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Idioms and Phrases



The rules for Idioms and phrases are frequently the same.

Idioms, in general, demonstrate human behaviour, reaction to certain things, habits, and traditions. An idiom is a group of words that, when used together, produces a meaning that is entirely different from the meaning of each word when used individually.

To explain phrases, think of them as the inverse of idioms. This means that idioms and phrases can be used interchangeably and in conjunction with one another.

Idioms and phrases are literal terms that imply a meaning that would otherwise be hidden behind the words themselves.

- They have a cultural value that is attached to them.
- They are metaphorical in the sense that extracting the literal meaning of all the words stated would be too unusual to believe, if not farcical.
- Idioms and phrases can add flavour to boring prose or book, and authors use them to add something interesting or remove monotones from their writing.

DIFFERENCE BETWEEN IDIOMS AND PHRASES

The difference is that in an idiom, the meaning is derived from common usage. A phrase, on the other hand, is a small group of words that, when taken together, has some meaning.

Idioms

Understand With Example



- **Being comfortable in one's skin:**

If you take the literal meaning, it would be impossible to explain.

However, the actual meaning here is: ‘the feeling of being at ease with yourself’.

One’s skin refers to one’s own skin, or, to put it another way, ‘yourself’.

- **Beat around the bush:**

This idiom does not mean to take a bat and beat the bush, but rather to discuss everything surrounding the topic while attempting to ignore or avoid the main topic, the person, or a specific thing

Phrases

Understand With Example



- Deep down—deeper feelings
- Group of men and women—a group of men and group of women
- Challenge of imagination—challenging to be imaginative
- Latin and Greek—some strange meaning

Tips and tricks and shortcuts for idioms and phrases

We have some tips and tricks for idioms and phrases that will help you with the questions, but first, let’s start with the definition.

Idioms are the collections of words and phrases that have a figurative meaning. They are mostly used in the text’s linguistic sections. A phrase is defined as a small group of words that form



one unit and are spoken or written as such. Phrases are not like idioms in that they are to the point and provide direct meaning.

Tip 1:

Understand the idioms and phrases and do not limit yourself to meaning alone

Tip 2:

Try to relate the idiom and phrase with visual and real image

Tip 3:

Do not try to merge it at once or learn many idioms and phrases.

Some key points to improvise your cache of idioms and phrases for their more flowing use are:

1. Continuous reading

Reading as many books as possible is the only way to gain expertise and to acclimatise with the use of idioms and phrases in daily life. Reading not only entertains us but is also a great way to exercise our brain.

2. Understand the meaning of each idiom and phrase

The next step is to not only learn new idioms and phrases, but also to comprehend their

List of idioms and phrases

1. A blessing in disguise: When a misfortune turns into a blessing
2. A dime a dozen: A very common, regular thing which is not unique
3. A piece of cake: Something elementary in nature which is easy to do
4. Above water: Free of trouble or difficulty, generally used for financial terms
5. Accident of birth: When one gets lucky because of the family or place one was born in
6. Accident waiting to happen: When any action is obvious to create trouble or mishap
7. According to Hoyle: Doing something by sticking to the procedures/or the certain way it was supposed to happen
8. Ace in the hole: An advantage which is hidden
9. Ace up one's sleeve: A surprising advantage that nobody is aware of
10. Achilles' heel: One weak spot of a powerful person, that can be lethal



11. Acid test: A way of testing the worthiness of something
12. Acknowledge the corn: To admit one's mistake, even if it's not of major significance
13. Acquired taste: When one learns to appreciate something, on a frequent/regular use of it
14. Across the board: It denotes all the categories. types or people

- 15.** Across the pond: On or to the other side of the Atlantic Ocean
- 16.** Act high and mighty: To believe oneself to be better than the rest
- 17.** Act of Congress: Hard to get, said of authorisation
- 18.** Act one's age: Used for a mature person acting childishly to act maturely
- 19.** Actions speak louder than words: The intentions of a person are more expressed through his actions, not just words
- 20.** Add fuel to the fire: To worsen the existing tension
- 21.** Add insult to injury: Ridiculing a person who is already injured.
- 22.** After one's own heart: To like or dislike similar to one's own
- 23.** After the fact: After something is finalised, when it's too late
- 24.** After the lord mayor's show (UK): Anticlimactic, occurring after something impressive
- 25.** At daggers drawn: To be extremely hostile to each other
- 26.** Bark up the wrong tree: To have a wrong idea about something
- 27.** Be in touch: To communicate via call or text each other
- 28.** Beat around the bush: Avoid sharing your true viewpoint or feelings because it is uncomfortable
- 29.** Beating a dead horse: Giving time or energy to something that has ended or over
- 30.** Best of both worlds: To enjoy the advantages of two contrasting things at the same moment
- 31.** Between the devil and the deep blue sea: In a very tough situation
- 32.** Bite the bullet: To get an unfavourable situation or chore over with now because it will need to get finished eventually
- 33.** Biting off more than you can chew: To take over an assignment or a task which is out of your capacity
- 34.** Break a leg: is to wish luck (often said to actors before they go on stage)
- 35.** Burn the candle at both ends: To overwork yourself until you're exhausted
- 36.** By the skin of your teeth: To barely make it through
- 37.** Call a spade a spade: To express frankly about what you see
- 38.** Call it a day: Stop working on something
- 39.** Can't make an omelette without breaking some eggs: You can't make everyone happy
- 40.** Caught between a rock and a hard place: Making a choice between two unpleasant choices.
- 41.** Clouds on the horizon: Trouble is coming or is on its way
- 42.** Costs an arm and a leg: Something that is overpriced or very expensive
- 43.** Cry for the moon: Ask for something impossible
- 44.** Devil's advocate: To take the side of the counter-argument, or offer an alternative point of view
- 45.** Doing something at the drop of a hat: Doing something at the moment of being asked
- 46.** Don't count your chickens before they hatch: Not to count on something happening until after it has already happened
- 47.** Don't judge a book by its cover: Not judging something by its initial appearance
- 48.** Fall on your sword: To resign or get out of a project after failing
- 49.** Feeling under the weather: To feel sick
- 50.** Fit as a fiddle: To be fit and healthy
- 51.** Get off of work: To get done or finish your work/shift
- 52.** Getting a second wind: To become energetic again after a tiring phase
- 53.** Getting a taste of your own medicine: To get treated the same way you treated others
- 54.** Gift of the gab: Remarkable oratory skill.

- 55.** Giving someone the cold shoulder: Snubbing someone
- 56.** Giving the benefit of the doubt: To believe a baseless story even though it seems unbelievable
- 57.** Going on a wild goose chase: Doing a pointless task
- 58.** Harbinger of doom: A sign that something bad is about to happen
- 59.** Hat in hand: To beg for favour from someone
- 60.** Have your heart in your mouth: To be very frightened and scared
- 61.** Heard it on the Grapevine: To hear a rumour
- 62.** Hit the road: To leave
- 63.** Hitting the nail on the head: To perform a task to its exactness
- 64.** In hot water: In serious difficulty
- 65.** Killing two birds with one stone: To accomplish two tasks by one action
- 66.** Laugh like a drain: To laugh coarsely
- 67.** Let someone off the hook: To allow someone who has been caught to not be punished

- 67.** Let someone off the hook: To allow someone, who has been caught, to not be punished.
- 68.** Let the cat out of the bag: To accidentally reveal a secret.
- 69.** Letting someone off the hook: To not hold someone responsible for something
- 70.** Make a long story short: To explain something in brevity
- 71.** No pain, no gain: Means that you have to do the hard work to achieve something worthwhile
- 72.** On the ball: To do a great job, being prompt, or being responsible
- 73.** Once in a blue moon: An event that happens not very frequently
- 74.** Out of the woods: To be safeguarded from
- 75.** Pulling someone's leg: Joking with someone
- 76.** See eye to eye: To accept something
- 77.** Sitting on the fence: To avoid decision-making
- 78.** Speak of the Devil: The person who you were talking about arrives
- 79.** Spitting image: A perfect resemblance
- 80.** Stealing someone's thunder: Stealing someone else's credit for work
- 81.** Straight from the horse's mouth: Hearing or reading the content from the original source.
- 82.** Take a leaf out of one's book: To emulate someone
- 83.** Take a powder: To leave quickly
- 84.** The best of both worlds: It means you can enjoy two different opportunities at the same time.
"By working part-time and looking after her kids two days a week she managed to get the best of both worlds."
- 85.** The elephant in the room: An issue, person, or problem that someone is trying to avoid
- 86.** The last straw: The last difficulty or annoyance that makes the entire situation unbearable
- 87.** Throwing caution to the wind: Being reckless or taking a risk
- 88.** To cut corners: To do something badly or cheaply.
- 89.** To hide one's light under a bushel: To be modest about your achievements
- 90.** When pigs fly: Something that will never happen.
- 91.** Wrap your head around something: Understand something that is complicated
- 92.** You can lead a horse to water, but you can't make him drink: You can't force someone to make what is seemingly the right decision
- 93.** You can't judge a book by its cover: To not judge someone or something based solely on their appearance
- 94.** Your guess is as good as mine: To not know something



SOLVED EXAMPLES

One proverb or idiom is mentioned below along with its meaning. Choose the correct meaning of that particular idiom from the given options.

1. All in all
 - A. Each person
 - B. Every one
 - C. Call everyone at the same time
 - D. Most important

Answer: D

Explanation: All in all, signifies the crux, the minutes of any meeting, or the most important points of any discussion. Hence, option D is the correct one.

2. Add fuel to the flames
 - A. To burn something
 - B. To do or say something that makes

- C. To find plague in a specific area
- D. None of the above

Answer: B

Explanation: To smell a rat means to suspect a nasty dealing or sensing something wrong in a particular situation. This can be better explained with the help of an example given below:
If I don't go to school today, then the teacher will smell a rat.

4. Strike while the iron is hot
 - A. To beat the hot iron
 - B. To act promptly when the situation is in favour
 - C. To alleviate an already tense situation
 - D. To raise objections

Answer: B

- someone react more strongly
- C. To consider something
- D. None of the above

Answer: B

Explanation: To add fuel to flames means to over-exaggerate anything that worsens a situation.

- 3. To smell a rat
 - A. To see a rat
 - B. To suspect foul dealings

Explanation: It means to take advantage of any opportunity as and when it arises without waiting. It can be better explained with the help of an example:

Sam told Martha, You've got such a great job opportunity. If I were you, then I'd rather strike while the iron is hot.

PRACTICE QUESTIONS

1. The shareholder was in news for ‘tipping off’ the creditors and investors.
 - A. Bribed
 - B. Kill someone
 - C. Given advance information
 - D. Threatened
2. Alia ‘set her face against’ the idea of participating in the quiz.
 - A. To oppose with determination
 - B. To criticise others
 - C. To be very angry
 - D. To victimise someone
3. The psychiatrist could finally ‘hit the nail right on the head’, in her session today with Arjun on identifying his difficulty understanding his own emotions because of people-pleasing habits.
 - A. To teach someone a lesson
 - B. To destroy one’s reputation
 - C. To forget about past
 - D. To do the right thing
4. He will ‘smell a rat’ if I keep meeting you post-work hours.
 - A. To suspect foul dealings
 - B. To see signs of plague epidemic
7. It is the common practice of the team head ‘to pick holes’ in the pitch prepared by the Interns in this company.
 - A. To find some reason to quarrel
 - B. To cut some part of item
 - C. To criticise someone
 - D. To destroy something
8. The best way to start a conversation with a stranger is to ask a general question about their day, or something of common knowledge, even if you have to cry wolf.
 - A. To turn pale
 - B. To keep off starvation
 - C. To give a false alarm
 - D. None of the above
9. The goon thought I didn’t shoot him because I was scared, but he doesn’t know yet that he is ‘caught in a tartar’!
 - A. To deal with a person who is more than one’s match
 - B. To catch a dangerous person
 - C. To meet with disaster
 - D. None of the above
10. The strategy to get hold of the don is to first expose the illegal business of ‘his right-hand man’.

- C. To get bad smell of a bad dead rat
D. To get something of bad quality
- 5.** It's difficult for Sam to achieve his dreams, 'he is a man of straw'.
A. A very active person
B. A worthy fellow
C. A lonely person
D. A man of no substance
- 6.** He left the band to collaborate with other artists, 'leaving his band in the lurch'.
A. To put someone at ease
B. To come to a compromise with someone
C. To desert someone in his difficulties
D. A constant source of annoyance to someone
- 11.** The director 'fell flat on his face' on receiving such harsh reviews for his film.
A. Very important
B. Fails completely
C. Quarrel
D. Retreat
- 12.** With the discrepancies in the group, it is expected that the 'heads will roll'.
A. Appraising situation
B. Punishment
C. People will die
D. Transfers will take place

Idioms and Phrases

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- 13.** To avoid future confusion on the specifics of a deal, one must deal 'above board'.
A. To have a high opinion of oneself
B. Hate others
C. To be honest in any deal
D. Indulges in dream
- 14.** The student felt like 'a fish out of the water' for a week in the new school.
A. Homeless
B. Frustrated
C. A sad thing that appears suddenly
D. Painful
- 15.** Samuel's invitation to Tanya at his wedding, after their breakup, felt like 'heaping coals of fire on her head'.
A. To sort out the old from the new
B. To agitate someone
C. To annoy someone very much
D. Put someone to shame
- 16.** In the professional world, everyone must not be gullible to share their own work, people often use it to 'feather their own nest'.
A. To enrich oneself by using one's influence or position or with other people's money.
B. To win a race by a short distance
C. To be shouted at for something one has done
D. To give oneself the courage or strength to do something
- 17.** She demanded a raise because she knew the 'worth of her salt' in the company.
A. To constantly worry about something
B. Competent and deserve
C. To feel physical discomfort because of nervousness
D. To have an edge over other contenders in a competition
- 18.** They 'burnt their fingers' by giving out their bank details to a stranger on the call.
A. To be guarded in your speech
B. To think clearly before taking a decision
C. Got himself into trouble
D. To obstinately stick to your viewpoint.
- 19.** The miserable demeanour of ducks during thunder has been proverbial since the late 18th century. You did look for all the world like 'a dying duck in a thunderstorm'.
A. Something stupid or mad
B. A distressing situation
C. Confused or puzzled
D. Spontaneous
- 20.** Sid 'got cold feet' before checking his all-India Rank in NEET.
A. Very clear about something
B. To lose confidence
C. Wasting of time and money
D. Paying attention to less important issues



SOLUTIONS

- 1. (C)** Given advance information. Tipped off

- 4. (A)** To suspect foul dealings means to sus-

means to give someone a warning or secret information about something.

2. **(A)** To oppose with determination. The idiomatic expression ‘to set one’s face against something’ means to strongly disapprove of something.
3. **(D)** To do the right thing means to hit the nail right on the head: to describe exactly what is causing a situation or problem.

pect or realise that something is wrong in a particular situation.

5. **(D)** A man of no substance means a man whose character is weak and who lacks definite beliefs.
6. **(C)** To desert someone in his difficulties means to abandon or desert someone in difficult straits.
7. **(C)** To criticise someone means to make

 an effort to find flaws or negative aspects in something through excessive analysis or criticism.

8. **(C)** To give a false alarm means to cry wolf means to ask for assistance when you don’t need it.
9. **(B)** To catch a dangerous person means to deal with someone or something that proves unexpectedly troublesome or powerful.
10. **(B)** Most efficient assistant means someone’s right-hand man or right-hand woman is their close assistant and the person they trust to help and support them in everything they do.
11. **(B)** Fails completely, ‘fall flat on one’s face’ means to fail completely, especially in an embarrassing way.
12. **(B)** Punishment, if you say that heads will roll as a result of something bad that has happened, you mean that people will be punished for it, especially by losing their jobs.
13. **(C)** To be honest in any deal in a straightforward manner: openly

14. (A) Homeless, if you feel like a fish out of water, you do not feel comfortable or relaxed because you are in an unusual or unfamiliar situation.

15. (D) Put someone to shame, if someone felt bad because they forgot to get you a Christmas gift, for you to buy them an especially nice gift is heaping coals on their head.

16. (A) To enrich oneself by using one’s influence or position or with other people’s money.

17. (B) Competent and deserved. The expression ‘to be worth one’s salt’ means you’re competent and deserve what you’re earning.

18. (C) Got himself into trouble. The phrase ‘to burn one’s fingers’ means to suffer unpleasant results of an action

19. (B) A dying duck in a thunderstorm. It means a distressing situation where you are dejected and pessimistic.

20. (B) Getting cold feet means losing confidence.

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Synonyms

**WHAT IS A SYNONYM?**

It may be referred to as a word that has a similar or identical meaning as a particular word. If joyful and happy have the same meaning, then 'joyful' can be called the synonym of happy and vice versa.

Following are some important synonyms

WORD	MEANING	SYNONYMS
Ability	A skill to do something well	Skill, capability, competence, talent
Anger	A feeling of annoyance or displeasure	Annoyance, irritation, fury, rage, resentment
Annoy	To make someone feel slightly irritated	Irritate, bother, bug, displease
Answer	To reply to a question	Reply, response, acknowledgement
Ask	To question someone or get them to do something	Ask, demand, beg, request
Aware	To know information about something	Aware, alert, informed, mindful, conscious
Beginner	A person who is new at something	Apprentice, novice, learner
Break	To divide something into pieces, usually by force	Burst, crack, smash
Careful	Showing attention to all details	Thorough, conscientious, painstaking
Cautious	Careful and not willing to take any risk	Careful, vigilant, wary, secretive, prudent, cagey
Change	To bring about a difference in something	Convert, alter, modify, shift, transform, vary
Collect	To bring together things	Assemble, gather, hoard
Complain	To express annoyance or dissatisfaction about something	Grumble, protest, object, whine



WORD	MEANING	SYNONYMS
Correct	Accurate, true, without any mistake	True, exact, accurate
Courage	Ability to deal with a dangerous situation without fear	Nerve, guts, bravery
Defeat	To succeed against someone	Thrash, conquer, beat, overcome, triumph
Dirty	Not clear or untidy	Squalid, untidy, grubby, filthy, grimy, soiled
Disagree	To not have the same opinion as someone else	Dispute, contradict, differ, argue
Dislike	Not liking someone or something	Hatred, disgust, hate
Easy	The quality of not being difficult	Uncomplicated, simple, straightforward
Famous	Known by many people	Renowned, notorious, infamous, well-known
Fatal	Causing death	Deadly, mortal, terminal, lethal
Follow	To come after something	Pursue, stalk, chase
Fragile	Easily breakable	Breakable, flimsy, delicate
Friend	A person known and liked	Mate, pal, companion, acquaintance
Funny	Something that makes people laugh	Humorous, hilarious, comical, witty
Give	To pass to someone else	Present, donate, grant, confer
Good	The quality of being of suitable standard	Satisfactory, excellent, acceptable, wonderful
Habit	Something that is done regularly by someone	Custom, practice, routine, tradition
Hard	Not easy	Tough, tricky, awkward, difficult
Harm	Causing someone or something injury	Wound, damage, hurt, injure

Synonyms



WORD	MEANING	SYNONYMS
Increase	Become higher in number or amount	Extend, enlarge, expand

Intelligent	Able to understand things well	Talented, gifted, bright, able, clever
Kill	To cause something to die	Put down, slaughter, assassinate, murder, kill, execute
Lack	Be short of something	Deficiency, deficit, shortage
Leader	In charge of something	Captain, supervisor, incharge, manager, boss
Like	To have good feelings about something	Appreciate, love, enjoy
Love	To have a strong feeling of liking for someone or something	Infatuation, passion, affection, fondness, liking
Mistake	Something that is wrong	Slip, blunder, error
Moving	Something that causes strong emotions	Touching, stirring, emotional
Necessary	Important	Required, essential, vital
New	Something made recently	Original, innovative, novel
Noisy	Making a lot of noise	Piercing, rowdy, deafening, loud
Now	At this point in time	Immediately, instantly, presently, promptly
Occasional	Something that happens sometimes	Intermittent, odd, periodic
Often	On many occasions	Regularly, frequently, repeatedly, again-and-again
Old	Dating back to a long time ago	Antique, old-fashioned, ancient, elderly
Protect	Keep something safe	Shield, guard, defend, shelter
Pull	To move something towards yourself	Haul, tug, jerk, tow, drag, draw

Synonyms

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WORD	MEANING	SYNONYMS
Quiet	Not making any noise	Inaudible, non-communicative, noiseless, silent, peaceful
Raise	To bring something to a higher level	Elevate, hoist, lift, pick up
Sad	Not feeling cheerful	Miserable, depressed, fed up, unhappy
Shine	To be bright	Glitter, glow, dazzle, blaze
Smell	A sense through the nose	Odour, aroma, stink, scent

Strong	Having a lot of strength or power	Mighty, fit, sturdy, powerful
Stupid	Not sensible	Silly, senseless, irresponsible, foolish
Suggest	To make a recommendation	Recommend, propose, advise
Teach	To show to instruct someone how to do something	Instruct, educate, train, coach, tutor
Temporary	Lasting only a short period of time	Short-lived, passing, fleeting
Think	To have a thought or opinion about something	Work out, figure out, conclude, assume, reason
Type	A group of things with similar characteristics	Category, genre, species, sort, kind
Unattractive	Not attractive	Plain, hideous, ugly, unsightly
Uncertain	Not sure about something	In doubt, sceptical, dubious, doubtful, unsure
Usual	Common in most occasions	Customary, normal, routine, traditional
Very	Signifies the intensity of an adjective or adverb	Remarkably, extremely, exceptionally
Watch	To notice something	Look, stare, observe
Weak	Not strong	Unhealthy, feeble, frail
Wet	Covered in or absorbed liquid	Soaking, damp, waterlogged, moist
Worry	A cause of consistent thought	Responsibility, anxiety, burden, problem

Synonyms

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PRACTICE QUESTIONS

Write the synonym of the given words. (The words can have more than one synonym.)

1. Old
2. Ambitious
3. Effortless
4. Depraved
5. Dauntless
6. Interesting
7. Kill
8. Predicament
9. Strange

10. Ugly
11. Scared
12. Factual
13. Natty
14. Impish
15. Miniature
16. Corpulent
17. Droll
18. Abhor
19. Succour
20. Afflict

SOLUTIONS

1. Aged/worn/used/dilapidated
2. Hankering/purposeful/aggressive
3. Easy
4. Corrupt/spoiled
5. Brave/intrepid/courageous/fearless
6. Fascinating/intelligent
7. Slay/demolish/ruin
8. Quandary/dilemma/plight
9. Peculiar/unusual/unfamiliar
10. Hideous/horrible/monstrous
11. Fearful/unnerved/insecure
12. Correct/accurate/true
13. Neat/trip/smart
14. Mischievous/naughty/prankish/sportive/waggish
15. Tiny/little/diminutive
16. Fat/plump/thick
17. Humorous/amusing/laughable
18. Hate/despise/loathe
19. Help/assist/encourage/aid
20. Distress/pain/damage/hurt

Synonyms

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Antonyms



WHAT DOES ANTONYM MEAN?

Words that have a contrast or opposite meaning to a word are called their antonyms. Antonym has been a more recent addition to the English language in comparison with synonyms.

Following are some important antonyms

WORD	MEANING	ANTONYMS
Abandon	To leave someone or something	Keep
Abbreviate	To shorten something	Lengthen, increase, expand
Ability	The skill to do something	Inability, incompetence
Able	Having the skill to do something	Incapable, incompetent
Abundant	Being enough in amount or number	Insufficient, scarce, scanty
Accurate	The quality of being right	Inaccurate, wrong
Achieve	To get something	Fail
Active	Having energy	Sluggish, idle, lethargic
Adamant	Unwilling to change an opinion	Yielding, manoeuvrable
Add	To increase	Subtract
Adequate	Enough for the need	Sparse, insufficient, inadequate
Adjourn	To stop something for some time	Recommence, continue
Advocate	To show support for something	Oppose
Afraid	To be apprehensive of something	Brave, courageous
Aggressive	Showing angry tendencies	Peaceful, passive

What is the importance of antonyms?

Similar to the importance of synonyms, learning antonyms help us expand our vocabulary. They also help us understand any text better. Questions based on 'antonyms' are asked in GATE and other engineering entrance exams.

Aid	To help someone or something	Hinder
Amateur	To be new at something	Professional
Ambitious	To be aspiring about something	Indifferent, lazy, indolent
Antagonise	To anger someone	Tranquillise, soothe

Antonyms

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WORD	MEANING	ANTONYMS
Apparent	Clear from what is seen	Obscure, subtle, hidden
Approve	To ratify something	Disapprove, censure
Arrive	To reach somewhere	Leave, depart
Arrogant	To think high about oneself	Modest, humble
Artificial	Not natural	Real, authentic, unnatural
Beautiful	Something or someone that looks good	Ugly
Beginning	The start of something	Finish
Believe	To accept something or someone without doubt	Distrust
Below	Under something	Above
Beneficial	Helpful in something	Harmful, adverse
Brave	Courageous	Cowardly, timid
Busy	Occupied with something	Idle, inactive
Calm	Quiet and peaceful	Excited, turbulent
Careful	Marked by watchfulness	Careless, reckless
Cease	To stop	Continue, recommence
Charming	Delightful, attractive	Obnoxious, gross, vulgar
Chubby	Thick, plump	Thin, skinny
Clarify	To explain something	Confuse
Coarse	Marked by bumpiness	Fine, smooth
Colossal	Very big or major	Tiny, insignificant, trivial
Comical	Funny and inducing laughter	Tragic, sorrowful
Comprehend	Understand properly	Confuse, misinterpret
Condense	To compress something	Expand, enlarge
Confess	To admit something	Deny



WORD	MEANING	ANTONYMS
Dangerous	Not safe	Safe
Daring	Bold, brave	Cautious
Dawn	Start of the day	Evening
Dead	Without life	Alive, active
Deduct	Remove something	Add
Defend	Protect something	Attack, assault
Defy	To resist	Obey, comply
Delicate	Very weak	Sturdy
Denounce	Blame something	Commend
Dense	Very thick	Sparse, empty
Depart	Leave a place	Arrive
Deposit	To store	Withdraw
Desolate	Barren	Dense, verdant
Despise	Hate someone/something	Love
Eccentric	Not usual or common	Normal
Ecstasy	The feeling of happiness	Sadness, depression
Encourage	To support something	Discourage
Enemy	One's ill-wisher, contender	Ally, friend
Enjoy	To like something	Dislike, hate
Enlarge	To increase the size of something	Reduce, shrink
Enormous	Very big in size	Tiny, microscopic
Enough	Sufficient in number or amount	Insufficient
Fancy	Elaborate in style	Simple, plain
Fantastic	Amazing	Ordinary, usual
Fast	Quick	Slow



WORD	MEANING	ANTONYMS
Feasible	Possible to do	Impossible
Feeble	Weak	Strong
Ferocious	Brutal	Tame, gentle
Gallant	Heroic, brave	Coward
Gather	Collect some things or people	Scatter, disperse
Gaudy	Showy	Tasteful, refined
Gaunt	Thin	Overweight, plump
Generous	Giving	Selfish, stingy
Gentle	Tender	Rough, harsh
Help	Aid	Hinder, thwart
High	Elevated	Low
Hold	Grasp something	Release, discharge
Honest	Without any lies or pretences	Untruthful, insincere
Hospitable	Welcoming	Rude, unfriendly
Hostile	Angry and defensive in character	Friendly, cordial
Imperative	Required to be done	Unnecessary, optional
Imperfect	With flaws	Perfect, flawless
Impetuous	Likely to be rash and careless	Restrained, careful
Important	Meaningful	Unimportant, meaningless
Independent	Dependent on oneself	Dependent, unsure
Inferior	Of a lesser standard	Superior
Infuriate	To anger	Soothe, calm
Ingenious	Clever	Unoriginal, dull
Innocent	Without blame	Guilty
Least	The minimum	Most, maximum

Antonyms

24



WORD	MEANING	ANTONYMS
Legible	Something that can be read	Illegible, unreadable
Lenient	Merciful, not harsh	Harsh, strict

Listless	Without any energy	Active, energetic
Logical	Something that can be rationally understood, rational	Illogical, unreasonable
Mediocre	Moderate in character	Outstanding
Mend	To fix something	Break
Migrant	Something or someone who travels	Stationary, immovable
Militant	Aggressive	Peaceful
Minor	Lesser in standard	Major
Mirth	Fun, enjoyment	Gloom, sadness
Mischiefous	Naughty	Well-behaved, angelic
Nonchalant	Carefree, unconcerned	Concerned, apprehensive
Normal	Ordinary	Abnormal, unusual
Numerous	Several	Few, scanty
Opponent	Enemy, rival, competitor	Ally, friend
Optimistic	Positive	Pessimistic
Optional	Not mandatory	Required
Permanent	Lasting, fixed, perennial	Temporary, changing
Perpetual	Unending	Transient, fleeting
Persuade	Convince	Dissuade, deter
Plausible	Believable	Unbelievable
Plentiful	Enough, adequate	Scarce, insufficient
Rational	Logical	Irrational, crazy
Ravage	To ruin something	Restore, revitalise

Antonyms

25

WORD	MEANING	ANTONYMS
Raze	To destroy	Build, construct
Recreation	Something that is done for pleasure	Work, labour
Reduce	To lessen the amount or quantity	Increase, enlarge, amplify
Serious	Of grave nature	Flighty, fickle
Shrewd	Of clever character	Unthinking, careless
Shy	Timid in nature	Bold, aggressive
Sick	Unhealthy, ill, unwell	Well, healthy

Trivial	Insignificant	Important, crucial
Turbulent	Violent	Calm, peaceful
Turmoil	Commotion	Quiet, tranquillity
Wrong	Not correct	Correct, right
Yield	To produce	Keep, retain
Zenith	The peak of something	Bottom, base

PRACTICE QUESTIONS

Write the antonyms of the given words. (There can be more than one antonym to a single word.)

1. Answer	
2. Admit	
3. Bravery	
4. Captivity	
5. Dismal	
6. Generous	
7. Healthy	
8. Knowledge	
9. Rapid	

Antonyms

26



10. Sorrow	
11. Possible	
12. Interesting	
13. Horizontal	
14. Giant	
15. Strong	
16. Scatter	
17. End	
18. Cunning	
19. Beautiful	
20. Artificial	

SOLUTIONS

1. Question/query

2. Deny/oust

- 3.** Cowardice/timidity
- 4.** Freedom
- 5.** Cheerful/luminous
- 6.** Greedy/miserly
- 7.** Unhealthy/ill
- 8.** Ignorance/impotence
- 9.** Slow/sluggish/languishing
- 10.** Joy/cheer
- 11.** Impossible/unlikely
- 12.** Dull/uninteresting

- 13.** Vertical
- 14.** Dwarf/pygmy
- 15.** Weak/idle/frail
- 16.** Gather/collect
- 17.** Beginning/start/origin
- 18.** Ignorant/simple
- 19.** Ugly/hIDEOUS/monstrous
- 20.** Natural/real/genuine

Antonyms

4

Parts of Speech



WHAT ARE THE PARTS OF SPEECH?

Every word in the English language is a part of speech. The role of a word in a sentence is referred to as “part of speech.” In traditional grammar, it is one of the nine major categories into which words are grouped according to their roles in sentences, such as nouns or verbs. These are the building blocks of grammar, sometimes known as word classes. The part of speech identifies how a word behaves in a sentence, both grammatically and in terms of meaning. A single word can act as more than one component of speech when used in different contexts. Knowing the parts of speech is essential when using a dictionary to determine the correct definition of a word. Every phrase written or spoken in English comprises words from one of the nine parts of speech. These include words like nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles/determiners, and interjections.

Open classes (nouns, verbs, adjectives, and adverbs) and closed classes (pronouns, prepositions, conjunctions, articles/determiners, and interjections) are the most prevalent divisions of speech. Open classes, on the other hand, can be changed and added to as the language evolves, whereas closed classes are pretty much set in stone. Every day, for example, new nouns are formed, but conjunctions do not change.

Nine parts of speech

The nine parts of speech in the English language are as follows: noun, pronoun, verb, adjective,

of the nine components of speech. Depending on the situation, nouns can serve as the subject, direct object, indirect object, subject complement, object complement, appositive, or adjective in a phrase. Five types of nouns can be found in the English language:

- a. **Proper Noun:** A proper noun, which is a term that identifies a specific person, place, or thing. Proper nouns in written English begin with capital letters. e.g., John, India, Africa, Friday.
- b. **Common Noun:** Nouns that refer to people or things, in general, are known as common nouns, e.g., boy, country, bridge, city, birth, day, happiness.
- c. **Collective Noun:** Nouns that refer to groups of people or things are collective nouns, e.g., audience, family, government, team, jury.
- d. **Abstract Noun:** A noun that refers to concepts, traits, and conditions that cannot be seen or touched, as well as things that have no physical reality is known as an abstract noun is, e.g., truth, danger, happiness, time, friendship, humour.
- e. **Concrete Noun:** A noun that refers to persons and things that can be seen, touched, smelled, heard, or tasted and exists physically is known as a concrete noun, e.g., dog, building, coffee, tree, rain, beach, tune.

For example:

- **Stacy** lives in **Singapore**.
- **James** uses **pen** and **paper** to write **letters**.
- We live in **London**.
- Always speak the **truth**.

adverb, preposition, conjunction, interjection, and articles.

1. Noun (Naming word):

A noun is a word that refers to a specific person, place, thing, or idea. A noun is something that refers to a "thing." Nouns are the most basic



more generalised nouns that exclusively refer to people. A pronoun is frequently used to substitute an antecedent, which is a specific noun. They're used to avoid sounding unnatural by repeating the same noun in a sentence. Pronouns are further defined by type:

- a. *Personal pronouns*: Pronouns that are used in place of a specific person or thing are known as personal pronouns, e.g., I, you, she, he, it, we, they, me, us, them.
- b. *Relative pronouns*: Pronouns that are used to link one phrase or clause to another phrase or clause are known as relative pronouns. Relative pronouns introduce a subordinate clause, e.g., who, whom, which, what, that.
- c. *Reflexive pronouns*: Pronouns that refer back to the subject of the clause or sentence are known as reflexive pronouns. They are used when the subject of a sentence is also the object of the sentence. Reflexive pronoun ends with the suffix- self or selves, e.g., myself, yourself, itself, herself, himself, ourselves, themselves.
- d. *Demonstrative pronouns*: Pronoun that point to and identify a noun or a pronoun is known as a demonstrative pronoun, e.g., this, that, these, those.
- e. *Indefinite pronouns*: Indefinite pronouns refer to an identifiable, but not specified, person or thing. Indefinite pronouns convey the idea of all, any, none, or some, e.g., some, somebody, anyone, anywhere, nothing, everybody.
- f. *Reciprocal pronouns*: Reciprocal pronouns are used to express reciprocal relationships or acts., e.g., each other, one another.
- g. *Interrogative pronouns*: Pronouns that are used to ask questions about unknown people or things are known as interrogative pronouns, e.g., who, whom, what, which, whose

For example:

- **Someone**, please call the ambulance.
- **His** son has been kidnapped.

- A young **woman** brought me a chocolate **cake**.

2. Pronoun (Replaces a noun):

To eliminate redundancy, a pronoun is substituted for a noun or noun phrase. They're

- I had forgotten **my** umbrella in the room.
- The person sitting by **your** side is **my** uncle.
- **She** wants to sleep.

3. Adjective (Describing word):

An adjective is a word that describes, modifies, or adds to the meaning of a noun or pronoun. They indicate which one, how much, and what type, among other things. Adjectives let readers and listeners visualise something more clearly by allowing them to engage their senses. Because the adjectives appear directly before the nouns they modify, they are simple to notice. They are frequently placed before the noun or pronoun that they modify to identify or quantify individual persons and distinct things. Multiple adjectives can also be seen in some sentences. Adjectives can be classified into the following types:

- a. *Descriptive adjective*: An adjective describing a noun by expressing a quality or attribute is known as a descriptive adjective. They are the most common of the various types of adjectives.
- b. *Quantitative adjective*: A quantitative adjective provides information about the quantity of the nouns/pronouns.
- c. *Indefinite adjective*: An adjective that describes or modifies a noun unspecifically is known as an indefinite adjective. They give general/indefinite information about the noun.
- d. *Demonstrative adjective*: An adjective that directly refers to something or someone is known as a demonstrative adjective. They are always positioned directly in front of the noun they are modifying.
- e. *Interrogative adjective*: An interrogative adjective asks a question. A noun or a pronoun must come after an interrogative adjective. These words will not be considered adjectives unless they are followed by a noun.
- f. *Possessive adjective*: A possessive adjective indicates possession or ownership. It



suggests the belongingness of something to someone/something.

For example:

- I gave **some** candy to her.
- He is a **good** boy.
- They have **three** children.
- The **hungry** cats are crying.
- I have **ten** candies in my pocket.

4. Verb (Action word):

Verbs are parts of speech used to describe people's or things' activities, processes, situations, or states of being. They are verbs that describe what happens in a sentence. A verb expresses the action of someone or something. It is considered the soul of language since it is a vital aspect of a phrase. The following are various types of verbs:

- a. *Finite verbs*: Finite verbs are ones that can take on different forms depending on the subject. It defines the time (past or present) as well as the subject. It also informs you of who is performing the action and when it will be completed.
- b. *Infinitive verbs*: A verb's infinitive form is the verb in its most basic form. A verb's infinitive form is frequently preceded by the word "to." The "to" is a part of the verb when you use an infinitive verb. In this situation, it is not operating as a preposition.
- c. *Transitive verbs*: In a sentence, a transitive verb is one that is accompanied by a direct object. The noun, pronoun, or noun phrase that is having something done to it by the sentence's subject is called the direct object. A transitive verb is one that requires an object to complete itself.
- d. *Intransitive verbs*: A verb is an intransitive verb if it is not used with a direct object. Hence, a verb that doesn't need any object to complete itself is called an intransitive verb. Verbs that express action but do not take an object are known as intransitive verbs. Without an object, the subject and verb express a complete notion. The verb

can, however, be followed by an adverb or other modifier.

- e. *Regular verbs*: If the past tense form and past participle of a verb ending in -ed, -d, or the verb is a -t variant verb, it is termed a regular verb.
- f. *Irregular verbs*: An irregular verb is one that does not end in -ed, -d, or uses the -t variation in the past tense or past participle form.

For example:

- I **work** at a factory.
- The mansion **has** five bathrooms.
- Leonardo **ate** a delicious pepperoni pizza.
- Aeroplanes **fly**.
- The writing in this book is too small **to see**.

5. Adverb (Describes a verb):

An adverb is a word that is used to amend or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other kind of word or phrase, with the exception of determiners and adjectives that directly modify nouns. Adverbs describe or modify verbs, adjectives, and other adverbs, but never nouns. They describe when, when, how, and why something happened, as well as the amount and frequency of the occurrence. Adverbs are broadly classified as follows:

- a. *Adverbs of time*: Adverbs of time describe when the action of the verb occurred. These adverbs are typically found at the beginning or end of a sentence.
- b. *Adverbs of manner*: Adverbs of manner describe how or in what way something was done. They usually modify verbs and appear at the end of a clause or immediately before the word they modify. This category comprises the most common adverbs—the ones that end in -ly.
- c. *Adverbs of degree*: Adverbs of degree provide additional information about the verb's intensity in the sentence. They describe the extent to which something occurred. Adverbs of degree are frequently



placed before the word they modify, but in some cases, they can also be placed after the word.

- d. Adverbs of frequency:** Frequency adverbs tell us how frequently something happens. These adverbs usually appear just before or after the main verb in the sentence.
- e. Adverbs of place:** Adverbs of place tell us about where something happens or where something is. They come after the main verbs of the clauses that they modify.

For example:

- He trimmed the white roses **neatly**.
- This short essay is **hardly** sufficient.
- We **never** stay up past ten o'clock.
- You can park **anywhere**.
- They **recently** relocated to Santa Fe.

6. Preposition (Shows relationship):

A preposition illustrates how a noun or pronoun is related to another word. It's a word that comes before a noun or pronoun in a sentence to produce a phrase that modifies another word. The noun or pronoun that the preposition connects is the object of the preposition. The following are the five parts of preposition:

- a. Simple prepositions:** Simple prepositions are common prepositions that can be used to describe a location, time, or place. These include words like at, for, in, off, on, over, under.
- b. Compound prepositions:** To convey location, compound prepositions (also known as complicated prepositions) are made up of two or more words, usually a simple preposition and another word. These include words like in addition to, on behalf of, and in the middle of.
- c. Double prepositions:** Double prepositions are two prepositions that are used together, usually to indicate direction. These include words like into, upon, onto, out of, from within.
- d. Participle prepositions:** Participle prepositions have -ed and -ing endings.

These include words like considering, during, concerning, provided.

- e. Phrase prepositions:** A preposition, an object, and the object's modifier make up phrase prepositions (or prepositional phrases). These include phrases like on time, at home, before class, and on the floor.

For example:

- He sat **on** the chair.
- The loud noise came **from within** the room.
- She has art class **in addition to** his regular classes today.
- The dog kept **following** him home.
- She lives **near** her workplace.

7. Conjunction (Joining word):

A conjunction joins two words, ideas, phrases, or clauses together in a sentence and shows how they are connected. We can build complex sentences with conjunctions that show a link between actions and ideas. The following are the three types of conjunctions:

- a. Coordinating conjunctions:** Coordinating conjunctions link words or phrases in a sentence that have the same grammatical function. They join words or ideas together. The following are the seven main coordinating conjunctions in English that make up the acronym FANBOYS:
 - **For**—To explain the reason or purpose
 - **And**—To add one thing to another
 - **Nor**—To present an alternate negative idea
 - **But**—To show contrast
 - **Or**—To present a choice or an alternative.
 - **Yet**—To introduce a contrasting idea that follows the preceding idea logically
 - **So**—To indicate effect, result, or consequence
- b. Subordinating conjunctions:** Subordinating conjunctions join a subordinate clause to a main clause and establish a relationship between the two. They also demonstrate that the dependent clause (or subordinate

clause) contains the less essential notion in the sentence, as opposed to the independent clause. There are many different types of subordinating clauses, but here are a handful of the most common ones: even if, even though, if, in order that, in case, in the event that, lest, now that, once, only,

phrases in the sentence. The following are the different types of interjections:

- a. The interjection of greeting:** The Interjection of greeting indicates the emotion of warmth to meet with anyone, such as hello!, hi!, hey!, and so on.
- b. The interjection of joy:** The interjection of



only if, provided that, since, so, supposing, that, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while.

- c. **Correlative conjunctions:** Correlative conjunctions are pairs of conjunctions that work together. These conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence. Some common pairs include both/and, whether/or, either/or, neither/nor, not/but, not only/but also.

For example:

- Her favourite colours were purple **and** red.
- Lia plays **not only** the violin **but also** the drums.
- She was late for school **so** she took a shortcut.
- **Because** it was snowing, we had to cancel the plan.
- Jason went to get a drink of water **before** his exam started.

8. Interjection (Expressive word):

A word or phrase that displays a strong sentiment or emotion is called an interjection. It is a short exclamation. These are expressions that can stand alone or be used as part of a sentence. These words and phrases are frequently used to indicate strong emotions and reactions. They are frequently followed by an exclamation mark. Usually, an interjection is used in an informal language. Interjections communicate a wide range of emotions such as joy, grief, surprise, disgust, and so on, even though they are not grammatically related to the other parts of the sentence or help the reader grasp the link between words and

joy is used to communicate immediate delight and satisfaction in response to a specific event, such as wow!, hurrah!, congratulations!, good!, and so on.

- c. **The interjection of attention:** The interjection of attention is used to draw someone's attention to us, such as listen!, look!, shh!, behold!, hush!, and so on.
- d. **The interjection of approval:** The interjection of approval is used to convey approval or agreement in a sentence, such as bravo!, well done!, brilliant!, and so on.
- e. **The interjection of surprise:** The interjection of surprise is used to indicate surprise at any event that has occurred, for example, oh!, what!, ah!, ha!, etc.
- f. **The interjection of sorrow:** The interjection for sorrow is used to describe the sense of grief in a sentence, such as ah!, alas!, ouch!, oops!, and so on.

For example:

- **Hello!** I'm Adam, your new professor.
- **Wow!** You look so beautiful!
- **Shh!** keep the mouth shut.
- **What!** Are you serious?
- **Oops!** Sorry. It was my fault.

9. Article (Defining word):

An article is used before a noun. An article is a word that modifies a noun (a person, place, thing, or idea). An article is a type of adjective, which refers to any word that modifies a noun. Adjectives usually alter nouns by describing them, but articles are employed to point out or refer to nouns. There are two sorts of articles that we employ to point out or refer to a noun or group of nouns in writing and conversation:

- a. **Definite article:** This article is the word 'the,' which refers directly to a specific noun or groups of nouns. The definite article (the) comes before a noun to emphasise that the reader understands the word's identity. The definite article 'the' is used when the reader knows the specific identification of a noun (whether singular or plural, count or noncount).

- b. **Indefinite article:** The words 'a' and 'an' are indefinite articles. Each of these articles refers to a noun, however, the noun in question isn't a specific person, place, thing, or concept. Any noun from a set of nouns

can be used. When the identity of a noun is unclear, it is preceded with the indefinite article (a, an). When referring to a singular count noun whose identity is unknown to the reader, the indefinite article 'a' or 'an' should be used. Use 'a' before nouns that begin with a consonant sound, and 'an' before nouns that begin with a vowel sound.

For example:

- I ate **an** apple yesterday.
- **The** apple was juicy and delicious.
- I own **a** cat and two dogs.
- Thank you for **the** advice.
- I do not want **a** gun in my house.

Identify which part of speech the highlighted word is.

1. I bought a **shiny** watch at the mall.
2. She thinks **we** will arrive at roughly 3 pm.
3. The **music** is very loud.
4. She **quickly** packed her bag and left.
5. **Wow!** You have got a great score.
6. I went **to** Madras and met my friend.
7. Lia knocked on the door **but** nobody answered.
8. The baby crawled **under** the bed.
9. She was wearing a really **pretty** dress.
10. **Take** the second left then go over the bridge.
11. Today I wore my **blue** skirt.
12. I am **extremely** excited about our trip.
13. Let's make **cookies**.
14. Your suitcase is **in** the closet.
15. **Ouch!** That hurts.
16. **Hi**, it's good to see you.
17. He is the **best** in the area.
18. He probably hates **himself** now.
19. She handled it very **smoothly**.
20. **Reading** is important.

Fill in the blanks using the correct form of the word.

21. Today was a very ___ day.
 - A. Cold
 - B. Colder
 - C. Coldly
22. We will have to ___ if we do not want to be late.
 - A. Ran
 - B. Run
 - C. Running
23. ___ was that man you were talking to?
 - A. What
 - B. Why
 - C. Who
24. I forgot my umbrella ___ I got wet.
 - A. Because
 - B. So
 - C. Although
25. ___ is a global problem.
 - A. Poorness
 - B. Poor
 - C. Poverty

26. It's OK to use that phone, it's ___.

- A. Mine
- B. Me
- C. I

27. When was the last time you ___?

- A. Cried
- B. Cry
- C. Cries

28. Ask ___ what she thinks.

- A. She
- B. Her
- C. Hers

29. I ___ sleepy.

- A. Are
- B. Is
- C. Am

30. I sat ___ the chair.

- A. In
- B. On
- C. At

32. Today, I ___ for three hours.

- A. Played
- B. Plays
- C. Playing

33. My brother and ___ got into a fight.

- A. Me
- B. I
- C. Mine

34. Your room is ___ than my room.

- A. More organized
- B. Most organized
- C. Best organized

35. ___ is my bag?

- A. Who
- B. Where
- C. What

Fill in the blanks with the appropriate article:

36. Ravi made ___ error of judgement.

37. She gave me ___ call in the evening.

38. Suresh is ___ tallest boy in my class.

39. ___ Earth moves around ___ Sun.

31. This song is ___ than that song.

- A. Better
- B. More better
- C. Best

40. We saw ___ tiger in ___ zoo.

Solution

- 1. Adjective** An adjective adds to the meaning of a noun. Here, shiny adds to the meaning of a watch.
- 2. Pronoun** Pronouns replace nouns. Here, “we” is replacing the people the speaker is referring to.
- 3. Noun** A noun is a word that refers to persons, places, things, or ideas. The noun here is music, which is a thing.
- 4. Adverb** Adverbs modify verbs, nouns, and other adverbs. This is modifying the verb packed.

5. Interjection Interjections are unrelated to the rest of the sentence and express enthusiasm or emotion. Wow implies amazement or surprise in this context.

- 6. Preposition** A preposition shows the relationship of a noun or pronoun to another word. Here, ‘to’ shows the relationship of ‘I’ to and where ‘I’ went.
- 7. Conjunction** Conjunctions join two or more words, phrases, or clauses together. This conjunction “and” is joining “Andy knocked on the door” and “nobody answered.”

Parts of Speech

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- 8. Preposition** Prepositions indicate the relationship between nouns or pronouns and other words or elements in the sentence. Here, it shows the relationship between the baby and where it crawled to.
- 9. Adjective** An adjective adds to the meaning of a noun. Here, pretty adds to the meaning of dress.

10. Verb Verbs show an action or state of being. In the given sentence, there is no subject as it is a command/instruction, so the first word is the verb.

11. Adjective An adjective modifies a noun or pronoun. Here, blue modifies the skirt.

12. Adverb Adverbs modify verbs, nouns, and other adverbs. This is modifying the verb excited.

13. Noun A noun specifies people, places, things, or ideas. This noun is a thing, cookies.

14. Preposition Prepositions show the relationship between nouns or pronouns and other words or elements in the sentence. Here, in the given sentence, it shows the relationship between the suitcase and where it is.

15. Interjection Interjections show excitement or emotion and are not connected to the rest of the sentence.

20. Noun A noun specifies people, places, things, or ideas. This noun is an idea, reading.

- 21. (A)** Today was a very cold day.
- 22. (B)** We will have to run if we do not want to be late.
- 23. (C)** Who was that man you were talking to?
- 24. (B)** I forgot my umbrella so I got wet.
- 25. (C)** Poverty is a global problem.
- 26. (A)** It's OK to use that phone, it's mine.
- 27. (A)** When was the last time you cried?
- 28. (B)** Ask her what she thinks.
- 29. (C)** I am sleepy.
- 30. (B)** I sat on the chair.
- 31. (A)** This song is better than that song.
- 32. (A)** Today I played for three hours.
- 33. (B)** My brother and I got into flight.
- 34. (A)** Your room is more organized than my room.
- 35. (B)** Where is my bag?

36. An Here, the identification of a noun is unknown and since the noun starts with a vowel sound, the indefinite article, ‘a’ is used.

- 37. A** Here, the identification of a noun is unknown and since the noun starts with a consonant sound, the indefinite article, ‘a’ is used.

Here, no is showing emotion of sadness.

16. Interjection Interjections show excitement or emotion and are not connected to the rest of the sentence. Here, hi is an interjection of greeting.

17. Adjective An adjective modifies a noun or pronoun. Here, best modifies him.

18. Pronoun Pronouns replace nouns. Here, "himself" is replacing the person the speaker is referring to.

19. Adverb Adverbs modify verbs, nouns, and other adverbs. This is modifying the verb handled.

Parts of Speech

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5

Pronouns



WHAT IS A PRONOUN?

A pronoun may be called a word that replaces a noun or a noun phrase. It can help you remove redundancy or unnecessary repetitive usage of nouns in writing.

Look at the following examples.

Riya went to the grocery store, but Riya did not find anything there.

Martin told me to come to his office and Martin also told me to get the files to Martin.

Mom made some food and mom gave it to us in a lunchbox.

Janet wrote the letter but Janet did not send the letter on time.

Does it sound repetitive?

Look at the repetitive usage of the following nouns:

1. Riya
2. Martin
3. Mom
4. Janet
5. letter

Does the repetitive usage of these nouns make the sentences sound boring or difficult to read? This is where pronouns come in. A pronoun takes the place of a noun to prevent its repetitive usage. The noun, in this case, may be called the antecedent. The antecedent specifies the nature of a pronoun.

For example:

The girl went to sleep because she was very exhausted.

Here, 'the girl' is the antecedent, and 'she' is the pronoun. Look at how a change in the antecedent can also cause a change in the

38. The Here, the exact identity of the noun is known. Hence the definite article 'the' is used.

39. The Here, the exact identity of both the nouns are known. Hence the definite article 'the' is used in both places.

40. A, the Here, the identification of the first noun is unknown and since the noun starts with a consonant sound, the indefinite article, 'a' is used. The exact identity of the second noun is known and hence the definite article 'the' is used.

Here, a change in the antecedent causes a change in the nature of the pronoun.

TYPES OF PRONOUN

There are different types of pronoun.

Personal pronouns

Personal pronouns are the pronouns that refer to a specific person or a thing. They can be divided into two types.

Normative personal pronouns—They act as the subject!

For example:

I came home after the work was finished.

You should skip the show for today.

Objective personal pronouns—They act as objects!

Riya came to the store with Michael and me.

Michael hates him.

Possessive pronouns

Possessive pronouns show ownership. They show that an object belongs to someone.

For example:

The pencil box was mine.

Their problems are not mine to handle.

The piece of cake is yours.

The duty is hers.

This tent is ours.

Reflexive pronouns

Reflexive pronouns show that the subject in a sentence is receiving the action of the verb.

For example:

I can handle the project by myself.

pronoun.

The boy went to the store because he was out of supplies.

They can write the paper themselves.

She can get home by herself.

He will tell them the instructions himself.

The situation can handle itself.



PERSONAL (NORMATIVE)	PERSONAL (OBJECTIVE)	POSSESSIVE	REFLEXIVE
I	You	My/mine	Myself
You	Me	Your/yours	Yourself
He	Him	His	Himself
She	Her	Her/hers	Herself
It	It	Its	Itself
We	Us	Our/ours	Ourselves
They	Them	Their/theirs	Themselves

Intensive pronouns

Intensive pronouns are only used to place emphasis on the subject and are not important *per se* to the meaning of the sentence. They may look similar to reflexive pronouns but have different usage and are also used immediately next to the subject that they are emphasising.

For example:

You yourself must complete the work.

She herself must inform the authorities.

They themselves should approach me regarding this.

We ourselves must achieve this task.

Some intensive pronouns:

Myself, himself, herself, itself, ourselves, themselves

Demonstrative pronouns

Demonstrative pronouns are used to identify nouns and answer the question "which?".

For example:

These are the people that we selected for the play.

They are the participants.

She is the girl Ray was talking about.

These are the pens I could find.

Some demonstrative pronouns:

This, that, these, those

Interrogative pronouns

Interrogative pronouns are pronouns that are used only in reference to a question regarding who, which, whose, what, whom.

For example:

Which one of the notebooks is hers?

Who is that person?

Which one of these phones is yours?

Who is that boy?

Some relative pronouns:

Who, what, which, Whom, whose

Relative pronouns

Relative pronouns are used to connect clarifying information to nouns or other pronouns in a sentence.

For example:

Who wrote this letter? ('who' is used for a subject)

Who went to the store without telling me?

With whom did you do this project? ('whom' is used for a subject)

This notice should be addressed to whom?

Jennie, who choreographed the play, has received a contract offer from Hollywood.

The things that I bought from the market were not helpful to me. ('that' is used when referring to things)

The community gymnasium that is down the street is very clean.

Our luggage was stolen, which really upset my mother. ('which' is used in nonessential clauses)

Some relative pronouns:

Who, that, which, whom, Whose, whoever, whichever, Whomever, whatever



Indefinite pronouns

Indefinite pronouns are used while referring to a person or a thing not specific or known. They may also be used to identify a general group of people or things.

For example:

Everyone has to follow the instructions sent yesterday.

Some were excited to go on the cruise.

All of the students submitted the assignment on time.

Most of the girls were against the proposal.

Some indefinite pronouns:

both, many, several, few, one, some, none, all, most, somebody, anybody, anyone, everybody, everyone, each, every

Reciprocal pronouns

Reciprocal pronouns are used when referring to a mutual set of people.

For example:

They needed each other's addresses.

We have to help one other to survive.

You have to work with each other to complete the work before the assigned deadline.

Some reciprocal pronouns:

each other, one another, each other's, one another's

Collective nouns

In the case of collective nouns, like family, class, panel, college, society, group, school, committee, company, the pronouns referring to them are singular.

For example:

The jury delivered its verdict yesterday.

The school told its students to submit their forms as soon as possible.

However, when a collective noun is used to refer to a group of individuals with different goals, the pronoun would be plural.

For example:

The jury discussed their verdict among themselves.

The class submitted their assignments.

TIPS TO WRITE/IDENTIFY PRONOUNS CORRECTLY

Avoid making ambiguous uses of pronouns.

For example:

Jenna told Maria that she had to go to the office early.

The sentence poses an ambiguity regarding who actually had to go to the office early, Jenna or Maria.

Therefore, you must make sure that it is clear who the pronoun refers to in a sentence.

Jenna told Maria that she, Maria, had to go to the office early.

The given sentence makes it clear who the pronoun refers to. Therefore, it is not ambiguous.

Use the correct form of the pronoun when comparing persons or things.

For example:

Jennie is shorter than me [am]. (incorrect)

Jannie is shorter than I [am]. (correct)

I walked four miles with she. [incorrect]

I walked four miles with her. [correct]

PRACTICE QUESTIONS

Fill in the blanks with appropriate pronouns.

1. Each person thanked _____ parents.
2. Raymond injured _____ left arm.
3. Her neighbours sometimes leave _____ house door open.
4. The committee works for the upliftment of _____ members.
5. The council members discussed _____ views about the changing situation.

6. Sara went out with some people yesterday and _____ discussed at length about Maria.
7. The professor called Nathan and _____.
8. We have to help _____ if we wish to reach on time.
9. Mr Michaels and _____ will present in the meeting.
10. _____ wanted our results quicker than they were willing to give.
11. _____ would like my cardigan back.
12. The team's problem is that _____ doesn't have good leadership.
13. Jake, Winnie, and I submitted the work on time but _____ didn't receive any acknowledgement.
14. I don't think this is any of _____ business.
15. We aim at upliftment of all, so _____ request everyone to register accordingly.
16. _____ of us agreed to the proposal.
17. _____ of these packet's is his?
18. You _____ must come to me if something like this happens the next time.
19. _____ one of you didn't inform me?
20. _____ are the people Jay shortlisted for the auditions.

SOLUTIONS

- | | |
|---------------------------|--------------------|
| 1. His or her/their | 11. I |
| 2. His | 12. It |
| 3. Their | 13. We |
| 4. Its | 14. My/our/your |
| 5. Their | 15. We |
| 6. They | 16. Some/all/a few |
| 7. Me | 17. Which |
| 8. Each other/one another | 18. Yourself |
| 9. I | 19. Which |
| 10. We | 20. These/those |

6 Prepositions



WHAT ARE PREPOSITIONS?

It is a term signifying the link between two objects indicating their position. For example: The pen is on the table. Here, on shows the relationship between the pen and the table. It is

- He will be in Bahrain for 2 weeks.
- He will finish his work by 8:00.
- She works part time during the autumn.
- I will take care of the car from July to

Relationship between the pen and the table. It is a word that indicates direction (to in “a letter to you”), location (at in “at her house”), or time (by in “by midnight”), or that introduces an object (of in “a basket of mangoes”). Prepositions are usually followed by an object, which can be a noun (midnight) or a pronoun (you).

The most commonly used prepositions have been penned down here as follows: about, above, across, after, against, along, among, around, at, because of, before, behind, below, beneath, beside, between, by, close to, down, during, except, for, from, inside, in, instead of, into, like, near, of, off, on, on top of, onto, out of, outside, over, past, since, through, to, towards, under, until, up, upon, with, within, without.

Types of preposition

The different types of prepositions are as follows:

Prepositions of direction: In order to refer to a direction, the prepositions used are “to,” “in,” “into,” “on,” and “onto.”

- She rode to the school.
- Don’t knock during an ongoing lecture.

Come right in(to) the classroom.

Prepositions of time: In order to refer to one point in time, the prepositions used are “in,” “at,” and “on.”

- He was born in 1999.
- I go to gym at 6:00.
- We get off on second Saturdays of each month.

In order to refer to extended time, the prepositions used are “since,” “for,” “by,” “during,” “from...to,” “from...until,” “with,” and “within.”

- I have lived in Singapore since 2010.

December.

- They are in school from January until June.
- She will graduate within 3 years.
- Prepositions of place: The prepositions used to refer to a place are as follows: “in”, “at”, “on”, and “inside”.
- They will meet in the lunchroom.
- Lia was waiting at the corner.
- She left her wallet on the bed.
- Keep the pen inside the pouch.

In order to refer to an object higher than a point, the prepositions used are “over” and “above.” In order to refer to an object lower than a point, the prepositions used are “below,” “beneath,” “under,” and “underneath.”

- There is hard wood beneath the carpet.
- The bird flew over the house.
- He hid under the table.
- The mouse is hiding underneath the bed.

In order to refer to an object close to a point, the prepositions used are “by,” “near,” “next to,” “between,” “among,” and “opposite.”

- The post office is by the grocery store.
- My house is near the post office.
- Park your car next to the garage.
- The garage is opposite the house.

Prepositions of location: In order to refer to a location, the prepositions used are “in”, “at”, and “on”.

- He will find her at the library.
- They live in the country.
- He sat on the chair.

Prepositions of spatial relationships: To refer to a spatial relationship, use the prepositions “above,” “across,” “against,” “ahead of,” “along,” “among,” “around,” “behind,” “below,” “beneath,” “beside,” “between,” “from,” “in front

Prepositions

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of,” “inside,” “near,” “off,” “out of,” “through,” “toward,” “under,” and “within.”

- His house is across the street from the grocery store.
- We will stop at many attractions along the way.
- The children are hiding behind the tree.
- Take your shoes off.
- Walk toward the library and then turn right.
- Place a check mark within the box.

SOME RULES WHILE USING PREPOSITIONS

1. A preposition must have an object.
2. A preposition is followed by a “noun”. It is never followed by a verb.
3. A preposition (usually) comes before its object. For example: I put it in the bag. However, at times when the preposition does not come before its object, it is still closely related to its object: Who did you talk to? / I talked to Lia.

PRACTICE QUESTIONS

Fill in the blanks with correct prepositions.

1. We took the decision _____ the telephone.
2. I met Lia _____ December.
23. Children _____ the age of three are not allowed here.
24. There is a shop _____ the house.

2. I met Lia in December.
3. We were paralysed by fear.
4. Jacob left for Singapore.
5. She turned around and looked at me.
6. The boy wearing the blue shirt is my brother.
7. The cat sprang over the table.
8. I shall return in an hour.
9. He will join school on tomorrow.
10. She went back home before lunchtime.
11. Do you take pride in your appearance?
12. I tripped over the box and fell down the stairs.
13. I am looking forward to seeing you at the party.
14. He trembled with fear when he got caught.
15. I think the shop should be open now.
16. People used to waste a lot of time queuing up to pay bills.
17. Our shop remains closed on Sundays.
18. We visited Manali during the summer vacations.
19. She is proud of her achievements.
20. I am no good at singing.
21. My sister works for the bank.
22. He hung a calendar on the fireplace.
- 23.** There is a shop near the house.
25. He is leaning against the wall.
26. Come to my office at half-past ten.
27. He is available between 10 am and 12 noon.
28. The old lady is walking with a stick.
29. We pay our bills in cash.
30. The house is on fire.
31. The peaches are sold for 150 rupees a kilo.
32. The spoon is made of gold.
33. You are eligible for the post.
34. I was shocked at her behaviour.
35. I am short of money.
36. I have a good relationship with my classmates.
37. Concentrate on your work.
38. She is ill with fever.
39. The situation is beyond control.
40. She congratulated me on winning the game.
41. It rained for days together.
42. They were freed from the danger.
43. The meeting starts at three o'clock.
44. He warned me about the danger.
45. Be kind to your peers.
46. She invited me to her house.
47. They went on a picnic.
48. Ram lost to Lia in the finals.
49. James died from overeating.
50. There is some dispute between the property.

SOLUTIONS

- 1.** Over
2. In
3. With
4. For
5. Around
6. In
7. Upon
8. Within
9. From
10. At
11. In
12. Over
13. To
14. With
15. By
16. In
17. On
18. During
19. Of
20. At
21. At
22. Over
23. Under
24. Across
26. At
27. Between
28. With
29. In
30. On
31. At
32. Of
33. For
34. By
35. Of
36. With
37. On
38. With
39. Under
40. On
41. For
42. From
43. At
44. Of
45. To
46. To
47. On
48. To
49. Of

25. Against

50. Over

Prepositions

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7

Conjunctions



WHAT ARE CONJUNCTIONS?

They are parts of speech that connect words, sentences, phrases, or clauses. It is the glue that binds together words, phrases, and clauses. Conjunctions allow you to construct complex, elegant sentences without the choppiness that several short sentences might cause. Conjunctions are of three types.

They are: coordinating, correlative, and subordinating. Each of which has a different purpose, but all facilitate the word connection.

TYPES OF CONJUNCTION

Coordinating conjunctions

Coordinating conjunctions link words or phrases in a sentence that have the same grammatical function. They join words or ideas together. For example: I like carrom *and* chess. Here, *and* acts as a coordinating conjunction that joins the two nouns mentioned here: carrom *and* chess.

The seven main coordinating conjunctions in English, which form the acronym (FANBOYS), are as follows:

- **For**—To explain the reason or purpose
- **And**—To add one thing to another
- **Nor**—To present an alternate negative idea
- **But**—To show contrast
- **Or**—To present a choice or an alternative.
- **Yet**—To introduce a differing idea that follows the preceding idea logically
- **So**—To indicate any result or inference

Understand With Example



- I love cricket *and* football.
- You may take this book *or* that one.
- She is kind *so* she helps people.

Subordinating conjunctions

Subordinating conjunctions join a subordinate clause to a main clause and establish a relationship between the two. It also demonstrates that the dependent clause (or subordinate clause) contains the less essential notion in the sentence, as opposed to the independent clause.

Understand With Example



Lia went to bed *after* she finished her work. Here, the subordinate clause is “*after* she finished her work” which is not of the same significance as the main clause, which is “Lia went to bed”.

Below are a few of the most common subordinating clauses:

after	once
although	provided
as	provided that
as if	rather than
as long as	since
as much as	so that



as though	than
because	that
before	though
even	till
even if	unless
even though	until
if	when
if only	whenever
if when	where
if then	whereas
inasmuch as	where if
in order that	wherever
just as	whether
lest	which
now	while
now since	who
now that	whoever
now when	why

A subordinating conjunction can be used in two ways to form a sentence:

1. Main clause + subordinate clause
 - The student submitted the test after completing all the questions.
2. Subordinate clause + , + main clause
 - After completing all the questions, student submitted the test.

Correlative conjunctions

Correlative conjunctions are pairs of conjunctions that work together. These conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence.

Some common pairs include:

as ... as	no sooner ... than
both ... and	not only ... but also
either ... or	rather ... than
if ... then	scarcely ... when
neither ... nor	such ... that

Understand With Example



- She studies *both* English Literature and History.
- She seems undecided *whether* to go or stay.
- She can have *either* tea or coffee.
- She likes *neither* apples nor oranges.

Some rules while using correlative conjunctions are given below:

1. **Maintain a parallel structure.** Since correlative conjunctions come in pairs, one must use the same type of word after each one in the pair.
2. **Don't use commas with correlative conjunctions.** However, if the second conjunction sits before an independent clause (i.e., words that could be a standalone sentence), then use a comma.

Important points to be noted while using conjunctions:

1. *So...as* and *as.....as* is used to show a comparison between two things, people, etc.
2. *Although* and *though* are followed by *yet* or *comma (,)*
3. *Lest* is followed either by *should* or the first form of the verb. *Lest* is a negative word thus, it should never be used with *not*, *never*, to avoid redundancy.



4. *Unless* is an action-oriented term, whereas *Until* is a time-oriented word. They should not be used with no, not, never, etc. since they are negative terms.
5. In positive statements, the words *doubt* and *doubtful* are followed by the words *if* or *whether*. In negative phrases, however, they are followed by *that*.
6. The word *between* is followed by the word *and*. The word *to* comes after the word *from*.
7. *Neither of* means none of the two, *none of* is used when there are more than two, *either of* means one of the two, *one of* is used when there are more than two.
8. Subordinating conjunctions should be used after *rather/other*.

PRACTICE QUESTIONS

Fill in the blanks with appropriate conjunction.

1. Many things have happened ____ I left this place.
2. He bled so profusely ____ he died.
3. Lia ____ her brother attended the party.
4. The principal ____ the teacher had signed the papers.
5. He likes cricket ____ hates football.
6. ____ his bike is old, it still runs well.
7. Is it Monday ____ Tuesday today?
8. Neither Varun ____ Tarun owns a car.
9. Write this down ____ you forget.
10. You will fail the test ____ you study.

SOLUTIONS

1. Since
2. That
3. And
4. As well as
5. But
6. Although
7. Or
8. Nor
9. Lest
10. Unless

8

Subject–Verb Agreement



I runs. She run. You runs.

Do the given options sound correct? Or does something feel out of place?

If you look at the sentences carefully, you will find what is wrong. If you have not found what is wrong yet, worry not, because in this chapter, we will study exactly why these sentences

Do the given sentences sound correct? You may have noticed that the sentences in the third person singular have ‘s’ added to the verbs. Think about the following verbs: **run, walk, eat, study, work, cry.** In the first person singular, all of them may be written like this: **I run, I walk, I eat, I study, I work, I cry.** It is similar for the

are grammatically incorrect and how to make them correct. The correct subject, with the right verb makes it easier to comprehend the sentence improving the flow of the sentence. The numerical representation a verb holds in a sentence is of great importance to apprehend the person/ group of people we are talking about.

In the given sentences, I is the subject. **Run/runs** is the verb. It must always be made sure that the subjects and verbs, in a sentence, agree with each other. What does agreeing exactly mean here? Agreeing refers to concord between the number of the subjects and the verb. A verb changes according to what time it needs to specify. It also changes its form according to the number of subjects being referred to in the sentence.

This is exactly what the subject-verb agreement means. The subjects and verbs must always agree in number.

Read the following out loud:

	SINGULAR SUBJECTS	PLURAL SUBJECTS
First Person	I walk.	We walk.
Second Person	You walk.	You all walk.
Third Person	He walks. She walks.	They walk.

second person singular: **you run, you walk, you eat, you study, you work, you cry.**

The situation changes when we talk about third-person singulars, like **he, she, or the dog**. Here, an 's' must be added to each verb. It can be written like this: **he runs, he walks, he eats, he studies, he works, he cries. Or she runs, she walks, she eats, she studies, she works, she cries. Or the dog runs, the dog walks, the dog eats, the dog studies, the dog works, the dog cries.**

Hotkeys

If you cannot decide whether a sentence is grammatically right or wrong, try reading it out loud! It is a tried and tested tip that many writers and speakers use.

Reading out can help you detect mistakes better!

The importance of a correct subject-verb agreement rests in the fact that the absence of one may lead to a serious grammatical error. These are called subject-verb agreement Errors and they point at a serious absence of grammatical knowledge. **Therefore, we must make sure that we abide by the following rules to ensure an error-free sentence.**



Rules for subject-verb agreement

1. A singular subject, like Jamie, park, bus, has a singular verb and a plural subject has a plural verb.

Following is an example:

- **Jamie walks to the park.**
- **Jamie and his friends walk to the park.**

2. In sentences having 'of', the subject is the one that comes 'of'. Identification of the subject is important to prevent mistakes.

Following is an example:

- **The swarm of bees lives in the tree.**
- **The school of dolphins swims in the sea.**

3. Two subjects joined by or, either/or, or neither/nor will have a singular verb.

Following is an example:

considered singular and thus the verb ends with an 's'.

Following is an example:

- **Everyone runs to the park.**
- **Somebody leaves the room.**

8. In plural subjects joined by 'or', 'but' or 'nor', the verb has to agree with the subject closest to it.

Following is an example:

- **Either Ram or Shyam leaves the room.**
- **Neither Ram nor his brothers run to the park.**

9. There are some indefinite pronouns (like some, most, none, part, etc.) in which the verb may be singular or plural depending on the object.

- Either my mom or my dad is accompanying me to the fair.
 - Neither of my friends has the same opinion.
4. Some sentences begin with 'here' or 'there'. In such sentences, the subject would follow the verb.
Following is an example:
- **Here are the clothes.**
 - **There is the shoe.**
5. Two or more subjects, when joined together, are considered plural and therefore require a verb without an 's'.
Following is an example:
- **Ram, Shyam, and Emily run to the park.**
 - **Kanika and her friends run to the park.**
6. If a subject is preceded by words like 'every' and 'each', then that subject is considered singular and therefore the verb must end with an 's'.
Following is an example:
- **Each woman and man leaves the room.**
7. Infinite pronouns (like everyone, everything, neither, somebody, anything, either, anybody, anyone, each, etc.) are usually

Following is an example:

- **All of the carpenters are gone.**
- **All of the cake is gone.**

10. A collective noun is considered a singular subject: therefore, the verb will end with an 's'.
Following is an example:
- **The committee is considering his expulsion.**
 - **The class is unusually quiet today.**

11. If a subject is a measurement of time, money, distance, weight, etc., then it is considered singular and therefore the verb will end in an 's'.
Following is an example:
- **Ten thousand euros is too much to spend in just a day.**
 - **Seventeen kilos of wheat is enough for us.**
12. It is important for the verb to agree only with the subject and not with any other part of the sentence.
Following is an example:
- **The problem we face in this meeting is all of the participants have brought**

Subject–Verb Agreement

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their children with themselves and we don't have enough space.

What is the subject in this sentence? Is it the problem, this meeting or the participants? Identification of the subject is important. In this sentence, 'the problem' is the subject. It is singular. So, the verb will also be singular.

Following are more examples:

There are many queries.

There is a query.



What is the subject in the given sentences? It is 'queries' in the first sentence and 'query' in the second sentence.

The news was devastating.

Civics is her favourite subject.

The sentences given above have subjects with nouns that end with an 's'. But that does not necessarily indicate its plurality. 'The news' and 'civics' indicate a singular subject: therefore, the verb would be plural.

Study the following table and compare the correct and incorrect sentences.

INCORRECT	CORRECT
Half of the task are finished.	Half of the task is finished.
All of the data are uploaded.	All of the data is uploaded.
Much of the cake are eaten.	Much of the cake is eaten.
Ten euros are a lot of money here.	Ten euros is a lot of money here.
The number of people in this room do not matter.	The number of people in this room does not matter.
One of the mobile phones are stolen.	One of the mobile phones is stolen.

The lady, along with her friends, exit the room hastily.	The lady, along with her friends, exits the room hastily.
Jill and her friends walks to the park.	Jill and her friends walk to the park.
Neither Jill nor her friends stays at home.	Neither Jill nor her friends stay at home.
Everyone walk to the store.	Everyone walks to the store.
Most of the students is gone.	Most of the students are gone.
Some of the people stays inside.	Some of the people stay inside.
The group dance with perfection.	The group dances with perfection.
Physics are the most difficult subject.	Physics is the most difficult subject.

Subject-Verb Agreement

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INCORRECT	CORRECT
Seventeen metres are a lot of distance.	Seventeen metres is a lot of distance.
The aim of the meeting, among other things, are to achieve a proper and equitable distribution of resources among the members of the committee.	The aim of the meeting, among other things, is to achieve a proper and equitable distribution of resources among the members of the committee.
Reading with my friends are my favourite pastime activity.	Reading with my friends is my favourite pastime activity.

Hotkeys

While reading the text out loud may help, it is not always possible in examination environments. In such a case, try subvocalising (uttering

words to yourself, in your mouth, with little or no audible noise) the text! Subvocalising can help you detect mistakes!

PRACTICE QUESTIONS

Select the correct option and fill in the blanks.

- Some of the bundles _____ misplaced.
(is/are)
- The main criterion I will judge this meeting on ____ the reactions and responses it will attract from the mainstream media houses.
(is/are)
- I told him yesterday that seventy pounds of chocolate _____ more than enough for this batch of cakes. (was/were)
- Most of the problems _____ solved now that Jill has arrived. (are/is)
- His family _____ eager to let me in, even though I did not make quite the impression the last time. (was/were)
- I don't want to see _____ trousers lying around anymore. Make sure you fold them and _____ them back in your bag.
- The supervisor _____ me doing this, she will most certainly dismiss me from my job. (notice/notices)
- Those dogs _____ at all the strangers. (bark/barks)
- There _____ no news available regarding this incident. (is/are)
- The issue with the assignments _____ that I can't understand their meanings. (is/are)
- What _____ she trying to tell me? (is/are)
- If the team _____ the authorities, we will have no other option but to withdraw our support. (sue/sues)
- They will _____ me soon whether I am

and keep them neatly in your backpack. (these/this)

7. This phenomenon rarely _____ nowadays, climate change has had adverse effects on this. (occur/occurs)
8. Ananda, along with her friends, _____ made a nerve-wracking short horror film. (has/have)
9. I saw a bizarre-looking peahen walking towards me in the park the other morning. Its steps _____ like that of a crooked man. (was/were)

Subject–Verb Agreement

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22. A million dollars _____ a huge amount of money to spend in a year. (is/are)
23. I can see that he _____ at the end of this. (fail/fails)
24. The viceroy _____ the room in a hurry. (leave/leaves)
25. The committee _____ amongst themselves regarding this issue. (argues/argue)
26. Raymond, along with his friends, _____ the dark tunnel. (enter/enters)

27. Jeanie and her friends _____ leaving for Mexico tomorrow. (is/are)
28. How will they _____ the project while the company struggles with its finances? (complete/completes)
29. _____ you invited to the party? (Is/Are)
30. With whom _____ you planning to conduct research on this? (Is/Are)

SOLUTIONS

1. **Are**—The subject, some is plural.
2. **Is**—The subject, criterion is singular.
3. **Was**—The subject, seventy pounds of chocolate, is taken as a single unit of measurement, and therefore, it is considered singular.
4. **Are**—The subject, most of the problems is plural.
5. **Was**—The subject, family, is singular.
6. **These**—The subject, trousers, even though referring to a singular subject, is considered plural.
7. **Occurs**—The subject, this phenomenon is singular. Therefore, the verb will have an ‘s’ attached to it.
8. **Has**—Ananda is the subject of this sentence, not she along with her friends. Therefore, the subject is singular.
9. **Were**—The subject, its steps, is plural.
10. **Notices**—The subject, the supervisor, is singular. Therefore, the verb will have an ‘s’ attached to it.
11. **Bark**—The subject, dog, is singular.
12. **Is**—News is considered a singular subject.
13. **Is**—The subject, the issue, is singular.
14. **Is**—The subject, she, is singular.
15. **Sues**—The subject, the team, is considered a singular subject.
16. **Inform**—The subject, they, will have a singular verb according to the rules.

17. **Entertain**—The subject, she, will have a singular verb when attached with ‘to’.
18. **Deliver**—The future tense will have a singular verb even if the subject, Radha, is singular.
19. **Are**—The subject, a few of the people, are plural.
20. **Was**—Half of the cake is considered a singular subject.
21. **Was**—The subject, I, will have a singular verb.
22. **Is**—The subject, a million dollars, is a unit of measurement. Therefore, it is a singular subject.
23. **Fails**—The subject, he, is singular.
24. **Leaves**—The subject, the viceroy, is singular.
25. **Argues**—The subject, the committee, is not acting as a singular unit. It is arguing among themselves as individuals. Therefore, the subject is plural.
26. **Enters**—The subject, Raymond, is singular.
27. **Are**—The subject, Jeanie and her friends, are plural.
28. **Complete**—The subject, they, is plural.
29. **Are**—The subject, you, even though singular, will have a plural verb because it is second person.
30. **Are**—Similar explanations as above



Jack went to the market.

Jack goes to the market.

Jack will go to the market.

The given sentences indicate ‘when’ Jack went to market through different forms of verbs: past, present, and future. As you can see the whole context and time frame of the sentence alters with the different forms of the verb ‘go’ used here. It is crucial to have a good hold on tenses, not just for writing purposes, but to also not be misinterpreted when explaining any event.

The first sentence indicates that Jack ‘went’ to the market sometime in the past. The second sentence indicates that Jack ‘goes’ to the market sometime in the present or he may go to the market regularly. The third sentence indicates that Jack ‘will go’ to the market sometime in the future. The three sentences essentially refer to the same act—that of going to the market—but they indicate different times of going to the market. For this, the sentences use different forms of verbs—first form, second form, and third form.

Can you now infer what tenses are?

Tenses indicate the time of action in a sentence. They are roughly of three forms—past tense, present tense, and future tense. They can be further divided into: Simple tense, perfect tense, continuous tense, perfect continuous tense.

But before that, read the following sentences and try to identify the differences in them.

Jack goes to the market.

Jack is going to the market.

Jack has gone to the market.

Jack has been going to the market.

Do the given sentences refer the action to sometime in the present? If yes, what are the differences between these three sentences? Read them out loud for better understanding. Before answering these questions, study the following sentences:

Jack went to the market.

Jack was going to the market.

Jack had gone to the market.

Jack had been going to the market.

Do the given sentences refer to the action to sometime in the past? If yes, what are the differences between these three sentences?

Now study the following sentences by reading them out loud:

Jack will go to the market.

Jack will be going to the market.

Jack will have gone to the market.

Jack will have been going to the market.

Do the given sentences refer the action to sometime in the future? If yes, what are the differences between these three sentences?

In this chapter, we will understand how these sentences denote different times in the past, present, and future.

Hotkeys

No need to learn the tense rules by heart!

Study the sentences and understand the different parts of speech.

Reading the examples can help you understand and learn the rules more than learning the rules in isolation will!

PRESENT TENSE

Simple present

It may denote a universal truth, scientific facts, or tasks/actions done on a daily basis. The actions or acts happening at the moment are expressed in the present tense. Actions happening unceasingly and regularly are called present indefinite.

Rule: subject + verb 1 + s/es + object

Present continuous

It denotes an action happening in the present which will/ or might continue for a short while in the future too. It can be distinguished from

the simple present tense as the action here is temporary and is in progress in the present. However, the simple present tense is to express

- We are renting an apartment.
- The sun is shining bright.
- They are listening to jazz.

the actions in the immediate present.



Understand With Example

- Nancy goes to school every day. (Present indefinite)
- The sun rises in the east.
- Dogs hate water.
- I cook thrice a day for my family.
- She writes a letter to the authorities.
- They walk to their office daily.
- Water evaporates when heated.
- My father drops me to the destination.
- The earth revolves around the sun.
- The guests are in the dining hall.

Rule: subject + is/am/are + verb 1 + ing + object

Present perfect

It denotes something that started in the past and is just finished. Any action which took place in the past, at an indefinite time, is also expressed in Present perfect (Example: I presume we have met before).

Hotkey

Any certain time period if provided of the



Understand With Example

- Nancy is going to school.
- I am cooking for my family.
- Dua is writing a letter to the authorities regarding this situation.
- I am learning to read and write in Spanish.
- She and her friends are watching a comedy movie.
- I am residing in Moscow with my colleagues for the winter.

- They are listening to jazz.
- You are not participating in the tournament.

completion of the work in the past is not to be expressed in the present perfect tense. For example: We have briefed the team about the work at 11 this morning. (incorrect)
We have briefed the team about the work. (Correct)

Rule: subject + has/have + verb 3 + object



Understand With Example

- Nancy has gone to school.
- Dua has written to the authorities regarding this situation.
- She has not seen her mother in a while.
- Have you been to this place before?
- I have received seventy-eight responses till now.
- I have ironed all the clothes.
- We have lived in this city for twenty years.
- Her parents have gone to bed.
- Have you ever broken a bone?
- They have prepared some presentations for our referral.

Present perfect continuous

It signifies an action that started in the past and is still continuing in present.

Rule: subject + has/have + been + verb 1 + ing + object

PAST TENSE

Simple past

It denotes any action that already happened and has been completed in the past. Unlike Past continuous tense, Simple past tense highlights the finality of the action that we are talking about.

Hotkey

Whenever a verb follows did, the verb must be in the base form. Did + past form of a verb is grammatically incorrect. Here 'did' is

- James has been texting the wrong person for months.
- The committee has been reprimanding all the rule-breakers harshly.

Past perfect

It usually denotes an action done a long time ago in the past. It would usually denote an action that happened earlier than the other actions mentioned in the sentence.

an auxiliary verb, which if incorporated in a sentence, makes it necessary for the ‘main verb’ to be in the base form. For instance,
When did you sleep yesterday?
Did you sleep well last night?

Rule: subject + verb 2 + object

Past continuous

It indicates an action that was going on some time in the past. Such action was ongoing in the past, and is no longer continuing in the present.

Rule: subject + was/were + verb 1 + ing + object

Understand With Example



- Dua has been writing to the authorities regarding the current situation.
- You have been lying to me all this time.
- He has been working for seven hours without a break and I am concerned for his health.
- She has been spending a lot of time with her friends these days.
- They have been saving money for their next trip to the Maldives.
- Randy has been working in this firm for eleven years now.
- Has my son been attending the online classes?
- Have I been making myself sufficiently clear?

actions mentioned in the sentence.

Rule: subject + had + verb 3 + object



Understand With Example

- I was watching that movie last night.
- She was living in Paraguay with her husband before she moved to the United States.
- He was working at that time.
- You were not playing with your friends yesterday, were you?
- Were you running in the park when I called you?
- They were not washing the laundry.
- Was I cooking food in the kitchen when the doorbell rang?
- As I was reaching out for the book, someone else grabbed it.
- The boss was doing a great job handling the workplace conflict.
- They were not watching anything super scary.

Past perfect continuous

It denotes an action that began in the past and continued till sometime in the past. The point of difference between the Present Perfect Continuous tense and past perfect continuous is that the action here was continuous at some point in the past and is not happening right now.

Rule: subject + had been + verb 1 + ing + object

Understand With Example



- She had arrived late at the meeting.
- I had completed the assignment before the professor asked for it.
- She had lived in Paraguay with her husband before she moved to the United States.
- Jeanine had not called him on time, so he was hostile.
- Had they informed you before barging into your home like that?
- By the time someone came in to help, the patient had already passed away.
- Had I been clear in my wording?
- Until I knocked on the door, no one had come out of the apartment.
- I had never seen such beautiful mountains before I went to Wyoming.
- I had forgotten to turn off the washing

- Had they been working at all?
- It had been raining all day, so I had to take an umbrella with me.
- Had you been sending them the reports on time?
- This shop had been selling original, handmade souvenirs before the authorities ordered it to stop its business.

It denotes an ongoing action in the future. The action will start sometime in the future and will continue for a certain time period in the future. The action will not be finished until then but will be in motion.

Rule: subject + will/shall + be + verb 1 + ing + object

Future perfect

I had forgotten to turn off the washing machine, so I had to return home.

FUTURE TENSE

Simple future

It indicates an action that will happen in the future. The helping verb 'shall' can be used with 'we' and 'I' unless denoting a promise or a commitment, in which case, 'shall' is used with we/I.

Rule: subject + will/shall + verb 1 + object

Future continuous

Understand With Example



- I had been working for seven hours.
- Jack had been staying in London in a rented apartment.
- She had been helping people find jobs for months.
- The team had been doing a good job until the new boss arrived.
- Had you been cooking when I called?
- When the team arrived, the cleaners had been finishing up their work.

It denotes an action that will occur in the

Understand With Example



- I shall write a letter to the authorities regarding this situation.
- Mr. Jacobs will help you with your financial bills.
- I will not repeat this again, so please note down the information right now.
- Shall I send them a notice regarding your arrival?
- They will reside in Moscow, now that Sebastian has acquired a job there.
- We shall pay them once they have delivered all the shipments.
- Their team will win the match today.
- The missionaries will sail to the island.
- I will watch a documentary tomorrow.
- Shall we go to the salon tomorrow?

future and will be finished by a particular point of time in the future. Such an action can take place anytime between now and the particular moment in the future.

Rule: subject + will/shall + have + verb 3 + object

Understand With Example



- They will be walking to their school at seven in the morning tomorrow.
- I shall be calling him home if he does not behave.
- He will be studying during his finals.
- I will be teaching their class next semester.
- She will be out running at that time of the day.
- The professor will be teaching the class.
- I shall be having a talk with her regarding this.
- Will you be waiting for me?
- The train will be leaving the station on time.
- I will not be bothering you anymore.

Future perfect continuous

It indicates an action that will happen in the future and will continue for some time. We cast ourselves sometime in the future, and look

Understand With Example



- She will have been working on that project for the rest of the day tomorrow.
- They will have been enjoying the party by tomorrow night.
- Will Mr. Chandran have been writing them a notice?
- The landlady will have been vacuuming the whole apartment tomorrow.
- I will have been studying Political Governance by next semester.
- They will have been sailing through

back at the ongoing action (which is still a part of the future). There must be a time reference in such sentences.

Rule: subject + will/shall + have been + verb 1 + ing + object

Understand With Example



- They will have cleaned the rooms by the time the guests arrive.
- We will not have prepared for the presentation by seven if Janet does not arrive on time.
- Will the supervisor have written his feedback by the time the tournament is completed?
- The team will have come up with a plan by now.

the ocean at this time next month.

- Will they have been laughing at my Christmas performance on New Year's Eve?
- The students will have been working on their projects for three hours.
- The ministers will not have been delivering their speeches by next week.
- The maid will have been cleaning the kitchen for half an hour.

Hotkey

Understanding tenses rules can help you solve questions like identification of incorrect sentences in GATE and other engineering entrance exams. Plus, a proper understanding of tenses can help you understand the correct meanings of the passages.



Following are the rules you can apply to make your sentences better.

RULES

Simple Present

Assertive – SUBJECT + VERB 1 + s/es + OBJECT

Negative – SUBJECT + does/do not + VERB 1 + s/es + OBJECT

Interrogative – Does/Do + SUBJECT + VERB 1 + s/es + OBJECT

Present Continuous

Assertive – SUBJECT + is/am/are + VERB 1 + Ing + OBJECT

Negative – SUBJECT + is/am/are + not + VERB 1 + Ing + OBJECT

Interrogative – Is/Are + SUBJECT + VERB 1 + Ing + OBJECT

Present Perfect

Assertive – SUBJECT + has/have + VERB 3 + OBJECT

Negative – SUBJECT + has/have + VERB 3 + OBJECT

Interrogative – Has/Have + SUBJECT + VERB 3 + OBJECT

Present Perfect Continuous

Assertive – SUBJECT + has/have + been + VERB 1 + Ing + OBJECT

Negative – SUBJECT + has/have + not been + VERB 1 + Ing + OBJECT

Interrogative – Has/Have + SUBJECT + been + VERB 1 + Ing + OBJECT

Simple Past

Assertive – SUBJECT + VERB 2 + OBJECT

Negative – SUBJECT + did not + VERB 1 + OBJECT

Interrogative – Did + SUBJECT + VERB 1 + OBJECT

Past Continuous

Assertive – SUBJECT + was/were + VERB 1 + Ing + OBJECT

Negative – SUBJECT + was/were + not + VERB 1 + Ing + OBJECT

Interrogative – Was/Were + SUBJECT + VERB 1 + Ing + OBJECT

Past Perfect

Assertive – SUBJECT + had + VERB 3 + OBJECT

Negative – SUBJECT + had not + VERB 3 + OBJECT

Interrogative – Had + SUBJECT + VERB 3 + OBJECT

Past Perfect Continuous

Assertive – SUBJECT + had been + VERB 1 + Ing + OBJECT

Negative – SUBJECT + had + not been + VERB 1 + Ing + OBJECT

Interrogative – Had + SUBJECT + been + VERB 1 + Ing + OBJECT

Simple Future

Assertive – SUBJECT + will/shall + VERB 1 + OBJECT

Negative – SUBJECT + will/shall + not + VERB 1 + OBJECT

Interrogative – Will/shall + SUBJECT + VERB 1 + OBJECT



Simple Future

Assertive – SUBJECT + will/shall + VERB 1 + OBJECT

Negative – SUBJECT + will/shall + not + VERB 1 + OBJECT

Interrogative – Will/shall + SUBJECT + VERB 1 + OBJECT

Future Continuous

Assertive – SUBJECT + will/shall + be + VERB 1 + Ing + OBJECT

Negative – SUBJECT + will/shall + not + be + VERB 1 + Ing + OBJECT

Interrogative – Will/Shall + SUBJECT + be + VERB 1 + Ing + OBJECT

Future Perfect

Assertive – SUBJECT + will/shall + have + VERB 3 + OBJECT

Negative – SUBJECT + will/shall + not + have + VERB 3 + OBJECT

Interrogative – Will/shall + SUBJECT + have + VERB 3 + OBJECT

PRACTICE QUESTIONS

Select the correct tense form and fill in the blanks.

Past Tense

1. We _____ the food we brought from the farmers' market. (Past perfect | cook)
2. He _____ that he was ill. (Simple past | inform)
3. Marionette _____ with her friends before we arrived. (Past perfect | leave)
4. The fireworks _____ the children. (Simple past | terrify)
5. The assistants _____ the rooms very neatly. (Past perfect | clean)
6. I _____ all of my friends at the party. (Simple past | invite)
7. I _____ in the office when my colleagues arrived and asked me to leave the room. (Past perfect continuous | work)
8. _____ you _____ cooking when we knocked at the door? (Past perfect continuous)
9. _____ they _____ you regarding the meeting? (Past perfect | notify)
10. Mr. Jamieson _____ me to preside this committee for a month until her arrival. (Past continuous | tell)

11. I _____ for work when I saw the mail on my porch. (Past continuous | leave)
12. She _____ in love with him when he broke her heart. (Past perfect | be)
13. _____ I _____ to everyone? (Simple past | audible)
14. He told me that Jeremy _____ another book when the publishers reached out to him. (Past perfect continuous | write)
15. I am of the view that she _____ not _____ to be our president. (Simple past | fit)
16. Mrs. Kennedy _____ in the fields yesterday. (Past continuous | work)
17. They _____ her skills when they found out that she had won the competition. (Past perfect continuous | appreciate)
18. Last month, Seema _____ to Delhi for her internship. (Simple past | travel)
19. She _____ the whole night before she presented her research in the class. (Past perfect continuous | study)
20. Meera and I _____ movie last night (simple past | watch)



Present Tense

1. Lilly _____ a letter to the authorities regarding this situation. (Simple present | write)
2. He _____ all through this semester. (Present perfect | study)
3. I _____ to the Elton John concert this weekend. (Present continuous | go)
4. He _____ home for the summer break. (Present continuous | return)
5. I _____ on the notice board every morning regarding the schedules. (Simple present | write)
6. Their family _____ a lot of festivals together recently. (Present perfect continuous | celebrate)
7. _____ I _____ myself sufficiently clear? (Present perfect continuous | make)
8. _____ the team _____ together properly? (Present continuous | work)
9. The problem _____ quite often these days. (Present perfect continuous | arise)
10. I _____ a witness in a criminal case. (Present perfect | serve)
11. They _____ not _____ whether they can accept such a behaviour. (Simple present | sure)
12. Her plane _____ in Moscow as we speak. (Present continuous | land)
13. I _____ on my mental health for the past few weeks. (Present perfect continuous | focus)
14. She _____ the work on time. (Present perfect | submit)
15. Mr. Tumnus _____ in Narnia. (Simple present | live)
16. Peter _____ her every day for the past few months. (Present perfect | call)
17. The kid's socks _____ on the floor. (Present continuous | lie)
18. Leela _____ in Malaysia for 3 years. (Present perfect continuous | live)
19. Lata is _____ the concert. (Present continuous | attend)
20. I want to _____ in the event this evening. (Simple present | sing)

Future Tense

1. They _____ for the station at seven in the morning tomorrow. (Future continuous | leave)
2. She _____ piano lessons from me next week. (Future continuous | take)
3. I _____ to her tomorrow. (Simple future | talk)
4. The team _____ the work by this time tomorrow. (Future perfect | complete)
5. Tokyo _____ Rangers _____ the game tomorrow. (Future perfect continuous | win)
6. _____ they _____ at the train station? (Simple future | be)
7. The landlord _____ for the rent tomorrow morning. (Future continuous | ask)
8. Maria _____ with the presentation by that time. (Future perfect continuous | finish)
9. I _____ the lessons today. (Future continuous | conclude)
10. _____ the Sharma's not _____ their portion of the work? (Future continuous | do)
11. They _____ her sooner than expected. (Future continuous | contact)
12. My plane _____ by this time tomorrow. (Future perfect | land)
13. Mr. Keller _____ his job as the new security guard of this building soon. (Simple future | begin)
14. I am not if they _____ the party or not. (Future continuous | attend)
15. Who _____ in-charge of this company by then? (Future perfect | made)
16. Radhika _____ as the new barmaid from this time tomorrow. (Future perfect continuous | start)
17. He _____ a better result after changing his routine. (Simple future | see)
18. Sarthak _____ his revision by



- tomorrow. (Future Perfect | finish)
19. The family _____ to Kolkata on Tuesday. (Future Continuous | travel)

- 20.** _____ (He) us for dinner tomorrow? (Simple future | join)

SOLUTIONS

Past Tense

1. had cooked
2. informed
3. had left
4. terrified
5. had cleaned
6. invited
7. had been working
8. had been
9. had notified
10. was telling
11. was leaving
12. had been
13. was audible
14. had been writing
15. was fit
16. was working
17. had been appreciating
18. travelled
19. had been studying
20. watched

Present Tense

1. writes
2. has studied
3. am going
4. is returning
5. write
6. has been celebrating
7. have been making
8. has worked
9. has been arising
10. have served

11. are sure
12. is landing
13. have been focusing
14. has submitted
15. lives
16. has called
17. are lying
18. has been living
19. attending
20. sing

Future Tense

1. will be leaving
2. will be taking
3. shall/will talk
4. will have completed
5. will have been winning
6. will be
7. will be asking
8. will have been finishing
9. will be concluding
10. will be doing
11. shall/will be contacting
12. will have landed
13. will/shall begin
14. will be attending
15. will have been made
16. will have been starting
17. will/shall see
18. will have finished
19. will/ shall be travelling
20. will he join

10

Grammar Keywords



In this chapter, we will discuss key grammar concepts and what they mean. For a better hold of language, we must clarify our understanding of the basics of the grammar keywords of English. We will be touching on the different parts of speech and sketching out the point of difference between each of them in simple terms.

What is the meaning of parts of speech? The

The pronoun changes according to the antecedent.

For example:

Jenna went to the store, where she bought a few books.

We need to help each other to succeed.

The committee kept this within itself.

You need to go to the dentist.

Kennv. Lennv. and Jennv told me that they are

What is the meaning of parts of speech? The parts that make up a sentence are parts of speech. Sentences are made up of different parts. These parts may be:

- nouns
- pronouns
- adjectives
- verbs
- adverbs
- propositions
- conjunctions
- interjections

These parts are known as parts of speech.

PARTS OF SPEECH

Nouns

They are used to refer to names of people, things, or places. Even the names of concepts, which aren't physical, may have names. Therefore, they too are called nouns.

For example:

Jenna bought a Samsung from Seoul last November.

Jeremy does not like Dominos.

The Big Bang is widely considered to be the origin of the universe.

They don't plan to go to the Hawaii this Thanksgiving.

The Beatles performed here once.

Pronouns

These words are used as a replacement for nouns. They need antecedents. Antecedents are nouns previously used in a sentence.

Grammar Keywords

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He chose out of the pool randomly.

Prepositions

They indicate where or when something is.

For example:

The photograph is above the notice.

You will find the cake on the counter.

He is hidden behind the tree.

I am stuck in traffic.

The club is located in Hollywood.

Conjunctions

These words connect parts of sentences.

For example:

I went to their house but no one was there.

....., , and are not attending the ceremony.

Adjectives

These words add detail to a sentence. They give necessary details about the noun/pronoun.

For example:

A cool wind blew by the lake.

I wanted to buy the blue sandals.

The day was hot and humid.

I like the fuzzy ambience of this restaurant.

The sound was loud, so we left sooner than we wanted to.

Verbs

Verbs describe actions.

For example:

I walked to my office yesterday.

She told me that I was not invited.

Jenna came home yesterday.

I will go to their house.

They will work under my supervision.

Adverbs

An adverb is a word that modifies (describes) a verb, an adjective, another adverb, or even a whole sentence. They describe verbs. Most adverbs end with the suffix 'ly'.

For example:

She stepped towards me slowly.

The work was done badly, so I could not accept it.

The driver was driving rashly.

I could reach your house easily.

Identify the part of speech underlined in the following sentences.

1. I went home yesterday to find that my

They could not give us the instructions and guidelines.

She found it difficult to focus and complete her work on time.

Jenna was not talking to them so I had to intervene.

No one volunteered but she did.

Interjections

These words show emotions like awe, surprise, disappointment, etc.

For example:

Hey! How are you doing?

Yay! We won the match.

Wow! This place is beautiful.

PRACTICE QUESTIONS

11. I believe that honesty should be practised everywhere, especially with the people you're close to.

- mom was back.
2. She murmured sadly that he was not well.
 3. The team is ready with its presentation.
 4. The sugar box is beside the box of cookies.
 5. Alas! There is no food left for us.
 6. Everyone is ready to concede to the request.
 7. Jake will hopefully recover from his recent injury before his wedding.
 8. Their company wishes to be the biggest market entry of this year.
 9. The Alps were heavenly to look at.
 10. I thought the dish was disgusting in taste.
12. She looked angelic in that outfit.
 13. I am willing to approach her, however, her rude behaviour stops me from doing so.
 14. The company wants to create a new blockbuster game now.
 15. Their work was done properly this time.
 16. The family is tired of her shenanigans every weekend.
 17. Wow! That's beautiful scenery.
 18. You will find the portrait on the mantle.
 19. The overhead tanks burst due to the impact.
 20. I am going to take a break from one this June.

SOLUTIONS

- | | |
|-----------------|------------------|
| 1. Verb | 11. Noun |
| 2. Adverb | 12. Adjective |
| 3. Noun | 13. Conjunction |
| 4. Preposition | 14. Verb |
| 5. Interjection | 15. Adverb |
| 6. Pronoun | 16. Pronoun |
| 7. Adverb | 17. Interjection |
| 8. Verb | 18. Preposition |
| 9. Noun | 19. Verb |
| 10. Adjective | 20. Noun |

Grammar Keywords

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11

Figures of Speech



WHAT ARE FIGURES OF SPEECH?

A figure of speech is an expression in which the words are not used literally. A figure of speech is a device that is frequently used to convey a message more clearly or creatively. It is essentially a figurative language made up of a single word or phrase. A figure of speech is a deviation from normal word usage in order to heighten the efficacy of the words. Because it has a rhetorical effect, it is also known as a rhetorical figure. These rhetorical constructions are to be taken non-literally.

The use of a figure of speech can readily capture the attention of the reader and highlight the purpose of the use. It is used to build a comparison and add drama to a piece of writing or speech. It is simply a single word or phrase of figurative language. A simile, metaphor, or personification can be used to communicate a meaning other than the literal one.

It adds to the beauty of the writing. It provides more depth to the text and a sense of amazement to the reader. It breathes life into the writer's words. The figure of speech demonstrates not just the writer's intent,

or living things in personification. As well as making text interesting (by bringing it to life), personification can be an efficient way to describe inanimate things because readers will find it easy to identify with the human trait and its connotations. By choosing the right human trait, a writer can be descriptive and project their feelings about the object being personified.

For example:

- The door complained as it opened.
- The snowflakes danced at night.
- The Earth was thirsty for water.
- The sun glared down at me from the sky.
- At precisely 4:00 am, my alarm clock sprang to life.
- The river swallowed the earth as the tide continued to rise higher and higher.

2. Metaphor

Metaphors are figurative expressions that are not literally true. But they're neither lies nor mistakes because metaphors aren't meant to be taken literally. They are a sort of figurative language used to express a meaning

but also his purpose for using such language. The most common types of figures of speech are metaphor, simile, idioms, personification, hyperbole, and euphemism.

TYPES OF FIGURES OF SPEECH

There are many different forms of figures of speech that can be used. The list of figures of speech is extensive, however, examples of some of the most commonly used forms are provided.

1. Personification

Personification is the process of ascribing human qualities or characteristics to inanimate or abstract objects. Non-living things, abstract ideas, or attributes are referred to as humans

other than the literal denotative meaning of the words or phrases used. A metaphor is a comparison of two dissimilar things or ideas. It is when two unlike or different items or thoughts are compared. The terms ‘like’ and ‘as’ are avoided in this informal or implied simile. They are illustrations that make a strong point by comparing two things you wouldn’t necessarily pair together.

For example:

- You are the apple of my eye.
- His words cut deeper than a knife.
- I’m feeling blue.
- She’s going through a rollercoaster of emotions.
- This is the icing on the cake.



3. Simile

A simile is a figure of speech that uses the words “like” or “as” to compare two different things in an entertaining way. The goal of a simile is to make an interesting link in the minds of the reader or listener. One of the most popular types of figurative language is the simile. They can help us express ourselves in a more descriptive and pleasant way. They can be funny, serious, mean, or creative.

For example:

- You were as brave as a lion.
- They fought like cats and dogs.
- Last night, I slept like a baby.
- They looked like peas in a pod.
- He eats like a pig.

4. Alliteration

A literary device in which a series of words begin with the same consonant sound is known as alliteration. It is used to emphasise an important point that a writer or speaker wants to make. Alliterative words do not have to begin with the same letter; they just have to have the same first sound. Alliteration is a frequently used stylistic device that can help you remember names and phrases by adding emphasis and interest to a sentence. It is the repetition of the same letter or syllable at the beginning of two or more words.

For example:

- **She sells seashells.**
- **Nick needed new notebooks.**
- **Seven sisters slept soundly on the sand.**
- **Kim's kid kept kicking like crazy.**
- **Walter wondered where Winnie was.**

For example:

- The buzzing bee flew over my head.
- She fell into the water with a splash.
- Water plops into the pond.
- The soda fizzed over the top of my glass.
- The steak is sizzling on the barbecue.

6. Hyperbole

Hyperbole is a figure of speech that uses great exaggeration to emphasise a point. The word hyperbole is derived from a Greek term meaning “excess.” The use of exaggerated terminology to emphasise or heighten the impression of something is known as an exaggeration. Depending on how it’s used, hyperbole in writing and speech can give a message a dramatic or serious tone. It’s a technique for making something appear larger or more important than it really is.

For example:

- She has got a pea-sized brain.
- I have a million things to complete.
- The joke she cracked is so old, the last time I heard it, I was riding a dinosaur.
- I could do this forever.
- That bike went faster than the speed of light.
- I had a ton of homework.
- It has been ages since I have had a day to myself.

7. Euphemism

Euphemism is a polite language that replaces words or phrases that would otherwise be harsh or unpleasant. It’s a gentle or oblique term that frequently replaces a harsh, direct, or insulting term. Euphemisms can be used in a variety of

5. Onomatopoeia

Onomatopoeia is a term that refers to a word that sounds like the thing it describes. It is a figure of speech when the term is used to describe a sound. Onomatopoeia is a term for turning sounds into words to describe an action. Onomatopoeia literally means “to make a name (or sound).” That is, apart from the sound it makes, the term has no meaning.

Figures of Speech

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- Using **running a little behind** instead of late
- Using **time of the month** instead of menstruating

8. Irony

Irony occurs when what actually happens turns out to be completely different from what would be expected. In writing or speaking, irony involves using words so the intended meaning is the opposite of the literal meaning. When there is a significant difference between what is stated and what is meant, or between appearance and truth, irony develops. These are frequently used in a light-hearted manner.

For example:

- A traffic cop gets suspended for not paying his parking tickets.
- “How nice!” she said when I told her I had to work all weekend.
- “That’s just perfect”—when the printer jams yet again.
- “Lovely weather today”—when it’s pouring with rain.
- “Oh, great!”—when there’s a huge line at the coffee shop.

9. Anaphora

Anaphora is a rhetorical device that adds rhythm to a paragraph while emphasising meaning. It adds emphasis or emotion by repeating a word or phrase from the beginning of a work in subsequent clauses or phrases. This strategy involves repeating a single word or phrase at the start of each line or paragraph. The recurrence of a word can heighten the piece’s overall meaning. Anaphora is a type of persuasion, a means of reinforcing a specific message, and an artistic aspect used by writers and public speakers. It is a strategy in which the same word or words appear in multiple phrases or verses.

For example:

- “I came, I saw, I conquered.”—Julius Caesar
- “With malice toward none; with charity for all; with firmness in the right.”—Abraham Lincoln

situations. They can assist you in maintaining a courteous tone and avoiding being overly blunt. These expressions are commonly used, and there are several examples of euphemisms in ordinary speech.

For example:

- Using **passed away** instead of died
- Using **letting you go** instead of firing
- Using **well-off** instead of rich



- **We shall** not stop. **We shall** go on and on. **We shall** move forward.
- “**Mad** world! **Mad** kings! **Mad** composition!”
—King John II, William Shakespeare.

10. Oxymoron

A figure of speech containing words that appear to contradict each other is known as an oxymoron. An oxymoron is a phrase that uses two opposing terms together. It is defined as a combination of words or phrases that have opposing meanings. As a result, an oxymoron is frequently referred to as a contradiction in terms. This inconsistency conjures up a contradictory image in the mind of the reader or listener, resulting in a new concept or meaning for the whole. Oxymorons should never be taken literally. Instead, the context in which an oxymoron is employed should be used to determine its meaning.

For example:

- Close distance
- Bitter-sweet
- Love-hate
- Random order
- Pretty ugly
- Small crowd

11. Pun

A pun is generally used in plays where one word has two different meanings. It is used to create humour. It is the humorous use of words with various meanings or words with the same sound but different meanings.

For example:

- This vacuum sucks.
- If you stand by the window, I’ll help you out.
- I like archery, but it’s hard to see the point.
- Her cat is near the computer to keep an eye on the mouse.
- Now that I have graph paper, I guess it’s time to plot something.

12. Assonance

The recurrence of vowel sounds in nearby words is known as assonance. It is utilised



to emphasise a word's meaning or to create a mood. Assonance is a literary method in which vowel sounds are repeated in close proximity inside phrases or sentences in the text. It can even happen inside a single word. Assonance can be defined as the repeating of vowel sounds that are identical or very similar. Assonance produces an echoing effect. Basically, when we use repetition of vowel sounds, it is known as assonance.

For example:

- “Hear the **mellow** wedding **bells**”—“The Bells” by Edgar Allan Poe
- “The **rain** in **Spain** stays **mainly** on the **plain**”—My Fair Lady by Alan Jay Lerner
- “When **he** was **nearly thirteen**”—To Kill a Mockingbird by Harper Lee

- “**O** Romeo, Romeo, wherefore art **thou** Romeo?”—Romeo and Juliet by William Shakespeare
- “Strips of **tinfoil** winking like people”—The Bee Meeting by Sylvia Plath

13. Idiom

An idiom is a group of words established by usage as having a meaning not deducible from those of the individual words. It is a common phrase with a meaning that has nothing to do with the literal meaning of its words.

For example:

- Bite off more than you can chew
- Raining cats and dogs
- If you scratch my back, I'll scratch yours
- Spill the beans
- Back to square one

PRACTICE QUESTIONS

Identify the subject of the personification and the human characteristic it was assigned.

1. I could hear Hawaii calling my name.
2. She did not realise that her last chance was walking out the door.
3. Her computer throws a fit every time she tries to use it.
4. The ocean danced in the moonlight.
5. My life came screeching to a halt.
6. This city never sleeps.
7. The party died as soon as Lia left.
8. The sunflowers nodded in the wind.
9. This advertisement speaks to me.
10. This article says that spinach vegetables are good for health.

Identify the figure of speech in the given sentences.

11. At last, they agreed to disagree.
12. A lie has no legs.
13. Words are easy like the wind.
14. Netaji Subash Chandra Bose made a fiery speech.

15. Even the sky shed tears when Gandhiji died.
16. The company has decided to let you go.
17. The lake water is lapping with low sounds.
18. Break, break, break big boulder beside the river.
19. She is between jobs.
20. James is trying to be a good samaritan.
21. The rain in Spain stays mainly on the plain.
22. Ram claims that he can devour mountains of food, and drink rivers of whisky.
23. There is kind cruelty in the surgeon's knife.
24. Necessity is the mother of invention.
25. The murmurous haunt of insects on summer eves.
26. Is life worth living? It depends upon the liver.
27. How high his honour holds his haughty head?
28. What a fine mess of things you have made!
29. My cousin passed away last year.
30. Oh, fantastic! Now I cannot attend the wedding I had been waiting for the past month.

1. Subject of the personification: Hawaii
Human characteristic: calling
2. Subject of the personification: chance
Human characteristic: walking
3. Subject of the personification: computer
Human characteristic: throws a fit
4. Subject of the personification: ocean
Human characteristic: danced
5. Subject of the personification: life
Human characteristic: screeching
6. Subject of the personification: city
Human characteristic: sleeps
7. Subject of the personification: party
Human characteristic: died
8. Subject of the personification: sunflowers
Human characteristic: nodded
9. Subject of the personification: advertisement
Human characteristic: speaks
10. Subject of the personification: article
Human characteristic: says
11. Oxymoron. In this sentence, both the words agree and disagree are used together. Both of them are opposite words. So, the figure of speech is Oxymoron.
12. Personification. The lie works here in the sentence like a person. It has no legs. It is personified. So, it is Personification.
13. Simile. In this sentence, Words are compared with the wind. And comparison word-like is used here in the sentence. Therefore, the figure of speech is Simile.
14. Metaphor. Here in this sentence, the speech is like fire. It is compared but the words like, so, as, etc are not used. Therefore, it is a Metaphor.
15. Hyperbole. In this sentence, it is an exaggeration to say that the sky weeps at the death of a person. Therefore, the figure of speech is Hyperbole.
16. Euphemism. In this sentence, "let you go" is used as an indirect term that substitutes the word 'fire'. Hence, it is a euphemism.
17. Onomatopoeia. Lapping shows the sound. So, this is Onomatopoeia.
18. Alliteration. In this sentence, a series of words begin with the same consonant sound. Break, break, break big boulder beside the river.
19. Euphemism. In this sentence, "between jobs" is used as an indirect term that substitutes the word unemployed. Hence, it is a euphemism.
20. Idiom. "A good samaritan" is a person who helps someone in need with no thought of a reward.
21. Assonance. The rain in Spain stays mainly on the plain. In this sentence, there is a repetition of vowel sounds in nearby words. Hence, it is assonance.
22. Hyperbole. This sentence is an exaggeration and hence, the figure of speech is Hyperbole.
23. Oxymoron. In this sentence, both the words kind and cruelty are used together. Both of them are opposite words. So, the figure of speech is Oxymoron.
24. Personification. In the given sentence, the word necessity is given the human characteristic of a mother. It is personified. So, it is Personification.
25. Onomatopoeia. Murmurous shows the sound. So, this is onomatopoeia.
26. Pun. In this sentence, the word 'liver' could have various meanings. A pun is the humorous use of words with various meanings. Hence, it is a pun.
27. Alliteration. In this sentence, a series of words begin with the same consonant sound. How high his honour holds his haughty head?

28. Irony. Irony is a dryly humorous or light-hearted mode of speech, in which words are used to convey a meaning contrary to their literal sense, as in the given question.
29. Euphemism. In this sentence, 'pass away' is used as an indirect term that substitutes the word 'die'. Hence, it is a euphemism.
30. Irony. In this sentence, 'Oh, fantastic!' is used to mean the opposite of its literal meaning. Hence, it is ironic.



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SPOTTING THE ERROR: IDENTIFICATION METHOD



To be successful in error spotting, a candidate must have a good understanding of English vocabulary and grammar. You must identify a mistake in the sentences provided in error spotting. Nouns, pronouns, adjectives, adverbs, or any other grammatical flaw in the sentence can be the source of the error.

The first step in resolving problems about recognising faults is to carefully examine the entire sentence. In most circumstances, you'll be

quarter, dozen, yard, million, etc.

Few sample statements:

1. The APCs were placed at a hundred yards distance. (Plural form)
2. It took them 50 days to climb up the 8848 meter Mount Everest. (Singular form)

- **Pronouns**

In the instance of possession, a pronoun is

able to spot the mistake on the first try. You must carefully check the subject-verb agreement while reading the complete sentence. The following step is to double-check all spellings. Very often a mistake can be detected in wrong spellings. If you still can't see the error or aren't sure what the correct answer is, read each component of the sentence again and carefully check which element contains an error. You should also go over the list of basic rules so that you can have a deeper understanding of the error spotting.

TYPICAL MISTAKES

- **Nouns**

A noun is a word that functions as the name of a place, person, thing, action or quality. It can be singular or plural, however, the verbs used for singular and plural are different. Army, clergy, people, peasantry, animals, and other singular nouns represent plurality and take a plural verb in a sentence. Clothes, scissors, trousers, amends, spectacles, and other nouns take the plural verb because of their plural form. The noun form (singular/plural form) of a noun expressing weight, number, money, length, or measure that follows a number does not change as long as another noun or pronoun follows it, for example—meters,

a term that refers to the noun in the phrase. When using the pronoun ‘one,’ make sure to keep it throughout the phrase. ‘Whose’ is normally used for live persons, while ‘which’ is used for non-living things.

- **Adjectives**

An adjective is a word that describes a person, place, or thing's specialisation, merits, demerits, quality, or flaw. The relative pronoun ‘that’ is used after adjectives in the superlative degree instead of ‘who’ or ‘which.’ ‘As’ is used both before and after the adjective to show equality.

- **Adverbs**

An adverb is a word that changes the meaning of a verb or an adjective. Some adverbs have the same meaning, which causes people to become confused. Less and fewer are two words that come to mind. ‘Fewer’ denotes quantity whereas ‘Less’ denotes a number, and adjectives such as little, a little, and the little are employed in many contexts.

Spotting the Error: Identification Method

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Other Rules

- Words beginning with the letter ‘H’ such as hour, honourable, heiress, and so on, are regarded as silent. As a result, the article accepts the vowel ‘An’ rather than ‘A’. As a result, proper usage is “an hour,” “an heiress,” “an honour,” and so on.
- Do a double-checking of subject-verb agreement. If the subject is singular, so should the verb be. Similarly, if the subject is plural, the verb must also be plural. Furthermore, when written in the present tense, both the noun and the verb take plural forms in opposing ways. In the singular form of a noun, for example, a “S” is added in the singular form of a verb, the “s” is removed.
- Look for issues with conjunction usage, remember that each phrase can only use one conjunction at a time. It is incorrect to use “As” and “So” in the same sentence, for example.
- The distinction between “Many” and “Much” is that “much” is used before uncountable nouns, whereas “many” is used before countable nouns. Uncountable nouns are substances that can no longer be broken down into smaller components. “Litres of water,” for example (the term “water” here cannot be split down further into smaller units). Countable nouns, on the other hand, are substances that can be fragmented into separate chunks. “Two birds,” for instance (the presence of the word “two” makes the verb countable).

- The distinction between “Whose” and “Which”—“whose” relates to live things, whereas “which” refers to inanimate objects. The phrase “whose mobile is lying there?” is incorrect, whereas the phrase “which mobile is lying there?” is correct.
- The phrase “one of” must always be followed by a plural noun. For example, the phrase “it is one of the loveliest weather” is inaccurate, but “it is one of the loveliest weathers” is correct.
- Nouns that refer to a group of people, such as jury, panel, squad, audience, government, and so on, can be used as collective nouns.
- Other collective nouns can be used singularly or plurally, depending on their meaning. The verb is singular when these terms refer to a single unit otherwise, it is plural.
- The words ‘scarcely’ and ‘hardly’ are followed by the word ‘when.’
- The word ‘unless’ is usually negative. It’s a conditional expression. With ‘unless,’ ‘not’ is never used.
- The format of the different words in the sentence that serve the same function should be the same. For example—All undergraduate students should learn word processing, accounting, and java programming instead of All undergraduate students should learn word processing, accounting, how to work with java programmes.

Spotting the Error: Identification Method

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- Modifiers are used to change the subject and must be placed next to it. The sentence’s meaning is altered as a result of their actions.
- The proper words should be used in the proper context. For example—Using the sentence—It will affect you instead of It will affect you.
- Avoid making the same point over and over again. For example—Please repeat the sentence again is incorrect. The correct way is—Please repeat the sentence.
- The question tag is positive, while the statement is negative, and vice-versa. For example, It a little late, is it? (Incorrect). It is a little late, isn’t it? (Correct).
- ‘Unless’ conveys a condition that is always employed in the negative sense, ‘not’ is never used with it. For example—You will not be released unless you do not pay the bail bond (Incorrect). You will not be released unless you do pay the bail bond (Correct).

INCORRECT SENTENCE	CORRECT SENTENCE
1. I would like the host for the propose the toast.	1. I would like the host to propose the toast.
2. Rishi wants to hear the tone for one more time. Could you please repeat it for her again?	2. Rishi wants to hear the tone for one more time. Could you please repeat it for her?
3. You will not get the ice cream until you do not complete your work.	3. You will not get the ice cream until you complete your work.
4. Rita would love to plays her guitar.	4. Rita would love to play her guitar.

5. It was cruel of you to berating her in front of her parents.	5. It was cruel of you to berate her in front of her parents.
6. Although I am very busy, but I'll take out time for your work.	6. Although I am very busy, I'll take out time for your work.
7. She was having dance practice before she was called by her father.	7. She had dance practice before she was called by her father.
8. No sooner that I had finished my work when my mother called me into the kitchen.	8. No sooner had I finished my work than my mother called me into the kitchen.
9. He worked hardly to gain this position.	9. He worked hard to gain this position.
10. She was there in a market but she never told me about your fracture.	10. She was there in a market but she did not tell me about your fracture.

Spotting the Error: Identification Method

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PRACTICE QUESTIONS

Direction—Some elements of the sentence in the following questions may be incorrect. Choose the correct option, after determining whether part of the phrase has an error. Select 'No error', if a sentence is devoid of errors.

- 1.** The charm (A)/ prince is(B)/ wearing a(C)/ black suit. (D)/ No error (E).
- 2.** The act of arson by Peter(A)/ was reported (B)/ to the near (C)/ fire station. (D)/ No error (E).
- 3.** Seven quarts of honey were (A)/required to get the chocolaty consiseny (B)/and it was really difficult to (C)/acquire that consistency at the moment. (D)/ No error (E).
- 4.** Turkey's government (A)/ signed a deal with Space Origin (B)/ to launch three internet satellites into (C)/ the moon's orbit, after a previous attempt end in disaster. (D)/ No error (E).
- 5.** This goes beyond a simple client-attorney (A)/ relationship but I think our friend, logician (B)/ and guide need to pour out (C)/ everything that's disturbing her. (D) / No error (E).
- 6.** Tribal anguish over monetary issues (A)/ leading to the scapegoating of nontribal long-time residents (B)/reflects the continued failure (C)/to forge more comprehensive policies in Assam (E).
- 7.** In spite their best efforts (A)/ they failed to retain (B)/ the agreement due to (C)/ undesirable political interference. (D)/ No error (E).
- 8.** punishment for 30 years in giving (C)/ offenders the lowest possible sentence (D)/No error (E).
- 9.** The administration is (A)/ likely to issue a statement (B) /with regards to the investigation (C)/ of the press errors (D)/No error (E).
- 10.** The company, Honda city, (A)/ has been producing twelve billion (B)/ units since it was (C)/ established in 1998 (D)/ No error (E).
- 11.** Under no circumstances (A)/you would be allowed to remain (B)/ out of home after eleven o'clock, (C)/ said Rukmini to her daughter. (D)/ No error (E).
- 12.** He held something (A) / at his side which (B) / was totally hiding (C) / by the folds of his pant. (D) / No error (E).
- 13.** The mother forbade her daughter (A) / to walk in the sun (B) / and play with (C) / her friends in the park. (D) / No error (E).
- 14.** New purchasing power will increasingly (A)/ come from Europe and America where (B)/ the demographics are still favourable (C)/ for high-income growth. (D)/ No error (E).
- 15.** The old woman was (A)/ knocked down by a truck (B)/ upon crossing the street. (C)/ No error (D).

8. Due to his prolonged illness (A)/ he could not focus (B)/ on his studies even though (C)/ he was very much desired to do so. (D)/ No error (E).
9. The Supreme Court says Australian (A)/ judges has been too lenient in (B)/
17. The angry wife (A)/ walked towards her (B)/ husband and shouted (C)/ loud at him. (D)/ No error (E).
18. I shall convey your message (A)/ to the president (B)/ when I shall reach his office (C)/, located in Kashmir. (D)/ No error (E).

19. I wonder (A) / what she has done (B) / with the music CD (C) I lend him. (D) / No error (E).
20. It had been a baffling (A) / discovery on

their (B) / anniversary that (C) he has been unsure of her at the time of their wedding. (D)/ No error (E).

SOLUTIONS

1. **(A)** The error lies in the first part of the sentence. ‘Charm’ is a noun. ‘Charming’ is the adjective for ‘charm’. So, instead of ‘charm’, ‘charming’ should come as the **word, here, qualifies ‘prince’.**
2. **(C)** The answer is c. Here, the superlative degree of the adjective ‘near’ i.e., nearest should be used.
3. **(A)** Part A of the sentence contains the error as seven quarts of honey is used as a collective noun and hence ‘was’ should be used instead of ‘were’. Therefore, answer option A is correct here.
4. **(D)** The correct option is D. ‘Previous attempt’ implies that it happened in the past. Hence, ‘ended’ should come instead of end.
5. **(C)** The correct option is C. ‘Need’ should be replaced with ‘needs’
6. **(E)** No error in the sentence.
7. **(A)** When we use the phrase in spite, ‘of’ should also be used. Therefore, there is an error in part a.
8. **(D)** To qualify the subject “she,” replace “want” with “desirous.”
9. **(B)** The (B) part of the phrase contains a grammatical mistake. Because the subject of the phrase is “judges,” which is plural, the word “has” must be substituted with “had” to make the sentence grammatically correct. As a result, the answer would be option (B).
10. **(E)** There is no mistake here. Therefore, answer option E is correct.
11. **(B)** The (B) part of the phrase contains a grammatical mistake. The usage of “present perfect continuous” tense is improper here since “present perfect tense” is employed to show completion or to discuss the result. To make the line grammatically correct, “has been producing” must be changed
- with “has produced.”
12. **(B)** The (B) part of the phrase has a grammatical problem. Inversion is used whenever a statement begins with a negative adverb such as hardly, scarcely, barely, seldom, rarely, not only, under no circumstances, and in no manner. To make the statement grammatically correct, “you would be allowed” must be substituted with “would you be allowed.”
13. **(C)** Use “hidden” instead of “hiding,” as to Be + third form of a verb is used in passive voice.
14. **(E)** No error is there in the sentence.
15. **(E)** No error is there in the sentence.
16. **(C)** The (C) part of the question contains a grammatical error. “Upon” is used to depict a situation wherein we want to refer to something that is being followed by another so as to form a series. “While” is used to show that something happened at the same point of time. The old woman was knocked down by a truck “while” crossing the street.
17. **(D)** Part (D) of the sentence contains a grammatical error. In part D, the word loud has the wrong usage. It should be used as an adverb to describe the way of her shouting. Solution - The angry wife walked towards her husband and shouted loudly at him.
18. **(C)** Part (C) of the sentence contains a grammatical error. The use of shall in both places can be termed as redundant and therefore incorrect. Solution - I shall convey your message to the president when I (no shall) reach his office, located in Kashmir.
19. **(D)** Lent is the past tense of lend, which means to give someone money or goods with the expectation that it be given back. Herein the CD was given in the past and

hence lent should be used instead of lend.
Solution - I wonder what she has done with the music CD that I lent her.

- 20. (D)** Has been is used to depict the fact that an action began at some time in the past and is still in progress. On the other hand, had been is used to depict that something

began in the past, lasted for some time, then ended. Herein the act of being unsure had already ended and therefore "had been" is to be used.

Solution—It had been a baffling discovery on their anniversary that he had been unsure of her at the time of their wedding.



Sentence improvement or correction is part of verbal ability questions asked in competitive exams. It involves a sentence that requires some grammatical or vocabulary-related improvement in a phrase or a word or in several phrases or words. The sentence needs to be modified to make it grammatically correct and easy to understand. There are some basic grammar rules which are very important to understand sentence improvement questions. These are as follows:

1. Subject-Verb agreement

The verb in a sentence must always be in accordance with the subject.

Understand With Example



- They both should either be singular or plural.
For example—She is reading a novel (singular), Girls are reading the novels (plural)
- If the subject is a collective noun, the verb takes a singular form. There are exceptions to this rule.
For example—The group is doing a dance and (not) the group are doing dances.
- If the subjects are connected by “AND”: they require a plural verb.
For example—Gold and diamond are precious metals and (not) gold and diamond is precious metal.
- If subjects are connected by “OR”, a singular verb is used.
For example—You can give the parcel to my mother or my brother.
- All sentences that begin with EACH, EVERYONE, and ANYONE will have a

singular verb.

For example—Anyone can do this task.

- Whenever there is a comparison made using THAN or AS, the objective form of the pronoun is used.

For example—I am as intelligent as she is. She is faster than I am.

2. Numbering error

This is the error of writing the same thing twice which does not add to the meaning of the sentence but makes it difficult to understand. Such mistakes indicate a lack of knowledge of verbal ability.

Understand With Example



- He returned back from California.
 - He lives in close proximity to my place.
- The correct way of writing these sentences is:
- He returned from California. (here “back” is redundant).
 - He lives in proximity to my place. (here “close” is redundant).



Here is a list of common redundant errors to watch out for.

Absolutely certain	Cease and desist	Few in number	Manually by hand	Return back
Actual fact	Chase after	First and foremost	May possibly	Revert back

Added bonus	Collaborate together	First began	Merge together	Rough estimation
Adequate enough	Compete with each other	Follow after	New innovations	Same identical
Advance forward	Completely finished	Foreign imports	One and same	Sequential order
Advance warning	Continue on	Forever and ever	Orbit around	Since the time when
Ask a question	Crisis situation	Free gift	Past experience	Spell out in detail
At the present time	Current status quo	General public	Past history	Still remains
ATM machine	Current trend	Hence why	Past record	Sudden explosion
Bald headed	Definite decision	Hurry up	Personal opinion	Sum total
Basic necessities	Difficult dilemma	In my personal opinion	Plan ahead	Summarise briefly
Biography of her life	Direct confrontation	In spite of the fact that	Plus in addition	The reason is because
Black darkness	Drop down	In the event that	Postpone until later	The reason why
Blatantly obvious	During the course of	Interestingly enough	Progress forward	Therapeutic treatment
Blend together	Each and every	Invited guests	Protest against	Toxic poison

Sentence Improvement

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Brief moment	End result	Join together	Raise up	Unexpected surprise
Browse through	Enter in	Little baby	Regular routine	Unintentional mistake
Burning fire	Exactly the same	Longer in length	Repeat again	Usual custom
But yet	False pretence	Major breakthrough	Retreat back	Various different

3. Modifier error

Another common error is to leave a

For example—The literacy rate in Kerala is greater than any other city in India

Another common error is to leave a participle without a subject.

For example:

seating on the gate, a scorpion stung him. Here the usage of “seating” for a scorpion is wrong. The correct formation should be: While he was sitting on the gate, a scorpion stung him.

Some types of modifier errors are:

a. Misplaced modifier

For example—Nina wore the hat on her head, which she brought yesterday.

Here it seems that she bought the head yesterday (due to the formation of the sentence).

Thus, the correct formation would be: Nina wore the hat which she bought yesterday, on her head.

b. Dangling modifier

For example—Waiting for the bus guano fell on my shoe.

Here it seems that the guano was waiting for the bus!

Thus, the correct formation is—While I was waiting for the bus, guano fell on my shoe.

4. Comparisons

Comparisons should always be made between two similar things.

greater than any other city in India.

The correct comparison here would be the literacy rate in both places. So, the correct formation would be—The literacy rate in Kerala is greater than that of any other city in India.

Some rules are as follows:

- When a comparative degree is used, the thing being compared must be excluded from the rest.

For example:

Correct—He is braver than any other man living is correct but the sentence.

Incorrect—He is braver than any man living.

- In a superlative degree, the thing being compared is included.

For example :

Correct—Mother Teresa is the kindest of all women.

Incorrect—Mother Teresa is kindest than all

5. Parallelism

Parallelism relates to the structure of the sentence. Different phrases or words performing the same function should be used in the same format.

For example:

other women.

Sentence Improvement

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INCORRECT SENTENCE	CORRECT SENTENCE
1. She likes football and running.	1. She likes playing football and running or She likes to play football and to run.
2. Helen likes to paint, draw, and sketching.	2. Helen likes to paint, draw and sketch or, Helen likes painting, drawing, or sketching.
3. The visit to the chapel was beautiful, moved, and inspired.	3. The visit to the chapel was beautiful, moving, and inspiring.
4. She likes listening but to talk.	4. She likes listening but not talking or She likes to listen but not to talk.

6. Error in diction

A diction error refers to an error in the choice of words or phrases. Some idioms

may also occur in a sentence in the wrong manner.

A common pair of words and phrases that are often confused are:

Accept

It is a verb that means “to receive something

Expect

It is a verb that means “to leave out or

It is a verb that means "to receive something willingly." For example: I accept this proposal on behalf of my company.

Adapt

It means to change something to suit your needs or change yourselves according to something.

It means to change something to suit your needs or change yourselves according to something.

For example: Meera struggled to adapt to the demanding work culture of the corporate world.

Affect

It is a verb that means "to produce an effect upon". For example: His possessiveness affected my mental health and sense of self-worth.

It is a verb that means "to leave out or exclude." For example: All of you can leave except Alan.

Adopt

It means to take over something. For example: She adopted Christianity after moving to Spain.

Effect

It is a noun that means "a change that results when something is done or something happens". For example: Rising global temperatures had an effect on ice caps in the poles.

Sentence Improvement

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Argue against

It means to speak in a manner to highlight the negative aspects of something. For example: She argued against the topic in the debate.

Few

It is equivalent to something negligible. For example: Few people understand Sanskrit in modern times.

Few

Used for countable nouns. For example: there are few oranges in the basket and (not) there are less oranges in the basket.

Imply

It means to hint at something without directly saying it. For example: He implied that Elena was in trouble, but he would not tell why.

Its

It is a possessive pronoun that means "belonging to it". For example: Chester is obsessed with the painting because of its mysterious aura.

Later

It is an adverb that means after a particular time or any time after the present. For example: She said she would meet me later.

Argue with

It means to speak in favour of something. For example: she argued with the topic in the debate.

A few

It is equivalent to some. For example: A few people believe in the idea of community ownership.

Less

Used for uncountable nouns. For example: there is less water in the well and (not) there is few waters in the well.

Infer

It means to deduce something that has not been stated directly. For example: I inferred that she was shaken from the expression on her face.

It's

It is a contraction of "it is". For example: I should study for my test as it's just two days away.

Latter

It is an adjective that means occurring at or near the end of an activity. For example: Kate and Nia will come tomorrow. The latter will not have lunch as she has some errands.

Lay

To lay means to put in place. For example: She laid out her outfit on the bed. The past tense of lay is “laid”.

Little

It refers to hardly any quantity. For example: there is little hope for recovery in his case.

Lose

It is always used as a verb. For example: Dahlia was careful not to lose her ticket.

Will not have lunch as she has some errands to run.

Lie

To lie means to recline. For example: Perhaps I should lie down. The past tense of lie is “lay”

A little

It refers to a small quantity. For example: be a little wise and talk to him.

Loose

It is usually used as an adjective. For example: the tape was really loose.

Sentence Improvement

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**Than**

It is used for comparisons. For example: She is faster than shelly.

Then

It is used to indicate time or sequence. For example: Anna finished the test and then took a nap.

That

It is used to restrict the content of the sentence. For example: I really like that dress you wore.

Which

It is used to further specify, identify or distinguish a particular thing. For example: It is the empty space that makes this bowl useful.

Your

It is used to indicate possessiveness. It is not a contraction. For example: are these your glasses?

You're

It is a contraction of the phrase “you are”. For example: I think you're the perfect person for the job.

Hotkeys

Identify the concept applied in the sentence. In general, one or two rules usually apply in such questions.

- Look out for time indicators (before,during, after, etc.)

- The non-underlined part may help you to understand the error. Pay attention to it.
- Try reading the options in your mind once. The correct answer will sound correct when read, others will not.

SOLVED EXAMPLES

Directions: Choose the most appropriate option that would improve the underlined part of the sentence. If there is no improvement, choose option D.

1. The gripping tale had its beginning more than fifty years ago.
A. Initiated
B. Was started
C. Began
D. No improvement needed

Here the correct answer is option B as it makes a grammatically correct sentence.

2. Sincere people do not rest until they have reached perfection in their work.

Here the correct answer is option B as perfection is something which needs to be “achieved” not “reached”.

3. You are an engineer, aren't you?
A. Are
B. Wasn't
C. Isn't
D. No improvement needed

Here the correct answer is option D as the word “aren't” is correct here because this is a

- A. They had achieved
- B. They have achieved
- C. They had reached
- D. No improvement needed

rhetorical question where this word is usually used.

- 4.** I usually did not take sugar in my tea.
- A. Do not takes
 - B. Do not take
 - C. Will not take
 - D. No improvement needed

Here the correct answer is option B as “do not take” is simple present tense and is appropriate to be used with the subject “I” which is singular.

- 5.** The bike that I bought was difficult to use.
- A. Was inconvenient
 - B. Was convenient
 - C. Was manageable
 - D. No improvement needed

Here the correct answer is option A as “inconvenient” means something that is difficult to use.



PRACTICE QUESTIONS

Directions: Choose the most appropriate option that would improve the underlined part of the sentence. If there is no improvement, choose option D.

- 1.** Unless some systematic changes is made, the future generations will bear the brunt of the inefficiencies of the system.
- A. Unless some systematic changes are made
 - B. Unless some systematic changes will be made
 - C. Unless some systematic changes have been made
 - D. No improvement needed.

- 2.** The winter season of the parliament will begin in a few days.
- A. Mission
 - B. Recession
 - C. Session
 - D. No improvement needed

- 3.** The movie which you recommended, was really very good.
- A. Than
 - B. That
 - C. The one which
 - D. No improvement needed

- 4.** There is generally agreed that inbred children are more prone to diseases than those who are not inbred.
- A. It
 - B. Which
 - C. Than
 - D. No improvement needed

- 5.** Thieves steal Hondas and Toyotas from the 1990s more than other models because they can chop them up and sell them for parts that are worth more than the car.
- A. More than other models because they can chop them up and sell them for parts that are worth more than the car
 - B. More than they steal other models because they can chop them up and sell them for parts that are worth more than the car
 - C. More than they do other models because they can dismantle the cars and sell the parts that are worth more than the car
 - D. No improvement needed.

- 6.** NASA reports that ancient observers took note of solar eclipses at least as far back as 2500 BC, as evidenced by surviving records from ancient Babylon and China
- A. As evidenced by survived records from
 - B. As is evident by surviving records from
 - C. As the surviving records show the evidence of
 - D. No improvement needed



7. When the hockey team reached the hotel, he dropped off his luggage there.
- She dropped off her luggage.
 - They dropped off there luggage
 - They dropped off their luggage
 - No improvement needed
8. I can't hardly believe what Anna told me.
- Can't believe
 - Can hardly believe
 - Either A or B is correct
 - No improvement needed.
9. The characters in this extremely modern version of Shakespeare's Macbeth shall no longer be believable.
- Are
 - Is
 - Will
 - No improvement required.
10. Each of the compartments contains several litres of water.
- Contained
 - Contain
 - Is Containing
 - No improvement required
11. You can take Harry with you. He enjoys gardening and play in the sun.
- Playing in the sun
 - Played in the sun
 - To play in the sun
 - No improvement needed.
12. For dinner, we like lamb chops and to boil Brussels sprouts.
- Like fried lamb chops
 - To fry lamb chops
 - Fried lamb chops.
 - No improvement needed.
13. Public transit such as buses or a train can help reduce air pollution.
- Or trains
 - Or many trains
 - Or several trains
 - No improvement needed
14. Cherry does nothing but read that book all day. She is very taken by the writing style of it's author
- It is
 - Its
 - The
 - No improvement needed
15. The existence of god is still a contentious question.
- Was still a contentious question.
 - Will still be a contentious question.
 - Shall still be a contentious question.
 - No improvement needed
16. Your salary being dependent on the quality of your work.
- Depends upon
 - Going to depend
 - Is dependable
 - No improvement needed
17. She did not report him as she was fear of losing her job.
- Fearful of
 - Afraid of
 - Had been afraid of
 - No improvement needed
18. After 15 years, Seema is finally stationed in Kolkata, who is her birthplace.
- That is
 - There is her
 - Which is
 - No improvement needed
19. We were nervous as we was the next to present.
- Who
 - Where
 - Were
 - No improvement needed
20. Occupied with a lot of work, he could not make it to his daughter's birthday on time.
- Occupying
 - While occupied
 - Occupation