, you put *and* between the last two, and commas between the others:

- He was tall" and thin.
- He was tall, thin, short-sighted and bald.
-

Commas for clarity

You should put a comma before and after the name of a person who is being addressed:

- Thank you, Helen, very much.
- Tom, do take your feet off the table.
- Is this your bag, Harry?

A comma comes before 'please':

- Do you have the time, please?

A comma should come after 'yes' and 'no':

- Yes, it's two thirty-five.
- No, my watch has stopped.

Semicolon (;)

A semicolon is used between two clauses that can really stand as sentences on their own. You use a semicolon to link them more closely, when a full stop would be too big a break.

A semicolon is most commonly used to link two independent clauses of compound sentences that are closely related in thought.

- Your friend had a lethal weapon; he nearly killed me with it.

- Semicolon is used to show a balance or contrast between the two clauses, or a progress from one statement to the next:
- I am here ; you are there. (balance)
- Don't force children to study;
  be patient with them. (contrast)
- We made too many mistakes;
  we lost the game. (progress)

A semicolon is used before Conjunctive Adverbs like *however*, *therefore* etc

- She wanted to go; however, she decided against it.
- Payment was received late; therefore, you will be fined.

It's Old Fashioned!

Semicolon with "and," "but," and "or"

To outrank commas in the independent clauses, it is acceptable to use a semicolon before the "and," "but," and "or"

Before a war, military science seems a real science; but, after a war, it seems more like astrology.

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Colon (:)

The mark colon (:) used to introduce

(1) A List

- The bookstore specializes in three subjects: art, architecture, and graphic design

(2) An Explanation

- I have very little time to learn the language: my new job starts in five weeks.

(3) A Summary

- Five continents, three dozen countries, over a hundred cities: this was the trip of a lifetime.

(4) A Reported Speech

- He ended with the immortal words of Neil Young: "Rock and Roll can never die."

Colons can be useful for reporting a conversation, as though in a play:
BEN: What did the hunters say when they saw the elephants coming over the hill?
ME: I don't know; what did the hunters say when they saw the elephants coming over the hill?

Non-grammatical uses of the colon

Time

The colon is used to separate hours from minutes, with no space before or after the colon.
Example: 11:35 a.m.

Ratio

The colon is used to express a ratio of two numbers, with no space before or after the colon.
Example 1:3

MISUSE OF COLONS

A colon should not separate

- a noun from its verb
- a verb from its object
- subject complement
- a preposition from its object
- a subject from its predicate.

To illustrate, here is one of our sentences from above rewritten incorrectly.
WRONG
The three types of muscle in the body are: cardiac, smooth, and skeletal.
WRIGHT
There are three types of muscle in the body: cardiac, smooth, and skeletal.

FURTHER CLARIFICATION

Parentheses ( )

Parentheses (also called round brackets) are used to isolate the writer's comments or 'asides', additions, explanations etc. from the rest of the sentence:

- The anthropologists (who have studied the development of human race) suggest that apes and baboons share common ancestors.

You will notice that parentheses, in some cases, do a very similar job to that of a pair of commas:

- The anthropologists, who have studied the development of human race, suggest that apes and baboons share common ancestors.

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Punctuation inside or outside Parentheses ( )?

If material in parentheses ends a sentence, the period goes after the parentheses.
He gave me a nice bonus ($500).

Periods go inside parentheses only if an entire sentence is inside the parentheses.

- Please read the analysis. (You'll be amazed.)

An entire sentence in parentheses is often acceptable without an enclosed period:

- Please read the analysis (you'll be amazed).

A question mark or exclamation mark that belongs to the words in brackets Should come inside the closing bracket:

- We spend a lot of time buying second-hand books (what a hobby for us!).
- The person to advise you is Mrs Beauchamp (have I spelt her name correctly?).

Dash (-)

Dash A dash is a little horizontal line that floats in the middle of a line of text (not at the bottom: that's an underscore). It's longer than a hyphen.
Dashes are used to separate groups of words, not to separate parts of words as a hyphen does.
Dashes are of two types - Em Dash and En Dash:

En dash:

- Twice as long as a hyphen, the en dash is a symbol (–) that is used in writing or printing to indicate a range, such as: 1880-1945

Em dash:

Longer than the en dash, the em dash can be used in place of a comma, parenthesis in sentence.

- She gave him her answer — No!

The dash indicates an interruption. Some other punctuation marks—commas, colon and parentheses—serve similar purposes.
If the sentence continues after the interruption, use a pair of dashes.

EXAMPLE:

She saw her sisters— all five of them— standing in front of the building.

USE OF DASH

1. Use a dash to show a pause or break in meaning in the middle of a sentence:
   - My brothers—Richard and John—are visiting Hanoi. (Could use commas/ brackets.)
2. Use a dash to show an afterthought:
   - I attached the photo to my email—at least I hope I did!
3. Use a dash like a colon to introduce a list:
   - There are three places I'll never forget—Matotali, Multan and Islamabad.
4. Use a dash to show that letters or words are missing.
   - When an entire word is missing, either two or three em dashes can be used.

Hyphen (-)

A short line (-) hyphen is a form of dash (-). Its main purpose is to glue words together.
Hyphens have two functions: to join words and to divide words at the end of a line of text.

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(1) HYPHEN WITH PREFIXES: ex-, self-, all-, well-, etc.

- The *ex* - mayor attended all the functions.
- He looks extremely *self* - satisfied.
- A dictator thinks of himself as *all* - powerful.

HYPHEN WITH SOME OTHER PREFIXES:

- anti-, co-, non- , semi- , pro-
- anti-aircraft / anti- tank
- anti-hero / anti-lock /anti-Semetic
- co-pilot, non-native, semi-final

-LIKE AND OTHER COMBINING ELEMENTS

Adjectives formed with -like have hyphens, whether before the noun or not:

- an owl-like expression
- We are like-minded people.

But some well-known "-like" adjectives are written as one word, for example:

- childlike
- ladylike

(1) THE COMBINING WORDS

-aware, -friendly, -conscious, -looking, -sensitive, -sounding
are used with a hyphen, whether before the noun or not:

- gender-aware vocabulary
- a strange-sounding name
- user-friendly machine

(2) Hyphens and Numbers

Numbers between twenty-one and ninety-nine should be hyphenated when they're spelled out.

- Fifty-six butterflies are on the flower.

(3) Hyphen in Compound Adjective with Numbers

The principal made a 10-minute speech.

However, a hyphen is not required if the number is the second word in the compound adjective.

EXAMPLES:

- He is a victim of Type 2 diabetes.
- This elevator goes to Basement 3.

(3) HYPHENS FOR THE AGES

Hyphens are often used to tell the ages of people and things.
Use hyphens if the period of time (year, month, weeks, day) is written in singular form:

- We have a two-year-old child.

NO HYPHENS:

The child is two years old.
(Because years is plural.)

Exception:

The child is one year old.
(Or day, week, month, etc.)

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(4) HYPHEN WITH FRACTIONS

Use a fraction like half or quarter as part of a compound adjective.

- A half-day holiday was announced.
- A quarter-million dollars is still a large amount of money.
- You'll need one-third of a pound of flour and one egg.

MODIFIERS- COMPOUND WORDS AND HYPHEN:

Compound Modifiers are two words that work together to function like one adjective.

- Fast-acting medication can be useful when one has a headache.

COMPOUND WORDS:

When two words are used together to give a new meaning, a compound is formed.

KINDS OF COMPOUND WORDS:

Compound words can be written in three ways:

1) OPEN COMPOUND WORDS
2) CLOSED COMPOUND WORDS
3) HYPHENATED COMPOUND WORDS

1) OPEN COMPOUND WORDS

- two unhyphenated words used together and spelled as two separate words with space between them
- ice cream living room
- full moon real estate
- dinner table coffee mug

2) CLOSED COMPOUND WORDS

- when two words used together and spelled as one single word without space or a hyphen
- closed compound words look like one word
- notebook superman
- waistcoat bookstore
- fireman soulmate

3) HYPHENATED COMPOUND WORDS

- two words written with a hyphen between them
- A rule of thumb to remember is that in most cases, a compound adjective is hyphenated if placed before the noun it modifies but not if placed after the noun.
- a long-term solution
- an up-to-date user guide *(BUT)*
- This solution is not for the long term.
- This user guide is not up to date.

USE A HYPHEN TO AVOID AMBIGUITY:

- recover
(= get better)
- re-cover
(= to put a new cover on something)
- recreation
(= relaxation)
- re-creation
(= the process of creating something anew)

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UNIT –13

DO NOT USE A HYPHEN:

1. Don't use a hyphen when the modifier comes after the noun it is describing.
- The singer performing tonight is well known / ~~well—known~~.

2. Don't need a hyphen when your modifier is made up of an adverb and an adjective.
- Do you expect me to believe this clearly impossible story? / ~~clearly-impossible—story?~~
- The room was like a heavily-decorated chocolate box. / ~~heavily-decorated-chocolate-box.~~

3. The adverb *very* and adverbs ending in *ly* are not hyphenated.
- the ~~very-elegant~~ / very elegant watch
- brilliantly played / ~~brilliantly—played~~ shot

Following ly words are not adverbs:
- the friendly-looking dog (correct)
- a family-owned café (correct)

SINGLE WORDS WITH NO HYPHENS

Hyphenated words tend to become single words with no hyphens over time.
- email instead of e-mail
- teenager instead of teen-ager are increasingly common.

Apostrophe (')

The text character apostrophe ('), which serves as a punctuation mark, is used to indicate:
1) Possession (Ali's book)
2) Omission (I'm; '99)

Apostrophe (') (possession)

USE AN APOSTROPHE

To indicate:

1) THE POSSESSIVE CASE

(a) The mark (') is used before or after the letter 's' to show that something belongs to somebody.
- Sam's watch
- the horses' tails

(b) Show the possession of a compound noun (mother-in-law) with an apostrophe + s ('s) at the end of the word.
- my mother-in-law's hat

(c) If two people possess the same item, put the apostrophe + s ('s) after the second name only.
- Ali and Ahmad's house.

(d) In cases of separate rather than joint possession, use the possessive form for both.
- Ali's and Ahmad's bodies.

Apostrophe (') (Omission)

2) THE OMISSION

The mark (') is used to show that one or more letters or numbers have been left out anywhere at the start, end or in the mid of a word.
- cannot = can't
- 10 April 1997 = 10 April '97

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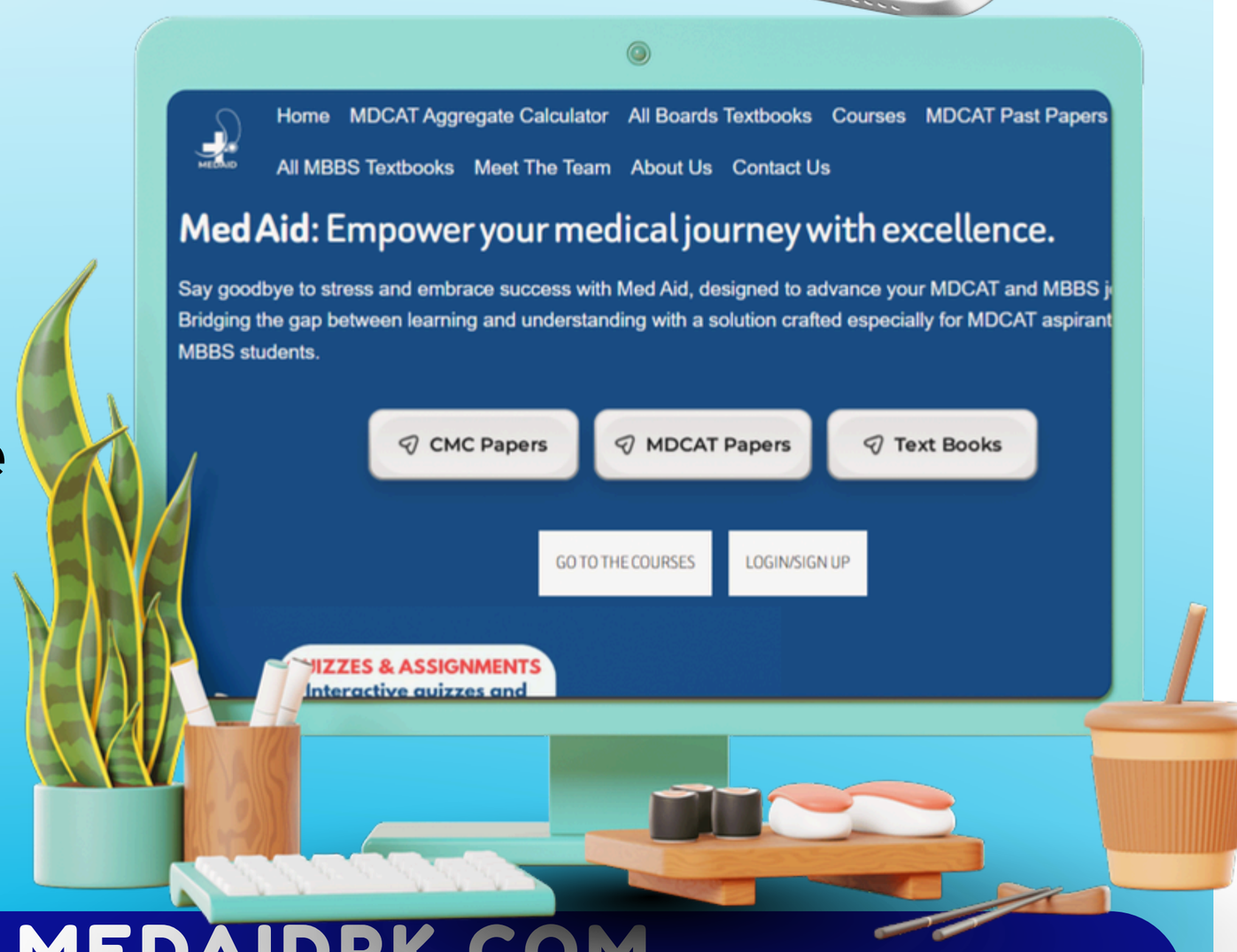

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ostrophe (') (Plural)

THE PLURAL

the mark (') is used before the letter **'s'** to show the plural of a **letter** or **number** or a **figure.**

How many 3's are there in 9?
There are two m's in comma.
It is the fashion of 1960's.
Read do's / dos and don'ts.

(b) Many writers and editors prefer an apostrophe after single capitalized letters.
- straight **A's / B's**

(c) With groups of two or more capital letters, apostrophes seem less necessary.
- **MPAs** / ABCs.

(d) Regarding single-digit numbers, you are just as likely to see **2s** and **3s** as **2's** and **3's.**

(e) With double digits and above, many (but not everyone) regard the apostrophe as superfluous.
- I scored in the high **90s.**

(f) There are different schools of thought about years and decades. The following examples are all in widespread use:
- the 1990**s** / the 1990**'s**
- the **'**90**s** / the 90**'s**
- **Awkward**: the '90's

Apostrophe (') (Placement)

PLACEMENT OF APOSTROPHE

Let's see the placement of an apostrophe with the nouns ending in an **s.**

1. Add only (')

Some writers and editors add only **(')** to all nouns ending in an **s** as in Texa**s.**
- Texas' weather

2. Add (') + s

Some other add **(') + s** to every proper noun.
- Texas' **s** weather

Apostrophe (') (Possessive)

3) Add (') + s ('s)

One method, common in newspapers and magazines, is to add an apostrophe + s **('s)** to common nouns ending in an **s.**
- the canvas**'s** size

4) Add only an apostrophe (')

Add only a stand-alone apostrophe to proper nouns ending in an **s.**
- Mr. Hastings' pen
  While talking about a pen belonging to Mr. Hastin**gs**, many people would **wrongly** write Mr. Hasting**'s** pen (his name is not Mr. Hasting).

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Apostrophe (') (Don't use)

DO NOT USE AN APOSTROPHE

1) Plurals of Nouns

- Apostrophe is not used in forming the plural of ordinary words.
- I saw two dogs / dog's.
- Value your near and dear ones / one's.

2) Possessive Pronouns

Apostrophe is not used with the Possessive Pronouns.

- hers, yours, or theirs, its

3) Family Names.

Never use an apostrophe to make a name plural.

- The ~~Wilson's~~ / Wilsons are here.
- We visited the Sanchez's / Sanchezes.

Beware of false possessives, which often occur with nouns ending in' s. Don't add apostrophes to noun-derived adjectives ending in s.

- He's a United States' / United States citizen.

4. It is often omitted in company names
- Barclays Bank
- Habib Bank

Quotation Marks

DOUBLE QUOTATION MARKS

We use quotation marks with:

1) Direct quotes
2) Titles of certain works
3) Expressions implying the alternate meanings

PUNCTUATION WITH REPORTING VERB

If you put the speaker and saying verb before the spoken words, you can use either a comma or a colon before the opening quotation marks:

- Maria smiled, and said, "Thanks, Harry."
- Maria smiled and said: "Thanks, Harry."

SINGLE QUOTATION

Use single quotation marks for quotations within quotations.

Dan said, "In a town outside Brisbane, I saw 'Tourists go home' written on a wall. But then someone told me, 'Pay it no mind, lad.' "

PLACEMENT OF REPORTING SPEECH

The reporting speech can be used before or after the reported speech.

- "I don't care," he said.
- He said, "I don't care."

Do take care that all punctuation marks go within the quotation marks (inverted commas)

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QUOTATIONS AND CAPITALIZATION

Sometimes, the text inside quotation marks is capitalized, other times it isn't.

Start the quote with a capital letter if you're quoting a complete sentence.

- He said, "We are ruined!"

DO NOT CAPITALIZE

(1) QUOTING A PHRASE

If you're quoting a phrase or a part of a sentence, don't start the quote with a capital letter:

- He called them "smelly and utterly annoying" and closed the door.

(2) INTERRUPT DIRECT QUOTATIONS

In case of interrupt direct quotations, do not start the second part of the reported text with a capital letter.

Examples:

He said, "I don't care."

"Why," I asked, "don't you care?"

Note that the first word of the Reported Speech begins with a writing letter.

ELLIPSIS

ELLIPSIS OR THREE DOTS

- An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots.
- Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage.
- Ellipses save space and by getting right to the point without delay or distraction:

FULL QUOTATION:

"Today, after hours of careful thought, we vetoed the bill."

WITH ELLIPSIS:

- "Today … we vetoed the bill."

CAPITALIZATION

CAPITALIZATION OF LETTERS:

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase.

FUNCTION

The main function of capitals is to focus attention on particular elements within any group of people, places, or things.

- We can speak of a lake in the middle of the country, or we can be more specific and say Lake Michigan, which distinguishes it from every other lake on earth.

- CAPITAL LETTERS OR UPPER CASE
  - The first letter of the first word of every sentence.
- We are a complex nation.
  - The Pronoun "I" is always written in capital letter.
- Who am I?

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– **Every full stop is followed by a capital letter.**
• The **U.S.A** ; Mr. **A**li
– All the acronyms are written in upper case except **laser.**
• **KIPS ; NUMS ; WAPDA**
• **The first letter of the first word of a Reported Speech.**
• He said, "**W**hy are you late?"
But, start the split Reported Speech with a writing letter.
• "**W**hy," I asked, "**d**on't you care?"

– **Capitalize the word after interjection or an exclamation.**
• Oh! That is a gorgeous dress!
• Wow! No one can believe it.
– **Every proper noun starts with a capital letter.**
• Allah, God (He), Pakistan

– **Governmental matters**
– Department of Agriculture.
– **Days of the week**
• Monday, Sunday
– **Months of the year**
• May, August

• **Historical episodes and eras**
• the French Revolution
• the World War I
- **Brand names and companies.**
• Levi's
• General Tryes
- **Start the names of planets with a capital letter.**
• Venus, Mars, Jupiter
• Saturn, Uranus, Neptune
Earth is capitalized when it is being discussed specifically.
• Earth travels through space.

– **Mega structures and natural landmarks**
• the Eiffel Tower
• the Mount Everest
- Races, nationalities, and tribes
- Eskimos, Pakistani, Turks

WORDS DERIVED FROM PROPER NOUNS
I like English, but math is my favorite subject.

"English" is capitalized because it is derived from the proper noun England, while "math" is not capitalized because it is not derived from a proper noun.)
Specific course titles should, however, be capitalized.
• I have to take Math 101 next year.

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UNIT –13

CAPITALIZE JOB TITLES AND RELATIONS

Capitalize job titles and relations when they come immediately before a name.

- President Arif Alvi
- Arif Alvi, the president
- Uncle Sam
- Sam, my uncle

Capitalize directions only when they refer to specific region.

- The palace in North America.

Do not capitalize "north," "south," "east," or "west" when giving directions:

- Drive six blocks north, and then turn east.

- **Names of Holy Books**
- the Quran, the Bible
- **Special occasions**
- the Olympic Games
- **Streets and roads**
- The Mall Road

RECAP

HOW TO USE CAPITAL LETTERS

You should always use a capital letter in the following situations:

(1) At the beginning of a sentence

Use a capital letter at the beginning of a sentence:

The museum has huge potential. It will be a great boost to the area. We are really excited about it.

(2) In the names of people, places, or related words:

Use a capital letter when you are writing the names of people, places, and words relating to them:

Africa	African
Buddha	Buddhism
Shakespeare	Shakespearean

(3) IN ABBREVIATIONS

If you're using the first letter of the abbreviated words, every letter should be a capital.

- BBC (British Broadcasting Corporation)
- USA (United States of America)
- MP (Member of Parliament)

(4) IN THE TITLES OF BOOKS, FILMS, ORGANIZATIONS, ETC.

Use a capital letter in the titles of books and other publications, films, organizations, special days, etc.

In such cases, you need a capital letter for all the main words but not for the connecting words such as a, an, the, or, and, etc.

- Pride and Prejudice
- Christmas Day the Houses of Parliament.

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CAPITALIZATION

- ABSTRACT NOUNS

Abstract nouns, when personified, are capitalized. For example
The Queen said, I am supreme."

Do not capitalize

Here is a list of categories not capitalized unless an item contains a proper noun or proper adjective (as, sometimes, a trademark).
In such cases, only the proper noun or adjective is capitalized.

- BEAUTIFUL BODIES BEGGING PLANETS
  - Be ready
  - Be set
- CHANGELS
  - Black bear
  - Carousel (keyboard)
- BEARINGS AND BEARING DATA
  - giving, bittersweet
  - Plant, vegetation, and fruits
  - cactus /cereal, mango
- WEDDINGS
  - iron, copper
- WELDING CONDITIONS
  - silver, albedo
  - Pacific coast's diseases

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14 UNIT PARTS OF SENTENCE

PARTS OF A SENTENCE

Basically, there are two parts of a sentence:

1) Subject
2) predicate

The subject refers to the part of the sentence that tells who or what the sentence is about.
The predicate of a sentence includes the verb and everything that follows it.

SUBJECT

In general, the subject refers to the part of the sentence that tells who or what the sentence is about. The subject is a noun, pronoun or noun phrase/clause.
Subject may be written or understood (You).

- Students protested.
- They did not go to school.
- The black cat was sleeping.
- Whatever you said was not good.
- Run.
  It means 'You run.'

PLACEMENT OF A SUBJECT

In a sentence, a subject may be:

- at the start

A shepherd hears a barking sound.

- in the mid

A barking sound a shepherd hears.

- at the end

Up the hills lived a shepherd.

TYPES OF SUBJECTS

- Simple Subject

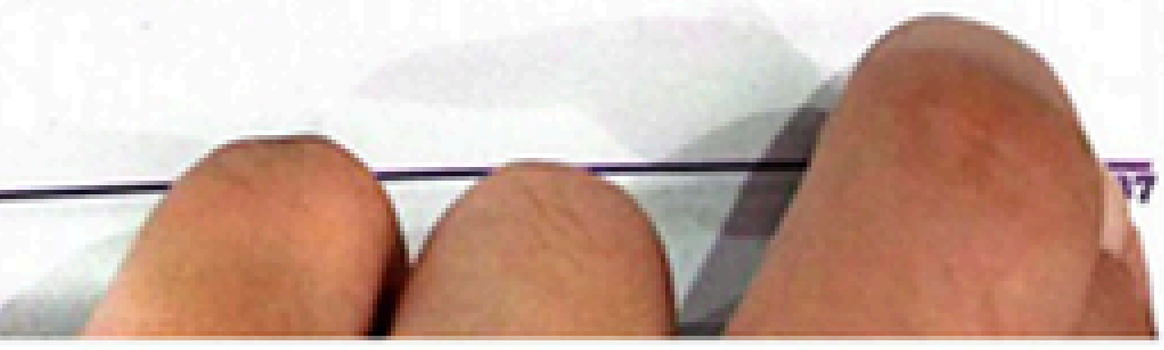
It is just one word, a noun or a pronoun.
- Man is mortal.
- He tries to be immortal.

- Complete Subject

It is the simple subject plus all modifiers.
- The black cat was sleeping.

- Compound Subject

It is two simple subjects with a conjunction.
- Anum and Faisal are engaged.



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UNIT –14

PREDICATE

The predicate includes the most essential element verb and everything that follows it.

- It tells us what the subject does with an action verb.
- The baby cried.

- It describes the subject using a linking verbs and a complement.
- The baby is happy.

TYPES OF PREDICATE

- **Simple Predicate**
  The verb or verb phrase alone is the simple predicate.
- They won.
- They have won.

- **Complete Predicate**
  It is the verb phrase plus all modifiers.
- They have won the match comprehensively.

- **Compound Predicate**
  It is two verb phrases with a conjunction.
- They have won and made a record.

ADDITIONAL PARTS OF PREDICATE

A verb phrase is the essential part of a predicate. Among the additional things that may follow the verb phrase are:

- Object
- Complement
- Adverbial

OBJECT

It is the noun phrase, pronoun or a noun clause being acted upon by the verb. It answers whom or what.

- I taught the students.
- I taught them.
- I taught English.
- I know what I have taught.

KINDS OF OBJECTS

Objects are noun phrases. If these noun phrases are written after a preposition, these are the objects of a prepositions.

- He goes to school.
- There are two kinds of objects of verbs:

- Direct Object
- Indirect Object

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UNIT –14 Parts of Sentence

Consider the following example:

- **Mom bought** me **a gift.**
- **"me"** is an indirect object as it answers **"whom-?"**
- **"a gift"** is a direct object as it answers **"what-?".**

If there are two objects after verb, persons are indirect objects while things are direct objects.

COMPLEMENT

Complement is a word or a group of words that is necessary to complete the meaning of the sentence.

- **subject complement**
- **object complement**
- **adjective complement**
- **adverbial complement**

SUBJECT COMPLEMENT

A subject complement is the information after a linking verb to **describe, identify,** or **rename** the subject of the clause.

A subject complement can be:

- **a noun:** Love is a **virtue.**
- **a pronoun:** It is **I.**
- **an adjective:** You look **nice.**
- **a preposition phrase:** The cat is **in the shed.**

OBJECT COMPLEMENT

- An object complement is the word that **describes** or **renames** the object of a verb.
- It can be:
- **a noun**
- **adjective**
- **infinitive**

- **a noun**
  The committee made *him* **captain.**
- **an adjective**
  She wanted to make *him* **happy.**
- **an infinitive**
  I don't expect *him* **to approve.**

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UNIT –14

ADJECTIVE COMPLEMENT

An adjective complement is a word or a group of words that provides information necessary to complete the meaning of an adjective.

It can be:

- a prepositional phrase
- an infinitive phrase
- a noun clause
- a prepositional phrase

I am *happy* with him.

- an infinitive phrase

I'm very *happy* to know you!

- a noun clause

I'm *happy* that you have come.

ADVERBIAL COMPLEMENT

- Adverbial complement is a word or a group of words that is required to complete the meaning of the verb.
- Let the books be *put* on the shelf.
- The teacher *sent* the student home.

- VERB
- OBJECT
- PREPOSITION COMPLEMENT

Object of verb, Object of preposition and Object complement are also used as complements.

- The dog chased ….. (the cat).
- I got a challan for …… (speeding).
- Please pass me……. (the salt).

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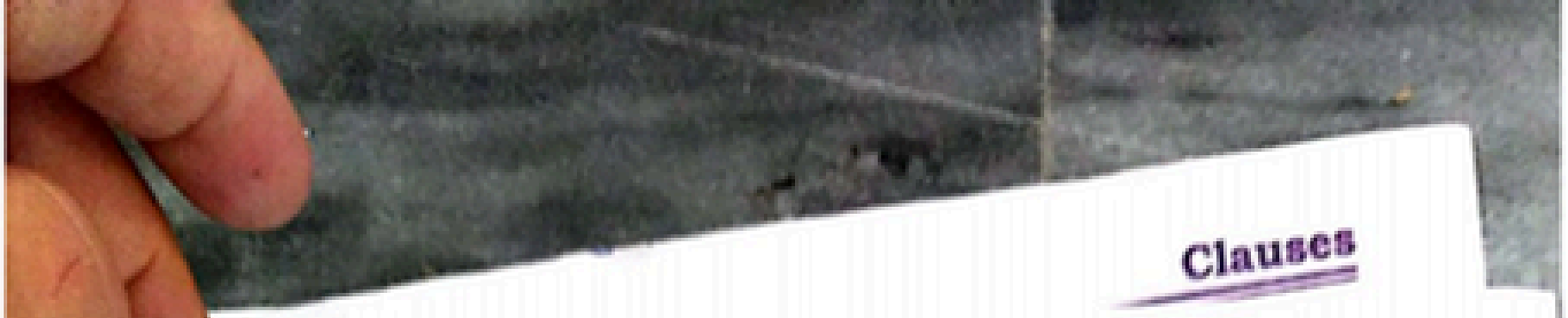

UNIT 15 SENTENCE AND ITS KINDS

SENTENCE AND ITS KINDS (FUNCTION)

SENTENCE

A sentence is a group of words that has at least a subject and a main verb to convey a complete thought.

KINDS OF SENTENCES BASED ON FUNCTION:

- Declarative or Assertive sentence
- Interrogative sentence
- Imperative sentence
- Exclamatory sentence
- Optative Sentence

DECLARATIVE OR ASSERTIVE

A sentence that makes a statement or assertion is called a declarative or assertive sentence.

TYPES OF A DECLARATIVE OR ASSERTIVE

- Affirmative
- Negative

AFFIRMATIVE SENTENCE

If the statement affirms something, it is called an affirmative sentence.

- Islamic is our religion.

NEGATIVE SENTENCE

If the statement negates something, it is called a negative sentence.

- We are not terrorists.

INTERROGATIVE SENTENCE

A sentence that asks a question is called an Interrogative sentence.
It ends with a question mark?

- Are you happy?
- Where were you last night?
- Do they not live here?

IMPERATIVE SENTENCE

A sentence that expresses a command or request, advice, suggestion or proposal is called an imperative sentence.

- Sit down. Don't move. (order)
- Kindly help. Please help. (request)
- Always speak the truth. (advice)

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- Never tell a lie. **(advice)**
- Let's go for a walk. **(suggestion)**

EXCLAMATORY SENTENCE

A sentence that expresses strong feeling is called an exclamatory sentence. It ends with an exclamation mark!

- **What a** lovely bouquet of flowers it is!
- **Hurrah!** We have won the match!
- **Alas!** We lost the match!

OPTATIVE SENTENCE

A sentence that expresses payer, wish, desire, curse etc. is called an optative sentence.

May you live long!
If only I were rich!
Let her come home safely! **(wish)**
May the devil take you!

SENTENCE AND ITS TYPES (STRUCTURE)

There are four types of sentences based on structure.

- simple sentences
- compound sentences
- complex sentences
- compound complex sentences

SIMPLE SENTENCE

Simple sentence is a sentence consisting of at least one independent clause.

- **We read books.**

A sentence will remain a simple sentence even **with a relative clause.**

- **The boy, who met you, is my brother.**

COMPOUND SENTENCE

Compound sentence is a sentence consisting of at least **two independent** clauses. These clauses are linked by some **coordinating conjunctions**, or a punctuation mark or both.

- **He reads, and we write.**

COMPLEX SENTENCE

Complex sentence is a sentence consisting of at least **one dependent** and **one independent clause**. These clauses are linked by a **subordinating** conjunction.

- **If he works hard, he will succeed.**

COMPOUND COMPLEX SENTENCE

Compound Complex Sentence is a sentence consisting of at least **one dependent** and **two independent** clauses. These clauses are linked by a **subordinating** and **coordinating** conjunctions.

- If **you push the button, someone will die,** and **you will get a $50,000.**

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UNIT 16

PHRASES

ITS TYPES AND FUNCTIONS

PHRASE is an incomplete part of a sentence in which:

1. Subject is missing
   - barks
2. Sometimes Verb (predicate)is missing
   - dog

Sometimes both are missing

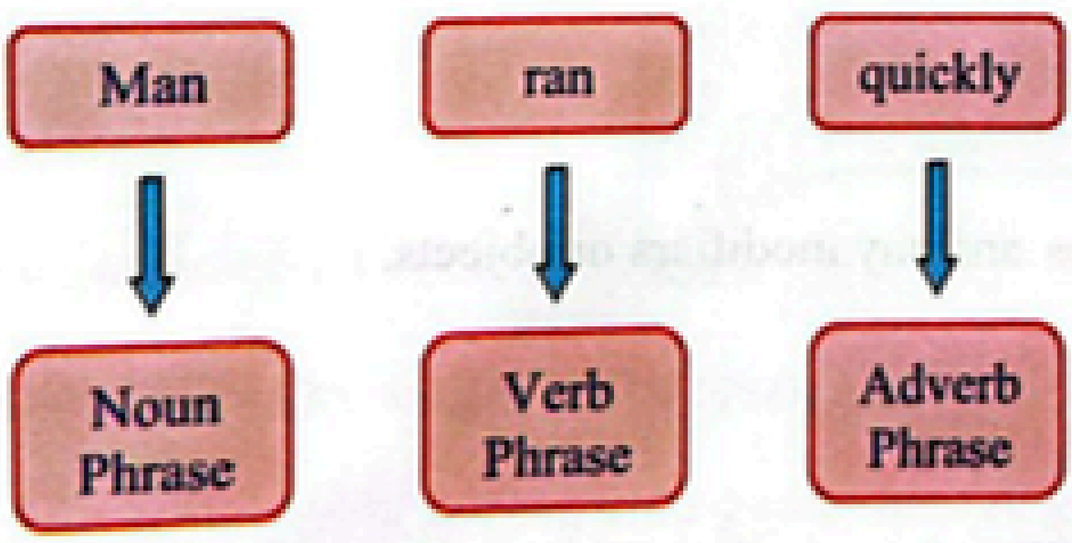
- at night

Following are the types of phrases:

1) Noun Phrase
2) Adjective Phrase
3) Genitive Phrase
4) Preposition Phrase
5) Verb Phrase
6) Adverb Phrase
7) Participle Phrase
8) Infinitive Phrase
9) Gerund Phrase
10) Absolute Phrase

IDENTIFICATION OF PHRASES

(1)



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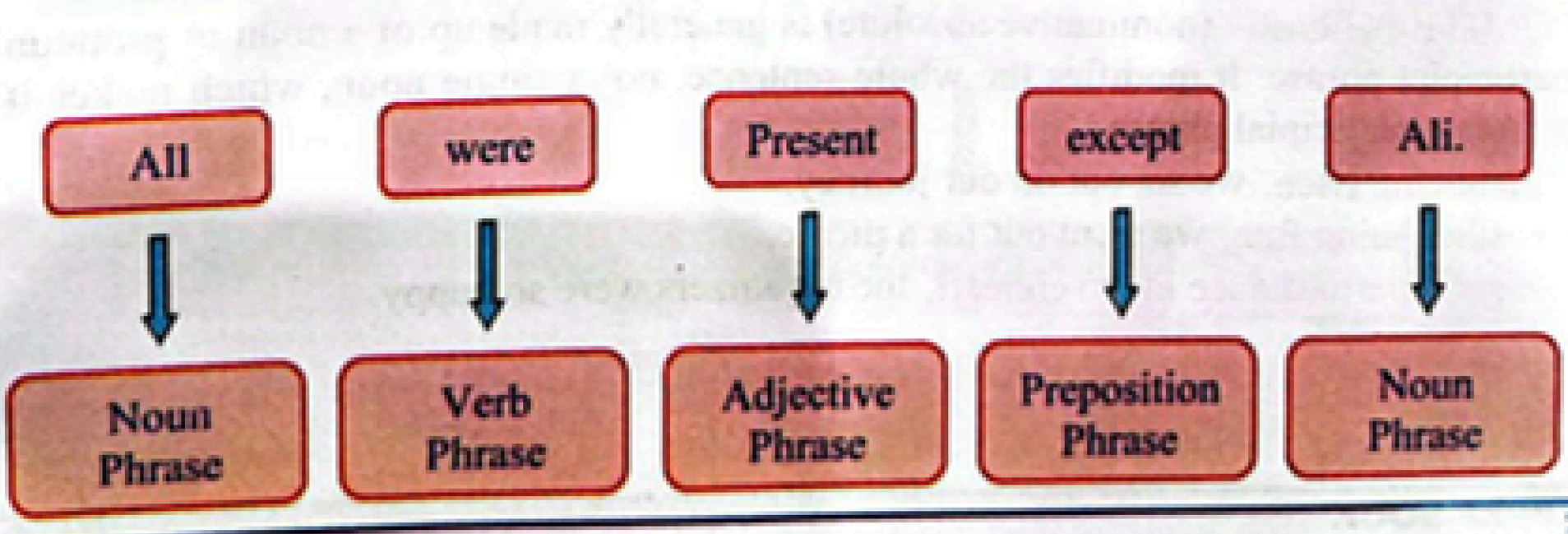

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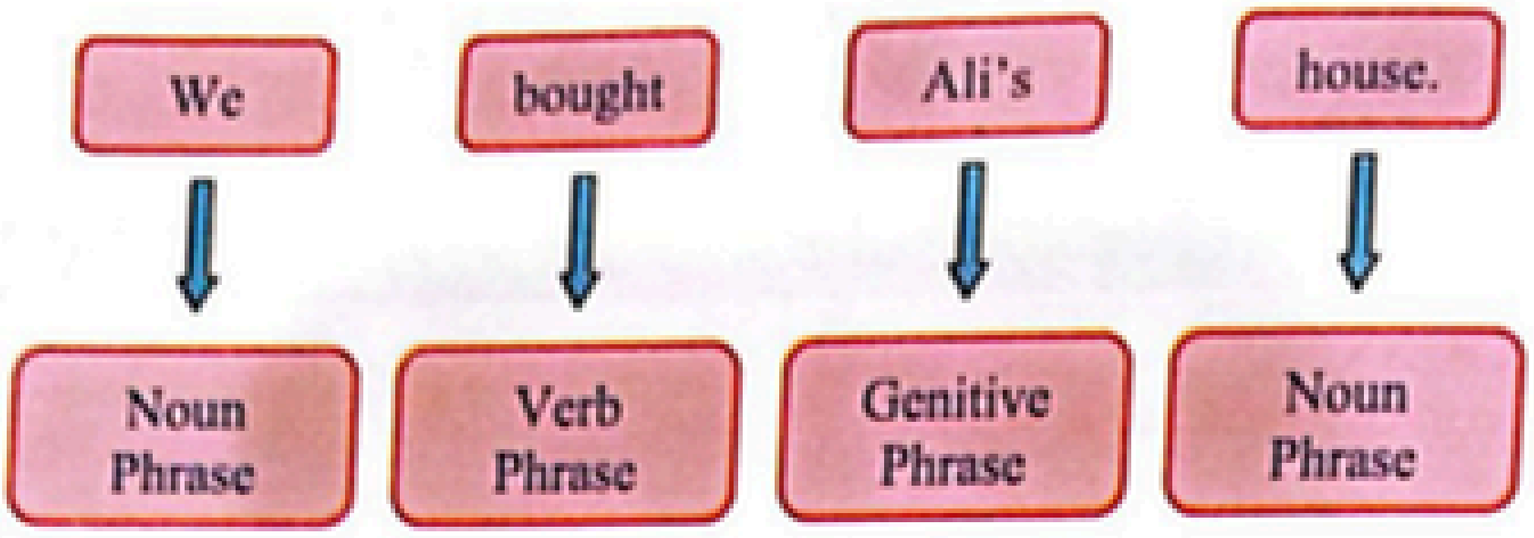

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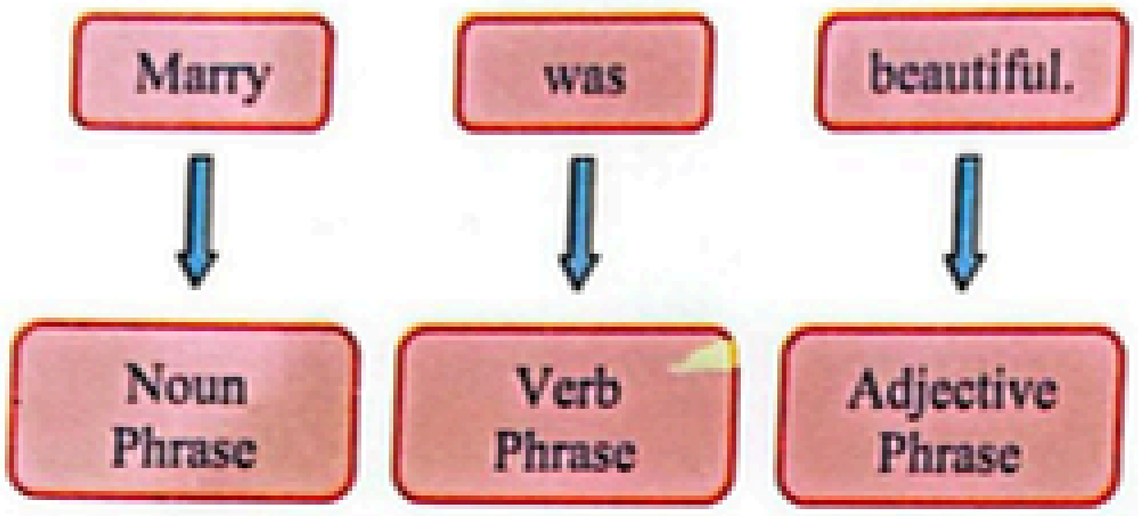

PARTICIPLE PHRASE

A **PARTICIPLE PHRASE** is an Adjective phrase headed by a participle:

- **Brimmed** with confidence, Ali blurted out the answer.
- **Peering** over the glasses, Ali looked to me.

INFINITIVE PHRASE

An **INFINITIVE PHRASE** starts with an infinitive **to + v – I** and includes other modifiers or objects.

- **To err** is human.
- I want **to read** a book.

GERUND PHRASE

A **GERUND PHRASE** comprises *the ing form* and any modifiers or objects.

- **Smoking** cigarettes is injurious.
- I dislike **smoking** cigarettes.

ABSOLUTE PHRASE

An **ABSOLUTE PHRASE** (nominative absolute) is generally made up of a noun or pronoun with a participial phrase. It modifies the whole sentence, not a single noun, which makes it different from a participial phrase.

- **The sun having risen,** we set out on our journey.
- **The weather being fine,** we went out for a picnic.
- **The singer's performance in the concert,** the organizers were so happy.

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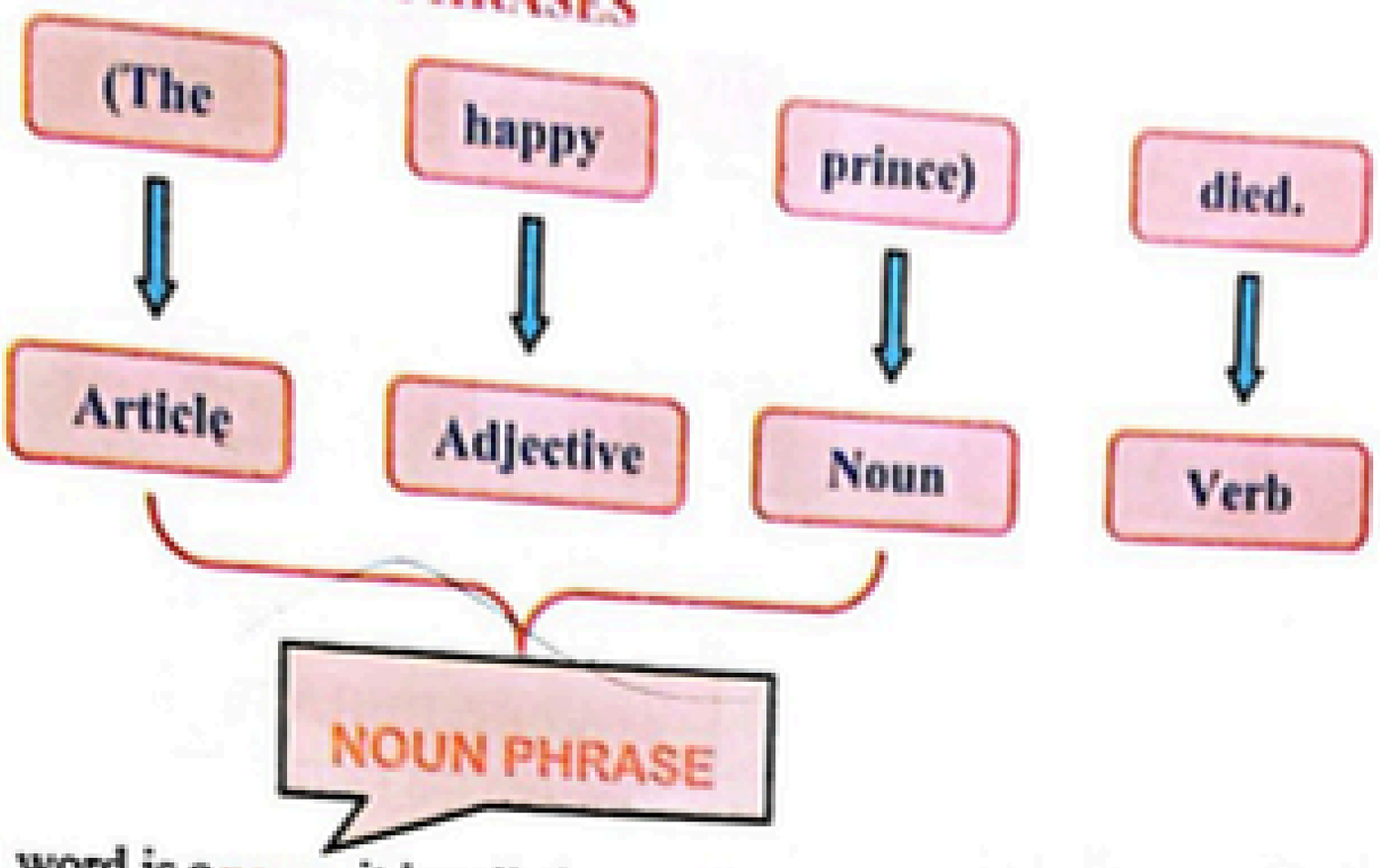
UNIT –16

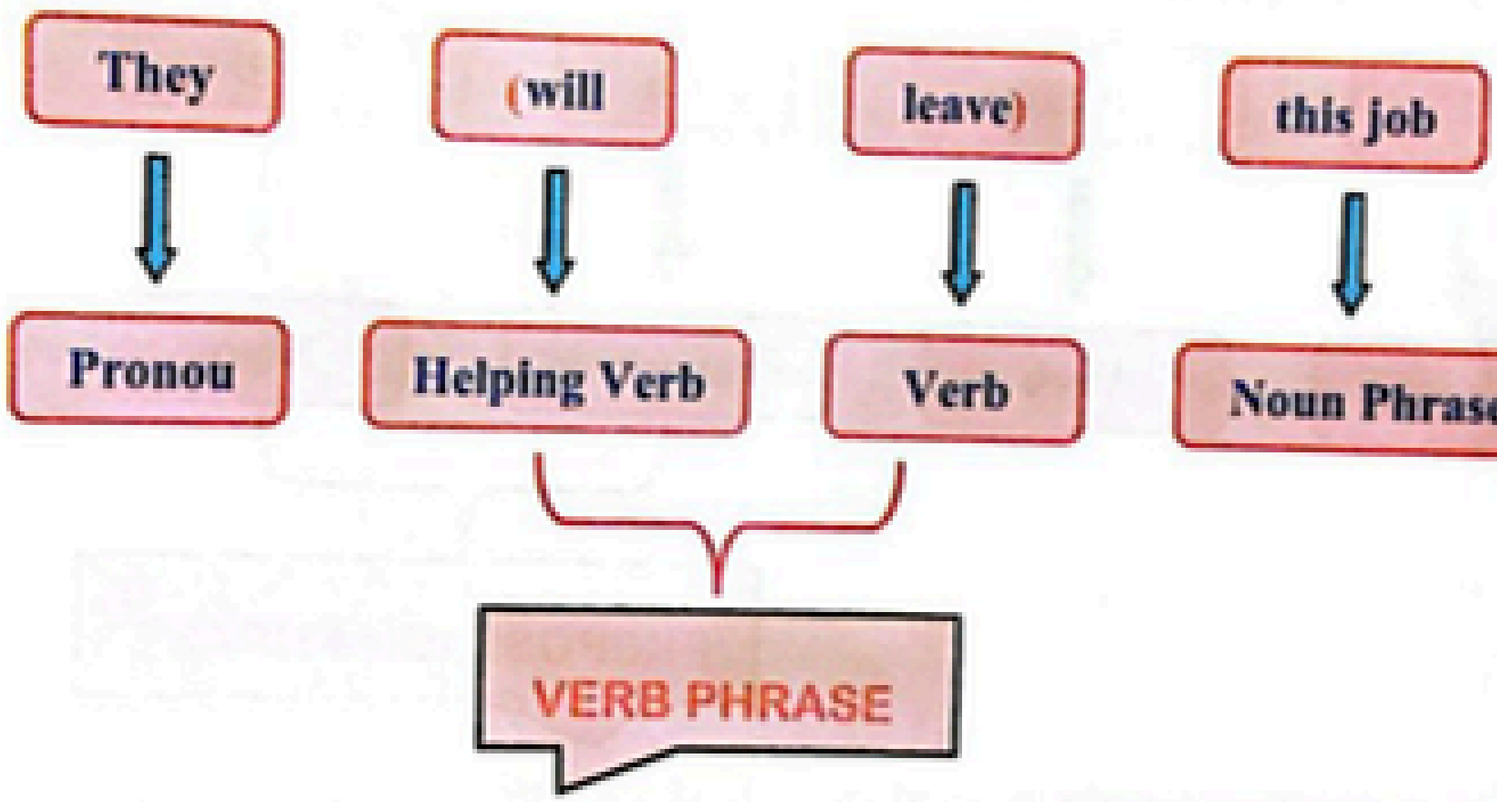
FORMATION OF PHRASES

FORMATION OF NOUN PHRASES



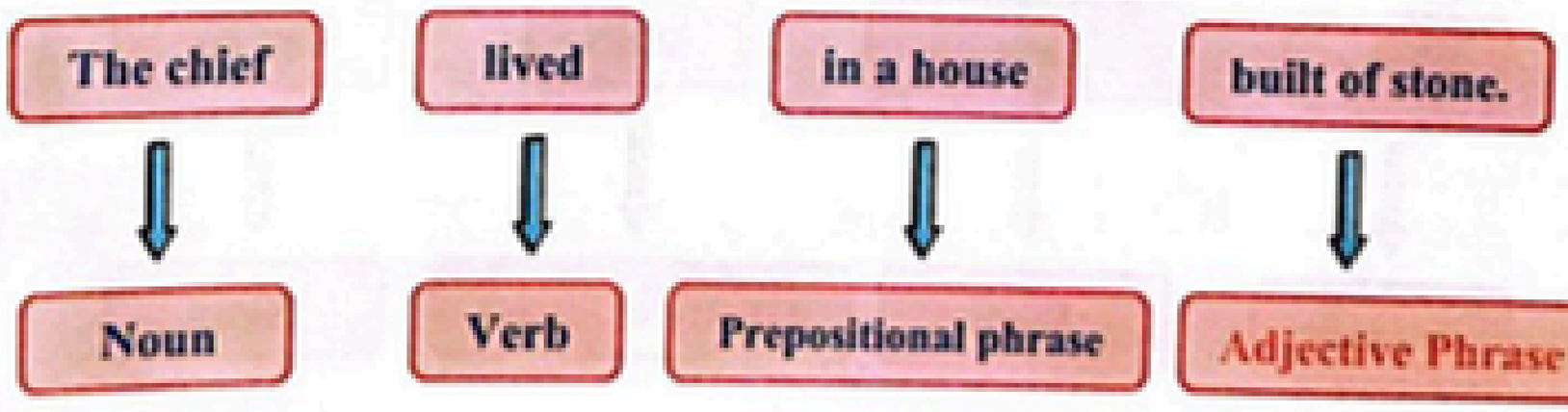
If the head word is a noun, it is called noun phrase.

FORMATION OF VERB PHRASES



If the head word is a verb, it is called verb phrase.

FORMATION OF ADJECTIVE PHRASES



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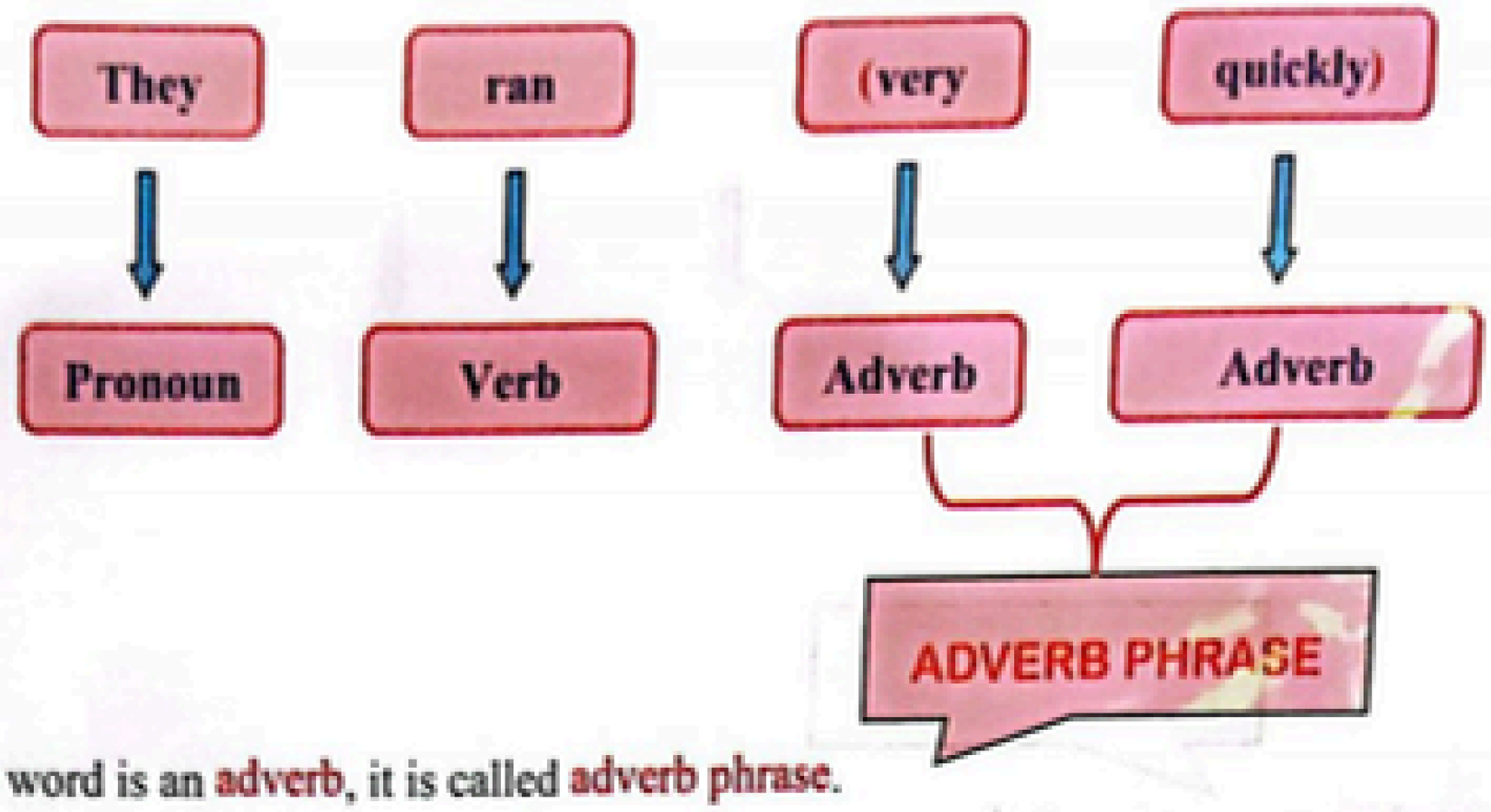
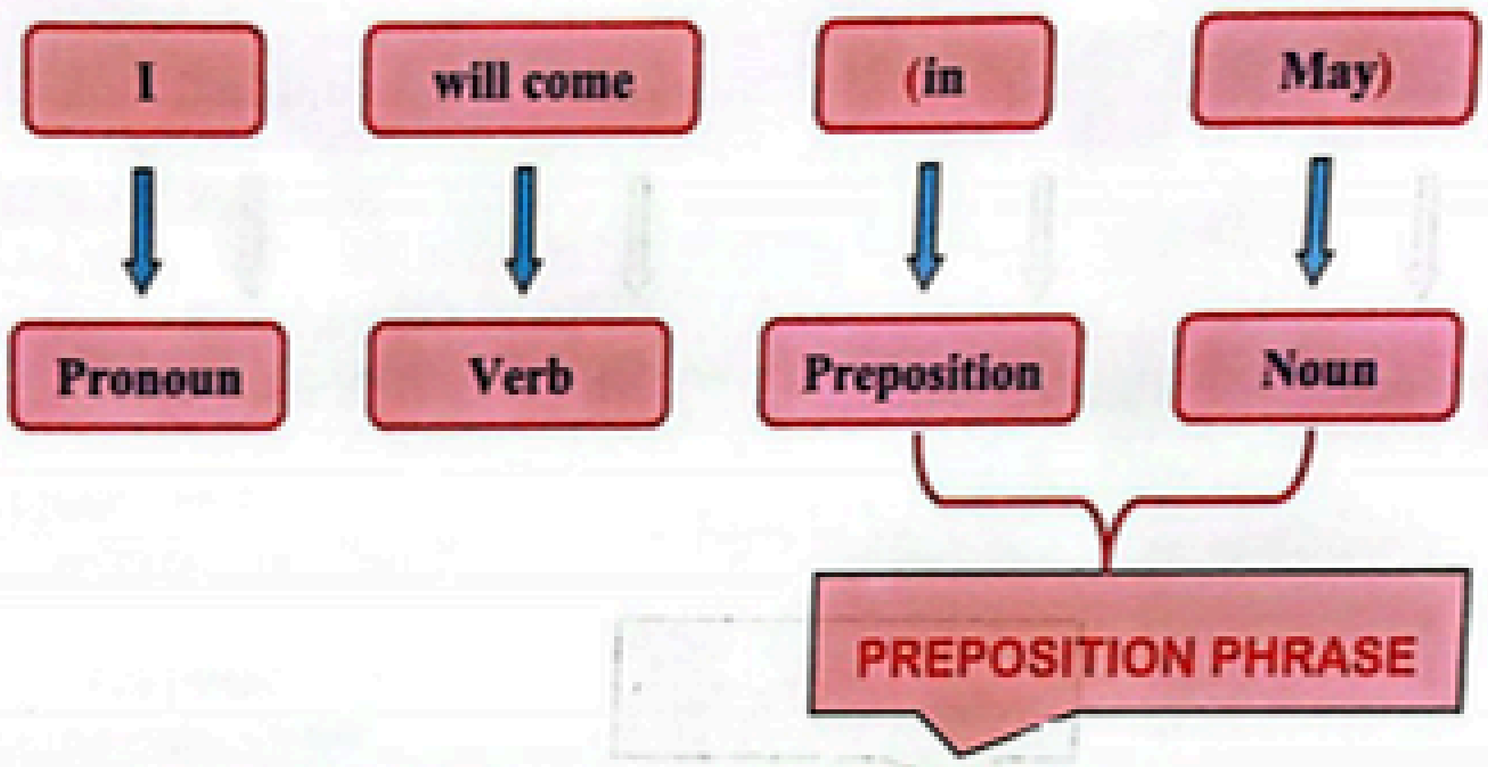
FORMATION OF ADVERB PHRASE



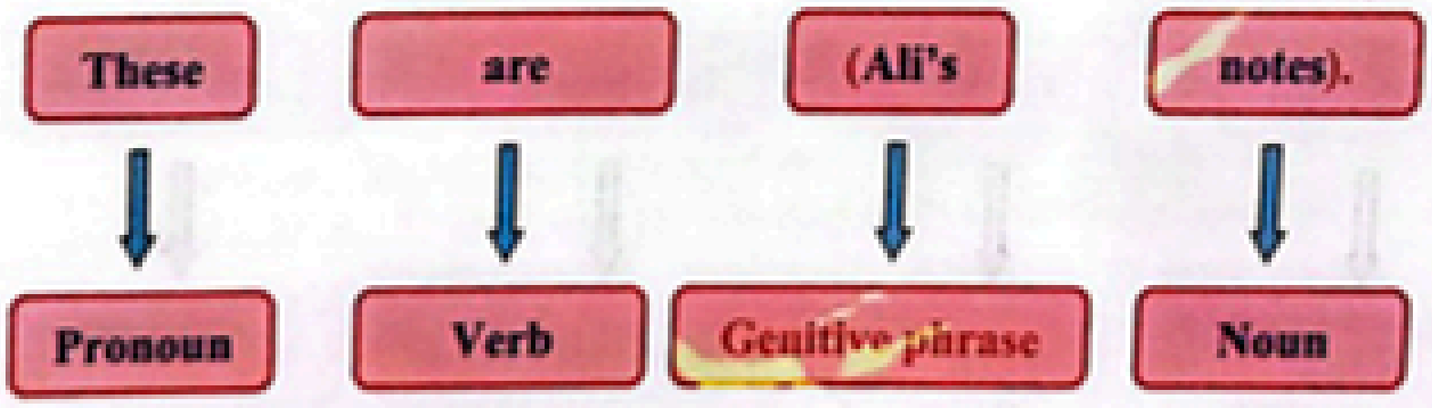
If the head word is an adverb, it is called adverb phrase.

FORMATION OF PREPOSITION PHRASE



If the head word is a preposition + noun, it is called preposition phrase.

FORMATION OF GENITIVE PHRASE



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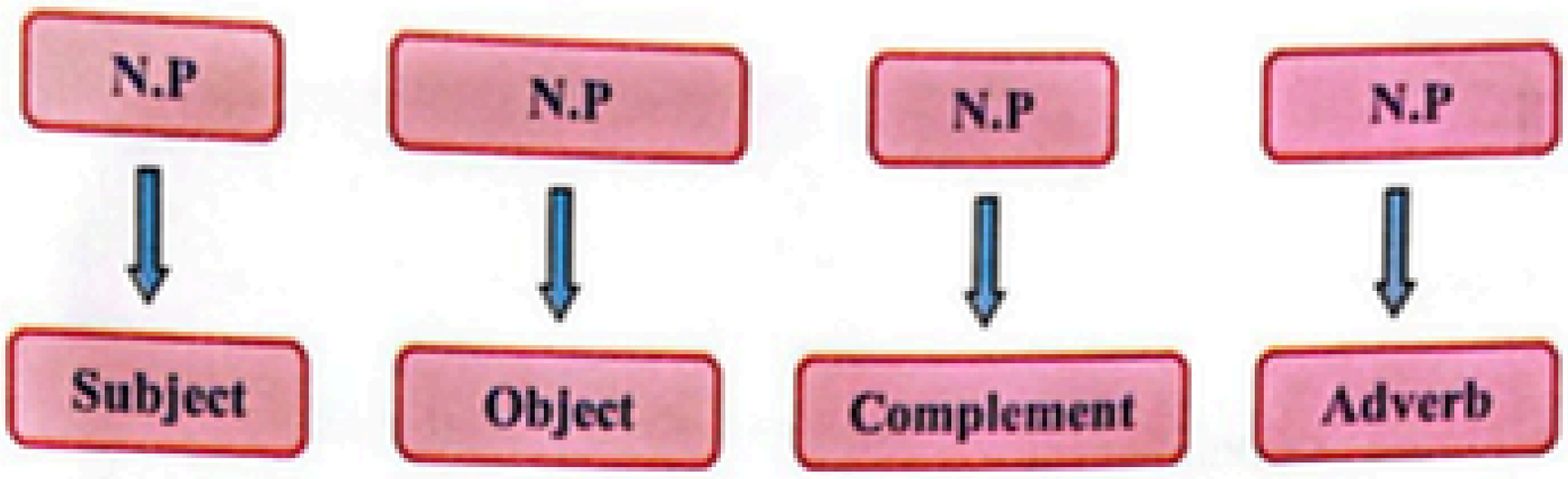
FUNCTIONS OF PHRASES

FUNCTIONS OF NOUN PHRASE:



(i) Noun Phrase as a Subject:

Example: (The man) entered the house.
NP
S

(ii) Noun Phrase as an Object:

Example: He killed (the man).
NP
O

(iii) Noun Phrase as a Complement.

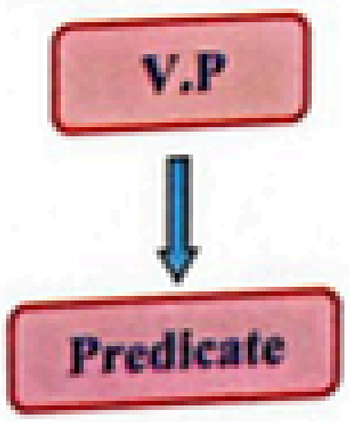
Example: His father is (a doctor).
NP
C

(iv) Noun Phrase as an Adverb.

Example: The man died (last week).
NP
A

FUNCTIONS OF VERB PHRASE:

A verb is the group of main verb and helping verbs within the predicate of a sentence.



Example: He (will leave).
VP
P

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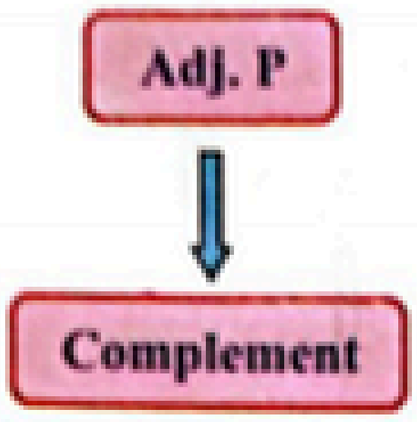
UNIT –16

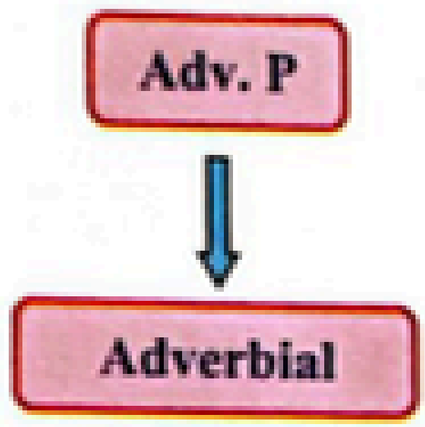
FUNCTIONS OF ADJECTIVE PHRASE:



- Adjective Phrase as Complement: -

Example: Tea is (very hot).
C

FUNCTIONS OF ADVERB PHRASE:



- Adverb Phrase as Adverbial: -

Adv. P
Example: They ran (very quickly).
A

FUNCTIONS OF PREPOSITION PHRASE :

- Prepositional Phrase as an Adverbial and adjectival: -

Example:
She lives in town (adverbial).
I met the boy with a brown shirt (adjectival).

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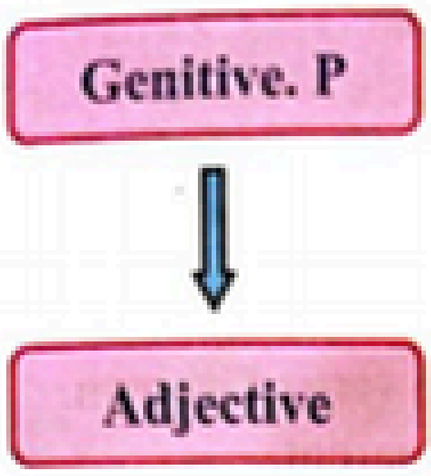
FUNCTION OF GENITIVE PHRASE.



➢ Genitive Phrase shows possession and functions as a determiner.

Example: -

1) He met (Ali's) son.

FUNCTION OF INFINITIVE PHRASE.

1. SUBJECT
   To err is human.
2. OBJECT
   I want *to read* a book.
3. COMPLEMENT
   He is *to go.*
4. ADJECTIVE
   The best book *to understand* grammar is in your hand.
5. ADVERB
   Marie walked to breathe in some fresh air.

FUNCTION OF GERUND PHRASE.

1. SUBJECT
   Smoking cigarettes is injurious to health.
2. OBJECT
   I don't like smoking in public.
3. COMPLEMENT
   His bad habit is staying awake late at night.

FUNCTION OF PARTICIPLE PHRASE

1. MODIFIER
   Peering over the top of his glasses, her tutor shook his head.
   - The participle phrase *Peering* over the top of his glasses describes *her tutor.*

   Cracked from top to bottom, the mirror was now ruined.
   - *The participle phrase cracked* from the top to bottom describes *the mirror.*

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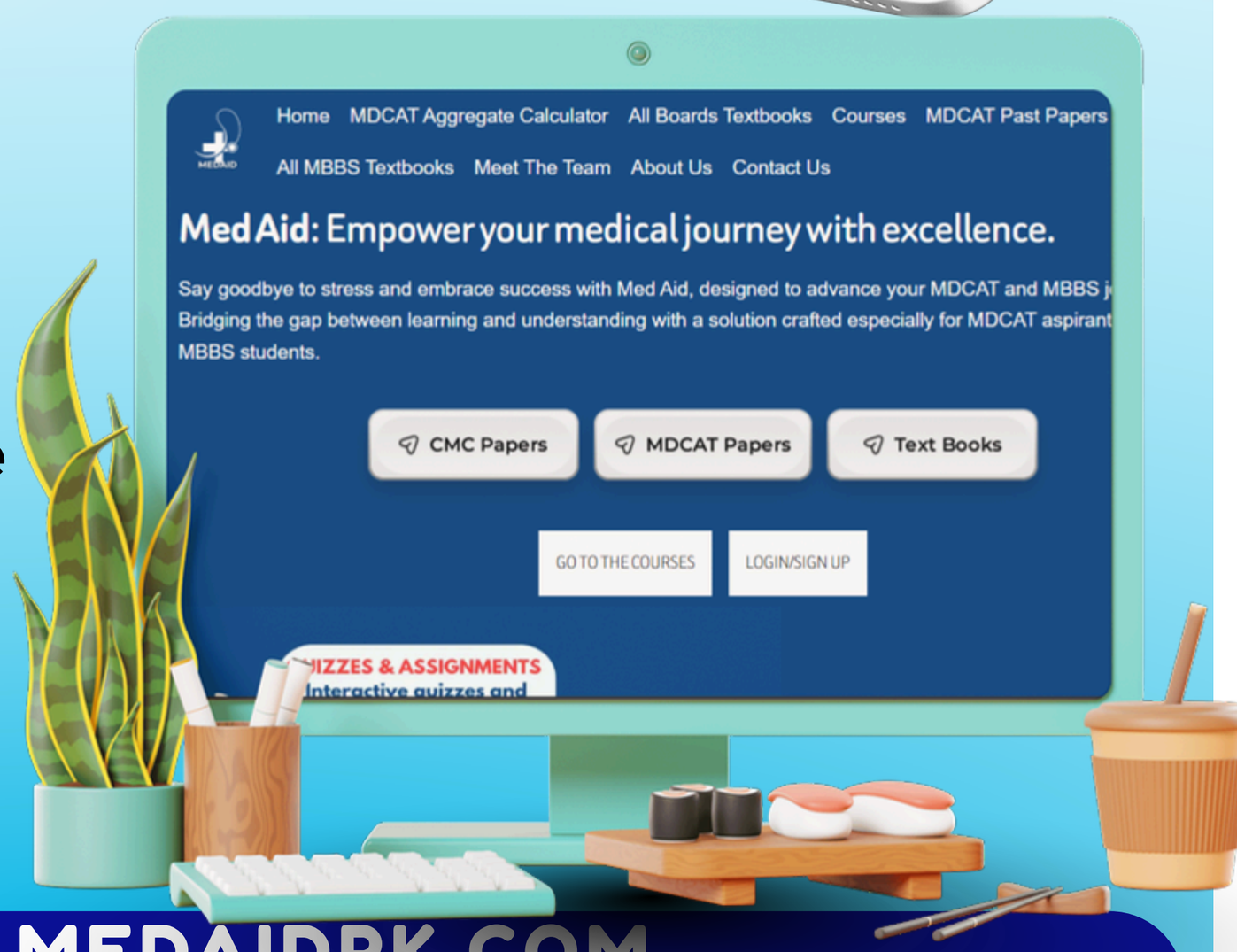

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UNIT 17 CLAUSES

INDEPENDENT AND DEPENDENT CLAUSES

A **Clause** is a group of words which must have at least one **subject** and one finite **verb** of its own. The **subject** of a clause can be **written** or **understood**, but the verb must be apparent.
Clauses are mainly of **two types:**

- Independent Clause
- Dependent Clause

INDEPENDENT CLAUSE

- An **Independent Clause** functions on its own to make **a meaningful sentence** and looks much like **a regular sentence.**
- A Sentence may contain one or more independent clauses.

- In a sentence two independent clauses can be connected by the coordinators: **(FAN BOYS).**

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

CLAUSE-1: I want to buy a phone.
CLAUSE-2: I don't have enough money.
I want to buy a phone, but **I don't have money.**

DEPENDENT CLAUSE

A **Dependent Clause** alone cannot form a complete sentence because it leaves the idea **unfinished.** It is also called **subordinate** clause. Consider the following example:

If you work hard,

The subject **YOU** and a predicate **WORK** hard make it a clause. But this clause alone can not form a complete sentence. It depends on another clause to form a complete and meaningful sentence.
Hence, it is called a **Dependent Clause.**

The **subordinators** do the work of connecting the dependent clause to another clause to complete the sentence.
In each of the dependent clause, **the first word** is a **subordinator.** Subordinators include **relative pronouns,** subordinating **conjunctions,** and **noun clause markers.**

TYPES OF DEPENDENT CLAUSE

Subtypes of dependent clauses or embedded clauses include:

1) Noun Clauses
2) Adjective Clauses
3) Adverbial Clauses.

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NOUN CLAUSE & ITS FUNCTIONS

I. NOUN CLAUSE

A noun clause is also known as a **"content clause"**. It provides content implied or commented upon by its main clause. A noun clause does the work of a noun. It can be:

1) Subject of a verb
2) Object of a verb
3) Object of a preposition
4) Complement of a verb / Adjective

FUNCTIONS OF NOUN CLAUSES

1. Subject of a verb:
   - That he is here is appreciated. (Subject of *is*)
2. Object of a verb:
   - I know he is here. (Object of *know*
3. Object of a preposition:
   - She laughed at what I had done. (Object of *at*)
4. Complement of a verb/Adjective:

The fact is that he is a liar. (Complement of *is*)
I am happy that she is here. (Complement of *happy*)

IDENTIFICATION OF NOUN CLAUSES

Some of the English words that introduce noun clauses are:
that, who, whoever, whether, why, what, how, when, and where.
Notice that some of these words also introduce relative and adverbial clauses.
A clause is a noun clause if it can be replaced by a pronoun (he, she, it, or they).

Examples:

WHEN
- I don't know [*when* he discovered it.]

WHERE
- I don't know [where he discovered it.]

WHY
- I don't know [why he discovered it.]

HOW
- I don't know [how he discovered it.]

WHO
- I don't know [who discovered it.]

WHOSE
- I don't know [whose discovery it was.]

WHOM
- I don't know [whom he discovered.]

WHICH
- I don't know [which he discovered.]

THAT
- I don't know [that he discovered it.]

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UNIT –17

WHETHER

- I don't know [whether he discovered it.]

WHAT

- I don't know [what he discovered.]

If

- I don't know [if he discovered it.]

If the word before *that, who, whoever, whether, why, what, how, when, and where* is a verb these clauses will be noun clauses.

ADJECTIVE CLAUSE

An adjective clause (also called relative clause) is a dependent clause that modifies a noun or pronoun. It tells which one or what kind.

IDENTIFICATION OF ADJECTIVE CLAUSE

IDENTIFICATION

An adjective clause begins these words: *when, where, how, or why, who, whom, whose, that, what or which.*

Adjective clauses almost always come right after the nouns they modify.

- These answer questions such as

what kind / how many / which one ?

WHO	This is the boy [who met you.]
WHOSE	This is the boy [whose cat it is.]
WHOM	This is the boy [whom you met]
WHICH	This is the lion [which we saw.]
THAT	This is the book [that you read.]
WHEN	This is the time [when we come.]
WHERE	This is the place [where we met.]

TYPES OF ADJECTIVE CLAUSES

The Adjective or Relative clause may be:

- essential /restrictive/ defining
- non - essential / restrictive / defining

The punctuation of an adjective clause depends on whether it is essential (restrictive) or nonessential (non-restrictive) and uses commas accordingly.

ESSENTIAL CLAUSE

- An adjective clause is essential (restrictive or defining) if the information it contains is necessary to the meaning of the sentence. Essential clauses are not set off with commas.
- He is one of the boys *who stood first.*

NON - ESSENTIAL CLAUSE

- An adjective clause is non – essential (non-restrictive or non - defining) if the information it contains is not necessary to the meaning of the sentence. Non - essential clauses are set off with commas.
- One of the boys, *who stood first, met me.*

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FUNCTIONS OF ADJECTIVE CLAUSE

An Adjective Clause or a relative clause performs the following adjectival functions:

- Noun Phrase Modifiers
- Noun Clause Modifiers
- Prepositional Phrase Modifiers

- NOUN PHRASE MODIFIERS
- This is the lion *that we saw in the zoo.*
- NOUN CLAUSE MODIFIER
- That we lost the match, *which is quite surprising*, disappoints me.
- PREPOSITIONAL PHRASE MODIFIERS
- This is the person about *whom I was talking.*

ADVERB CLAUSE

- An adverbial clause is a dependent clause that functions as an adverb.
- That is, the entire clause modifies:
- a verb
- an adjective
- another adverb.

FUNCTIONS OF AN ADVERB CLAUSE

MODIFYIN A VERB

- He performed *when his team needed.*

MODIFYIN A AN ADJECTIVE

- The team was happy *when he performed.*

MODIFYIN AN OTHER ADVERB.

- He played nicely *when his team needed.*

IDENTIFICATION OF AN ADVERB CLAUSE

An Adverb clause begins with:
when, whenever, after, by the time, until, before, as soon as, till, where,
since, as, because, for, as long as, while,
so that, if, as if, though, although, yet,
even though, as though, whereas, unless, in that case, under what condition, in case that,
Provided that

TYPES OF AN ADVERB CLAUSE

Adverbial clauses are divided into several groups according to the actions or senses of their conjunctions. Following are the types of Adverb clauses.

- TIME
  He came when [*night had fallen*].
- PLACE (where, anywhere, everywhere)
  He said he was happy where [*he was*].
- CONDITION (if, unless, provided that)
  You can't succeed if [*you don't work hard*].
- PURPOSE (in order to/that, so that, lest)
  He works hard so that [*he may succeed*].
- REASON (because, since, as)
  He couldn't come because [*he was ill*].
- CONCESSION (although, though, while)
  He still loves her, although [*she was faithless*].

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- COMPARISON (as...as, than)
  She can speak as fluently as [*his teacher does*].
- MANNER (Answering the question, "how"?)
  You can do it as [you want to do it.]
- RESULT (so...that, such...that)
  He is such a liar that [*nobody believes him*].

ADJUNCT

An adjunct is a modifying word, phrase or clause that does not structurally affect the remainder of the sentence, if removed or discarded.
I helped her *in the kitchen*.

ADNOMINAL ADJUNCT

the discussion before the game – before the game is an adnominal adjunct.

ADJECTIVAL ADJUNCT

The white cat climbed onto the table — white before cat is an adjectival adjunct.

ADVERBIAL" ADJUNCT

too loudly – too is an ad adverbial adjunct.

FUNCTIONS

FORMS AND DOMAINS

An adjunct can be:

Single word
She will leave *tomorrow*.

Phrase
She will leave *in the morning*.

Clause
She will leave *after she has had breakfast.*

DISJUNCT

A disjunct is the sentence adverb or sentence adverbial which modifies a clause or a sentence within a sentence rather than an adverb modifying a verb, an adjective or another adverb within a sentence.
Honestly, I didn't do it.

The term disjunct can be used to refer to any sentence element that is not fully integrated into the clausal structure of the sentence. Such elements usually appear peripherally (at the beginning or end of the sentence) and are set off from the rest of the sentence by a comma (in writing) and a pause (in speech).

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18 UNIT IDENTIFICATION OF PARTS OF SPEECH

Name the part of speech to which each word belongs in the following sentence:

I got the better of him.

I	got	the better	of	him.
Pronoun	Verb	Noun	Preposition	Pronoun

Name the part of speech to which each word belongs in the following sentence:

She gave a little laugh.

She	gave	a	little	laugh.
Pronoun	Verb	Article	Adjective	Noun

Name the part of speech to which the underlined word belongs to, in the following sentences?

1. A blind man is no judge of colours. — Adjective/Preposition
2. Every cloud has a silver lining. — Noun/Noun
3. Nip the evil in the bud. — Verb/Noun
4. Ah, I already knew it. — Interjection/Adverb
5. It is hard work but he is determined to work hard. — Adjective/Adverb

Say weather the underlined word, in the following sentences, is noun, verb, adjective, adverb or preposition.

1. He spoke very Softly. — Adverb
2. He came before the appointed time. — Preposition
3. He behaved well. — Adverb
4. They polish their shoes daily. — Verb
5. Wisdom is not for sale. — Noun

What part of speech is the each of the word in the following sentences?

i. Whoever acts contrary to nature does not go unpunished.

I	Whoever	acts	contrary	to	nature	does	not	go	unpunished
	pronoun	verb	adjective	prep.	noun	verb	adv.	verb	adjective

ii. The accident resulted in the death of five people.

The	accident	resulted	in	the	death	of	five	people.
article	noun	verb	prep.	article	noun	prep.	adj.	noun

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iii. The Atlantic Ocean separates European from America.

The	Atlantic	ocean	separates	European	from	America
article	adjective	noun	verb	noun	prep.	noun

iv. Industry is the key to success.

Industry	is	the	key	to	success
noun	verb	article	noun	prep.	noun

v. He is too miserly to spend his money.

He	is	too	miserly	to spend	his	money
pronoun	verb	adverb.	adjective.	infinitive (verb)	adjective.	noun

IDENTIFICATION TOOLS

According to the classical division, there are eight parts of speech. (NAP VAPCI)

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

But, the modern grammarians include determiners among parts of speech. Determiners are the words like; **a, an, the, this, that, these, those, each, every, any, some, my, one, two, etc.**

Definition Name of person, place or thing is called noun.

Examples: - Amir, Lahore, Notes, etc.

IDENTIFICATION OF NOUN

Nouns can be identified in different ways such as ending letters, placement and function.

1. By ending letters

Generally, Nouns end at **tion, sion, ment, ing, etc.**

Examples: Station, Revision, Refreshment, Smoking,

2. By Placement

We can also identify the Nouns by their placements (position) in the sentence.

- Noun may be used in the beginning of a sentence

Example: - **Smoking** is a bad habit.

- Nouns may be used at the end of the sentence.

Example: - The doctor forbade **smoking**

- The words written after **my ,our ,your, their, his, her, its,**are nouns

Example: - She minded my **coming** late

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3. By Function

Nouns can be identified by the function they perform in the sentence.

- ➢ As a Subject. Example: - The children are playing.
- ➢ As an object. Example: - He teaches the students.
- ➢ As a complement. Example: - He is a teacher.
- ➢ Showing Possession Example: - This book is Ali's.

ADJECTIVE

Definition

The word that we use before or after noun to describe or add meaning to noun is called an adjective.

Examples: - Good, Interesting etc.

IDENTIFICATION OF ADJECTIVES

Adjectives can be identified in the following ways:

1. **By the ending letter.**
   Generally, Adjectives end at ive, ic, able, ous, less, ful, en, ing
   Examples: Collective, fantastic, Readable, Luxurious, careless, beautiful, written, interesting.

2. **By the placement in the sentence.**

- ➢ Generally, an adjective is written before a noun.
  Example: Breaking (Adj) News (N)
- ➢ Adjective may be used after the noun to lay stress.
  Example: It was the movie (N) worth watching (Adj).
- ➢ Adjectives may be used after the certain verbs as complements.
  Example: He is (V) happy (Adj).
- ➢ After an object
  Example: I found the movie (Obj) interesting (Adj).
- ➢ The word after article (a, an, the) may be Noun or Adjective.
  Example: The best (Adj) book (N).

Definition

The word used in place of noun is called pronoun.

IDENTIFICATION OF PRONOUN

- ➢ I, we, you, they, he, she, it, me, mine, ours, yours, theirs, them, him, her, are pronouns.
- ➢ Pronouns may be identified by their position or placement in the sentence.
  I explain with the help of diagram.

Note: The words before and after VERB can be pronouns.

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Examples: I) who teaches you.
P N V P N

II) Whom do you love?
P N V P N

Note: The words that answer Question words "**who**" and "**whom**" may be pronouns.

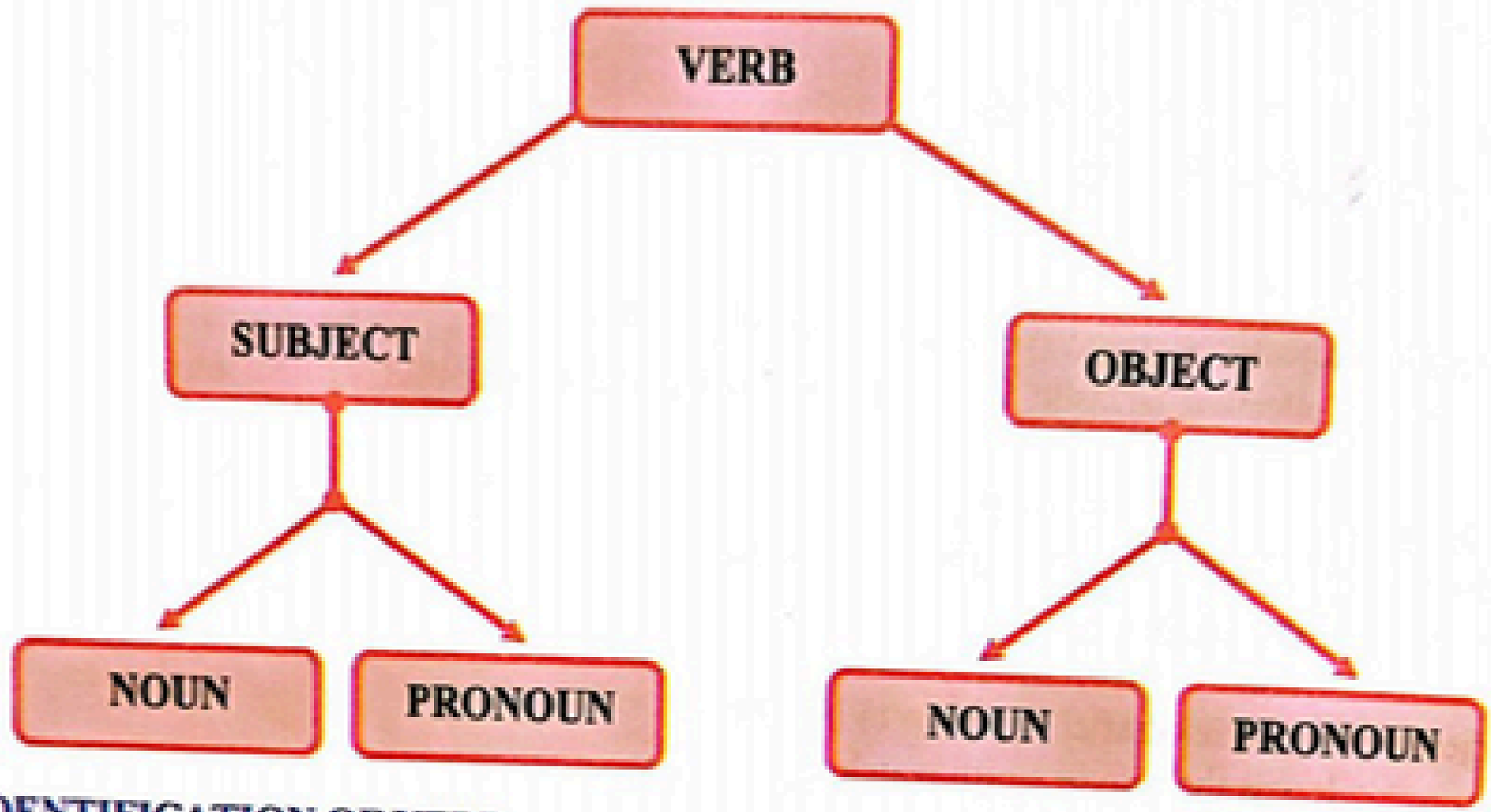
Example: Somebody surprised everybody.
Who.? Verb Whom.?

VERB

Definition

The word used to express an action or state is called verb.

Examples: - Jump, is etc.



IDENTIFICATION OF VERB

Verb can be identified with the help of following ways:

1. By ending letters

Generally, a verb ends at: s, sh, ch, x, o, z, iate, ed, en, ing,
Examples: miss, finish, catch, fix, initiate, walked, strengthen, moving.

2. By Placement

Generally, the first word of a predicate is verb.

SUBJECT	PREDICATE
He	teaches us English daily.

- Verb includes all the four forms, Helping and Model verbs.
- The word after "to" may a verb. e.g To err is human.
V

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UNIT –18

ADVERB

Definition
A qualifying word used to explain verb or an adjective or another adverb is called an adverb.

Examples: -
(i) Juliet runs **quickly**.
(ii) Susan prepared a **very** delicious fruit dish.
(iii) He played **very well**.
The words in bold are adverbs.

IDENTIFICATION OF ADVERB

1. By ending letters

➢ Generally, Adverb of Manner ends at "ly" e.g Nicely, loudly

Note: - After verbs of senses (see, sound, smell, touch, taste), ly is not used.

2. By placement

Generally, Adverbs are written after verb but this position doesn't remain same all the times.

Examples: - i) He went (v) down. (Ad) ii) This pen writes (v) better. (Ad)

➢ There are some other words that may be used as adverbs:
always, often, never, seldom, ever, perhaps, quite, too, just, almost, rather, enough, very, so.

3. By question words
The words that answer the question words such as **how, where, when** etc. may be adverbs.

Example: - He welcomed us warmly (How.?) there (Where.?) yesterday. (When.?)

PREPOSITION

Definition
The word used to describe relation, position or function of things is called preposition.

Examples: - in, on, at, to, for, between, among, up, below, under, over, into, onto, upon, with.

IDENTIFICATION OF PREPOSITION

Generally, the word before Noun or Pronoun may be preposition.

Examples: - i) This is good about (Prep) Ali. (N)

ii) This is good about (Prep) him. (Pron)

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UNIT –18

CONJUNCTION

Definition

The word used as connector is called conjunction.

Examples: - You **and** I are fast friends.

IDENTIFICATION OF CONJUNCTION

Following are words that may be called conjunctions.

both, and, but, still, yet, however therefore, for, so, or, nor, until, when before, unless, because, whether, if, that, after, although, as if.

INJTERJECTION

The word that expresses a sudden and unexpected feeling in called an interjection

Example : - Hurrah!, Alas!, Vow!, What a!, Bravo! Well done!

Words with more than one job

Name the underlined parts of speech in the following sentences:

1.	I have been working ***all*** day.	Adjective
2.	***All*** is not lost yet.	Pronoun
3.	Do you live ***all*** alone?	Adverb
4.	***All*** of them were found guilty	Pronoun

Name the underlined parts of speech in the following sentences:

1.	Sit down and rest a ***while***.	Noun
2.	I will watch ***while*** you sleep.	Conjunction
3.	They ***while*** away their evenings with books and games.	Verb
4.	He kept the ***fast*** for a week.	Noun
5.	Muslims fast in the month of Ramzan.	Verb

THE SAME WORDS USED AS DIFFERENT PARTS OF SPEECH

Many words in English can have more than one job, or be more than one part of speech. For example, "work" can be a verb and a noun; "but" can be a conjunction and a preposition; "well" can be an adjective, an adverb and an interjection. In addition, many noun can act as adjectives.

To analyze the part of speech, ask yourself: "What **job** is this word doing in this sentence?" In the table on the right you can see a few examples, Of course, there are more, even for some of the words in the table. In fact, if you look in a good dictionary you will see that the word but its six jobs to do such as: **Verb, noun, adverb, pronoun, preposition and conjunction!**

The following are some of the most important words, which may belong to different parts of speech according to the way in which they are used.

Note: Always remember that it is the function or use that determines to which part of speech a word belongs in a given sentence.

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Identification of Parts of Speech

WORD	PART OF SPEECH	EXAMPLE
WORK	noun	My **work** is easy.
	verb	I **work** in London.
BUT	conjunction	John came **but** Mary didn't come.
	preposition	Everyone came **but** Marry.
WELL	adjective	Are you **well**?
	adverb	She speaks **well**.
	interjection	**Well**! That's expensive!
AFTER NOON	noun	We ate in the **afternoon**.
	noun acting as adjective	We had **afternoon** tea.
ABOUT	Adverb	They wandered **about** in sheepskins and goatskins.
	Preposition	There is something pleasing **about** him.
ABOVE	Adverb	The heavens are **above**.
	Preposition	The moral law is **above** the civil.
	Adjective	Analyze the **above** sentence.
	Noun	Our blessings come from **above**.
AFTER	Adverb	They arrived soon **after**.
	Preposition	He takes **after** his father.
	Adjective	In **after** days, he remained peaceful.
	Conjunction	We went away **after** they had left.
ALL	Adjective	**All** men are mortal.
	Adverb	He was **all**-alone when I saw him.
	Pronoun	**All** spoke in his favor.
	Noun	He lost his **all** in speculation.
ANY	Adjective	Are there **any** witnesses present?
	Pronoun	Does **any** of you know anything about it?
	Adverb	Is that **any** better?
AS	Adverb	We walked **as** fast **as** we could.
	Conjunction	**As** he was poor, I helped him.
	Relat. Pron.	She likes the same color **as** I do.
BEFORE	Adverb	I have seen you **before**.
	Preposition	He came **before** the appointed time.
	Conjunction	He went away **before** I came.
BETTER	Adjective	I think yours is a **better** plan.
	Adverb	I know **better**.
	Noun	Give place to your **better**.
	Verb	I will **better** my work.
BOTH	Adjective	You cannot have it **both** ways.
	Pronoun	**Both** of them are dead.
	Conjunction	**Both** the cashier and accountant are Hindus.
BUT	Adverb	It is **but** (=only) right to admit our faults.
	Preposition	None **but** (=except) the brave deserves the fair.
	Conjunction	We tried hard, **but** did not succeed.
	Relat. pron	There is no one **but** likes him (=who does not like him.)
	Noun	Let's have no **buts** about it.

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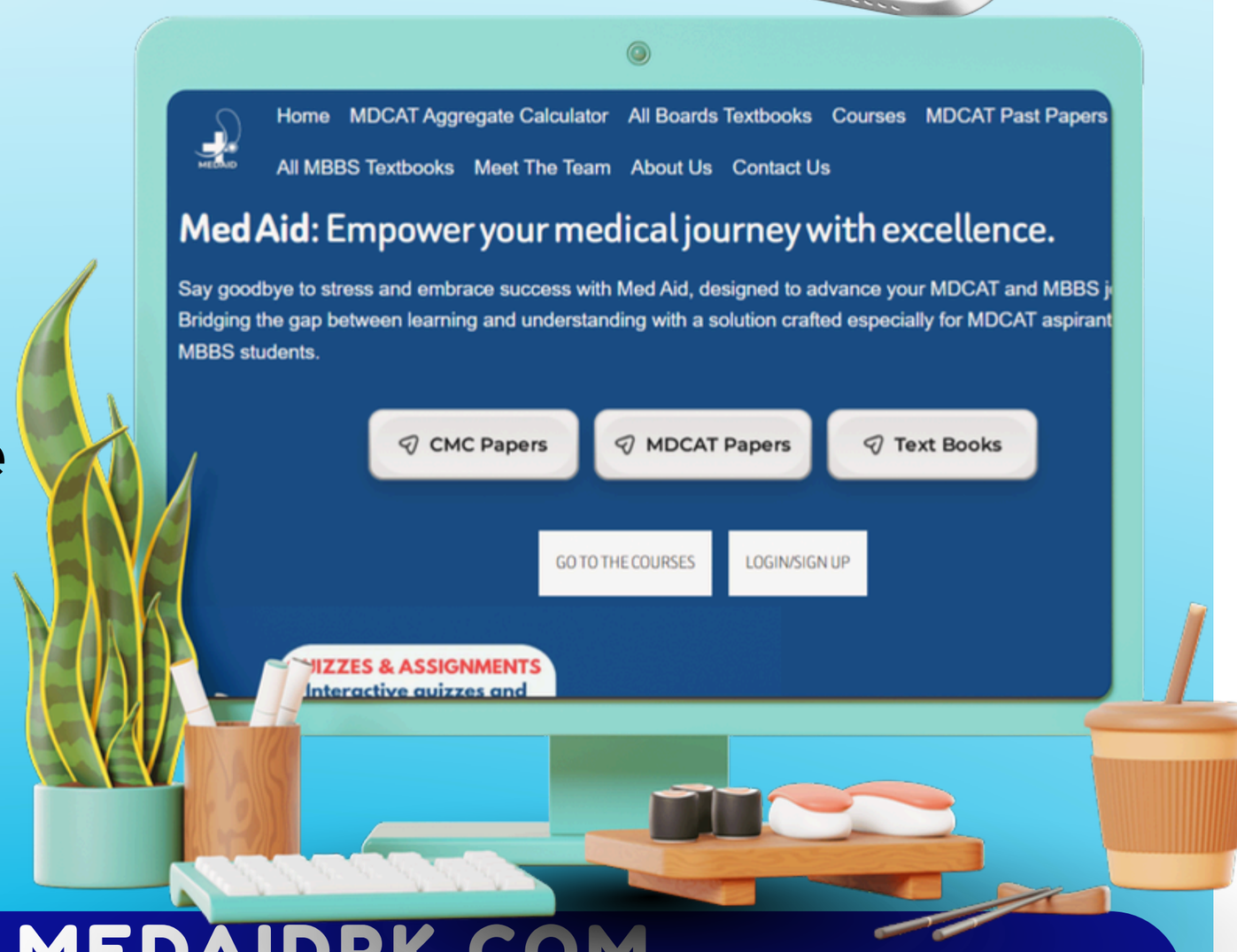

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DOWN	Adverb	Down went the man.
	Preposition	The fire engine came rushing down the hill.
	Adjective	The porter was killed by the down train.
	Noun	He has seen the ups and downs of life.
	Verb	Down with the tyrant!
EITHER	Adjective	Either bat is good enough.
	Pronoun	Ask either of them.
	Conjunction	He must either work or starve.
ELSE	Adjective	I have something else for you.
	Adverb	Shall we look anywhere else?
	Conjunction	Make haste, else you will miss the train.
ENOUGH	Adjective	There is time enough and to spare.
	Adverb	You know well enough what I mean.
	Noun	I have had enough of this.
EVEN	Adjective	The chances are even.
	Verb	Let us even the ground.
	Adverb	Does he even suspect the danger?
EXCEPT	Verb	If we except Ali, all are to be blamed.
	Preposition	All were present except Ali.
	Conjunction	I will not let them go except (= unless) you ask me.
FOR	Preposition	I can shift for myself.
	Conjunction	Give thanks unto the Lord; for He is good.
LESS	Adjective	You are paying less attention to your studies.
	Adverb	The population of Pakistan is less than that of China.
	Noun	He won't be satisfied with less.
	Preposition	A salary of 30,000 less tax and insurance.
LIKE	Adjective	They are men of like build and nature.
	Preposition	Do not talk like that.
	Adverb	Like as a father pitied his own children.
	Noun	We shall not see his like again.
	Verb	Children like sweets.
	Conjunction	I didn't turn out like (as well as) I intended.
LITTLE	Adjective	There is little danger in going there.
	Noun	Man wants but little here below.
	Adverb	He eats very little.
MORE	Adjective	We want more men like him.
	Pronoun	More of us die in bed than out of it.
	Adverb	You should talk less and work more.
MUCH	Adjective	There is much sense in what he says.
	Pronoun	Much of it is true.
	Adverb	He boasts too much.
NEAR	Adverb	Draw near and listen.
	Preposition	His house is near the Masque.
	Adjective	He is a near relation.
	Verb	The time nears.

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NEEDS	Noun	My needs are few.
	Verb	It needs to be done with care.
	Adverb	He needs must come.
NEITHER	Conjunction	Give me neither poverty nor riches.
	Adjective	Neither accusation is true.
	Pronoun	It is difficult to negotiate where neither will trust.
NEXT	Adjective	I shall see you next Monday.
	Adverb	What next?
	Preposition	He was sitting next to her.
	Noun	I shall tell you more about it in my next.
NO	Adjective	It is no joke.
	Adverb	He is no more.
	Noun	I will not take a no.
ONCE	Adverb	I was young once.
	Conjunction	Once he hesitates we have him.
	Noun	Please help me for once.
ONE	Adjective	One day I met him in the street.
	Pronoun	The little one cried for joy.
	Noun	One would think he was mad.
ONLY	Adjective	It was his only chance.
	Adverb	He was only foolish.
	Conjunction	Take what I have, only (= but) let me go.
OVER	Adverb	Read it over carefully.
	Noun	In one over he took three wickets.
	Preposition	At thirty, a change came over him.
RIGHT	Verb	That is a fault that will right itself.
	Adjective	He is the right man for the position.
	Noun	I ask it as a right.
	Adverb	He stood right in my way.
ROUND	Adjective	A square peg in a round hole.
	Noun	The evening was a round of pleasures.
	Adverb	He came round to their belief.
	Preposition	The earth revolves round the sun.
	Verb	We shall round the city.
SINCE	Preposition	Since that day I have not seen him.
	Conjunction	Since there's no help, come, let us go away.
	Adverb	I have not seen him since.
SO	Adverb	I am so sorry.
	Conjunction	He was poor, so they helped him.
SOME	Adjective	We must find some way out of it.
	Pronoun	Some say one thing and others another.
	Adverb	Some thirty boys were present.
STILL	Verb	With his name the mother's still their babies.
	Adjective	Still water run deep.
	Noun	Her sobs could be heard in the still of night.
	Adverb	He is still in business.

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SUCH	Adjective	Don't be in **such** a hurry.
	Pronoun	**Such** was not my intention.
THAT	Demonst Adj.	What is **that** noise?
	Demonst.Pron	**That** is what I want.
	Adverb	I have done **that** much only.
	Relative Pron.	The evil **that** men do lives after them.
	Conjunction	He lives so **that** he may eat.
THE	Def. Article	**The** cat loves comfort.
	Adverb	**The** wiser he is the better.
TILL	Preposition	Never put off **till** tomorrow what you can do to-day.
	Conjunction	Do not start **till** I give the word.
UP	Adverb	Prices are **up**.
	Preposition	Let us go **up** the hill.
	Adjective	The next **up** train will leave here at 12:30.
	Noun	They had their **ups** and downs of life.
WELL	Noun	Let **well** alone.
	Adjective	I hope you are now **well**.
	Adverb	**Well** begun is half done.
	Interjection	**Well**, who would have thought it?
WHAT	Interrogative Adjective	**What** evidence have you got.
	Interjection	**What**! You don't mean to say so?
	Pronoun	**What** does he want?
	Relative Pronoun	Give me **what** you can.
	Adverb	**What** by fire and what by sword, the country was laid waste.
WHILE	Noun	Sit down and rest a **while**.
	Verb	They **while** away their evenings with books and games.
	Conjunction	**While** a great poet, he is a greater novelist.
WHY	Inter. Adverb	**Why** did you do it?
	Relative. Adv	I know the reason **why** he did it.
	Interjection	**Why**, it is surely you!
	Noun	This is not the time to go into the **why.**
YET	Adverb	There is more evidence **yet** to be offered.
	Conjunction	He is willing, **yet** unable.

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19 UNIT ACTIVE AND PASSIVE VOICE

ACTIVE & PASSIVE VOICE

VOICE

The voice of a verb describes the relationship between the action that the verb expresses and the participants (subject and object).

When the subject is the doer of the action, the verb is in the active voice.

When the subject is the recipient of the action, the verb is said to be in the passive voice.

Why Passive voice ___ at all?

(1) We don't know the agent.

The minister was killed.

(2) We want to avoid mentioning the agent.

The rubbish hasn't been collected.

(3) When the agent is understood.

The thief has been caught.

(4) When the agent is vague.

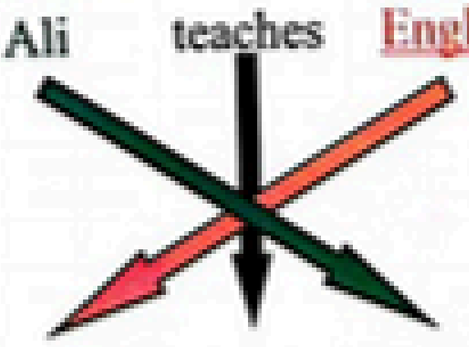
One, some body, we, you, they, people, we

While changing Active Voice into Passive Voice, we observe the following changes:

1) The object of the Active Voice sentence starts the Passive Voice sentence.
2) Use of Passive Voice Helping Verbs with The Past Participle (the 3rd Form of verb)
3) The Subject of the Active Voice sentence is written at the end of the Passive Voice sentence with a "by + the objective case".

ACTIVE AND PASSIVE VOICE

ACTIVE: Ali teaches English.



PASSIVE: English is taught by Ali.

Ali teaches English.

English is taught by Ali.

In this example, the subject and object both are nouns. But, these may be pronouns also.

While changing the places of object and subject, we should change the cases of pronouns

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CHANGE IN CASES OF PRONOUNS

Person	Subjective Case		Objective Case
1st	I	⇐	me
	We	⇐	us
2nd	You	⇐	you
3rd	They	⇐	them
	She	⇐	her
	He	⇐	him
	It	⇐	it

CHANGE OF PRONOUNS
(Objective case into Subject case)

I ⇐ me

Ali teaches me. ACTIVE

I am taught by Ali. PASSIVE

We ⇐ us

Ali teaches us. ACTIVE

We are taught by Ali. PASSIVE

You ⇐ you

Ali teaches you. ACTIVE

You are taught by Ali. PASSIVE

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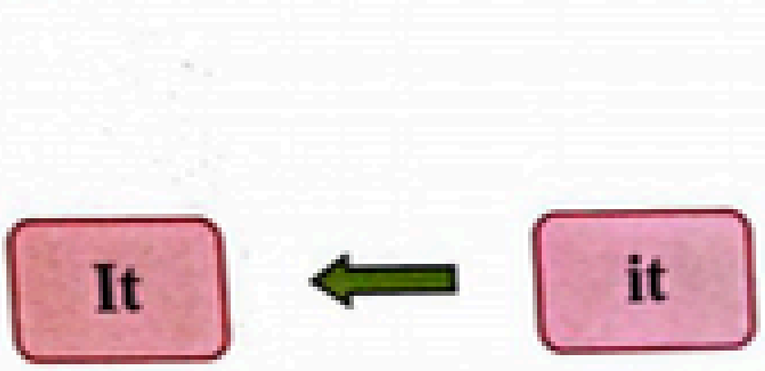
Ali teaches him. ACTIVE

He is taught by Ali. PASSIVE

Ali teaches her. ACTIVE

She is taught by Ali. PASSIVE



Ali teaches it. ACTIVE

It is taught by Ali. PASSIVE

Ali teaches them. ACTIVE

They are taught by Ali. PASSIVE

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UNIT –19

SUBJECT INTO BY + OBJECTIVE CASE

Person	Subjective Case		Objective Case
1st	I	⇒	by + me
	We	⇒	by + us
2nd	You	⇒	by + you
3rd	They	⇒	by + them
	She	⇒	by + her
	He	⇒	by + him
	It	⇒	by + it

CHANGE OF PRONOUNS

(Subjective case into by+ Objective case)

I → **By + me**

teach Ali. ACTIVE

Ali is taught by me PASSIVE

We → **by + us**

We teach Ali. ACTIVE

Ali is taught by us. PASSIVE

You → **by + you**

teach Ali. ACTIVE

Ali is taught by you PASSIVE

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He → **by + him**

He teaches Ali. ACTIVE

Ali is taught by him. PASSIVE

She → **by + her**

She teaches Ali. ACTIVE

Ali is taught by her. PASSIVE

It → **by + it**

It teaches Ali. ACTIVE

Ali is taught by it. PASSIVE

They → **by + them**

They teach Ali. ACTIVE

Ali is taught by them. PASSIVE

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CHANGE OF TENSES

Tense	Simple (Active)		Simple (Passive)
Present	v-i + s/es do, does+ v-i	⇒	is, am, are + v-iii
Past	V-ii did + v – i	⇒	was / were + v-iii
Future	shall / will + v-i	⇒	shall / will + be + v-iii

Present v-i + s/es do, does+ v-i ⇒ Simple (Passive)

Examples

The boys play hockey.	Active
Hockey is played by the boys.	Passive
Ali teaches English.	Active
English is taught by Ali.	Passive
The boy does not play hockey.	Active
Hockey is not played by the boy.	Passive

Past V-ii did + v – I ⇒ was / were + v-iii

Examples

Ali taught English.	Active
English was taught by Ali.	Passive
The boys did not play hockey.	Active
Hockey was not played by the boys.	Passive

Future shall / will + v-I ⇒ shall / will + be + v-iii

Examples

The girl will sing a song.	Active
A song will be sung by the girl.	Passive

Tense	Continuous (Active)		Continuous (Passive)
Present	is / am /are +v – ing	⇒	is / am /are + being + v-iii
Past	was / were + v – ing	⇒	was / were + being + v-iii
Future	shall / will be + v – ing	⇒	shall / will + be + being + v-iii

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Present is / am /are + v-ing ➡ is / am /are + being+ v-iii

Examples

Ali is teaching English. Active
English is being taught by Ali. Passive
The boys are not playing hockey. Active
Hockey is not being played by the boys. Passive

Past was / were + v-ing ➡ was / were + being+ v-iii

Examples

The girl was singing a song. Active
A song was being sung by the girl. Passive

Tense	Perfect (Active)		Perfect (Passive)
Present	has / have + v – iii	➡	has / have been + v – iii
Past	had + v – iii	➡	Had + been + v-iii
Future	shall have / will have + v-iii	➡	Shall have / will have + been + v-iii

Present has / have + v – iii ➡ has / have been + v – iii

Examples

The boy has broken the toy. Active
The toy has been broken by the boy. Passive
The students have purchased the notes. Active
The notes have been purchased by the students. Passive

Past had + v – iii ➡ Had + been + v-iii

Examples

The teacher had announced the prize. Active
The prize had been announced by the teacher. Passive

Tense	P. Continuous (Active)		P. Continuous (Passive)
Present	has been / have been + v-ing	➡	has been / have been+ + being + v-iii
Past	had been + -ing form	➡	had + been + being + v-iii
Future	shall have been/ will have been+ -ing form	➡	Shall have beeb / will have been + being +v-iii

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CHANGE OF MODAL VERB

(Active)		(Passive)
can, could	→	can, could + be + v-iii
may, might, must	→	may, might, must+ be + v-iii
will, shall, would, should	→	will, shall, would, should + be + v-iii

(ACTIVE) **(PASSIVE)**

can, could → can, could + be + v-iii
The crane can lift heavy weight. *Heavy weight can be lifted by the crane.*
The old man could catch the fish. *The fish could be caught by the old man.*

may, might, must → may, might, must+ be + v-iii
The girls may sing a song. *A song may be sung by the girls.*
The farmer might kill the snake. *The snake might be killed by the farmer.*

will, shall, would, should → will, shall, would, should + be + v-iii
The students should attend the lecture. *The lecture should be attended by the students.*
The cat would kill the rat. *The rat would be killed by the cat.*

"To" of active voice → is followed by "to be + v-iii"
He is to write an essay. *An essay is to be written by him.*
I am to write an essay *An essay is to be written by me.*
You are to write an essay. An essay is to be written by you.
She was to write an essay. *An essay was to be written by her.*

"To" of active voice → is followed by "to be + v-iii"
They were to write an essay. *An essay was to be written by them.*
He has to write an essay. *An essay has to be written by him.*
They have to write an essay. An essay has to be written by them.
He had to write an essay. *An essay had to be written by him.*

"To" of active voice → is followed by "to be + v-iii"
He will have to write an essay. *An essay will have to be written by him.*
I shall have to write an essay. *An essay will have to be written by me.*
He used to write an essay. An essay used to be written by him.
They ought to help the poor. *The poor ought to be helped by them.*

CHANGE OF INTERROGATIVES

INTERROGATIVE IN PASSIVE

1. Question with helping verb
2. Question with modal verb
3. Question with who

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INTERROGATIVE WITH HELPING VERBS

1. Like Active Voice, the place of helping verbs in the Passive Voice remains in the beginning; it means only the helping verbs are changed but their place is not changed
2. Are, am, is, was, were, take only being after them in the Passive Voice.
3. (Has, have, had, take only been after them in the Passive Voice.
4. Modal verbs (can, could, may. might, will, shall, would, should, must, ought to take only be after them in Passive Voice.

INTERROGATIVE WITH HELPING VERBS

Do you draw a map?	Active
Is a map drawn by you?	Passive
Was she getting pass marks?	Active
Were pass marks being got by her?	Passive
Will you have locked the house?	Active
Will the house have been locked by you?	Passive

INTERROGATIVE WITH MODAL VERBS

Can the crane lift heavy weight?	Active
Can heavy weight be lifted by the crane?	Passive
Could the old man catch the fish?	Active
Could the fish be caught by the old man?	Passive
May the girls sing a song?	Active
May a song be sung by the girls?	Passive

While changing the active voice interrogative

1) Who is changed into by whom.
2) Passive voice helping verbs.
3) The third form of verb.

Example with "Who"

Who opens the door?	Active
By whom is the door opened?	Passive

Example without "Who":

When will you call him?	Active
When will he be called by you?	Passive

CHANGE OF IMPERATIVE

THE IMPERATIVE IN VOICE

The sentence that shows some command etc. is called an imperative sentence. Generally an imperative sentence begins with the first form of verb. To change an Active Imperative into Passive Imperative, we use the following steps:

1) Let is used in the beginning.
2) Objective case.
3) Be
4) The third form of verb.

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THE IMPERATIVE IN VOICE

Open the door.	Active
Let the door be opened.	Passive
Learn this poem.	Active
Let this poem be learnt.	Passive
Do it.	Active
Let it be done.	Passive

THE IMPERATIVE NEGATIVE

We can change active imperative negative into passive voice in three different way:

Don't open the door.

1) Don't + let +object +be + v-iii.
   Don't let the door be opened.
2) Let not +object +be +v-iii.
   Let not the door be opened.
3) Let + object + not +be +v-iii.
   Let the door not be opened.

THE IMPERATIVE IN VOICE

Don't open the door.	Active
Don't let the door be opened.	Passive
Don't learn this poem.	Active
Let not this poem be learnt.	Passive
Don't do it.	Active
Let it not be done.	Passive

PREPOSITION IN VOICE

Before person, we use by whereas, before things we use with.

The painting covered the hole.	Active
The hole was covered with the painting.	Passive
A farmer killed a snake.	Active
A snake was killed by a farmer.	Passive

If there is some preposition after the verb, preposition remains attached to the verb in the passive voice.

We should look after the orphans.	Active
The orphans should be looked after by us.	Passive
The rich laughed at the poor.	Active
The poor were laughed at by the rich.	Passive

TWO OBJECTS IN VOICE

If the sentence has both the direct object (things) and indirect object (person), we can make the sentences in two ways:

1) With Indirect Object:

1- Write the indirect object (some person).
2- Passive Voice Helping Verb.
3- Third form of verb.
4- Direct object (some thing).
5- By + objective case

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CHANGE WITH INDIRECT OBJECT

Ali teaches us English.	Active
We are taught English by Ali.	Passive
He gave me gifts.	Active
I was given gifts by him.	Passive
I sent you messages.	Active
You were sent messages by me.	Passive

1- CHANGE WITH DIRECT OBJECT:

1- Write the direct object (some thing).
2- Passive Voice Helping Verb.
3- Third form of verb.
4- to + direct object (some one).
5- By + objective case

Ali teaches us English.	Active
English is taught to us by Ali.	Passive
He gave me gifts.	Active
Gifts were given to me by him.	Passive
I sent you messages.	Active
Messages were sent to you by me.	Passive

SPECIAL CASES IN VOICE

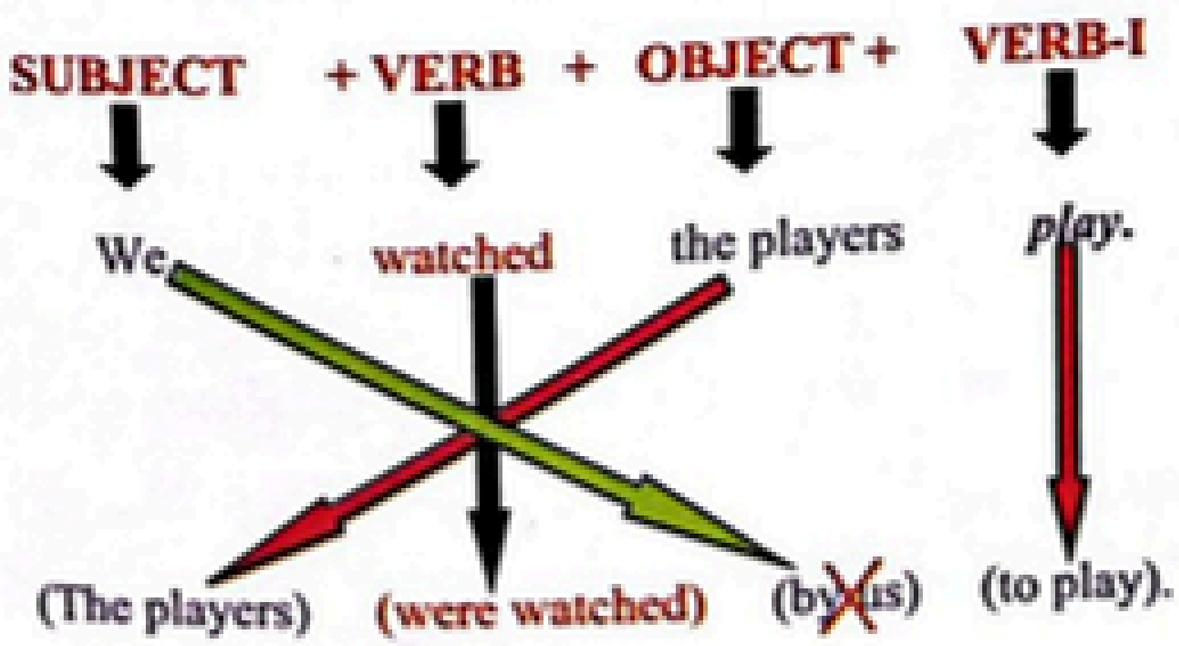
SUBJECT+VERB+OBJECT+VERB-I

- We watched the players play.
  In these expressions:

1) First of all change the S+V+O according to the rules of basic passive voice.
   The players were watched. (by us)

2) Omit by + subject
   The players were watched.

3) Verb-I is changed into to + v-i
   The players were watched to play.



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TO +VERB – I

If there is no object

If there is no object after to + v-i, this expression remains unchanged.

They told us to write. Active
We were told to write. Passive

Note: You might have noticed that there is no object after the expression *to write;* that's why it remains unchanged in the passive voice. We omit by + subject in such sentences.

If there is an object

1) We divide the sentence into two parts:
   She wished me to write a poem.
2) Omit the object in the first part:
   She wished to write a poem
3) Write the object of second part in the first part:
   She wished a poem to write
4) Change the active infinitive (to + v-i) into passive infinitive (to be +v-iii):
   She wished a poem to be written.

NOTE:

Omit by + subject in sentences like this:

She wished me to write a poem. Active
She wished a poem to be written. Passive

Note: This rule is also applicable to some other verbs like: want, love, like, etc.

THE VERB ADVISE

EXAMPLE

1. They advised to complete the work.
2. They advised completing the work.

You might have noticed that the second part of such sentences can be in two forms:

a) to +V-I+…… b) V + ing +……..

If there is a verb like advise in the first part of sentence, we follow the following steps:

1) The first part remains unchanged.
   They advised.
2) Use that to join both parts.
   They advised that
3) The object of the second part:
   They advised that the work.
4) Should be + V-III
   They advised that the work should be completed.

They advised completing the work. Active
They advised that the work should be completed. Passive

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Note:
this rule is also applicable to the other verbs such as: *agree, advise, arrange, decide, demand, insist, propose, recommend, suggest, etc.*

THE VERB SAY

If there is a verb like say in the first part of the sentence:

1) Break the sentence into two parts:
   People say that he is a Wali.
2) The first part of sentence is changed into it is /was /will be +V-III (depending upon the sense of the verb in the first part)
   It is said that he is Wali.

Note:-
This rule is also applicable to: assume, believe, find, claim, estimate, think, understand, know, suppose, say, report etc.

THE CONDITIONAL SENTENCES

These sentences have two parts:
1) If part
2) the other part after comma

Example: If she comes, I shall welcome her.

1) Generally, the if –part of sentence is not changed into passive voice If she comes.
2) The other part of the sentence is changed according to he rules of basic passive voice. (S+V+O).

If she comes, I shall welcome her. (A.V)
If she comes, she will be welcomed. (P.V)

By + subject is omitted.

THE COMPLEX SENTENCES

A complex sentence is a sentence that contains an independent clause and one or more dependent clauses. An independent clause can stand alone as a sentence, but a dependent clause, even though it has a subject and a verb, cannot stand alone.

Note:
Generally, the time clause is not changed into passive voice.

Example:
They had won the match when I reached. Active
The match had been won when I reached. Passive

INTRANSITIVE VERBS

1) There are a few Intransitive verbs which, even in Active form, are sometimes used in a Passive sense; as,

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Example:

At least, the play reads well. (A.V)
At least, the play affects the reader when it is read. (P.V)
The rose smells sweet. (A.V)
The rose is sweet when it is smelt. (P.V)
Mangoes taste sour. (A.V)
The mangoes are sour when they are tasted. (P.V)

Verbs of Liking/Wishing/Wanting/Loving + Object + Infinitive.

We form their Passive with the passive infinitive:

I want someone to take photographs. (A.V)
I want photographs to be taken. (P.V)

Verbs of Liking/Wishing/Wanting/Loving + Indiect object + Infinitive.

We form the passive by using the passive form of the main verb.

Example:

He invited me to go. (A.V)
I was invited to go. (P.V)

Advise/Beg/Order/Recommended/Urge + Indirect Object + Infinitive + Object

We can form the passive of above formulated construction in two ways:

(i) By making the main verb passive

Example:

He urged the council to reduce the rates. (A.V)
The council was urged to reduce the rates. (P.V)

(ii) By urge etc + that……should + Passive infinitive.

Example:

He urged the council to reduce the rates. (A.V)
He urged that the rates should be reduced. (P.V)

Advice/Propose/Recommended/Suggest + Gerund + Object

To form passive of the above-formulated construction, we use the same pattern that…should.

Example:

He recommended using glasses. (A.V)
He recommended that glasses should be used. (P.V)

NOTE: -

Other gerund combinations are expressed in the passive by the passive gerund.

Example:

I remember them taking me to the zoo. (A.V)
I remember being taken to the zoo. (P.V)

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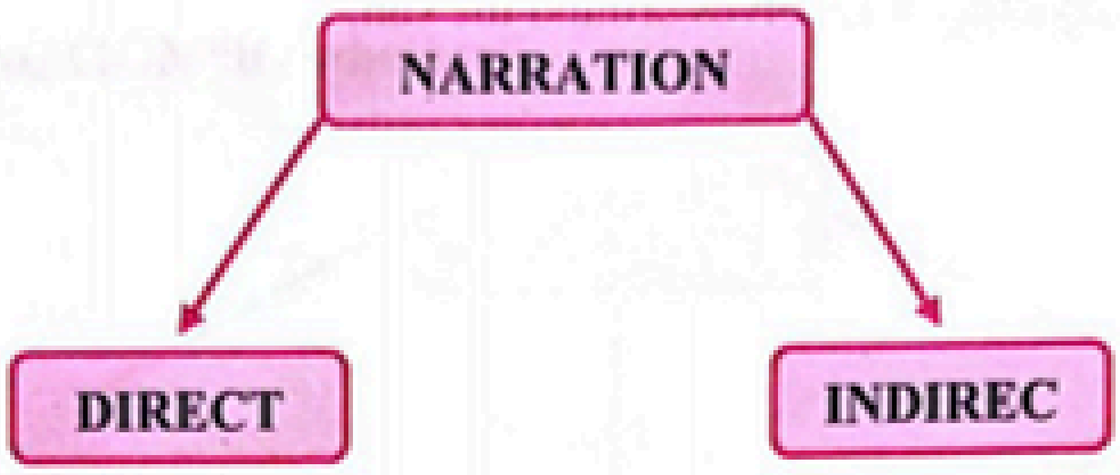
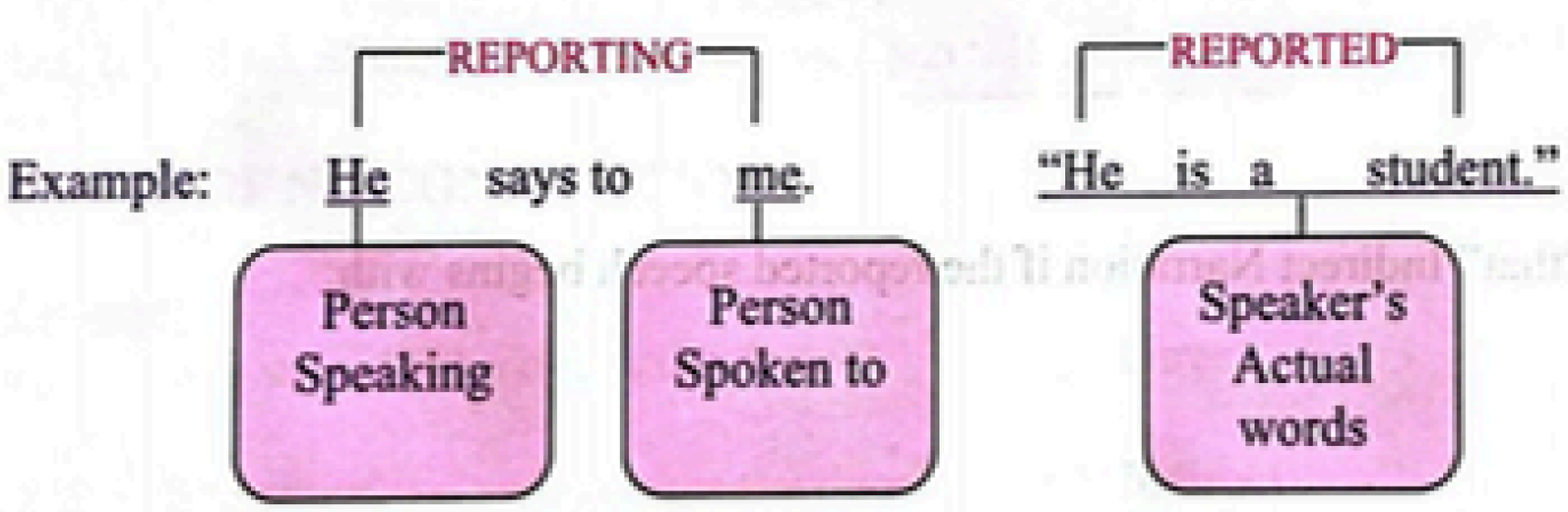
20 UNIT DIRECT AND INDIRECT NARRATION

DIRECT AND INDIRECT NARRATION



Indirect
The Indirect Narration gives the sense of speaker's speech in the writer's own words.

Direct
Example: He says that he is a student. (Indirect Narration)
The direct Narration is the expression of the speaker's actual words.



Reporting:
The part of sentence that tells us about the person speaking and the person spoken to. This part of sentence is without inverted commas.

Reported:
The part of sentence that tells us about the actual words of the speaker.
This part of sentence is within inverted commas.

Rules for the change of narration
(1) Use of conjunction "that"

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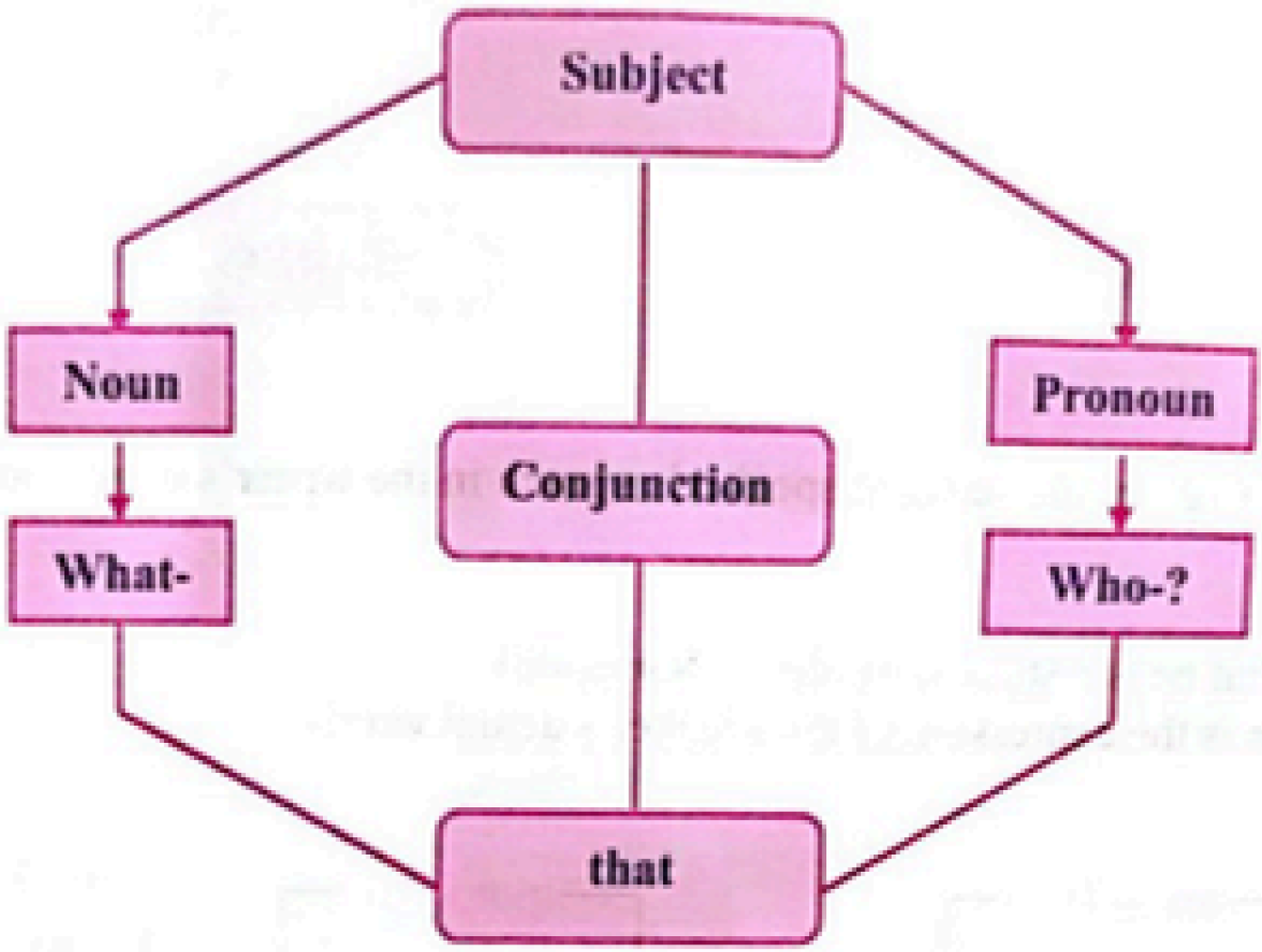
Example:

N
1. The scientist says, "The earth revolves around the sun."

N
The scientist says that the earth revolves around the sun.

P.N
2. The scientist says, "It revolves around the sun."

The scientist says that it revolves around the sun.



Conclusion

We use conjunction "that" Indirect Narration if the reported speech begins with:

1) Some Noun
2) Some Pronoun
3) Some Subject
4) Universal Truth

(2) USE OF CONJUNCTION "to" and "not to"

Example: V-I

1)	The commander says, "Fire."	Direct
	The commander orders to fire.	Indirect
2)	The commander says, "Don't fire."	Direct
	The commander orders not to fire.	Indirect
3)	The teacher says, "Never tell a lie."	Direct
	The teacher advises not to tell a lie.	Indirect

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4) The women says, "Please help her." Direct
The woman requests to help her. Indirect

Conclusion:

- We use conjunction **to** in the Imperative Sentences i.e. the sentences beginning with the First form of verb, Always, Please, Kindly etc.
- We use conjunction **not to** in Imperative Negative sentences i.e. the sentences beginning with "Don't" or "Never" etc.

(3) USE OF CONJUNCTION "If / whether"

Examples:

H.V S
1) He says, "Will she come?" Direct

He asks if she will come. Indirect

H.V S
2) He says, "Will she come?" Direct

He asks whether she will come. Indirect

Conclusion:
We use conjunction **if** or **whether** in the Interrogative Sentences beginning with some Helping Verb or some Modal Verb such as.
Do, Does, Did, Shall, Will, Is, Am Are, was, were, Has, Have, Had, Can, May, Should, would etc.

(4) USE OF NO CONJUNCTION

Examples:

O.W
1) She says, "Who opens the door?" Direct

She asks ⊗ who opens the door. Indirect

H.V S
2) She says, "What are they doing"? Direct

She asks ⊗ what they are doing. Indirect

Conclusion:
We do not use any conjunction in the Interrogative Sentences beginning with some question word such as: Who – whose – whom – which – where – when – why – what – how – etc.

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REVISION ON CHANGE WITH CONJUNCTIONS

He says to me, " is a student"	Direct
He tells me he is a student.	Indirect
He says, " rises in the east"	Direct
He says the sun rises in the east.	Indirect
He says to me, " out"	Direct
He orders me get out.	Indirect
He says to me, " get out"	Direct
He orders me get out.	Indirect
He says to me, " opens the door?"	Direct
He asks me who opens the door.	Indirect
He says to me, " he go?"	Direct
He asks me he will go.	Indirect

Some Conclusion:

If the Reported Speech beings with some subject (Noun or Pronoun), use Conjunction . The same holds true for universal truths. See Sentence no. (1, 2)

If the Reported Speech begins with V-I. Please, Always, use to (See Sentence 3)

For the First form of verb, change say into order, for please, change say into request for change into etc.

If the Reported speech beings with Don't, use not to (see sentence no. 4)

If the Reported speech beings with some Question word, no Conjunction. (See 5)

If the Reported speech beings with some H.V, use conjunction if/whether. (See 6)

From Direct into Indirect Narration, Question Construction (H.V+S) is changed into simple (S+H.V) and question mark is changed into full stop. (See 6)

In the Indirect Narration, we begin the first word of Reported Speech with writing letter. However, the 1st letter will remain capital if it's some proper noun.

is changed into if there is an object, otherwise it remains unchanged. (see 1,2)

is followed by but tell, ask, advise, order, request etc. are not followed by to.

CHANGE OF PRONOUNS

	Possessive cases of pronouns	Possessive Adjectives	Possessive Pronouns	Objective cases of pronouns
	I We	My Our	Mine Ours	Me Us
	You	Your	Yours	You
	They He She It	Their His Her Its	Theirs His Hers Its	Them Him Her It

By the change of pronouns, I mean to say that the pronouns in the Reported speech are changed according to the pronouns of Reporting speech. However, the pronouns in the reporting speech are not changed.

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SON Formula

	1st	2nd	3rd
Reported Pronouns	⇩	⇩	⇩
Reporting Pronouns	S	O	N

Explanation: The first person pronouns (I, we) in the Reported speech are changed according to the subject of the Reporting speech.

Example:

S ← 1st

1. They say, "We are students." — Direct
   They say that they are students. — Indirect

2. They say to me, "They come to you." — Direct
   They tell me that they come to me. — Indirect

3. We say, "They are students." — Direct
   We say that they are students. — Indirect

To sum up,

1st person pronouns of Reported speech change according to the **subject** of Reporting Speech.

2nd person pronouns of Reported Speech change according to the **object** of Reporting Speech.

3rd person pronouns are not changed.

Note: If reported **subject** or **object** is **2nd person** and **reporting object** is missing, they can be changed into **1st person** or **3rd person**.

CHANGE OF 1ST PERSON PRONOUN

S 1st

1. He says to me, "I am a student." — Direct

I	–	my	–	mine	– me
He	–	his	–	his	– him

He tells me that he is a student. — Indirect

S 1st

2. He says to me, "They are my teachers." — Direct

I	–	my	–	mine	– me
He	–	his	–	his	– him

He tells me that they are his teachers. — Indirect

S 1st

3. He says to me, "The house is mine." — Direct

I	–	my	–	mine	– me
He	–	his	–	his	– him

He tells me that the house is his. — Indirect

S 1st

4. He says to me, "They will come to me." — Direct

I	–	my	–	mine	– me
He	–	his	–	his	– him

He tells me that they will come to him. — Indirect

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UNIT –20

CHANGE OF 2nd PERSON PRONOUNS

O 2nd

1. He says to me, "You are a student." — Direct

You – your – yours – you
I – my – mine – me

He tells me that I am a student. — Indirect

O 2nd

2. He says to him, "He is your teacher." — Direct

You – your – yours – you
He – his – his – him

He tells him that he is his teacher. — Indirect

O 2nd

3. He says to us, "The house is yours." — Direct

You – your – yours – you
We – our – ours – us

He tells us that the house is ours. — Indirect

O 2nd

4. He says to them, "He will call you." — Direct

You – your – yours – you
They – their – theirs – them

He says that he will call them. — Indirect

SOME CONCLUSIONS

1. If there is no object in the Reporting speech, write your own objective case of pronoun (1st or 3rd third person) in bracket and then the 2nd person pronouns in the Reported speech will be changed according to your supposed object. (see sentence 8)
2. If the Reporting subject is some plural noun like **people, boys, girls** etc., these words are replaced by **they**. (see sentence 5, 10)
3. If the Reporting subject is some singular noun, like **Ali, Sanam**, etc., it is replaced by **He, She**, or **it** accordingly. (see sentence no. 2, 6)
4. If the reporting subject is **Each, Every, Neither, None, some one, some body** etc., they are replaced by **He**.

RULES FOR THE CHANGE OF VERBS

APPLICATION:

If the repeating speech is in the past tense, we change the verb in the following way.

1. V – I + s/es of the Reported Speech is changed into V – II

V–I

1) They said, "They walk daily." — Direct
past
V–II

They said that they walked daily. — Indirect
V–I + S

2) He said, "He walks daily." — Direct
past
V–II

He said that he walked daily. — Indirect
past
V–I + es

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3) He said, "He goes." — Direct
past V–II
He said that he went. — Indirect

2. V – II is changed into had + V – III

V–II
1) He said, "He walked." — Direct
past
V–III
He said that he had walked. — Indirect

3. Had + V – III remains same

1) He said, "He had walked." — Direct
past
V–III
He said that he had walked. — Indirect

CONCLUSION: V – I + s/es → V – II → had + V-III → X

4. Do / Does is changed into Did

1) She said, "She does not sing." — Direct
past
She said that she did not sing. — Indirect

2) They said, "They do not sing." — Direct
past
They said that they did not sing. — Indirect

5. Did + V – I is changed into had + V – III

1) He said, "He did not walk." — Direct
past
He said that he had not walked. — Indirect

6. Had + V – III is not changed.

1) He said, "He had not walked." — Direct
past
He said that he had not walked. — Indirect

CONCLUSION: Do / does → did → had + V – III → X

7. Is / Am / Are is change into was / were

1) He said, "He is ill." — Direct
past
He said that he was ill. — Indirect

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2) He said, "I — am — ill." — Direct
past
↓
He said that he — was — ill. — Indirect

3) They said, "They — are — ill." — Direct
past
↓
He said that they — were — ill. — Indirect

8. Was / Were is changed into had + been

1) He said, "He — was — ill." — Direct
past
↓
He said that he — had been — ill. — Indirect

2) They said, "They — were — ill." — Direct
past
↓
They said that they — had been — ill. — Indirect

CONCLUSION: Is / Am / Are → was/were → had been → X

9. Has / have → had → X

1) He said, "He — has — walked." — Direct
past
↓
He said that he — had — walked. — Indirect

2) He said, "They — have — walked." — Direct
past
↓
He said that they — had — walked. — Indirect

3) He said, "They — had — walked." — Direct
past
↓
He said that they — had — walked. — Indirect

10. Shall / will is changed into Should / would

1) He said, "I — shall — go." — Direct
past
↓
He said that he — should — go. — Indirect

2) He said, "They — will — go." — Direct
past
↓
He said that they — would — go. — Indirect

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11. Can in changed into could

1) He said , "He can go." — Direct

He said that he could go. — Indirect

12. May in changed into might

1) He said , "He may come." — Direct

He said that he might come. — Indirect

REVISION ON CHANGE OF VERB

1. 1st form → 2nd form → had + 3rd form → No Change
2. Do / Does → Did → had + 3rd form → No Change
3. Is/Am/Are → Was/Were → had + 3rd form → No Change
4. Has/Have → Had → No Change
5. Shall/Will → Should/Would → No Change
6. Can → Could → No Change
7. May → Might → No Change

CHANGE OF CERTAIN WORDS

Change into	
Ago	Before
Thus	So
Here	There
Please	Request
These	Those
Now	Then
Hither	Thither
Hence	Thence
What a!	A very
This/It	That
Would that	Wish/urge

Change into	
The day before yesterday	Two days before
The day after tomorrow	In two day's time
How + Adjective	A very
Good morning/noon	Greet
To day/tonight	That day/that night
Last week	Previous week
Yesterday	The previous day
Sir/Madam	Respectfully
Tomorrow	The next day
Hurrah!	Exclaim with joy
Alas!	Exclaim with sorrow

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EXAMPLES ON CHANGE OF VERBS AND CERTAIN WORDS

1. He said, "He never **eats** meat."	Direct
He said that he never **ate** meat.	Indirect
2. He said, "He never **ate** meat."	Direct
He said that he **had** never **eaten** meat.	Indirect
3. He said, "He **does** not eat meat."	Direct
He said that he **did** not eat meat.	Indirect
4. He said, "He **did** not eat meat."	Direct
He said that he **had** not **eaten** meat.	Indirect
5. He said, "I **have** eaten meat."	Direct
He said that he **had eaten** meat.	Indirect
6. He said, "He **is** a vegetarian."	Direct
He said that he **was** a vegetarian.	Indirect
7. He said, "He **was** a vegetarian."	Direct
He said that he **had been** a vegetarian.	Indirect
8. He said, "He **will** eat meat."	Direct
He said that he **would** eat meat.	Indirect
9. He said, "He **can** eat meat".	Direct
He said that he **could** eat meat.	Indirect
10. He said, "He may eat meat".	Direct
He said that he **might** eat meat.	Indirect
11. He said, "He **is here** now,"	Direct
He said that he **was there then**.	Indirect
12. They said, "**Good morning, sir!**"	Direct
They **greeted respectfully**.	Indirect
13. They said, "**what a** fine day it is!"	Direct
They exclaimed with joy that it was **a very** fine day.	Indirect
14. They said, "**How beautiful she looks!**"	Direct
They exclaimed with wonder that she looked **very** beautiful	Indirect

REMOVAL OF CERTAIN EXPRESSIONS

Inverted Commas, Questions Marks, Exclamation Marks, Yes, No, Hello, Well Sir, Madam, Please, Would that, What a, How, Alright, Good morning, Good noon, Good day, Never, Don't etc are removed in the Indirect Narration. **Note:** - Good-bye and good night are not changed.

1. Andrew said, "Well, she may go."	Direct
Andrew said that she might go.	Indirect
2. Marry said, "**Good morning, *Sir*!**"	Direct
Marry greeted respectfully.	Indirect
3. The boy said, "**Good-bye, Mr. Chips!**"	Direct
The boy said **good-bye** to Mr. Chips.	Indirect

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EXCEPTION TO GENERAL RULES

➢ **Past simple / past continuous tenses in time clauses don not change.**

1) He said, "When I lived in Multan, I played games." — Direct
He said that when he lived in Multan he played games. — Indirect

2) She said, "When I was enjoying youth I watched movies." — Direct
She said that when she was enjoying youth she watched movies. — Indirect

➢ **Unreal past tenses after, "wish, would rather/sooner and it is time" do not change**

1) The girls said, "We **wish** we **didn't have to take** exams." — Direct
The girls said that they **wished** they **didn't have to take** exams. — Indirect

2) She said, "Ali **wants** to go alone, but I **would rather** he **went** with a friend." — Direct
She said that Ali **wanted** to go alone but she **would rather** he **went** with a friend. — Indirect

3) The teacher said, "**It is time** we **went** to work." — Direct
The teacher said that **it was time** that they **went** to work. — Indirect

4) Juliet said, "They **had better** stay at home." — Direct
Juliet said that they **had better** stay at home. — Indirect

THIS and THESE

This used in time expressions is usually changed into **that**

He said, "I am going **this** month." — Direct
He said that he was going **that** month. — Indirect

➢ Otherwise, **this** and **that** as adjectives generally change to **the**

He said, "I have watched **this** movie." — Direct
He said that he had watched **the** movie. — Indirect

He said, "I have revised **these** notes." — Direct
He said that he had revised **the** notes. — Indirect

CHANGE OF THE OPTATIVE SENTENCES

A sentence in which there is some wish or prayer etc. is called an Optative sentence.

Examples:

i) He says, "May he pass!" — Direct
He prays that he may pass. — Indirect

ii) He said, "May he pass!" — Direct
He prayed that he might pass. — Indirect

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SOME CONCLUSION:

1. The Optative sentences begin with May and end at sign (!)
2. If the Reporting Verb is in Present or Future, we follow the following Procedure:

Say	→	Pray
Says	→	Prays
Shall/will say	→	Shall/will Pray
Said	→	Prayed (for)
Conjunction	→	"that"
May + Subject	→	Subject + may
Sign (!)	→	full stop.

CHANGE OF THE EXCLAMATORY SENTENCES

1.	He said, "Hurrah! I have won."	Direct
	He exclaimed with joy that he had won.	Indirect
2.	He said, "Alas! I am undone."	Direct
	He exclaimed with sorrow that he was undone.	Indirect
3.	They said, "How amazing it is!"	Direct
	They exclaimed with wonder that it was very amazing.	Indirect
4.	She said, "What a nice shot it is!"	Direct
	She exclaimed with delight that it was a very nice shot.	Indirect
5.	He said, "Bravo! He played well."	Direct
	He applauded (praised) that he had played well.	Indirect

1.	said Exclaimed with joy	←	Hurrah! that
2.	said Exclaimed with sorrow	←	Alas! that
3.	said Exclaimed with wonder/fear	←	How + adjective that
4.	said Exclaimed with wonder/fearthat	←	What-a
5.	said Applauded (Praised)	←	Bravo! that

SOME CONCLUSIONS

i. Exclamations become statement in **Indirect Narration** and the **exclamation mark** is changed into **full stop.** (see sentence # 3, 4)

ii. Exclamations are changed in the following way.

Hurrah!	→	exclaim with joy
Alas!	→	exclaim with sorrow
How, what a	→	exclaim with delight/wonder/horror
Bravo! Marvelous!, Good!	→	applaud

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Let us, Let him/them

Let us, let him, let them usually express a suggestion and are reported by **suggest** in Indirect Narration. Consider the following examples.

1.	He said, "Let us start now."	Direct
	He suggested that they/we should start then.	Indirect
2.	He said, "Let us not quarrel."	Direct
	He suggested that they/we should not quarrel	Indirect
3.	She said, "Let him go."	Direct
	She suggested that he should go.	Indirect
4.	She said, "Let him/her work."	Direct
	She suggested that he/she should work.	Indirect
5.	She said, "Let there be no ill will."	Direct
	She wished that there should be no ill will.	Indirect
6.	He said, "Let me go."	Direct
	He asked to let him go.	Indirect

1.	Let us/Let's	⟶	Suggestion
	said	⟵	let-us
	Suggested	that	we should
2.	Let them	⟶	Suggestion
	said	⟵	let-them
	Suggested	that	they should
3.	Let him	⟶	Suggestion
	said	⟵	let-him
	Suggested	that	he should
4.	Let her	⟶	Suggestion
	said	⟵	let-her
	Suggested	that	she should
5.	Let there	⟶	Suggestion
	said	⟵	let-there
	Suggested	that	there should be

Note: - We don't change the verb in "Let" sentences

SOME CONCLUSIONS

1. Let us/Let's usually expresses a suggestion. Its **said** is changed into **suggested** and **Let's** is changed into **They should/we should.** (see sentence # 1)
2. Similarly in Negative, **Let's not** is changed into **they/we should not** (see sentence 2)
3. **Let them** is changed into **they should** (as in sentence # 3) and **Let him** is changed into **he should** (as in sentence # 4)
4. **Let there be** is changed into **there should be** (as in sentence # 5)
5. **Let me** may give the meaning **allow/permit** (as in sentence # 6)

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APPENDIX - 1

In **Direct Narration**, there is certain **Reported Speech** in which there are some exclamations only. These are reported as:

1.	He said, "Marvelous!"	Direct
	He applauded.	Indirect
2.	He said, "Good!"	Direct
	He appreciated.	Indirect
3.	He said, "Splendid!"	Direct
	He expressed pleasure.	Indirect
4.	He said, "Thank you!"	Direct
	He thanked me.	Indirect
5.	He said, "Good luck!"	Direct
	He wised me good luck.	Indirect
6.	He said, "Congratulations!"	Direct
	He congratulated me.	Indirect
7.	He said, "Liar!"	Direct
	He called me a liar.	Indirect
8.	He said, "welcome!'	Direct
	He welcomed me.	Indirect
9.	He said, "Ugh!"	Direct
	He expressed disgust.	Indirect
10.	He said, "Sorry!"	Direct
	He apologized.	Indirect
11.	He said, "No!"	Direct
	He refused/denied.	Indirect
12.	He said, "Yes!"	Direct
	He accepted/agreed.	Indirect
13.	He said, "Please!"	Direct
	He requested.	Indirect
14.	He said, "Well!"	Direct
	He encouraged.	Indirect
15.	He said, "Alas!"	Direct
	He exclaimed with sorrow.	Indirect
16.	He said, "Hurrah!"	Direct
	He exclaimed with joy.	Indirect

APPENDIX - 2

The person addressed in the reported speech becomes the object of reporting speech in the Indirect Narration.

1.	He said, "Students, be quiet!"	Direct
	He ordered the students to be quiet!	Indirect
2.	The father said, "My sons, listen to my words carefully."	Direct
	The father asked his sons to listen to his words carefully.	Indirect

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21 UNIT READING COMPREHENSION

Introduction:

The word **Comprehension** is the noun of the verb **to comprehend** which means **to understand**. So, the word comprehension means to understand a piece of writing **critically** and thoroughly. Now, the question arises what is to be comprehended in the given piece of writing (passage). The answer is to comprehend what the written material (**content**) is about and how the writer has presented it **(style or technique)**. So, we may conclude that **comprehension** question aims at **the understanding of content of the passage and the techniques employed in it.**

Comprehension → To Comprehend → To understand:

a) The Content of the written passage
b) The style in which the passage has been presented

THE APPEARANCE OF THE QUESTIONS

In comprehension question, a passage is given from anywhere and at the end; there are Multiple-choice questions (MCQ's). Each question contains four or five options (A, B, C, D, or E). You are to choose the most appropriate one on the basis of what is stated or implied.

POSSIBLE VARIETY OF THE QUESTIONS

By the scope of questions, we mean the ways in which questions may be asked. Questions may be asked about: -

1. The title of the passage
2. The central idea of the passage
3. The vocabulary of the certain words
4. The specific details in the passage
5. The judgment about the details
6. The general tone/mood/attitude of the writer/passage
7. Combination of statements
8. Identifying EXCEPTIONS

RANGE OF QUESTIONS

The passages regarding comprehension may be selected from very wide range of knowledge. Some of the objects are as under:

Science (Medicine, Botany, Zoology, Chemistry, Physics, Geology, Astrology)
Humanities (Literature, music, Philosophy, Folklore)
Social Science (History, economics, Sociology, Government)

1. SKIMMING

Skimming means to read to get an overall view i-e Title or Central idea of the passage.

Hint : - Title is usually in the first or in the last line of the passage

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2. SCANNING

It means to get the exact details, facts and figures of the passage.

Question: - How should I go with reading?

Answer: - Reading involves the following steps:

1. Pre – Reading Activity

It means to do the things before you read the passage. This involves looking at the following things.

(a) Read the Questions first

2. While Reading Activity

(a) Go on underlining the lines in which you see the same words as you have seen while reading the questions.

(b) Underline all those lines in which you see words written in different writing styles such as **bold**, *italic* and "inverted commas" etc.

3. Post Reading Activity

This is here you transfer your answers from the question booklet to the answer sheet.

Remember

- Never stick to any question. If you couldn't find answer to the question, skip to the next one. Do the left over question later on.
- While transferring the answer, you can make random guess or change your answer.
- First look at all the three passages and attempt the easy passage first.

Two Basic Problems Regarding Reading

a) Time management

b) Lexical problem (Vocabulary)

a) Time Management

- We can save time by approaching the questions direct. Read the questions first and underline those lines where you find the same words as those in questions.

⇨ Generally, the examiner follows sequence in every set of questions. This means that you may not read the whole passage again and again which you have already answered.

⇨ Underline the signal words such as synonym and Antonym signals

and etc. but

b) Lexical Problems (Vocabulary)

Vocabulary means to guess the meaning of unknown words. And, this we can do with the help of Morphology.

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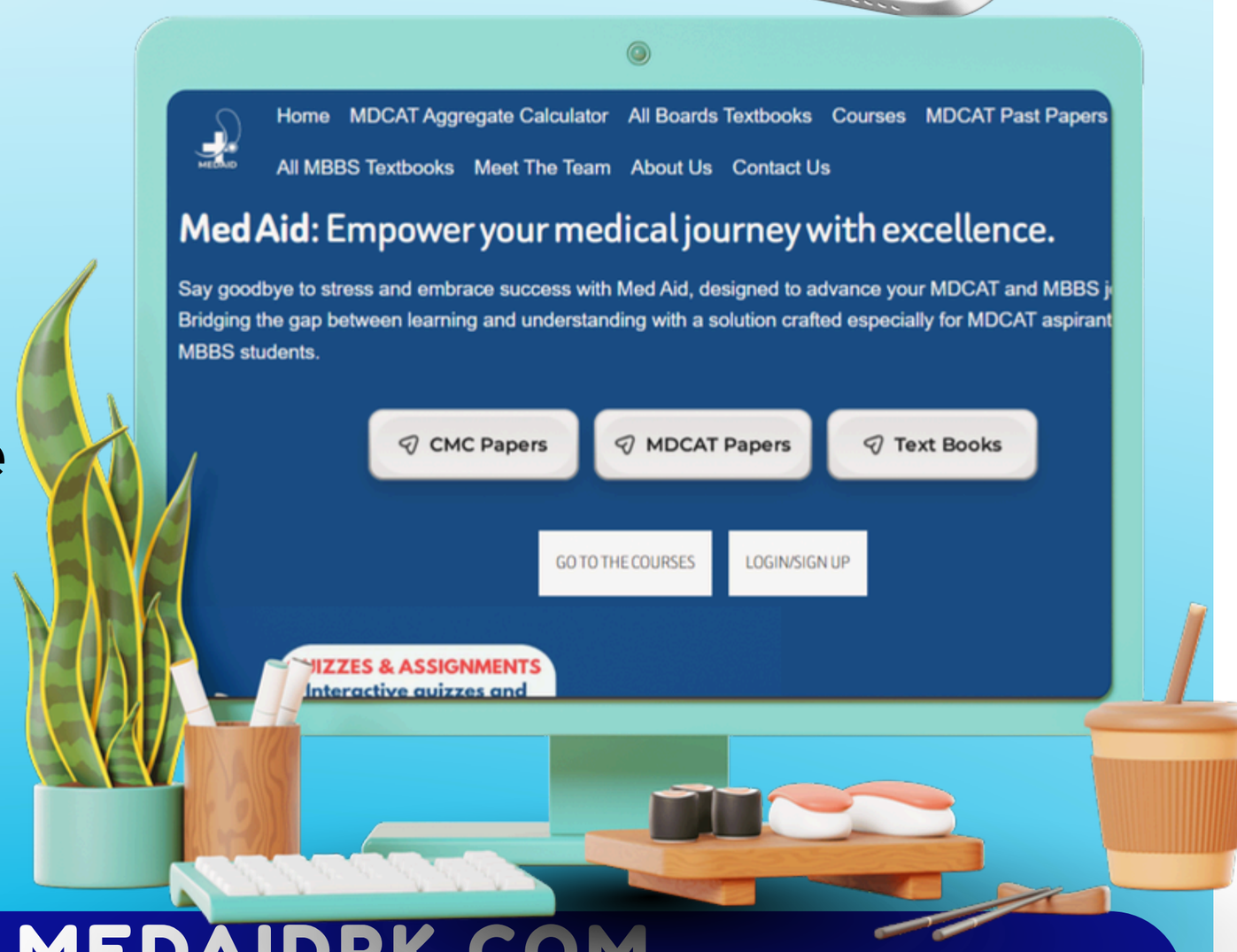

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TIPS AND TECHNIQUES

Read the question first before you read the whole passage. This will give you the background knowledge of the passage, make familiar with the important points and probable vocabulary of the passage. It will also point out the areas to be focused upon leaving behind all the irrelevant material. Try to skim (to get an over all view) through the whole passage and then scan (to read for particular details) to look for more specific details. Read the passage quickly with understanding but do not panic. Try to analyze what the whole passage is about and what the author really intends to convey. While reading mark the lines where you think the passage carries the most important points. Also, underline the words or phrases written in different writing style. These strategies would definitely help you find the answers in less time.

First read the question and while reading the passage, underline the passage from where you come across the same words as you saw while reading questions. When you find yourself stuck up with a question, do not waste your time on it and go ahead for the next questions. Sometimes, answering other questions guide you about the earlier questions. But if you still do not find the answer mark it for doing in the end more calmly having enough time to think.

Try to familiarize yourself with the types of critical reading questions. Once you know the nature of such questions you will be able to find the answers more quickly even when you are reading the passage. The examples of some commonly asked questions as follows:

Following is the description of different possible kinds of question and approaches to deal with these questions.

1. TITLE SELECTION

Some passages ask for selecting a title that best suits the passage. Remember that the chosen title should not be very narrowly or broadly selected. Generally, title is in the form of a word or phrase and not the sentence. Try to avoid choosing those titles that describe only one or two paragraphs but the one, which is applicable to the whole passage and portrays it best.

MODEL PARAGRAPH

A middle-aged bachelor, who could be called neither young nor old, and whose hair was only just beginning to turn gray, fell in love with two women and married them both. The one was young and blooming and wished her husband to appear as youthful as herself; the other was somewhat more advanced in age and was anxious that her husband should appear a more suitable match for her so, while the young one seized every opportunity of pulling out the good man's gray hair, the old one was industrious in plucking out every black hair she could find. For a while, the man was highly pleased with their attention and devotion. But he found one morning that between the one and the other had had not a hair left.

The title of the passage is **A Middle-aged Bachelor**

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UNIT –21

2 . CENTRAL IDEA

Mostly, questions are asked to explain the central ideas or main theme of the whole passage, which analyze how you skim through it. Sometimes, the opening and closing lines can give you a better clue about answering such questions more properly and sometimes, the main or repeated thought that appears after reading the questions in the central idea. Central Idea is in the form of a sentence and the words used in it may not be the same as used in the original text.

MODEL PARAGRAPH

Childhood is the best part of life. People look back at their childhood and remember all its happy days, the jolly game, long rambles, father and mother and little sister and brothers, the old homes, the sweets and cakes they used to eat, the children's parties, the jokes they used to play, and the presents they got. When they were children, they had not to work hard to get something to eat; their mothers gave them all they wanted. The world would to them was a very beautiful place, and they did not know that men could be cruel and hard. They believed all that was told to them, and they did not know how false and dishonest people could be, so they sometimes sigh and wish they could be children again.

The **Central Idea** of the passage is **'Childhood is the Best Part of life'.**

3. SCANNING FOR DETAILS

Sometimes, for analyzing your scanning abilities you are asked to answer some specific details about the passage. Such questions are mostly about **when, where, which** and **who**. You can get the answers of this kind of questions from the area of passage, which you marked while the first reading, where you think the most important and informational remarks of the author lie.

MODEL PARAGRAPH

To prepare for a career in engineering, a student must begin planning in high school. Mathematics and science should form the core curriculum. For example, in a school where sixteen credit hours are required for high school graduation, four should be in mathematics, one each in chemistry, biology or physics. The remaining credits should include four in English and at least three in the humanities and social sciences.

The average entering freshman in engineering should have achieved at least a 2.5 grade point average on a 4.0 scale in his or her high school. Although deficiencies can be corrected during the first year, the students who need additional work should expect to spend five instead of four years to complete a degree.

1. What is the average grade point for an entering freshman in engineering? **(2.5)**
2. When should a student begin planning for a career in engineering? **(In high school)**
3. How can a student correct deficiency in preparation? **(By spending five years)**
4. How many credits should a student have in English? **(Four)**
5. How many credits are required for a high school diploma? **(Sixteen)**

4. MAKING INFERENCE

Most of the questions ask you to infer from the passages, making your opinion about what is said in the paragraph, indirect and making your own point of view. These questions try to assess your judgment must be clear in your mind about what the author is inferring (saying in directly) and then make your own opinion according to your understanding and comprehension. Read and think about all the choices and analyze each of it logically according to your comprehension.

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Model Paragraph

When an acid is dissolved in water, the acid molecule divides into two parts, a hydrogen ion and another ion. An ion is an atom or a group of atoms, which has an electrical charge. The charge can be either positive or negative. If hydrochloric acid is mixed with water, for example, it divides into hydrogen ions and chlorine ions.

A strong acid ionizes to a great extent, but a week acid does not ionize so much. The strength of an acid, therefore, depends on how much it ionizes, not on how many hydrogen ions are produced. It is interesting that nitric acid and sulfuric acid become greatly ionized whereas boric acid and carbonic acid do not.

1. What kind of acid is sulfuric acid?

A strong acid ionizes to a great extent and sulfuric acid becomes greatly ionized.

Conclusion: Sulfuric Acid is a strong acid?

2. What kind of acid is boric acid?

A weak acid does not ionize so much and boric acid does not ionize greatly

Conclusion: Boric acid is a weak acid

5. MEANING IN CONTEXT

Some selected words from the passage are pointed out to explain them with reference to the contest to check your reading comprehension. Sometimes, the word that describes something in a dictionary portrays in the other ways when appears in the context. The test-drive to judge your ability to make and get the right sense of the word in the context.

MODEL PARAGRAPH (1)

This is an extract form "the pit and the pendulum", a short story written by the master of horror tales, Edgar Allan Poe. It is the story of the Spanish inquisition, a religious court of law, once very powerful in Spain. The Spanish inquisition's work was to find and punish people whose religious belief and practices did not agree with those of the church. Their punishment was often extremely cruel and severe

1. What does the words inquisition mean? **(A religious court of law)**

MODEL PARAGRAPH (2)

I could no longer doubt the death that had been prepared for me by the "human devils" of the Inquisition. I had avoided the pit by a mere accident as I knew that surprise was an important part of the cruelty of these prison deaths. As I had failed to fall, I was not simply to be thrown into the well a different and a milder destruction was made ready for me. Milder I trembled as I though about the word

Q. In what sense does the writer use the word **Milder** in line 4?

Ans. He uses the word to suggest that the punishment was actually more severe

AUTHOR'S APPROACH

Some questions ask you to explain the mood in which the author is writing whether it is ironical, sarcastic, humorous, witty or sad, etc. When you are asked such questions, you can look for certain expressions, words, phrases or exclamations, which describe the tone, mood or style of the author, The feelings of the writer are mostly exhibited through choice of words. So, while answering such questions, read the passage carefully observing such phrases and clues.

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MODEL PARAGRAPH:
The boy always used to come late, and when one day he came late, the teacher called him an EARLY bird.
The writers' **approach** is **Ironical**.

LOCATING LINE REFERENCE
In these kinds of questions, you may be asked what is the particular word referring to.
Model Paragraph
In great fear, I saw that the lower end of the pendulum was formed of the blade of shinning steel, shaped like the new moon, and about a foot in length from point to point. The ends of the blade turned upward; and the lower edge looked as sharp as a razor. Like a razor also, it seemed heavy and solid above. It was fixed to a thick rod of brass and **as a whole** waved as it swung in air.

Questions: - Inline 5 **as a whole** refers to?
Answer The pendulum

COMBINATION OF DIFFERENT STATEMENTS
In this kind of questions, you have to find out the answer about the given statement by one or combination or more than one statements.
Model Paragraph
For the year consumer and business sentiment benefited form rising public expectation that a resolution of the conflict in Vietnam was in prospect and that east west tension was easing.
Question: During the year in question, public confidence in the economy resulted in part form which of the following occurrences
I. Possible peace in Vietnam II. Reduction in East-West tension III. An intent with china
(a) I only **(b)** III only **(c)** I, II only **(d)** II and III only **(e)** I, II, and III

IDENTIFYING EXCEPTIONS
In this kind of questions, you may be asked to point out the fact that has not been mentioned.

Model Paragraph
Using the earthquake monitoring facilities of the agency together with the world seismological data center, to locate submarine earthquake as soon as they might occur. With this information they could tell them how sever a submarine earthquake was and could set up a tracking chart, with the center over the areas of the earthquake which would show by concentric time belts the rate of travel of the resulting wave. This system would indicate when and where, along the shores the shores of the Pacific the swells caused by the submarine earthquakes would strike.

QUESTION: The U.S coast and Geodetic survey set up can do all of the following **EXCEPT**
(a) locate submarine earthquake
(b) determine the severity of the submarine earthquakes
(b) tell the time of earthquake
(d) prevent submarine earthquake
(e) setup a tracking chart

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RECAP

READING COMPREHENSION

SKIMMING

To get an over all view

Central idea or title

Q. What word best sums up the passage?

Q. What sentence best sums up the passage

SCANNING

To get particular details

Style. Vocabulary & information

Questions related to specific details.

Q. According to the passage.....

VOCABULARY

- What does the word mean? (Direct Meaning)
- What does the word imply? (Indirect Meaning)
- What does the word refer to? (Reference)
- What do you infer from the word? (Inference)
- What does the word in line (-) mean? (Meaning in context)

TYPES OF VOCABULARY

- High frequency words (Difficult words)
- Low frequency words (Easy words)

HOW TO IMPROVE THE VOCABULARY

- Develop a Reading Habit
- Dictionary and Thesaurus
- Flash Cards
- Word Games

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- High frequency words or certain difficult terms (ending at ology, ist, ism, phobia, mania etc) may be guessed with the help of punctuation marks "comma and dash". Both the punctuation marks are used to explain the words written before them.

Example
Spanish Inquisition, a religious court of law, was once was very powerful in Spain.

Q. What does the word **Inquisition** in line 1 mean?
(a) Political court (b) Supreme court (c) Religious court (d) Secular court

Ans: (C) is the best option.
as: **like**, **as** etc.

Example
He is protégé as he does dot like to work under anybody's control

Q. What does the work protégé' mean?
(a) Who likes to work under everybody' s control
(b) Complaint
(c) Who works with suggestions
(d) who works independently

Ans: **(D) is the best option.**

- High frequency words may be guessed with reference to the context.

Example:
He always wins races because of his **celerity**.
Q. What does the word **celerity** mean?
(a) Compliance (b) Independence (c) Swiftness (d) Slowness
Ans: **(C) is the best option.**

- High frequency words may be guessed with help of synonyms signal words such as "and". The words used after and before "and" are generally of the same meanings.

Example
Shoran is so innocent and naïve that he can be deceived by anybody.

Q. What does the word naïve mean?
(a) Clever (b) Educated (c) innocent (d) deceived
Ans: (C) is the best option.

- The words written before and after contrast signal words such as: **but**, **though**, **despite**, **in spite of**, **etc** are generally opposite in meanings.

Example
He is not a rude '**but** a straightforward man. Note that contrast signal word **but** shows that **rude** and **straight forward** have been used in opposite sense.

- The words ending at ology are the name of subjects.

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Example

Geology = The study of earth./ Morphology – study of words formation
Archaeology = the study of ruins.
Meteorology = the study of weather

➢ The words ending at -ist are the name of people who study some subject.

Example

Geologist Person who studies earth.
Archaeologist = person who studies ruins.
Meteorologist = Person who studies weather.

➢ The words ending at -ism are the names of faiths, Movement or theory

Example

Patriotism = faith or love for country
Pantheism = Theory that everything is God.
Optimism = Faith that everything will happen well.

Critical Reading Summary

1. The passage is the least important part of every critical reading group.
2. Begin by reading what you need. Do a topic search (or a trigger search on Narratives) to determine:
   - The author's point,
   - The author's tone
   - The passage layout.
3. On critical reading the questions are not presented in order of difficulty.
4. Translate the questions into "English" You can't answer a question if you don't understand what you are being asked.
5. Put your finger on the answer. Go back to the passage and find the answer to each specific question.
6. Use line references and lead words to help you find the correct answer in the passage. Always read five lines above and five lines below the line reference or the lead word.
7. Answer the questions in your own words before you read options. You will avoid stupid answer choices by knowing what the answer is before you read any of the choices.
8. Use POE to get rid of choices that don't match yours. Cross out incorrect choices as you go. You should have a definite sense of zeroing in on the correct answer. If you don't cross out incorrect choices, you'll waste time and energy on rereading wrong answer choices.
9. Eliminate answer choices that have extreme wording (must) or violate common sense.
10. Be careful on **EXCEPT/LEAST/NOT** question. The correct answer is the choice that is not true. Use the True/False technique. Do these questions last.
11. I, II, III questions are also very time-consuming and should therefore be saved for last. Still eliminating choices is easy and straightforward.
12. To read what you need for a narrative passage, do a Trigger Search. Circle the trigger words and look for important information around the trigger words.
13. Save critical reading for last in verbal section. These problems take a great deal of time to answer correctly but they don't earn you any more points than other questions in verbal section.
14. It's okay to run out of time on critical reading. Most people do. If you are working at the proper pace, the questions you don't have time to tackle are question you would have missed anyway.

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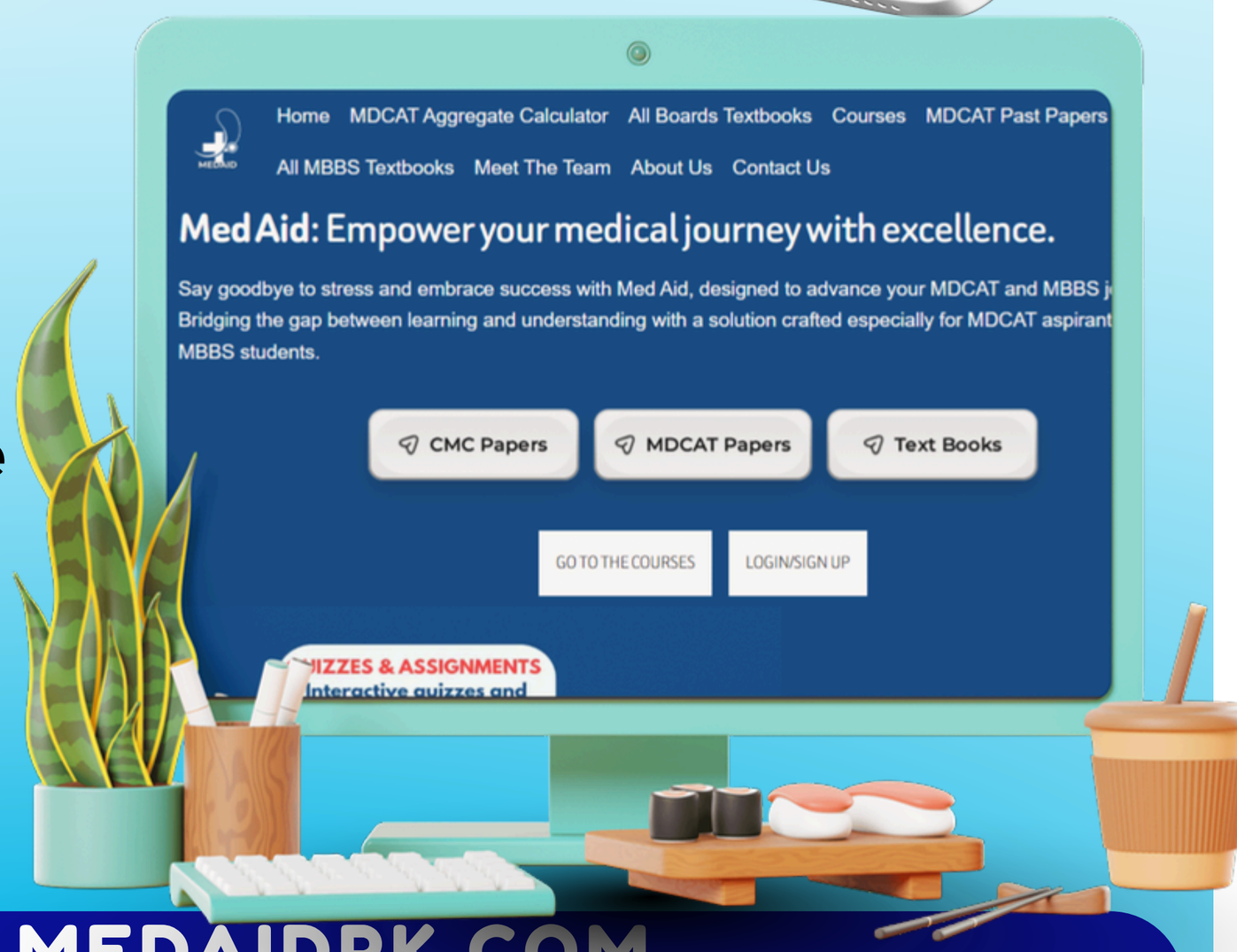

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