



Unit 1 – Articles and Determiners



Unit 2 – Parts of Speech



Unit 3 – Parts of Speech
(Contd...)



Unit 4 – Parts of Speech
(Contd...)



Unit 5 – Parts of Speech
(Contd...)



Unit 6 – Other Relevant topics



Unit 7 – Bell the CAT!



Answer Key



Explanations



Introduction

Only in grammar can you be more than perfect. ~William Safire

English Grammar is something most of us approach with dread. It reminds us of school days when a (usually strict) teacher droned on about parts of speech and correct usage while we wondered what practical use is learning all this. Well, you might not realise it but grammar is the one absolutely essential thing if a language is used to communicate ideas. Imagine if we could all write or say words in whatever order we liked. I don't like saying, "What is your name?" Why can't it be "Your name what is?"

No doubt it would do away with a lot of (boring) rules, but how would one person understand another? Grammar provides a structure to language and if we are to communicate effectively it is essential that we understand how this structure works. Studying grammar for Management Entrance Exams like CAT also focuses primarily on correct usage. So keeping that in mind this book is designed to familiarize you with the basic rules you need to know and understand to crack these exams. The additional benefits - you speak and write correctly which would always help you in your career or life. (What would be your impression of a person who has committed grammatical errors in his resume?)

So go through the book and the exercises given.

We hope you get to experience a new understanding and appreciation of English Grammar!

All the Best!

The CL Educate Team

How to use the book

1. Grammar is an important building block of English; therefore you must take it seriously and try to go through this book of fundamentals in detail.
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3. Every unit has been divided into Chapters covering different topics from that particular segment.
4. Combine your preparation with the classroom sessions.
5. Read the topics to be covered in a particular session before you attend it.
6. Once you have completed a particular chapter, do the practice exercises given in it and then take the tests. Analyse your scores.
7. Once you have completed the whole book, then you can confidently attempt the sentence correction questions in FLTs and Mocks.
8. Revise the fundamentals whenever you feel the requirement.

Unit 1 – Articles and Determiners

Chapter 1: Articles and Determiners

Articles

Articles are the shortest and most commonly used adjectives. In English, we have two kinds of articles - Definite and Indefinite.

1. Indefinite Articles: 'A' and 'an'

'A' and 'an' indicate that the noun modified is indefinite, referring to any member of a group. These indefinite articles are used with singular nouns when the noun is general; the corresponding indefinite quantity word 'some' is used for plural general nouns. The rules are as follows:

1. a + singular noun beginning with a consonant e.g. a rat

2. an + singular noun beginning with a vowel e.g. an elephant

3. a + singular noun beginning with a consonant sound e.g. a user (sounds like 'yoo-zer,' but begins with a consonant 'y' sound, so 'a' is used)

4. some + plural noun: some refrigerators

It is also important to note that indefinite articles are used to indicate membership in a profession, nation, or religion.

Examples: I am a teacher.

Bushra is an Indian.

Sadhna is a practicing Buddhist.

2. Definite Article: the

The definite article is used before singular and plural nouns when the noun is particular or specific. This signifies that the noun is definite and that it refers to a particular member of a group. However, 'the' is not used with uncountable nouns referring to something in a general sense:

Butter milk is a popular drink.

Tamil was his native language.

Intelligence is difficult to quantify.

'The' is used with uncountable nouns that are made more specific by a limiting modifying phrase or clause. Examples: The coffee in my cup is too hot to drink. (That particular coffee, which is in my cup)

The Tamil he speaks is often heard in the countryside. (Particular Tamil that he speaks)

The intelligence of animals is variable but undeniable. (Intelligence of animals)

The is also used when a noun refers to something unique such as, the Rashtrapati Bhavan, the theory of relativity, the Dandi March etc.

ARTICLES

	Indefinite	Definite
Singular form	a doctor (any doctor) an award (any award)	the cat (that specific cat) the award (that specific award)
Plural form	some friends (any friends) some apples (any apples)	the dogs (those specific dogs) the oranges (those specific oranges)

'Do not' use 'the' before:

- names of countries except some of them such as the Netherlands, the US, the United Kingdom, etc
- names of cities, towns, states and streets (The Hague is an exception)
- names of lakes and bays (Lake Chilka, Lake Mahakam) except with a group of lakes like the Great Lakes
- names of mountains (Mount Everest, Mount Fuji) except with ranges of mountains like the Andes or the Rockies or unusual names like the Wular.
- names of continents (Asia, Europe)
- names of islands except with island chains like the Andamans

'Do' use 'the' before:

- names of rivers, oceans and seas (the Nile, the Pacific)
- points on the globe (the Equator, the North Pole)
- geographical areas (the Middle East, the East)
- deserts, forests, gulfs, and peninsulas (the Sahara, the Persian Gulf, the Black Forest)

In addition, use of a, an, and the also depends on whether the noun following the article possesses one of these paired qualities:

1. Countable vs. non-countable
2. First vs. subsequent mention
3. General vs. specific

Countable vs. Non-countable nouns

1. A and an are used if the noun can be counted. Example : I drank a glass of water. (We can count the number of glasses.)

2. I dived into the water. (How many waters can you dive into? The question doesn't make any sense because water cannot be counted. Therefore, the is used.)

First vs. Subsequent Mention

A or an is used to introduce a noun when it is mentioned for the first time in a piece of writing. The is used afterward each time you mention that same noun.

Example: An awards ceremony at the IIT would not normally have attracted so much attention. But when it was leaked that Sushmita Sen would be presenting medals to three students, interest in *the* ceremony intensified.

However, 'there is' and 'there are' can be used to introduce an indefinite noun at the beginning of a paragraph or essay.

Example: There is a girl in Udaypur. She used to make beautiful paintings. But *the* girl often remains sad.

General vs. Specific

'A', 'an' and 'the' can all be used to indicate that a noun refers to the whole class to which individual countable nouns belong. This use of articles is called generic, derived from the Latin word meaning "class."

A tiger is a dangerous animal.

The tiger is a dangerous animal. (all tigers: tiger representing a class)

The difference between the indefinite a and an and the generic a and an is that the former means any one member of a class while the latter means all of the members of a class.

The omission of articles also expresses a generic (or general) meaning:

No article with a plural noun: Tigers are dangerous animals. (all tigers)

No article with a non-countable noun: Anger is a destructive emotion.

Usage notes:

Definite article is used

- When we talk about a particular person or thing (something specific).
- When a singular noun represents the whole genre.
- Before the names of some countries such as the UK, the US, the Irish Republic, etc. (names that include words like republic or kingdom.) Also, the Ukraine. Names of great books and epics such as the Ramayana, the Illiad.
- Before names of things unique of their kind such as the sun, the moon, etc. Before a common noun to give it the meaning of an abstract noun e.g., But the father in him always cared for his debauched son.
- Before a proper noun when it is qualified by an adjective e.g., The beautiful Cleopatra
- Before ordinals such as, the first king of Delhi.
- As an adverb with comparatives. e.g. *The bigger, the better.*
- Before a noun to give it the force of a superlative. Shyam is the brave man of Chandni Chowk. (i.e, Shyam is the bravest person of Chandni Chowk area.)
- Before superlatives and musical instruments.

Indefinite article is used

- In its numerical sense of one e.g., A pear (one pear)
- In the vague sense of a certain

e.g. A Rajnikant was declared the winner of the contest (a certain person named Rajnikant, not the famous actor)

- In the sense of any, to single out an individual as the representative of a class e.g., A child should listen to his parents.

Repetition of an article

When two or more adjectives qualify the same noun, the article is used before the first adjective only, but when they qualify different nouns, expressed or understood, the article is used before each adjective. Now look at the sentences given below.

Examples:

1. I have a black and white car.

This means that I have a car that is partly black and partly white.

2. I have a black and a white car.

Now it means that I have two cars, one black and the other white.

3. The writer and the publisher are not here.

The writer and publisher is not here.

Hence, we see that when two or more connected nouns refer to the same person or thing, the article is ordinarily used before the first one only; but when two or more connected nouns refer to different persons or things, the article is used before each.

4. In expressing a comparison, if two nouns refer to the same person or thing, the article is used before the first noun only such as, Sagar is a great actor and director; Shravan is a better poet than novelist, etc. But if they refer to different persons or things the article must be used with each noun e.g., Maradona is a better footballer than an A League player.

Omission of Articles

The article is omitted in the following cases:

1. Before names of substance and abstract nouns used in a general sense, such as; Sugar is bad for your teeth; Honesty is the highest virtue.
2. Before plural countable nouns used in general sense, such as; Girls like chocolates.
3. Before names of meals used in general sense, such as; What time do you usually have lunch?
4. Before languages
5. Before words like schools, colleges, universities, prisons, etc, i.e, places that are used for primary purposes, such as; People go to church on Sundays.
6. Before names of relations, like father, mother, brother, etc.

Determiners

A determiner is a noun modifier that expresses the reference of a noun or noun phrase in the context, including quantity, rather than attributes expressed by adjectives. Determiners include articles, demonstratives, possessive determiners, and quantifiers. Broadly, determiners can be divided into three categories:

1. Articles, both definite and Indefinite
2. Demonstratives that are used directly to indicate a referent's spatial, temporal, or discourse location
3. Possessives. Example my, his, her, their and Rahul's.

Examples: these, those, this and that

4. Numerical determiners or Quantifiers that include ordinals, cardinals and fraction numbers

Examples: All, five, tenth, approximately $\frac{2}{3}$ rd of the bottle, over 100 guests, etc.

Note: An article is always a determiner but it's not always necessary that a determiner is an article.

Examples: The blue pen is Sneha's.

Whose pen is this?

In the first sentence 'the', which is an article is also a determiner but in the second sentence, whose is a determiner and not an article.

Demonstratives

Demonstratives can be used as adjectives to modify a noun.

For example, this cake is excellent; those paintings look beautiful; these girls are excellent, etc.

Demonstratives are used to state if something or someone is far or close. They have two forms singular and plural. While that and these are used to show nearness this and those signals things that are far or not near.

Quantifiers

Like articles, quantifiers are also little words that precede and modify nouns. They tell us about the quantity, how many or how much. Selecting the correct quantifier depends on the distinction between countable and non-countable nouns.

Examples: many trees (count nouns)

a few trees (count nouns)

little dancing (non-count nouns)

a good deal of enjoying (non-count nouns)

In formal academic writing, it is usually better to use many and much rather than phrases such as a lot of, lots of and plenty of.

There is an important difference between "a little" and "little" (used with non-countable words) and between "a few" and "few" (used with countable words).

For example, if I say that Trisha has a little experience in management.

It means that although Trisha is no great expert she does have some experience and that experience might well be enough for our purposes. But if I say that Trisha has little experience in management that means that she doesn't have enough experience.

Similarly, if I say that Simran owns a few books on Spanish literature.

That means that she has some books — not a lot of books, but probably enough for our purposes.

If I say that Simran owns few books on Spanish literature, that means she doesn't have enough for our purposes and we'd better go to the library.

Unless it is combined with *of*, the quantifier "much" is reserved for questions and negative statements: Much of the blood was lost during the surgery.

How much blood was lost?

Not much.

Note that the quantifier "most of the" must include the definite article *the* when it modifies a specific noun, whether it's a count or a non-count noun:

"most of the students at this college have a car";

"most of the milk has become sour."

With a general plural noun, however (when you are not referring to a specific entity), the "of the" is dropped:

Most students apply to more than one college.

Assess Yourself

Times Limit: 25 Minutes

Test 1 (Level 1)

Directions: Fill in the blank with the appropriate article, a, an, or the, or leave the space blank if no article is required.

1. She wants _____ orange from that tree.
2. _____ edifice on the corner is huge.
3. Chinese that Mrs. Sarla speaks is very easy to learn.
4. I borrowed _____ pencil from your sister's pile of pens and pencils.
5. One of the officers said, "_____ chairman is late today."
6. Ankur likes to play _____ volleyball.
7. I bought _____ umbrella recently.
8. Kirti is learning to play _____ violin at her school.
9. Please give me _____ book that is on the counter.
10. We lived on _____ Pali Street when I first came to your town.
11. Delhi is the capital of _____ India.
12. My colleague's family speaks _____ Polish.
13. _____ apples in my basket are red.

14. Our friends have _____ cat and _____ dog.

Times Limit: 20 Minutes

Test 2 (Level 2)

Directions for questions 1 to 5: Select the sentence/part of the sentence which has an error.

1. A. Apparently this made me the tedious loser, because society decrees
B. anyone who knows anything whatsoever about computers to be a
C. boring idiot, while those possessing the similar level of nerd-knowledge
D. of football or cinema or food are well-informed and
E. sophisticated and sexually attractive and cool.
(a) A & C (b) C, D & E (c) A, C & D (d) Only A (e) Only D
2. A. Any sense of choking anticlimax which might
B. have strangled Chelsea appeared to have eased
C. by the time the squad strolled
D. through their post-match
E. lap of honour in sunshine.
(a) A (b) C & E (c) E (d) C (e) None
3. A. If you're trying to convince your kids - or friend

- B. with a short attention span -
C. that gardening is joy and not a drudge,
D. you couldn't pick the better vegetable
E. to prove your point.
(a) A & C (b) A, B & C (c) A, C & D (d) C only (e) All of the above.
4. A. They can be made more ornamental by softening the
B. boundaries with step-over apples or trained vines,
C. but more often than not, people are happy to see beauty in productivity
D. and forgive the half-dug rows of potatoes
E. and fleece to keep off the cabbage whites.
(a) A (b) B (c) C (d) D (e) E
5. A. In fact no serious economist claims to know
B. the future with certainty and there are perfectly
C. coherent analyses of the economy that suggest
D. cutting interest rates further and faster, as you advocate,
E. would be mistake.
(a) A, B & C (b) B, C, D & E (c) C & D
(d) D & E (e) E only

Directions for questions 6 and 7: A sentence is given in five different forms only one of which is correct grammatically. Mark the letter of the correct sentence as the answer.

6. (a) He spends a few money on his clothes.
(b) He spends only a few money on his clothes.
(c) He spends little money on his clothes.
(d) He spends some money only on his clothe.
(e) He spends some bits of money on his clothes.
7. (a) Only little people turned up for the seminar on Sunday.
(b) Only some of the people turned up for a seminar on Sunday.
(c) Only people turned up for a seminar for Sunday.
(d) Only a few people turned up for the seminar on Sunday.
(e) Only few peoples turned up for the seminar on Sunday.

Times Limit: 15 Minutes

Test 3 (Level 3)

Directions: Identify the correct sentence or sentences.

1. A Besides serving as a substitute in trades, money's other important use is as store of wealth.
B. In a straight barter system, commodities being traded are generally perishable.

C. You can gather tons and tons of wheat by making shrewd trade deals, but if you try to save the wheat, it will eventually go bad.

D. Money allows people to accumulate wealth.

E. This had enormous impact on civilization, because it meant that power wouldn't always be passed through families.

(a) A (b) D (c) B & C (d) C & D (e) A, B& D

2. A. The ruins of the city are a beautiful site, with the palace standing in stately ruin at far end.

B. Cobbled streets, ending up in two temples with fine stone carvings, whisper tales of past grandeur and magnificence.

C. The city still seemed to have soul; it must have buzzed, been colourful and festive.

D. It's divided into three parts and had five main entrances with watch tower.

E. Locals and legends both claim it's a haunted place now.

(a) B (b) E (c) B & E (d) A & C (e) B & D

3. A. The play drew a small but appreciative crowd.

B. A bevy of reporters ran toward hero.

C. The children crowded around the TV.

D. The Police herded the audience back to their seats.

E. Crush of autograph seekers did the rounds.

(a) D (b) E (c) C& E (d) A,C & D (e) B & E

4. A. Aesop embodies the epigram not uncommon in human history; his fame is all the more deserved because he never deserved it.

B. The firm foundations of common sense, the shrewd shots at uncommon sense that characterize all the Fables belong not to him but to humanity.

C. In an earliest human history whatever is authentic is universal and whatever is universal is anonymous.

D. In such cases there is always some central man who had first the trouble of collecting them, and afterwards the fame of creating them.

E. He had the fame; and, on the whole, he earned the fame.

(a) A (b) B, D & E (c) B & C (d) A & C (e) A, B & D

5. A. India has been a meeting ground between the East and West.

B. Throughout its history many invaders have come to India but Indian religions allowed it to adapt to and absorb all of them.

C. All the while, these local dynasties built upon roots of a well established culture.

D. India has always been simply too big, too complicated, and too culturally subtle to let any one empire dominate it for long.

E. Based on archeological findings, Indian history can be broadly divided into five phases.

(a) B (b) D (c) B & C (d) B,D & E (e) C, D& E

6. A. The Samaveda, one of the four Vedas, describes music at length.

B. Indian classical music has its origins as the meditation tool for attaining self realization.

C. All different forms of these melodies are believed to affect various "chakras".

D. However, there is little mention of these esoteric beliefs in Bharat's Natyashastra.

E. A Samaveda is its first pop.

(a) A, C & D (b) D (c) B & C (d) A & E (e) E

7. A. A child spends certain amount of time in front of the television every day.

B. The ads that he or she views are most likely for high-calorie and high-fat snack foods.

C. Sitting with the child and discussing nutritional content of the food is important and valuable.

D. Even if that kind of food is kept out of the house, the child will eventually find that food.

E. The child should learn from poor food choices by seeing the effect upon his or her blood glucose.

(a) A (b) B, D&E (c) C (d) A & C (e) E

8. A. As in an Olympics, there are gold, silver and bronze medals in daily life.

B. Gold is absolute success, like when you land big contract.

C. The silver medal is nothing to turn up your nose at, though.

D. It is still success: another contract that will keep business humming happily along.

E. Bronze medals come in every situation, as well.

(a) A (b) D (c) B & C (d) C, D & E (e) E

9. A. People are beginning to wake up to dangers of anger.

B. Many people find anger easy to control.

C. Yes, they do get angry; everybody does.

D. But people find anger easier to manage than others.

E. More people need to develop anger management skills.

(a) B (b) B, C & E (c) C & D (d) E (e) C, D & E

Unit 2 – Parts of Speech

Chapter 2: Nouns

A noun is a word used to name a person, animal, place, thing, and abstract idea. A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

There are many different types of nouns. In fact, grammarians have developed a whole series of noun types, including the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun (also called the count noun), the non-countable noun (also called the mass noun), and the collective noun. You should note that a noun will belong to more than one type: it will be proper or common, abstract or concrete, and countable or non-countable or collective.

Definition

A noun is defined as a naming word. It is a word that is used to refer to the name of

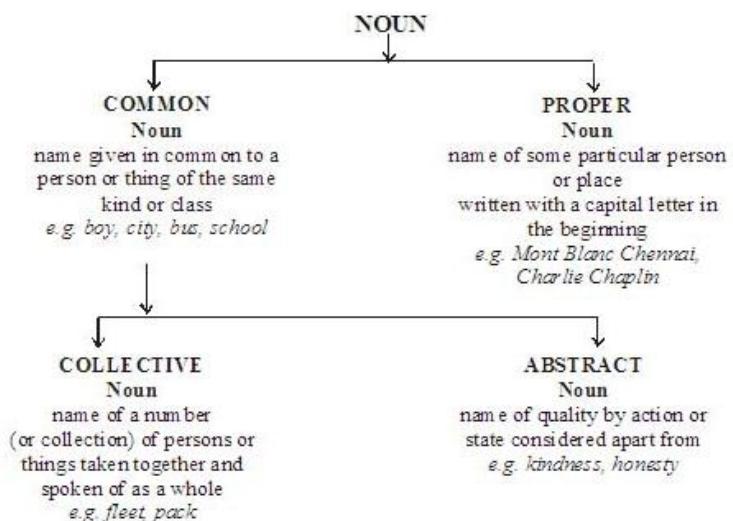
- a person (particular or referred to in common)
- a place (particular or general)
- a thing (referred to the same kind or class)
- a collection of persons or things
- a notion

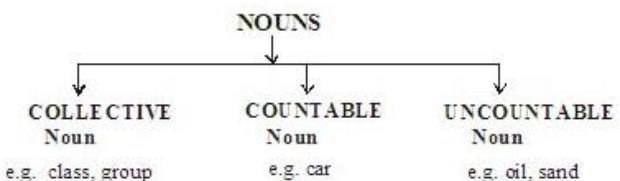
Example: Anuradha, is a talented girl, who comes from Kolkata, which is often referred to as the city of joy.

The nouns in the above sentence are:

Anuradha (a person), girl (a class of persons), Kolkata (a particular place), city (a kind of place), joy (a notion)

Classification: There are different ways of classifying Nouns. Following are some of the common classifications.





Gender; There are four genders in English grammar, namely

Gender	Function	Examples
Masculine	denotes the male of a species	lion, boy, girl etc
Feminine	denotes the female of a species	spinster, hen, actress
Common	denotes either the male or the female of the species	parent, child, neighbour
Neuter	denotes an inanimate object	tree, room, rail

Number

Singular Number	denotes one person or thing	bird, river, hippopotamus
Plural Number	denotes more than one person or thing	birds, rivers, hippopotami

Usage Notes on Nouns

1. You can use a/an with singular countable nouns :

The sea a girl a suitcase

2. You cannot use singular countable nouns alone (with a / the / my...)

* I went to see the movie. (correct)

* I went to see movie. (incorrect)

* A girl was sitting on the chair. (correct)

* Girl was sitting on the chair. (incorrect)

3. You can use plural countable nouns alone

* Girls sit on chairs.

4. You cannot normally use a / an with uncountable nouns. We do not say 'a gravel' or 'an oxygen'. But you can often use a ... of:

a bag of gravel

an oxygen cylinder

5. You can use uncountable nouns alone (without / the / my / some etc)...

* We put gravel in the cement mixture.

* Plants give out oxygen in the daytime.

6. You can use some and any with plural countable nouns :

* We bought some CDs.

* Should we buy some books ?

* Are there any pencils in the box ?

7. We use many and few with plural countable nouns :

* There were many people in the bookshop.

* I have a few pictures in my album.

8. You can use some and any with uncountable nouns :

* We bought **some** coffee.

* Can you get **some** syrup for me ?

9. We use **much** and **little** with uncountable nouns :

* The boys were looking a **little** off colour.

* There wasn't **much** to do.

10. Count nouns are used with :

A, an, the, many, few / fewer, number, this, that, each, every, either, neither, these, those, some, any, enough, a number of.

11. Non count nouns are used with :

Much, less/ lesser, this, that, some, any, enough amount of.

Many nouns can be used as countable or uncountable nouns, usually with a difference in meaning :

12. Countable :

* Did you hear a **noise** somewhere ? (sound - a particular noise)

* I bought a **paper** to read. (newspaper)

* There's a **hair** in my soup ! (a single hair)

* I had some interesting **experiences** while I was away. (things that happened to me).

13. Uncountable:

* I can't concentrate. There's too much **noise**. (not too many noises).

* I need **some paper** to write on. (material for writing on)

* You've got very long **hair**. (not 'hairs') (all the hair on your head)

* I was offered the job because I had a lot of **experience**. (not 'experiences')

Coffee/ tea/milk/ juice ... are normally uncountable.

e. g. I don't drink **coffee** very often.

But they can be countable when you are thinking of a cup / a glass ...

e. g. I would like to have a glass of juice, please.

14. Some uncountable nouns are:

Accommodation, permission, scenery, traffic, behaviour, weather, work, information, travel, chaos, luck, bread, advice, baggage, damage ...

15. Countable nouns can be **singular** or **plural**

a cat a child the evening this party an umbrella

cats some children the evenings these parties two umbrellas

16. Before singular countable nouns use **a/ an**

e. g. Have a nice evening. Do you need an umbrella ?

You cannot use singular countable nouns alone.

e. g. 1. She never wears a cap. (correct)

She never wears cap. (incorrect)

2. What a beautiful morning ! (correct)

What beautiful morning ! (incorrect)

In some sentences, we use plural nouns alone (not with some)

1. Cats are **animals**.

2. Most of my friends are **students**.

3. Mira has got green eyes. (not 'the green eyes').

You can use 'some' with plural countable nouns.

Some meaning a number of / a few of

e.g. I saw **some** good **films** recently. (correct)

I've seen good films recently. (incorrect)

I need some **new** shoes. (correct)

(a pair of shoes)

I need new shoes. (Incorrect)

My aunt is a writer. She writes books. (correct)

My aunt is a writer. She writes **some** books. (incorrect)

17. Collective Nouns

Collective nouns refer to a single unit, (single word nouns like family, army, jury etc.).

Collective nouns take the same type of persons or things and regard them as one entity.

Living entities take singular or plural verbs depending on their use in the sentence.

Inanimate collective nouns take the singular verb only.

Some interesting collective nouns ...

People: A faculty of academics, A babble of barbers,

A bench of bishops, A shuffle of bureaucrats,

A conjunction of grammarians, A worship of writers ...

Reptiles: A quiver of cobras, A bask of crocodiles, A nest of vipers

Fish: A flock of dolphins, A hover of trout , A swarm of eels, A shiver of sharks, A troop of dogfish

Insects: An intrusion of cockroaches, A plague of locusts, A clutter of spiders, A flight of butterflies

Birds: A murder of crows, A wake of buzzards, A parliament of owls, A run of poultry, A descent of woodpeckers....

Assess Yourself

Test 1 (Level 1)

Time Limit: 20 mins

Directions: Find the sentence/part/parts of sentence which contain/s an error.

1. A. Earlier we sought beauty in art, but now we
B. tend to prize it for being challenging or provocative,
C. and feel more comfortable admiring beauty in
D. things that are also useful, like
E. Apple's gorgeous digital products.
(a) A, B & C (b) B & C (c) C & D (d) D & E (e) None of the above

2. A. On the outside, four square panels alternately enclosing armorial shields
B. and architectural close-ups seem poised on
C. an inner shell coated with Chinese red and gold brocade.
D. The panels impinge on a central roundel with other Medusa mask painted in San Vitale
in 1780.
E. This is a vision of world monuments run amuck, with mysterious faces flashing a
petrifying message.
(a) A (b) B (c) C (d) D (e) E

3. A. The numbers are rough, though, and the definition is vague:
B. a forced migration can be caused by anything from war to famine,
C. and those who have huddled in barren sanctuary in their own country - and are
D. therefore officially classified as internally displaced people - are hardly better off
E. than those who have managed to cross a line on a map.
(a) A (b) B (c) C (d) D (e) No error
4. A. Viewed in this manner, information do not have to be accurate.
B. It may be a truth or a lie, or just the sound of a falling tree.
C. Even a disruptive noise used to inhibit
D. the flow of communication and create misunderstanding would, in this
E. view, be a form of information.
(a) A (b) B (c) C (d) D (e) E
5. A. Because diabetes can cause devastating damages
B. to virtually the entire body,
C. people with diabetes should not underrate the seriousness of their disease.
D. Learning to live with
E. a chronic illnesses such as diabetes must be an ongoing process.
(a) A only (b) E only (c) A & E (d) C & E (e) D

6. A. Sumeet, I and Rekha will be attending the meeting today.
B. Then we will go to the zoo to meet our
C. favourite chimp, who loves to eat bananas.
D. You must carry your dark sunglasses with you so
E. that nobody recognizes you.
(a) A (b) B (c) C (d) D (e) E

7. A. It is sensible to travel light and not to bring too much baggages on holiday.

- B. The Multimedia Innovation Centre contains
C. a lot of state of the art equipments.
D. My instructor said that I had not put
E. enough datas into my project.
(a) A & B (b) B & C (c) C & D (d) D & E (e) A, C & E

8. A. Today a resurgent, confident and globalising China is rebuilding
B. its naval strengths. Like India, its rising Asian rival,
C. it already has an impressive army. But both countries are finding
D. that rapid economic growth is providing the money to realise long-cherished
E. dreams of building ocean-going "blue-water" navies that can project power far from
their home shore.
(a) C & D (b) B & E (c) D & E (d) A & B (e) E & C

9. A. If a ship goes missing, or suffers a collision, there is a danger of
B. this being misconstrued as hostile action.
C. He argues that to prevent minor incidents escalating in this way, Asian
D. countries need to invest a lot more time in discussions of regional security
E. and do more to replace mutual suspicions with co-operation and confidence-building.
(a) A (b) B (c) C (d) D (e) E

Test 2 (Level 2)

Time Limit: 15 mins

Directions for questions 1 to 6: Find the best way of writing the given sentence.

1. (a) People disappeared in the developing rooms just as they disappeared in real life, and early group photos with Stalin often contracted into a picture of the Soviet dictators standing alone.
(b) People disappeared in the developing rooms just as it disappeared in real life, and early group photos with Stalin often contracted into a picture of the Soviet dictator standing alone.
(c) People disappeared in the developing rooms just as they disappeared in real life, and early group photos with Stalin often contracted into a picture of the Soviet dictator standing alone.
(d) People disappeared in the developing rooms just as they disappeared in real life, and early group photos with often Stalin contracted into a picture of the Soviet dictator standing alone.

(e) People disappeared in the developing rooms just as they disappeared in real life, and early group photos with Stalin often contracted into a picture of the Soviet's dictator standing alone.

2. (a) Our house is bigger than our neighbours house.

(b) Our houses are bigger than our neighbours.

(c) Our house is bigger than that of our neighbours.

(d) Our house is bigger than our neighbours.

(e) Ours is bigger than our neighbours' house.

3. (a) Charles Dickens the novelist's penchant for the poignant portrayal of human emotions has earned him immense respect in the literary world.

(b) Charles Dickens' the novelist penchant for the poignant portrayal of human emotions has earned him immense respect in the literary world.

(c) Charles Dicken's the novelist penchant for the poignant portrayal of human emotions has earned him immense respect in the literary world.

(d) Charles Dickens the novelist's penchant for the poignant portrayal of human emotions has earned him immense respects in the literary world.

(e) Charles Dickens the novelist's penchant for the poignant portrayal of human emotions have earned him immense respect in the literary world.

4. (a) Obama, who has been dismissive of the boomers "psychodrama," might want to give the generation that brought about this change, fought for civil rights and protested the Vietnam War a bit more credit.

(b) Obama, who has been dismissive of the boomers' "psychodrama," might want to give the generation that brought about this change, fought for civil right and protested the

Vietnam War a bit more credit.

(c) Obama, who has been dismissive of the boomers' "psychodrama," might want to give the generation that brought about this change, fought for civil rights and protested the Vietnam War a bit more credits.

(d) Obama, who has been dismissive of the boomers' "psychodrama," might want to give the generation that brought about this change, fought for civil rights and protested the Vietnam War a bit too much credit.

(e) Obama, who has been dismissive of the boomers' "psychodrama," might want to give the generation that brought about this change, fought for civil rights and protested the Vietnam War a bit more credit.

5. (a) Burnt out, tuned out, polled-out, however you want to put it - the unending, agonizing coverages makes me yearn for the halcyon days of Elian Gonzalez.

(b) Burnt out, tuned out, polled-out, however you want to put it - the unending, agonizing coverage makes me yearn for the halcyon days of Elian Gonzalez.

(c) Burnt out, tuned out, polled-out, however you want to put it - the unending, agonizing coverage makes me for Elian Gonzalez the halcyon days of.

(d) Burnt out, tuned out, polled-out, however you want to put it - the unending, agonizing coverage make me yearn for the halcyon days of Elian Gonzalez.

(e) Burnt out, tuned out, polled-out, however you want to put it - the unending, agonizing coverage makes me yearn for the halcyon day of Elian Gonzalez.

6. (a) Growing long, beautiful and healthy hairs is not an extremely difficult process.

(b) Growing long, beautiful and healthy hair is not the extremely difficult process.

(c) Growing long, beautiful and healthy hair is not an extremely difficult process.

- (d) Growing of long, beautiful and healthy hair is not an extremely difficult process.
- (e) Growing long, beautiful and healthy hair are not extremely difficult processes.

Directions for questions 7 and 8: Substitute the underlined part with the option which is grammatically most appropriate.

7. The climate of Delhi is better than Jaipur.

- (a) is more better than Jaipur (b) will be better than Jaipur (c) is better than Jaipur's
- (d) is much better than Jaipur (e) No error

8. She has learnt a lot, has she?

- (a) didn't she? (b) has she (c) hasn't she?
- (d) wouldn't she? (e) No error

- (a) C & D (b) Only E (c) A & B (d) B & C (e) D & E
- 2. A. If terrorism has been seen by enough Americans as
 - B. an existential threat, climate change has arguably acquired the
 - C. same status in Europe. As tensions across
 - D. Atlantic have shown, people who feel their existence threatened find
 - E. it hard to forgive others who disagree.
- (a) C & D (b) D & E (c) B & C (d) Only D (e) B & D
- 3. A. In fact, democracy demands degree of the showmanship and pizzazz;
 - B. politicians need to appeal to the mass of voters,
 - C. and not just to an elite, which can afford to ignore the hoi polloi.
 - D. To be utterly boring, holding forth for hours on end,
 - E. regardless of entertainment value, is the privilege of autocrats.
- (a) A (b) B (c) C (d) D (e) E
- 4. A. If the success of a TV pundit with a red rubber nose is a rebuke
 - B. to the dull and fawning anchormen, the political success
 - C. in recent years of entertainers, demagogues, and public figures
 - D. who make a virtue of their indiscretions is a slap in the face of the
 - E. professional political class which they profess to despise.
- (a) C & D (b) A, C & D (c) D & E (d) Only D (e) A & E

Test 3 (Level 3)

Time Limit: 10 mins

Directions: Select the sentence/sentence/parts or part of sentence that is/are incorrect.

- 1. A. If Ronald Reagan and other politician succeeded,
- B. for a time, in convincing voters that government spending was bad,
- C. it was by suggesting that bureaucrats were taking away the workers' hard-earned money
- D. and giving it to you-know-who: the "strapping young buck" using
- E. food stamps to buy T-bone steaks, the welfare queen driving her Cadillac.

5. A . A recent surging in illegal deforestation threatens
B. to reverse three years of improvement,
C. leading the government
D. to boost efforts to
E. combat illegal loggings.

(a) A & E (b) A only (c) D Only (d) B & D (e) C & A

6. A. Fine Indian varieties, offshore
B. floating wines and bees trained to sniff bad corks
C. are among the prediction for the future of wine-making
D. as the effect of climate change transform
E. the ancient industry.

(a) A & D (b) D & A (c) C & D (d) A & E (e) C & B

7. A. Let me first consider, again,
B. our first experiences of wondering at the
C. existence of the world and let me describe it in a slightly different way;
D. we all know the like of which
E. we have never yet seen.

(a) A (b) B (c) C (d) D (e) E

8. A. In particular, he called for a re-examination of the Supreme Court's insistence
B. that there is only one justification for
C. making incitement a criminal offense:
D. the likelihood of imminent violence.
E. The imminent requirement sets a high hurdle.

(a) A (b) B (c) C (d) D (e) E

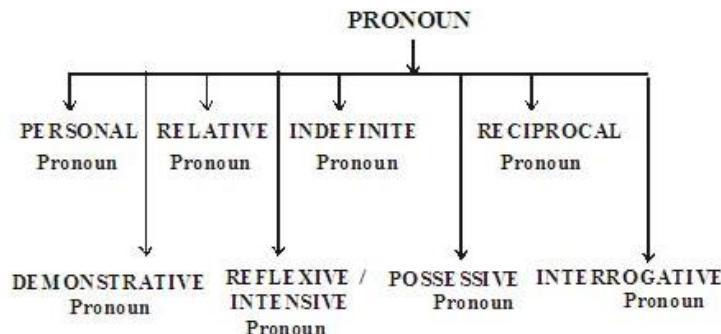
9. A. Graffiti artists are not usually popular when they spray-paint ancient monuments.
B. Then again, this was no ordinary bridge.
C. This was the ruin of the 16th-century Ottoman bridge of Mostar, destroyed by a Croatian
D. tank bombarding in 1993 - since reconstructed in an iconic act of healing after the
E. devastating Bosnian civil war, but then still on the front line of a bitter ethnic divide.

(a) A (b) B (c) C (d) D (e) E

Chapter 3: Pronouns

Definition: A *pronoun* is a word that replaces a noun or a group of words used as a noun. It acts as a substitute for a noun.

Classification: Pronouns are classified in eight different categories as follows



Personal Pronouns

Personal pronouns refer to the speaker or speakers, also called *first person*, and include the following pronouns:

I, my, mine, me, myself, we, our, ours, us, ourselves.

Those spoken to, are said to be in *second person*, and include the following pronouns: *you, your, yours, yourself, yourselves.*

Those spoken about, are said to be in the *third person*, and include the following pronouns: *he, his, him, himself, she, her, hers, herself, it, its, itself, they, their, theirs, them, themselves.*

Impersonal Pronouns: Pronouns which substitute nouns, which refer to inanimate objects or are in the neuter gender, are called Impersonal pronouns. The different forms of personal and impersonal pronouns can be summed up in the following table:

		First Person	Second Person	Third Person	Impersonal
Subjective	Singular Plural	<i>I we</i>	<i>you you</i>	<i>she, he they</i>	<i>it they</i>
Objective	Singular Plural	<i>me us</i>	<i>you you</i>	<i>her, him them</i>	<i>it them</i>
Possessive Subjective	Singular Plural	<i>my our</i>	<i>your your</i>	<i>her, his their</i>	<i>its theirs</i>
Possessive Objective	Singular Plural	<i>mine ours</i>	<i>yours your</i>	<i>hers, his theirs</i>	<i>its theirs</i>

Antecedent: The noun / pronoun or phrase, which the pronoun refers to is called its antecedent. It may occur in the same sentence, in a previous sentence, or it may not be given at all.

Example: 'The boy threw the football. He threw it over the fence'.

Boy is the antecedent for he, and football is the antecedent for it.

A pronoun can be an antecedent for another pronoun.

He likes his new car. He is the antecedent for his.

The antecedent always comes before the pronoun for which it is the antecedent.

Possessive Pronouns

Some personal pronouns are called possessives because they show to whom something belongs. They are the following pronouns: *my, mine, your, yours, his, her, hers, its, our, ours, their, and theirs.*

For example: *The money is mine.* 'Mine' indicates whose money it is.

Reflexive / Intensive Pronouns

The personal pronouns *myself, yourself, yourselves, himself, herself, itself, ourselves, and themselves* are compound personal pronouns combining the personal pronoun with self or selves. They are used as reflexive pronouns.

Amit hurt himself is an example of a reflexive pronoun.

Intensive Pronouns

The personal pronouns *myself, yourself, yourselves, himself, herself, itself, ourselves, and themselves* can also be used as intensive pronouns.

An example would be *Amit himself won the race.*

Relative Pronouns

Relative pronouns join dependent clauses to independent clauses. They are *who, whose, whom, which, and that.*

Example: *He found his money that he had lost.*

That joins the two clauses together into one sentence. 'which' is used to indicate selection from many.

Example: *I picked up the shirt which was blue.*

Demonstrative Pronouns

Demonstrative pronouns are pronouns that point out something. They are *this, that, these, and those.* *That* is my hat. I like *these* not *those.*

A demonstrative pronoun points to and identifies a noun or a pronoun. "This" and "these" refer to things that are nearby either in space or in time, while "that" and "those" refer to things that are farther away in space or time.

Indefinite Pronouns

Indefinite pronouns are pronouns that do not point out specifically. They point out generally. They include such words as another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, none, no one, one, other, others, some, somebody, and someone.

Interrogative Pronouns

Interrogative pronouns ask questions. *Who, whom, whose, which, and what* are interrogative pronouns.

The interrogative pronouns are "who," "whom," "which," "what" and the compounds formed with the suffix "ever" ("whoever," "whomever," "whichever," and "whatever"). Either "which" or "what" can also be used as an interrogative adjective, and that "who," "whom," or "which" can also be used as a relative pronoun.

You will find "who," "whom," and occasionally "which" used to refer to people, and "which" and "what" used to refer to things and to animals. "Who" acts as the subject of a verb, while "whom" acts as the object of a verb, preposition, or a verbal.

Examples: Who wrote the novel 'The Namesake'?

Here "who" is the subject of the sentence.

Whom do you think we should invite?

In this sentence, "whom" is the object of the verb "invite."

To whom do you wish to speak?

Here the interrogative pronoun "whom" is the object of the preposition "to."

Who will meet the delegates at the station?

In this sentence, the interrogative pronoun "who" is the subject of the compound verb "will meet".

To whom did you give the paper?

In this example the interrogative pronoun "whom" is the object of the preposition "to."

What did she say?

Here the interrogative pronoun "what" is the direct object of the verb "say."

The table given below illustrates the various kinds of pronouns with an example of each kind. Fill up the table with a few more examples.

TYPE	PRONOUNS	EXAMPLE
Possessive	mine, yours, his, her, ours, theirs	The dress is mine. ----- ----- -----
Reflexive	myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, themselves	He cooked the lunch himself. ----- ----- -----
Reciprocal	Each other, one another	They really love each other. ----- -----
Relative	that, which, who, whose, whom, where, when	The car that broke down has now been repaired. ----- ----- -----
Demonstrative	this, that, these, those	This is a new book. ----- -----
Indefinite	anything, anybody, anyone, something, somebody, some, nothing, nobody, none, no one	There's somebody in the room. ----- ----- -----
Interrogative	who, what, why, where, when, whatever	Who wrote the letter to the Editor? ----- ----- -----

Assess Yourself

Test 1 (Level 1)

Time Limit: 10 mins

Directions: Select the appropriate pronouns in the given sentences.

1. It was she/her at the window.
2. Payal and she/her have quit BL.
3. They asked he/him and I/me to join the academic team.
4. That call was for I/me, not he/him.
5. An invitation was sent for he/him and she/her.
6. I am as willing as he/him to work hard.
7. Rohit is more nervous than she/her.
8. It will be we/us who decide on this matter..
9. If you were I/me, would you accept the job?
10. One must have faith in himself/herself/ oneself.

Test 2 (Level 2)

Time Limit: 20 mins

Directions: Each question consists of five sentences on a topic. Some sentences are grammatically incorrect or inappropriate. Select the option that indicates the grammatically correct and appropriate sentence(s).

1. A. I am no fan of cricket. B. To me there is something very manipulative about the frenzy the media whips up about cricket. C. It reminds myself of the bread and circus politics of the Romans - give the people a spectacle to keep them happy. D. Well, no thanks. E. Which is why me can look at the emotional vortex that engulfs us during the cricket season with a certain detachment, and even wonder.
(a) A & C (b) C & D (c) B & D (d) A, C & D (e) A, B & D
2. A. Insects like ants, termites and bees display a unique capacity to manage their own affairs.
B. Each one work with some instinctive understanding for sharing the responsibility of the whole group.
C. There seems to be a kind of group consciousness working in the members of the entire colony.
D. How does this tiny creature communicate, cooperate and construct such a fortress-like shelter?
E. How comfortable, warm, and cozy they make it for young ones!
(a) E (b) B & D (c) D (d) B, D & E (e) A, C & D
3. A. Everyman can't be captain of the ship; a ship needs a foreman also!
B. A lot can be done if we forget for a moment as to whom will get the credit.
C. No department can work in a silo.

D. Most intelligent people are very efficient and have wonderful ideas when they are team leads.

E. Otherwise they are pests.

- (a) A & C (b) C & E (c) B&D (d) A, C & D (e) C, D & E

4. A. Social media marketing is becoming more of an accepted part of the online marketing mix.

B. Its ability to drive website traffic and inbound links to sites is remarkable.

C. Some planning are required.

D. Sometimes however, the short term effects can outweigh the long term effects.

E. Nothing gets accomplished without some effort.

- (a) B (b) A, D & E (c) B & D (d) C & D (e) B, C & D

5. A. School halls resonate with Eminem's lyrics and giggles about a new "hottie" in the latest movie, yet teens insist pop culture doesn't affect their behaviour.

B. "What goes in must come out" is a fitting phrase for impressionable adolescents.

C. Parents play a critical role in determining what does, or doesn't, influence their teens.

D. The wise parent teaches their teen to be discerning about media choices.

E. Setting harsh, unbending rules may only drive your teen toward negative choices.

- (a) C (b) D (c) B & D (d) C & D (e) A, B & C

6. A. The students and the faculty gave their opening remarks.

B. Then the professor finished his lecture.

C. The students wrote feverishly on their sheets.

D. Neither Shree nor his classmates could finish their mid-terms in time.

E. Either Mona or Anna should receive an award for their speech.

- (a) A (b) B & D (c) A, B, C & D (d) D (e) C, D & E

7. A.. Three of ourselves took the metro to the office.

B. Are you and them attending the meeting?

C. No one is more concerned about the matter than himself.

D. Who can go out today?

E. The meeting is sure to last long.

- (a) D & E (b) A & B (c) B (d) C, D & E (e) A, B & C

8. A. The blackbird which is black in colour,

B. spots its much loved meal which is the red berries from the sky.

C. It is magnificent to see when the red berries show up flanked by the

D. leaves. The colour of the berry is like an announcement who draws the

E. birds. When the birds collect to have the fruit it is a spectacle to stare at.

- (a) C (b) D (c) A & D (d) B & C (e) A, C & E

9. A. Sheena had a great holiday.

B. She enjoyed her very much.

C. If people work too hard, which can make themselves ill.

- C. The students wrote feverishly on their sheets.
D. Neither Shree nor his classmates could finish their mid-terms in time.
E. Either Mona or Anna should receive an award for their speech.
(a) A (b) B & D (c) A, B, C & D (d) D (e) C, D & E

7. A.. Three of ourselves took the metro to the office.
B. Are you and them attending the meeting?
C. No one is more concerned about the matter than himself.
D. Who can go out today?
E. The meeting is sure to last long.

- (a) D & E (b) A & B (c) B (d) C, D & E (e) A, B & C

8. A. The blackbird which is black in colour,
B. spots its much loved meal which is the red berries from the sky.
C. It is magnificent to see when the red berries show up flanked by the
D. leaves. The colour of the berry is like an announcement who draws the
E. birds. When the birds collect to have the fruit it is a spectacle to stare at.
(a) C (b) D (c) A & D (d) B & C (e) A, C & E

9. A. Sheena had a great holiday.
B. She enjoyed her very much.
C. If people work too hard, which can make themselves ill.

- D. Some people are very selfish, they think only of themselves.
E. I am lucky both my parents are with me.
(a) A (b) D (c) C & D (d) B, C & D (e) A, D & E

Unit 3 – Parts of Speech (Contd...)

Chapter 4: Verbs

Definition

Verbs are the most important words in a sentence. Most verbs are action words, but a few verbs indicate state of being or existence. Action verbs are the most common verbs.

Examples: My uncle is a pilot.

The cake looks good.

You seem upset.

The verbs in the sentences are *is*, *looks*, and *seem*. These verbs are state of being or linking verbs. Some common linking verbs are *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, *seem*, *look*, *feel*, and *become*. They do not show action. They just show that something exists.

Some verbs like *appear* can be either action or linking verbs. It depends on whether it shows action or not. *Appears* above is like saying *seems* which shows no action while *appeared* above shows the action of the *image*.

Sometimes a verb can be more than one word. When a verb is more than one word, it is called a verb phrase. Verb phrases can be two, three, or four words. Using auxiliary or helping verbs makes verb phrases.

These sentences all have auxiliary or helping verbs. They are usually grouped in the following five groups:

1. is, am, are, was, were, be, being, been
2. has, have, had
3. do, does, did
4. shall, will, should, would
5. may, might, must, can, could

Some of the helping verbs can be used alone as the main verb. *Is*, *am*, *are*, *was*, and *were* can be used alone as linking or state of being verbs. *Has*, *have*, *had*, *do*, *does*, and *did* always show action when used alone. *Be*, *being*, and *been* can be used with other verbs either to show action or state of being. The other helping verbs cannot be used alone but only as helping verbs.

A helping verb may be connected with another word in a contracted form.

Classification

1. Transitive and Intransitive Verbs

Transitive verbs are verbs that have subjects or objects that receive the action. They are either *active voice* or *passive voice*. *Transitive active* verbs are the verbs in sentences with a direct object.

Example:

The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action. *Transitive passive* verbs have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence.

Examples:

The ball was kicked by the boy. The ball was kicked hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

Intransitive verbs have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*. *Intransitive linking* are sentences with a predicate nominative or predicate adjective.

Examples:

The girl is Mona. (predicate nominative) The girl is cute. (predicate adjective)
Intransitive complete are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs.

Examples:

1. The bell rang suddenly. The girl read all evening. (There is no receiver of the action.)
2. They were here. (no action or predicate nominative or predicate adjective.)

2. Linking Verbs and Action verbs

Action verbs: Action verbs are verbs that show the performance of an action. They are dynamic verbs that show something is or was happening. There are regular and irregular action verbs.

(I) Regular action verbs: Regular verbs are those verbs that can be conjugated easily to learn rules. For example, past tense of look is looked. We may simply transform a regular verb from its present tense form to past tense form by adding 'ed' at the end. Similarly, we may add an -ing and make a present continuous tense (looking).

Other examples of regular verbs are add, love, need, use, behave etc.

(II) Irregular action verbs: Irregular verbs have no rules for conjugation. For example, the past tense of the verb run is ran. Similarly, the past tense for bite is bit.

Some of the irregular verbs and their conjugation are given in the list below.

1. arise, arose, arisen
2. awake, awoke, awoken
3. be/ am/ is/ are, was/were, been
4. beat, beat, beaten/beat
5. become, became, become
6. begin, began, begun
7. bend, bent, bent
8. bind, bound, bound
9. bite, bit, bitten
10. bleed, bled, bled
11. blow, blew, blown
12. break, broke, broken
13. bring, brought, brought
14. burn, burned/burnt, burned/burnt
15. buy, bought, bought
16. choose, chose, chosen
17. cut, cut, cut
18. deal, dealt, dealt

- 19. dig, dug, dug
- 20. do, did, done
- 21. dream, dreamt/dreamed, dreamt/dreamed
- 22. eat, ate, eaten
- 23. fall, fell, fallen
- 24. feed, fed, fed
- 25. feel, felt, felt
- 26. fight, fought, fought
- 27. find, found, found
- 28. get, got, gotten/got
- 29. go, went, gone
- 30. have, had, had
- 31. lie, lay, lain
- 32. lay, laid, lay

Linking verbs

A linking verb connects a subject and its complement (complement is any word or phrase that completes the sense of a subject, an object, or a verb). Linking verbs are often forms of the verb to be, but are sometimes verbs related to the five senses (look, sound, smell, feel, taste) and sometimes verbs that somehow reflect a state of being (appear, seem, become, grow, turn, prove, remain).

The linking verb will be either followed by a noun complement or an adjective complement:

Examples: Those students are brilliant.

This room smells bad.

Today I feel great.

A victory today seems unlikely.

Verbals

A verbal is a verb form used as some other part of speech. There are three kinds of verbals: **gerunds, participles and infinitives**.

A gerund always ends in 'ing' and is used as a noun. Example: Eating is fun.

A participle is used as an adjective and end in various ways. A present participle always ends with ing as does the gerund, but remember that it is an adjective. A past participle ends with ed, n, or irregularly.

Examples: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

An infinitive is 'to' plus a 'verb' form. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

Gerunds

A gerund always ends in ing and is used as a noun. E.g. Eating is fun.

The gerund can be a subject (Eating is fun.); a direct object (I like eating.); a predicate nominative (A fun time is eating.); an appositive (A fun time, eating, takes much time.);

an indirect object (I give eating too much time.); or an object of a preposition (I give much time to eating.)

Noun Infinitives

The noun infinitive can be a subject (To eat is fun.); a direct object (I like to eat.); a predicate nominative (A fun thing is to eat.); an appositive (My hope, to travel, never happened.); an object of a preposition (I want nothing but to save.)

Noun infinitives can have with them direct objects, predicate nominatives, predicate adjectives or modifiers to form what is called a infinitive phrase. Example: To eat solid foods is hard for babies. "To eat" is the noun infinitive used as the subject of the verb is, and it has its own direct object "foods" with the adjective "solid," which together make up the infinitive phrase "to eat solid foods" serving as the subject of the sentence.

Participles

A participle is used as an adjective and ends in various ways. A present participle always ends with ing as does the gerund, but remember that it is an adjective. A past participle ends with ed, n, or irregularly. Examples: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen. Participles modify nouns and pronouns and can precede or follow the word modified. (Do not confuse participles that end in ing with gerunds. Participles are used as adjectives; gerunds are used as nouns.)

What are Modal Verbs?

English is a versatile language, and there is a word for everything. There is nothing which needs too many words to describe it accurately - normally one word will do.

Be verbs, Helping verbs or auxiliary verbs such as *will*, *shall*, *may*, *might*, *can*, *could*, *must*, *ought to*, *should*, *would*, *used to*, *need* are used in conjunction with main verbs to express shades of time and mood. The combination of helping verbs with main verbs creates what are called verb phrases or verb strings.

As of next August, I will have been studying chemistry for ten years.

These do not change form for different subjects.

Reference by Usage

Function	Modal(s)
ability	can could
possibility	could may might
probability	must must not
permission	may can could
advisability	had better ought to should
necessity	have got to have to must
lack of necessity and prohibition	do not have to must not
requesting assistance	can could will would
making conclusions	must
giving instructions	simple form of a verb
making suggestions	let's why don't
showing preference	like ... better than ... prefer would rather

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Usage of Shall and Will: The use of shall and will has changed over time. Earlier shall was used in the future tenses for first person and will in all other person. These days, however, I will is very common and is not considered incorrect. In expressing the future either will or shall can be used.

There are a few situations where only one of them is appropriate:

1. Shall

a. Shall can be used in the second and third person to express a command, promise, or threat.

e.g. You shall have a holiday tomorrow.(promise)

You shall pay for what you did to me (threat)

b. Questions with shall I/ shall we are used to ask the opinion/will of the person addressed.

e.g. Shall we start for home?

2. Will

a. Will is used to express volition e.g. I will (am determined to) be on time tomorrow.

b. Will is also used to express a characteristic habit. e.g She will talk about nothing else.

Assess Yourself

Test 1 (Level 1)

Time Limit: 20 mins

Directions for questions 1 to 3: Fill up with appropriate form of verbs.

1. Do you like _____ an evening at the beach?
(to spend, spending).
2. Even though it was raining very hard, we would like _____ to the park.
(to have gone, going).
3. We tried _____ the fire department, but the phone lines were down.
(to call, calling).

4. Find the part which has an error

(a) Screeching his tyres / (b) and blasting his horn, / (c) Rahul took off / (d) in a cloud of dust and smoke. / (e) No Error

5. Underline the participle

The overloaded car gathered speed slowly.

Directions for questions 6 to 9 : Complete the sentences using the correct form of the verb that is given in brackets:

6. When I return to Mumbai next year, (I am) very happy.

7. Rahul (is going) to school every day.

8. Sapna (visits) her family right now.

9. I (have studied) Economics in 1994.

Test 2 (Level 2)

Time Limit: 15 mins

Directions for questions 1 to 7: Complete the sentences using the correct form of the verb that is given in brackets:

1. He (speaks) French since he was a child.
2. Raj (visits) many places before he came here.
3. We (see) terrible things back then.
4. Sometimes (I have still had) dreams like I did twenty years ago
5. Japan (has never had) democracy until 1945.
6. The father will call the family together (if he will think) there is disharmony.
7. When I was young, I never cooked because my parents (have) two servants

Directions for questions 8 and 9: Each of the given sentences has been divided into underlined parts. One of them has a mistake in grammatical usage. Mark the letter of the wrong part as your answer.

8. (a) She narrates the tale (b) of woes and misery (c) while I (d) am hearing her (e) version of the story.

9. (a) Twenty Thousand rupees (b) are required to complete (c)the construction project on time (d) and to make all the necessary payments (e)to the suppliers.

Test 3 (Level 3)

Time Limit: 10 mins

Directions: Find the grammatically incorrect part/s or sentence/s and mark the appropriate option.

1. A. Having taken the weight off, and kept it of,
B. the organisation seemingly distressed when the arts world
C. attacked it so savagely
D. in the end of last year over
E. its proposed funding cuts.
(a) a, b & d (b) a & b (c) a & d (d) a, d & e (e) b, c & d
2. A. This series were typical of its time in being stridently
B. anti-Thatcherite but, rather then worrying about the fact
C. that these paintings, too, were snatched up by Saatchi, the
D. Conservative's advertising man, Wallinger enjoyed what
E. he described as the 'redoubled' irony of it.
(a) b & c (b) a & B (c) c & d (d) a, b, c & d (e) All of the above
3. A. Whereas the middle of Ireland is surprisingly flat, as soon as I nosed

- B. across the county line, the landscape had begun to ruffle and fold and
C. climb, this way and that, and I found myself ploughing through mists,
D. rhythmically popping up and down through them, making a trail like
E. the coils of the Loch Ness monster breaking surface.
(a) b only (b) c & d (c) a & b (d) a only (e) b & d
4. A. It was a landscape from a dream,
B. unmanicured, informal, raffish
C. and intimate in
D. its beauty, change in textures
E. all the time.
(a) a (b) b (c) c (d) d (e) e
5. A. When you dissect what it is we're looking for among the tin whistles
B. and windswept vistas, it boils down to a passage out of our time - the
C. thing that attracted us to Ireland's promise is a continuity of magic, the
D. powerful potential for spontaneity and unexpectedness that
E. happens when you are combining the speeds and times of life.
(a) a & c (b) c & d (c) d & e (d) a & e (e) c & e
6. A. It's not corralled into parks or gardens, but just lies there, free, under
B. the heavens - and if you ramble about its tracks, lanes and roads,

C. you'll have bump into any number of folk

D. ready to direct you on to the

E. waterfalls, grottos, rivers or lakes.

(a) a (b) b (c) c (d) d (e) e

7. A. What's more, the spectacular growth in the financial sector helps

B. compensate for the decline in manufacturing,

C. with only a die-hard minority pointing out that

D. the result was an economy skewed towards the south-east and

E. with an ever worsening trade deficit.

(a) a (b) b (c) c (d) d (e) e

8. A. The hope is that the sheer expense to make producers pay

B. for the disposal of their computer equipment

C. wherever it is sold or being used across the world,

D. will spur the industry towards

E. making "greener" machines.

(a) a & c (b) d & e (c) b & c (d) b & d (e) a & c

9. A. But on the other hand, whenever I told people what I do,

B. they pulled pained, sympathetic expressions and

C. automatically began treating me alike some kind of adult baby, as though

D. I'd suddenly started wheeling myself around the room on an undersized

E. tricycle, gurgling and suckling on a dummy.

(a) a & b (b) c & d (c) d & e (d) c & e (e) a & c

Chapter 5: Tenses

Grammatical tense is a temporal linguistic quality expressing the time at, during, or over which a state or action denoted by a verb occurs.

Tense is one of at least five qualities, along with mood, voice, aspect, and person, which verb forms may express.

There are 3 types of tenses:

I. Present tense

II. Past tense

III. Future tense

I. Present Tense

Present indefinite

It is used;

1. To describe permanent truths and habitual or customary activities. It is found with such adverbs as these:

a. Generally, usually, frequently, often, always, rarely

b. With adverbial phrases as everybody, once, a week etc.

E.g. The moon shines during the night.

2. When we speak of the events that will take place in future time but have been planned beforehand. Only a few verbs are used in this way; to be, open, close, begin, start, end,

finish, arrive, come, leave, return

E.g. The train leaves at 8 p.m in the evening.

3. In exclamatory sentences beginning with 'here' and 'there'

E.g. Here comes Mr. Sharma!

There goes the shuttlecock!

4. In general statements:

E.g. Your daughter speaks very well.

5. In affirmative statements, with first and second persons and third person plurals (i.e., I, we, you, they and all other plural subjects), we use the first or basic form of the verb:

E.g. I go to Switzerland during vacations.

But with third person singulars (he, she, it and all other singular subjects), we use 's' or 'es' with the basic form of the verb:

E.g. He goes to Switzerland during vacations.

6. In negative sentences, with first and second persons and third person plurals (i.e.; I, we, you, they and all other plural subjects), we use do not with the first or basic form of the verb, but with third person singular subjects, we use does not.

7. In interrogative sentences, with first and second persons and third person plurals, we use the pattern

Do + Subject + First form of the verb

With third person singular subjects the pattern is:

Does + subject + first form of the verb

E.g. Do you like to read books?

Does he like to read books?

a. in case of interrogative sentences beginning with a question word, the usual pattern is:

Question word +do/does + subject + verb

b. Negative-interrogative sentences have the following patterns:

E.g. Do you not like to read books?

Don't you like to read novels?

8. Used to express general truths such as scientific fact, as in the following sentences.

E.g. Rectangles have four sides.

Present Progressive or continuous tense

It is used;

1. for an action going on at the time of speaking.

E.g. The students are writing an essay.

2. for a temporary action which may not be actually happening at the time of speaking.

E.g. I am reading a new book nowadays.

3. for an action that has already been arranged to take place in the near future

E.g. The President of the United States is arriving on Thursday morning.

4. for habitual actions, which continues in spite of warning.

E.g. You are always busy chatting on the internet.

Rules:

- In affirmative sentences, we follow the pattern

Is, am, are + participle

He is going to the shopping mall.

- In negative sentences, not is inserted between the auxiliary and the main verb.

E.g. He is not singing the song.

- In interrogative sentences, the auxiliary is put before the subject.

E.g. Is he going to the US?

- In interrogative negative sentences the rule is:

Is, am, are + not+ first form of the verb+ing

E.g. aren't you studying?

Present perfect tense

It is used;

1. to indicate completed activities in the immediate past (with just).

E.g. He has just eaten breakfast.

2. for an action whose time is not definite

E.g. Pinky has gone to Honolulu.

3. for the past event whose effect is felt in the present. (And not action)

E.g. I have taken all the biscuits. (There aren't any left for you)

Rules

- With first and second persons and third person plurals, use have + past participle of the verb
- For third person singular, use has + participle of the verb
- Negative sentences: have/has + not + participle
- Interrogative positive: have/has (in the beginning)+third form of the verb.
- Interrogative negative: have/has (in the beginning)+not third form of the verb

E.g. Haven't you completed the project yet?

Present perfect continuous tense

It is used;

1. to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect Continuous.

2. With first person, second person, and third person plural subjects always use:

have been+participle;

3. In case of third person singular subjects use always use has been+participle:

E.g. I have been talking to my friend.

She has been sleeping since morning.

II. Past Tense

Past indefinite tense

It is used;

1. for a completed action in the past.

E.g. He watched a movie yesterday.

2. For an action in the past (regular habit, event)

E.g. He wrote regularly to me for two years.

Rules

- In affirmative sentences in the past indefinite tense, always use first or second form of the verb:

E.g. It rained heavily throughout the night.

- In negative sentences, use did not with the first form of the verb:

E.g. It did not work properly yesterday

- In interrogative sentences, you must follow:

Did + subject + first form of verb

Word + did + subject +first form of verb

E.g. Did the Guard wake you up last night?

When did they come?

Past continuous tense

It is used;

- to denote an action going on at some time in the past. It may not indicate the time of the action though.

E.g. We were roaming around in the mall throughout the evening.

2. You may also study the use of this tense with always etc. for showing a habit in the past.

E.g. She was always chewing gums in the class.

Rules

- You must always follow was/were+ participle.

Past perfect tense

It is used;

1. to describe an action completed in the past. Take a situation of two actions happening in the past, in such cases it may be necessary to show which action happened earlier than the other.

E.g. When I reached the station the train had already left.

Rules

Remember to use:

Had + past participle of the verb with all the persons both in the singular and the plural.

E.g. I had watched the movie.

Past perfect continuous tense

Uses:

1. It shows an action that began in the past before a certain point and also has continued up to that time:

- I had been writing for 2 hours.

Rules

Remember that with all persons you must use

had been+ participle:

- I had been reading.

III. Future tense

Future indefinite tense

It is used;

1. to express the future as fact.

E.g. I shall be 25 next Month.

2. to talk about what is expected to happen in the future:

E.g. I think India will win the Samsung Series.

Rules

• To express you must use 'shall' or 'will' with the form of the verb (mostly, shall + first person and will + second and third person):

E.g. We shall visit the fair.

• In negative sentences, you may use the following pattern:

E.g. We shall not break the rules of the college.

• In interrogative sentences:

Will or shall + subject + the first form of the verb

will/shall + subject + the first form of the verb

e.g. Shall we complete the assignment?

e.g. Will you walk down the road with me?

Future continuous tense

It is used;

for actions, which will be taking place at some time in the future.

E.g. I will be playing cricket in the evening.

Rules

The pattern is:

- Will/Shall be + participle

(shall with the first person)

• Affirmative: I shall be going.

• Negative: I shall not be going.

• Interrogative: Shall I be going?

Future perfect

It is used;

1. to show the completion of an action by a certain time in the future:

E.g. By the month end, we shall have completed the process.

Rules

- Formation of negative and interrogative sentences follows the usual rules, like:

I have not played. Have I played?

You had not played. Had you played?

She will not have played. Will she have played?

Future perfect continuous tense

It is used;

1. for action that will be in progress over a period of time and will continue in the future.

E.g. By next march we shall have been studying here for one year.

Rules

- With first person always use 'shall have been+ participle'

- With second and third persons use 'Will have been + participle'

E.g. They will have been playing football on the Monday evening.

Now Go through this ...

Expressing the Future

Be Going To

1. It is used when the speaker is making a prediction based on evidence. There's a cloud in the sky.

- It's going to rain.

2. When the speaker already has an intention or plan.

- Formation of negative and interrogative sentences follows the usual rules, like:

I have not played. Have I played?

You had not played. Had you played?

She will not have played. Will she have played?

- We're going to enjoy the party tomorrow.

About to

It is used to talk about the impending event.

- He is about to make a change in the schedule.

Future perfect continuous tense

It is used;

- for action that will be in progress over a period of time and will continue in the future.

E.g. By next march we shall have been studying here for one year.

Rules

- With first person always use 'shall have been+ participle'
- With second and third persons use 'Will have been + participle'

E.g. They will have been playing football on the Monday evening.

Now Go through this ...

Expressing the Future

Be Going To

- It is used when the speaker is making a prediction based on evidence. There's a cloud in the sky.
 - It's going to rain.
- When the speaker already has an intention or plan.

Assess Yourself

Test 1 (Level 1)

Time Limit: 25 mins

Directions for questions 1 to 4: Given below is a sentence divided into different parts. Find the part which has an error.

1. (a) However, judicious using of certain applications /(b) such as web and video conferencing can reduce a business' /(c) carbon emissions dramatically in other areas such as road and air travel, likewise more efficient working practices, supply chains and building management, /(d) all driven by applications /(e) in data centres can reduce power and fuel consumption.
2. (a) Before the Doha peace talks, Lebanon was living in a /(b) political and economic stalemate. The speaker, an ally of Hizbullah, had the parliament /(c) shut down thus making / (d) the selection of a president impossible and precipitate /(e) the constitutional crisis of a vacancy in the top political position in the republic.
3. (a) It would be even more disturbing, giving the /(b) extraordinary efforts Colombia has made in the / (c) fight against the drug trade in this decade and the dramatic improvement in security /(d) and human rights and with them economic growth, to which the demobilisation of the paramilitary groups under the Justice and Peace law, /(e) imperfect as it may have been, has contributed greatly.
4. (a) America has long been a global powerhouse of innovation, /(b) breeding thousands of firms /(c) such as Intuitive Surgical that have forged new, / (d) world-beating technologies and services from ideas being born in garages, /(e) laboratories and offices across the nation.

Directions for questions 5 to 10: Find the best way of writing the underlined part of the sentence.

5. She ate her breakfast and left for work.
 - (a) had eaten her breakfast
 - (b) eaten her breakfast
 - (c) eats her breakfast
 - (d) would eat her breakfast
 - (e) No error
6. We are waiting for the chief guest for the past two hours.
 - (a) We have been waiting for
 - (b) We are waiting to
 - (c) We have waiting for
 - (d) We have been waiting to
 - (e) No error
7. She said that she loved to watch movies.
 - (a) said she loved to
 - (b) said she loved to watching
 - (c) said loved watch
 - (d) said loved watching
 - (e) No error
8. In spite of being a fresher, she conducted the meeting aplomb.
 - (a) conducted the meeting with aplomb
 - (b) conducts the meeting in aplomb
 - (c) conducted the meeting using aplomb
 - (d) conducted the meeting through aplomb
 - (e) No error
9. Why he has gone to Madras?
 - (a) has he going to
 - (b) he had gone to

(c) has he gone to (d) had he gone to (e) No error

10. I had to reach to the office a little early today.

(a) had to reach the office (b) have to reach in office

(c) had to be reach the office (d) had to be reached to office (e) No error

E. young person will have to work all Easter to catch up.

(a) C & D (b) B (c) D & E (d) B& E (e) C

3. A. Whenever nationalism reared its head in China,

B. the country's neighbours tremble.

C. They have been trembling especially hard this year.

D. In the wake of unrest in Tibet in March,

E. a virulently xenophobic mood has swept the country.

(a) C & E (b) C, D & E (c) B & C (d) A only (e) B & E

4. A. All this has led some to suggest that enlargement will have happened too soon,

B. and that many of these problems could have been avoided by waiting

C. until the countries were better prepared.

D. This report will argue the opposite:

E. that enlargement came in the nick of time.

(a) E (b) D (c) C (d) B (e) A

5. A. But I shall endeavor in this discourse to describe the paths I will be followed,

B. and to delineate my life as in a picture,

C. in order that each one may also be able to judge of them for himself,

D. and that in the general opinion entertained of them, as gathers from current

Test 2 (Level 2)

Time Limit: 20 mins

Directions: Find the sentence(s) or part(s) which is / are incorrect and mark the appropriate option.

1. A. After all, it was possible I may be mistaken;

B. and it is but a little copper and glass, perhaps, that

C. I take for gold and diamonds.

D. I know how very liable we are to delusion in what relates to ourselves, and also

E. how much the judgments of our friends are to be suspected when gives in our favor.

(a) A & E (b) A (c) E (d) D & E (e) B & D

2. A. They do most of the work on their own.

B. The following week their progress have to be reviewed.

C. I am shown a student's logbook for the past term;

D. mostly, progress has been uneventful, but on one page is the dire warning that this

E. report, I myself may have a new help towards instruction to be added to those I have been in the habit of employing.

- (a) A (b) B & C (c) A & D (d) D (e) E

6. A. It can either strive to encompass every aspect of human knowledge, no matter

B. how trivial; or it can adopt a more stringent editorial policy and ban articles on

C. trivial subjects, in the hope that this will enhance its reputation as a trustworthy and credible reference source.

D. These two conflicting visions are at the heart of a bitter struggle inside Wikipedia between "inclusionists", who believe that applying strict editorial criteria will

E. dampens contributors' enthusiasm for the project, and "deletionists" who argue that Wikipedia should be more cautious and selective about its entries.

- (a) A & E (b) B & D (c) C & D (d) D & E (e) B & D

7. A. Although much is made of differences between the brains of adult males and

B. females, the sources of these differences are a matter of controversy.

C. Some people put forward cultural explanations and note, for example, that when

D. girls are taught separately from boys they

E. often does better in subjects such as maths than if classes are mixed.

- (a) A (b) B (c) C (d) D (e) E

8. A. Things can go missing because

B. they will have been put at the back of the fridge

C. and forgotten about, rather than having been

D. stored with other, less perishable evidence.

E. And even if all of these problems are avoided, preservation is not perfect.

- (a) A only (b) A & B (c) B & C (d) B only (e) D & E

9. A. Such drugs are known as cognition enhancers.

B. They will have been working on the neural processes

C. that underlie such mental activities as attention, perception,

D. learning, memory, language, planning and decision-making, usually by altering

E. the balance of the chemical neurotransmitters involved in these processes.

- (a) A (b) B (c) C (d) D (e) E

10. A. Mind-expansion may soon, therefore, will become big business.

B. Even though the drugs have been developed to treat disease,

C. it will be hard to prevent their use by the healthy.

D. Nor, if they are without bad

E. side-effects, is there much reason to.

- (a) A (b) B (c) C (d) D (e) E

Test 3 (Level 3)

Time Limit: 15 mins

Directions: In each of the questions below, five different ways of writing a sentence are indicated. Choose the best way of writing the sentence.

1. A. One of the most powerful people levers an organization can pull during times of change is involve leaders at all levels.
B. One of the most powerful people levers an organization can pull during times of change is involving leaders at all levels.
C. One of the most powerful people levers an organization can pull during times of change is to involving leaders at all levels.
D. One of the most powerful people levers an organization can pull during times of change are involving leaders at all levels.
E. One of the most powerful people levers an organization can pull during times of change is for involving leaders at all levels.

(a) A (b) B (c) C (d) D (e) E

2. A. Of the two kinds of composition into which history have being thus divided, one may be compared to a map, the other to a painted landscape.
B. Of the two kinds of composition into which history having been thus divided, one may be compared to a map, the other to a painted landscape.
C. Of the two kinds of composition into which history has being thus divided, one may be compared to a map, the other to a painted landscape.
D. Of the two kinds of composition into which history has been thus divided, one may be compared to a map, the other to a painted landscape.
E. Of the two kinds of composition into which history been thus divided, one may be compared to a map, the other to a painted landscape.

(a) A (b) B (c) C (d) D (e) E

3. A. Your climbing harness is not just a piece of equipment; it became part of you when you're climbing.
B. Your climbing harness is not just a piece of equipment; it becomes of part of you when you're climbing.
C. Your climbing harness is not just a piece of equipment; it became part of you when you climb.
D. Your climbing harness is not just a piece of equipment; become a part of you when you're climbing.
E. Your climbing harness is not just a piece of equipment; it becomes a part of you when you're climbing.

(a) A (b) B (c) C (d) D (e) E

4. A. Environmental pollution are one of the most hazardous problems of mankind across the globe.
B. Environmental pollution were one of the most hazardous problems of mankind across the globe.
C. Environmental pollution is one of the most hazardous problems of mankind across the globe.
D. Environmental pollution been one of the most hazardous problems of mankind across the globe.
E. Environmental pollution be one of the most hazardous problems of mankind across the globe.

(a) A (b) B (c) C (d) D (e) E

5. Adventure tourism are motivating by a desire to experience physical exercise and challenging situations in natural environments.
- B. Adventure tourism is motivated by a desire to experience physical exercise and challenging situations in natural environments.
- C. Adventure tourism motivates by a desire to experience physical exercise and challenging situations in natural environments.
- D. Adventure tourism motivate by a desire to experience physical exercise and challenging situations in natural environments.
- E. Adventure tourism is motivation by a desire to experience physical exercise and challenging situations in natural environments.
- (a) A (b) B (c) C (d) D (e) E

6. The corporate scenario seen a revolution in the 1990s when the Government of India liberalize its economic policies.
- B. The corporate scenario seeing a revolution in the 1990s when the Government of India liberalized its economic policies.
- C. The corporate scenario saw a revolution in the 1990s when the Government of India liberalized its economic policies.
- D. The corporate scenario seeing a revolution in the 1990s when the Government of India liberalizing its economic policies.
- E. The corporate scenario saw a revolution in the 1990s when the Government of India liberalize its economic policies.
- (a) A (b) B (c) C (d) D (e) E

7. His research resulting in some amazing discoveries.
- B. His researches results in some amazing discoveries.
- C. His researches result in some amazing discoveries.
- D. His researches resulted in some amazing discoveries.
- E. His research result in some amazing discoveries.
- (a) A (b) B (c) C (d) D (e) E
8. Scientists was exploring the nature of consciousness.
- B. Scientists exploring the nature of consciousness.
- C. Scientists are explored the nature of consciousness.
- D. Scientists explores the nature of consciousness.
- E. Scientists are exploring the nature of consciousness.
- (a) A (b) B (c) C (d) D (e) E
9. Time and again marketing practitioners have waxed eloquent about the potential of the rural market.
- B. Time and again marketing practitioners has waxed eloquent about the potential of the rural market.
- C. Time and again marketing practitioners having waxed eloquent about the potential of the rural market.
- D. Time and again marketing practitioners have been waxed eloquent about the potential of the rural market.

7. A. His research resulting in some amazing discoveries.
B. His researches results in some amazing discoveries.
C. His researches result in some amazing discoveries.
D. His researches resulted in some amazing discoveries.
E. His research result in some amazing discoveries.
(a) A (b) B (c) C (d) D (e) E

8. A. Scientists was exploring the nature of consciousness.
B. Scientists exploring the nature of consciousness.
C. Scientists are explored the nature of consciousness.
D. Scientists explores the nature of consciousness.
E. Scientists are exploring the nature of consciousness.
(a) A (b) B (c) C (d) D (e) E

9. A. Time and again marketing practitioners have waxed eloquent about the potential of the rural market.
B. Time and again marketing practitioners has waxed eloquent about the potential of the rural market.
C. Time and again marketing practitioners having waxed eloquent about the potential of the rural market.
D. Time and again marketing practitioners have been waxed eloquent about the potential of the rural market.

- E. Time and again marketing practitioners have being waxed eloquent about the potential of the rural market.
(a) A (b) B (c) C (d) D (e) E
10. A. All states, all powers, that having held and hold rule over men have being and are either republics or principalities.
B. All states, all powers, that have held and hold rule over men having been and were either republics or principalities.
C. All states, all powers, that have been holding and hold rule over men have been and is either republics or principalities.
D. All states, all powers, that have held and hold rule over men have been and are either republics or principalities.
E. All states, all powers, that have held and holding rule over men having being and are either republics or principalities.
(a) A (b) B (c) C (d) D (e) E

Chapter 6: Subject Verb Agreement

Subject - Verb Agreement relates to number agreement (singular or plural) between the subject and the verb that follows it ...

e. g. The girl plays all day. (singular subject)

The girls play all day. (plural subject)

There are two important exceptions to subject - verb agreement. Firstly, agreement only applies when the verb is in the present tense. In the past tense, there is no overt agreement between the subject and the verb.

e. g. The girl played all day.

The girls played all day.

And secondly, agreement applies only to third person subjects. There is no distinction between a first person singular subject and a first person plural subject.

e. g. I play all day.

We play all day.

The main principle is : Singular subjects need singular verbs : plural subjects need plural verbs.

Some basic rules :

1. When the subject of a sentence is composed of two or more nouns or pronouns connected by **and**, we use a plural verb.

He **and** his friends **are** at the fair.

This rule is not followed when two nouns refer to the same object.

The wicket keeper and Captain **was** given the man of the match award.

2. When two or more singular nouns or pronouns are connected by **or** or **nor**, we use a singular verb.

e. g. The paper **or** the pencil is in the desk.

3. When a compound subject contains both a singular and a plural noun or pronoun joined by **or** or **nor**, the verb should agree with the part of the subject that is nearer to the verb.

e. g. Shivin or his **friends** **run** every day.

His friends or **Shivin runs** every day.

4. **Doesn't** is a contraction of **does not** and should be used only with a singular subject. **Don't** is a contraction of **do not** and should be used only with a plural subject. The exception to this rule appears in the case of the first person and second person pronouns **I** and **you**. With these pronouns the contraction **don't** should be used.

e. g. She **doesn't** like it.

They **don't** like it.

5. A phrase between the subject and the verb should not be misleading, the verb agrees with the subject, not with a noun or pronoun in the phrase.

e. g. The captain, as well as his players, is anxious.

The book, in parts, is boring.

The building, with all its contents, is insured.

6. **Each, each one, either, neither, everyone, everybody, anybody, nobody, somebody, some one and no one** are singular and require a singular verb.

e. g. Each of these books **is** good.

Everybody knows him.

Either is correct.

7. **Nouns such as civics, mathematics, rupees and news** require singular verbs.

e. g. The news **is** on at eight.

When talking about an amount of money, it requires a singular verb, but when referring to the rupees themselves, a plural verb is required.

e. g. Five hundred rupees **is** a lot of money.

Rupees **are** often used instead of Rupiahs in Nepal.

8. **Nouns such as scissors, trousers, shears and shorts** require plural verbs.

e.g. These **shears** are dull.

These shorts **are made of cotton**.

9. In sentences beginning with **there is, there are**, the subject follows the verb. Since **there** is not the subject, the verb agrees with what follows.

e.g. **There are** many questions

There is a question.

10. **Collective nouns** are words that imply more than one person but are considered singular and take a singular verb, such as : group, team, committee, class and family.

e. g. **The family** has a long history of writers.

The committee has prepared the agenda.

11. **With, together with, including**, accompanied by, in addition to, or as well do not change the number of the subject. If the subject is singular, the verb is too.

e. g. **The Chairman**, including his team, is travelling to China.

The boys, together with their friends, are going for a picnic.

12. The **relative pronouns** (who, whom, which, and that) are either **singular or plural**, depending on the words they refer to.

e. g. The sales manager **is** a good researcher who spends a great amount of time surfing the Web for information.

Subject: the sales manager **Verbs:** **is, spends**

13. A few **nouns** can be either **plural** or **singular**, depending on whether they mean a group or separate individuals. These words are rarely used as plurals in modern writing.

e.g. 1. The jury **has** decided unanimously.

Subject: jury **Verb:** **is**

2. The jury **are** having an argument.

Subject: jury **Verb:** **are having**

14. Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.

e.g. One of the boxes **is** open.

The people who listen to music are few.

15. Two singular subjects connected by *either/or* or *neither/nor* require a singular verb as in Rule 1.

e.g. Neither John nor Abraham is available.

Either Bipasha or Neelam is helping *today* with stage decorations.

16. When *I* is one of the two subjects connected by *either/or* or *neither/nor*, put it second and follow it with the singular verb *am*.

e.g. *Neither she nor I* am going to the festival

17. With words that indicate portions-percent, fraction, part, majority, some, all, none, remainder, and so forth -look at the noun in your 'of' phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

e.g. 1. Fifty percent of the pie **has** disappeared. (Pie is the object of the preposition of.)

2. Fifty percent of the pies **have** disappeared.

3. One-third of the city **is** unemployed.

4. One-third of the people **are** unemployed.

NOTE: Hyphenate all spelled-out fractions.

5. All of the pie **is** gone.

6. All of the pies **are** gone.

7. Some of the pie **is** missing.

8. Some of the pies **are** missing.

18. Use a singular verb with sums of money or periods of time.

e.g. Ten dollars is *a high price to pay*.

Five years is *the maximum sentence for that offense*.

Identifying the subject

Word groups often come between the **subject** and the **verb**. These word groups may contain a noun that at first appears to be the **subject**. Identify the word group between the **subject** and the **verb** in order to isolate the noun.

e. g. The girl plays all day. (singular subject)

e. g. The slaughter of pandas for their pelts have caused panda population to decline drastically. (Incorrect)

The slaughter of pandas for their pelts has caused the panda population to decline drastically. (correct)

Thus, the **subject** is slaughter and not pandas or pelts.

Phrases beginning with the prepositions **as well as**, **in addition to**, **accompanied by**, and **along with**, do not make a singular **subject** plural.

e. g. The Chief Minister, as well as his principal secretary, was shot.

e. g. If a customer buys a burger, **he** or **she** has to pay service tax. (correct)

If a customer buys a burger, **they have** to buy a parking ticket. (incorrect)

Assess Yourself

Test 1 (Level 1)

Time Limit: 10 mins

1. In the newspaper, an interesting article appeared.

(Underline the subject of the sentence)

2. Across the road lived her boyfriend.

(Underline the subject of the sentence)

3. Around every cloud is a silver lining.

(Underline the subject of the sentence)

4. Neither he nor his brother are capable of such a crime.

(Underline verbs twice and subjects once. If the verb does not agree with the subject, correct the verb.)

5. The teacher or student is going to appear on stage first.

(Underline verbs twice and subjects once. If the verb does not agree with the subject, correct the verb.)

6. The mother duck, along with all her ducklings, swim so gracefully.

(Underline verbs twice and subjects once. If the verb does not agree with the subject, correct the verb.)

7. Each of those games is exciting.

(Underline verbs twice and subjects once. If the verb does not agree with the subject, correct the verb.)

8. The file, not the documents, were misplaced.

(Underline verbs twice and subjects once. If the verb does not agree with the subject, correct the verb.)

9. Here is the three books you wanted.

(Underline verbs twice and subjects once. If the verb does not agree with the subject, correct the verb.)

10. Five hundred rupees is/are all I am asking.

(Strike out the inappropriate underlined word)

Test 2 (Level 2)

Time Limit: 10 mins

1. (a) Three fourths / (b) of the pizzas / (c) have been eaten. / (d) No error.

(Spot the error. If there is an error, correct the sentence.)

2. The majority of the Parliament is/are Congressmen.

(Strike out the inappropriate underlined word)

3. (a) Rohit / (b) is one of those students / (c) who is always ready. / (d) No error.

(Spot the error. If there is an error, correct the sentence.)

4. (a) Every / (b) one of the dancers / (c) is very limber. / (d) No error.

(*Spot the error. If there is an error, correct the sentence.*)

5. The original document, as well as subsequent copies, was/were lost.

(*Strike out the inappropriate underlined word*)

6. (a) Only forty percent / (b) of the eligible voters / (c) is going to the polls. / (d) No error.

(*Spot the error. If there is an error, correct the sentence.*)

7. Almost all of the magazine is/are devoted to advertisements.

(*Strike out the inappropriate underlined word*)

8. Here is/are Manish and Mandar.

(*Strike out the inappropriate underlined word*)

9. Taxes on interest is/are still deferrable.

(*Strike out the inappropriate underlined word*)

10. (a) Five rupees / (b) are all I have / (c) to my name. / (d) No error.

(*Spot the error. If there is an error, correct the sentence.*)

- B. and subway trains, to be dissolved

- C. away by the cleaning crews - graffiti and

- D. its street art cousins has gone

- E. mainstream with a vengeance.

- (a) A (b) B (c) C (d) D (e) E

2. A. The British sense of wacky, tongue-in-cheek

- B. irreverence come out in works

- C. like "Christ with Shopping Bags," by Banksy - a

- D. stencil of the crucifixion, with Christ holding a clutch of

- E. shopping bags in each nailed hand.

- (a) A (b) B (c) C (d) D (e) E

3. A. Matthew Monahan's sculptures of human figures, with their broken and

- B. punctured torsos, heads and limbs, also carries references

- C. to an ancient shared humanity. Made with a variety of materials,

- D. particularly carved floral foam and beeswax, they look as though they

- E. have been unearthed from an archeological ruin.

- (a) A (b) B (c) C (d) D (e) E

4. A. Although Congress held hearings, Mr. Dole's successor as

- B. Senate majority leader, Trent Lott, abandoned the issue soon after

Test 3 (Level 3)

Time Limit: 15 mins

Directions: Find the incorrect sentence/s, part/s of the sentence.

1. A. Once ephemeral - scrawled on walls

C. Mr. Dole left. Mr. Lott, along with Speaker Newt Gingrich,
D. were among those
E. who signed the letter to the F.C.C."

(a) A (b) B (c) C (d) D (e) E

5. A. The Mayor will now have an
B. opportunity to demonstrate...that it is
C. his management techniques,
D. not any one person,
E. that is responsible for the drop in crime."

(a) A (b) B (c) C (d) D (e) E

6. A. We shall struggle that even people living in the far countryside understand
B. that in Ukraine there are good as well as evil and which way
C. they should vote so that their life is not a failure. We shall do everything
D. possible and we are sure that the victory will
E. belong to the single opposition candidate Viktor Yushchenko.

(a) A (b) B (c) C (d) D (e) E

7. A. Silva also feels that security has to be a
B. complete program. "Security breaches can happen in many ways.

C. They can happen through a lost laptop, a hacker could gets into
D. your system, or it could even happen with backup tapes that get lost in the
E. courier, as happened with a bank recently," he says.

(a) A (b) B (c) C (d) D (e) E

8. A. For all her claims of media bias and ill treatment by her male
B. fellow candidates, Hillary has got off absurdly softly in this campaign.
C. No one — neither her rivals nor mainstream journalists — have
D. had the guts to explore or even list the bursting catalogue of past Clinton scandals,
E. in which Hillary was nearly always hip deep.

(a) A (b) B (c) C (d) D (e) E

9. A. But they panic and feel themselves weak.
B. So they make statements in a hurry
C. and the three of them unite themselves
D. because each of them
E. are afraid to articulate certain words.

(a) A (b) B (c) C (d) D (e) E

10. A. Anyone who has stumbled glumly through a British airport recently,
B. trapped in endless queues, will already know the stench of
C. bogus security hanging heavy in the air.

C. They can happen through a lost laptop, a hacker could gets into
D. your system, or it could even happen with backup tapes that get lost in the
E. courier, as happened with a bank recently," he says.
(a) A (b) B (c) C (d) D (e) E

8. A. For all her claims of media bias and ill treatment by her male
B. fellow candidates, Hillary has got off absurdly softly in this campaign.
C. No one — neither her rivals nor mainstream journalists — have
D. had the guts to explore or even list the bursting catalogue of past Clinton scandals,
E. in which Hillary was nearly always hip deep.
(a) A (b) B (c) C (d) D (e) E

9. A. But they panic and feel themselves weak.
B. So they make statements in a hurry
C. and the three of them unite themselves
D. because each of them
E. are afraid to articulate certain words.
(a) A (b) B (c) C (d) D (e) E

10. A. Anyone who has stumbled glumly through a British airport recently,
B. trapped in endless queues, will already know the stench of
C. bogus security hanging heavy in the air.

D. I always knew at some subliminal level that even as my nail scissors was
E. being seized by a censorious official, some monstrous breach the size of the Channel
were blithely disregarded elsewhere.
(a) A (b) B (c) C (d) D & E (e) E

Unit 4 – Parts of Speech (Contd...)

Chapter 7: Adjectives

An **adjective** modifies a noun. It describes the quality, state or action that a noun refers to.

Points to remember:

1. Adjectives nearly always appear immediately before the noun or noun phrase that they modify.

Example: He enjoyed meeting the effervescent Professor who chatted endlessly about his new project.

2. Sometimes they appear in a string of adjectives, and when they do, they appear in a set order according to category.

Example: A long, sharp and shining knife was discovered from his backyard.

3. When indefinite pronouns — such as something, someone, and anybody— are modified by an adjective, the adjective comes after the pronoun.

Example: Something horrible happened to him that night and he laid the blame on someone unknown.

4. And there are certain adjectives that, in combination with certain words, are always "postpositive" (coming after the thing they modify):

Example: The Chairman elect, heir apparent to the turbulent legacy left by his predecessor, lives in New Delhi proper.

5. **Attributive and Predicative adjectives:** Most adjectives can be used both attributively (in front of the noun) and predicatively (after the verb BE, SEEM, LOOK etc).

Example: He has played an energetic inning. The game was energetic.

- But there are some adjectives that can be used only in one way.

Examples of Attributive Adjectives- atomic, east/west/south/north
eastern/western/southern/..., indoor/outdoor

Examples of Predicative Adjectives- afraid, alive, alone, apart, aware

6. Degrees of Adjectives

• Adjectives can express degrees of modification. The degrees of comparison are known as the **positive**, the **comparative**, and the **superlative**. Actually, only the comparative and superlative show degrees.

• Notice that the word **than** frequently accompanies the comparative and the word **the** precedes the superlative.

• Be careful not to form comparatives or superlatives of adjectives which already express an extreme of comparison — unique, for instance.

Also remember

• Be careful, also, not to use *more* along with a comparative adjective formed with *-er* nor to use *most* along with a superlative adjective formed with *-est* (e.g., do not write that something is more heavier or most heaviest).

- The 'as as' construction is used to create a comparison expressing equality: He is as foolish as he is large. She is as bright as her mother.

- Both adverbs and adjectives in their comparative and superlative forms can be accompanied by single words and phrases that intensify the degree.

They were a lot more cautious this time.

He works a lot less carefully than the other mechanics in town.

They like his work so much better. You'll get your cell phone back all the faster.

- The same process can be used to downplay the degree:

The weather this week has been somewhat better.

He approaches his schoolwork a little less industriously than his brother does.

- And sometimes a set phrase, usually an informal noun phrase, is used for this purpose:

Ram arrived a whole lot sooner than we expected.

That's a heck of a lot better.

- If the intensifier *very* accompanies the superlative, a determiner is also required:

Rita is wearing her very finest outfit for the interview.

We're doing the very best we can.

- Occasionally, the comparative or superlative form appears with a determiner and the thing being modified is understood.

Of all the cars manufactured by Maruti, I like this one the most.

The quicker you finish this project, the better.

Of the two sisters, she is by far the faster.

- When making a comparison between quantities we often have to make a choice between the words *fewer* and *less*. Generally, when we're talking about countable things, we use the word *fewer*; when we're talking about measurable quantities that we cannot count, we use the word *less*.

- When an adjective owes its origins to a proper noun, it should probably be capitalized. Thus we write about Christian music, French fries, the English Parliament, the Ming Dynasty, a Faulknerian style, Jeffersonian democracy.

- When the definite article, *the*, is combined with an adjective describing a class or group of people, the resulting phrase can act as a noun: *the poor*, *the rich*, *the oppressed*, *the homeless*, *the lonely*, *the unlettered*, *the unwashed*, *the gathered*, *the dear departed*. The difference between a Collective Noun (which is usually regarded as singular but which can be plural in certain contexts) and a collective adjective is that the latter is always plural and requires a plural verb:

- Some adjectives are followed by certain prepositions.

Preposition:	Examples of Adjectives:
About	angry, annoyed, anxious, certain, excited, happy, pleased, right, sorry, upset, nervous.
At	amazed, angry, annoyed, bad, excellent, good, hopeless, lucky, surprised, useless.
By	amused, bored, impressed, shocked, surprised.
for	famous, late, ready, sorry, responsible, suitable.
From	absent, different, safe, tired.
In	interested, involved.
on	Keen.
Of	afraid, ashamed, aware, capable, certain, confident, critical, envious, fond, full, guilty, incapable, jealous, kind, nice, proud, scared, short, stupid, sure, suspicious, terrified, tired, typical.
To	accustomed, engaged, generous, inferior, kind, married, polite, possible, rude, superior, similar.
Towards	friendly, patronizing.
With	angry, annoyed, bored, busy, content, crowded, delighted, disappointed, familiar, friendly, furious, happy, occupied, pleased, satisfied.

Practice Exercise

Exercise 1

Directions: Identify the adjectives in the following sentences.

1. The heavy red dress of Madhuri weighed over fifty pounds.
2. My sister chose two books for my graduation present.
3. That small Indian restaurant in the next block serves fresh meals.

4. The little black dog barked at the well-dressed stranger.

5. An old wood gate had caught several discarded packets.

Other pronouns can also be used as adjectives, but they are not always adjectives. Demonstrative pronouns, *this, that, these, those*; interrogative pronouns, *whose, which, what*; and indefinite pronouns, *another, any, both, each, either, many, neither, one, other, some*; when used with a noun become adjectives. Cardinal and ordinal numbers can be adjectives.

Examples: ten students (cardinal),

the tenth student (ordinal).

Practice Exercises

Exercise 2

Directions: List the adjectives in these sentences.

1. Whose red car is parked in the driveway?
2. Those curtains go well with this brown carpet.
3. The two men were wondering what signal had brought many people to their rescue.
4. The third person entering the city park won another prize.
5. That tie is a good one for this suit.

Proper nouns, possessives and modifiers made from them, and common nouns can be adjectives.

Examples July storms, winter weather, Sunil's boat, boy's bed.

Nouns used to describe another noun are called '**noun adjuncts**'. They tell us *whose* or *what kind*.

Exercise 3

Directions: Choose the correct form in the following sentences.

1. Yesterday we played our (worse, worst) concert.
2. I am (more hungrier, hungrier) now.
3. Who is the (shorter, more shorter, most short, shortest) of the four sisters?
4. Is this the (best, better, more better, most best) value that you have?
5. Azeem is the (most happiest, happiest) kid I know.

* Use the article an before a word beginning with a *vowel* (a, e, i, o, u) or a *vowel sound* (words beginning with a silent h as *heir, hour*). Words that start with eu or u that are pronounced with a long u or pronounced like "you" use the article a before them. Examples: an egg, an hour, an orange, an idea, a house, a mouse, a river, a boy, a ukulele, a eucalyptus tree.

* When you are using separate nouns, be sure to use the articles (*a, an, or the*) before each noun. If only one thing or person is meant, do not repeat the article.

Examples: I need a secretary and a book keeper. (two persons)

I need a secretary and book keeper. (one person)

Exercise 4

Directions: Choose the correct form in these sentences.

1. Mrs. Aashish is (a wife and a doctor, a wife and doctor).

2. Shubha wanted (a girl and a boy, a girl and boy) for the committee.
3. Ronit was wearing (a green and red, a green and a red) shirt.
4. Prashant wants to be (a rock star or a lawyer, a rock star or lawyer).
5. Prabha brought (a bat and ball, a bat and a ball).

Use *this or that* with *kind* or *sort* because both are singular; use *these or those* with *kinds* or *sorts* because both are plural. Examples: *this or that kind of stocks, these or those kinds of stocks, this or that sort of people, these or those sorts of people*.

Test 1 (Level 1)**Time Limit: 25 mins****Directions:** Find the best way of writing the given sentence.

1. A. Affected customers cannot get their gas service turned on again until American journeymen deem it dry, clean and safe.

B. Affected customers cannot get their gas service turned on again until American journeymen deem it dried, clean and safe.

C. Affected customers cannot get their gas service turned on again until American journeymen deem it dry, cleaned and safe.

D. Affected customers cannot get their gas service turned on again until American journeymen deem it dry and clean and safe.

E. Effecteds customers cannot get their gas service turned on again until American journeymen deem it dry, clean and safe.

(a) A (b) B (c) C (d) D (e) E

2. A. Today, thanks to the relenting increase in the power of computing, the latest robots are being fitted with sophisticated systems that enable them to see, feel, move and work together.

B. Today, thanks to the relentlessly increase in the power of computing, the latest robots are being fitted with sophisticated systems that enable them to see, feel, move and work together.

C. Today, thanks to the relentless increase in the power of computing, the latest robots are being fitted sophisticated with systems that enable them to see, feel, move and work

together.

D. Today, thanks to the relentless increase in the power of computing, the latest robots are being fitted with sophistication systems that enable them to see, feel, move and work together.

E. Today, thanks to the relentless increase in the power of computing, the latest robots are being fitted with sophisticated systems that enable them to see, feel, move and work together.

(a) A (b) B (c) C (d) D (e) E

3. A. The page boy, sent to court to restore his family's wealth, got his break in the army after catching the kings eye.

B. The page boy, sent to court to restore his familys wealth, got his break in the army after catching the king's eye.

C. The page boy, sent to court to restore his family's wealth, got his break in the army after catching the king's eye.

D. The page boy, sent to court to restore his families wealth, got his break in the army after catching the king's eye.

E. The page boy, sent to court to restore his family's wealth, got his break in the army after catching the king eye.

(a) A (b) B (c) C (d) D (e) E

4. A. She was beautiful and pushy and they loved each other, which seems surprising given the age and the velvet-and-brocade backdrop to their courtship.

B. She was beautiful, pushy and they loved each other, which seems surprising given the age and the velvet-and-brocade backdrop to their courtship.

C. She was beautiful and pushy and they loved each other, which seems surprisingly given the age and the velvet-and-brocade backdrop to their courtship.

D. She was beautiful and pushy and they loved each other, which seems surprising given the age and the velvety-and-brocade backdrop to their courtship.

E. She was beautiful and pushy and they loved each other, which seems surprising given the age and the backdrop velvet-and-brocade, to their courtship.

(a) A (b) B (c) C (d) D (e) E

5. A. Although Marlborough was no originally tactician; Mr. Holmes argues persuasively that the duke's skill lay in probing his opponents defences, then moving quickly and committing troops when a weakness opened up.

B. Although Marlborough was no original tactician, Mr. Holmes argues persuasively that in probing his opponent's defences the duke's skill lay, then moving quickly and committing troops when a weakness opened up.

C. Although Marlborough was no original tactician, Mr. Holmes argues persuasively that the duke's skill lay in probing his opponent's defences, then moving quickly and committing troops when a weakness opened up.

D. Although Marlborough was no original tactician, Mr. Holmes argues persuasive that the duke's skill lay in probing his opponent's defences, then moving quickly and committing troops when a weakness opened up.

E. Although Marlborough was no original tactician, Mr. Holmes argues persuasively that the duke's skill lay in probing his opponent's defences, when a weakness opened up then moving quickly and committing troops.

(a) A (b) B (c) C (d) D (e) E

6. A. Joe Louis, "the Brown Bomber", enjoyed the fervent support of Americans of all colours when he defended the same title against Germany's Max Schmeling in a fight billed as a contest between democracy and Nazism.

B. Joe Louis, "the Brown Bomber", enjoyed fervently the support of Americans of all colours when he defended the same title against Germany's Max Schmeling in a fight billed as a contest between democracy and Nazism.

C. Joe Louis, "the Brown Bomber", of Americans of all colours enjoyed the fervent support when he defended the same title against Germany's Max Schmeling in a fight billed as a contest between democracy and Nazism.

D. Joe Louis, "the Brown Bomber", enjoyed the fervent support of Americans of all colours when he defended the same title against Germany's Max Schmeling in a fight between democracy and Nazism billed as a contest.

E. Joe Louis, "the Brown Bomber", enjoyed the fervent support of Americans of all colours when he defended the similar title against Germany's Max Schmeling in a fight billed as a contest between democracy and Nazism.

(a) A (b) B (c) C (d) D (e) E

7. A. He buttonholed any public figure who could help, harassed the press and infuriated Foreign Office mandarins who regarded the whole affair as an irrelevantly nuisance.

B. He buttonholed any public figure who could help, harassed the press and infuriated Foreign Office mandarins who regarded the whole affair as an irrelevance nuisance.

C. He buttonholed any publicly figure who could help, harassed the press and infuriated Foreign Office mandarins who regarded the whole affair as an irrelevant nuisance.

D. He buttonholed any public figure who could help, harassed the press and infuriated Foreign Office mandarins who regarded the whole affair as an irrelevant nuisance.

E. He buttonholed any public figure who could help, harassed the press and infuriated Foreign Office mandarins who regarded the whole affair as a nuisance irrelevant.

(a) A (b) B (c) C (d) D (e) E

8. A. The crisp and admirably self-deprecating vignettes of his own life, both emotional and professional, give his parents' story a fitting perspective.

B. The crisper and admirably self-deprecating vignettes of his own life, both emotional and professional, give his parents' story a fitting perspective.

C. The crisp and admiring self-deprecating vignettes of his own life, both emotional and professional, give his parents' story a fitting perspective.

D. The crisp and admirably self-deprecating vignettes of his own life, give his parents' story both emotional and professional, a fitting perspective.

E. The crisp and admirably self-deprecatingly vignettes of his own life, both emotional and professional, give his parents' story a fitting perspective.

(a) A (b) B (c) C (d) D (e) E

9. A. If Americans have always had the habit of empire, they have also endowed the world with the ideal of populist sovereignty.

B. If Americans have always had the habit of empire, with the ideal of popular sovereignty they have also endowed the world

C. If Americans have always had the habitual of empire, they have also endowed the world with the ideal of popular sovereignty

D. If Americans have always had the habit of empire, they have also endowed the world with the ideal of popular sovereignty

E. If Americans have always had the habit of empire, they have also endowed the world with the ideal of popularly sovereignty

(a) A (b) B (c) C (d) D (e) E

Test 2 (Level 2)

Time Limit: 20 mins

Directions: Find the correct part/parts or sentence/s.

1. A. The rural poor has been ignored

B. by the media because the metros hog all the attention.

C. The rich of the area is responsible.

D. And the elderly are beginning to

E. demand their rights.

(a) a, c & d (b) a & c (c) b & c (d) b,c & d (e) b, d & e

2. A. But the clampdown now under way suggests the government

B. is just as concerned about preventing anything—from political demonstrations

C. to beggars unsightly—that reflects poorly on it, however slightly.

D. The risk is that heavy-handed precautions will take the fun out of

E. what is supposed, after all, to be a sporting event.

(a) A & D (b) B only (c) A, B, D & E (d) D & E (e) A, B & C

3. A. Headed by the exuberance Janusz Palikot, the commission launched a
B. public competition to identify the stupidest rules—eg, the requirement that
C. most businesses handling cash must keep receipts in paper form for five years.
D. As these are printed on thermal paper, they fade unless kept cold.
E. That, and other silliness, should go next year. It is a small start, but huge welcome.
(a) A, C & D (b) B & D (c) A, C & D (d) B & D (e) B, C & D
4. A. Although ambitious women often face particularly hurdles by because of the
B. demands of family life, much of the advice they give applies to men too:
C. build a CV with large, respected companies; aim for frequent promotions
D. and, if necessary, move after two or three years in the same position; get
E. operations experience; hone communication skills; extensive network.
(a) D & E (b) A & B (c) A, C & D (d) B & C (e) B, C & D
5. A. It is near impossible, of course, to determine the
B. correct most absolute level of executive pay.
C. Shareholders will find it hard to prevent headline-grabbing paydays, even if they wanted to.
D. So expect further political outrage, and more red-facedly
E. bosses coming under fire.
(a) A & B (b) A, C & E (c) C, D & E (d) D & E (e) E only

6. A. Other "irrational" phenomena include confirmation bias (searching for or interpreting information in a way that confirms one's preconceptions),
B. the bandwagon effect (doing things because others do them) and framing
C. problems (when the conclusion reached depends on the way the data are presented).
D. All in all, the rational conclusion is that humans are irrational.
E. Of all the new sitcoms, this is my less favorite show.
(a) C & D (b) C, D & E (c) A, B & D (d) A, B, C & D (e) B & C
7. A. These qualities set the "quiet giant", as the six-foot-three
B. Mr. Willumstad was once dubbed, in contrast
C. to the blokeish Mr. Sullivan and the imperious Mr. Greenberg.
D. Known as a consensus-builder, he is not given to impetuous—unless
E. you count donning an Elvis Presley wig at his 55th birthday party.
(a) A, D & E (b) B & E (c) C, D & E (d) A, B, C & E (e) A, B & E

Test 3 (Level 3)

Time Limit: 15 mins

Directions: Find the incorrect sentence or part of sentence which has an error.

1. A. Robots are getting clever and more dexterous.
B. Their time has almost come.

- C. Titan is a bit of a hulk.
D. It can lift a BMW into the air with just one arm, swing it around and
E. then set it down again in exactly the same spot with barely a quiver.
(a) A (b) B (c) C (d) D (e) E
2. A. And when a dire prophecy from environmentalism's jeremiad looks
B. as if it is coming true, as the price of petroleum rises
C. through the roof and the idea that oil might run out is no more longer whispered in
D. corners but openly discussed, there is a temptation to
E. believe that the end of the world is, indeed, nigh.
(a) A (b) B (c) C (d) D (e) E
3. A. Compact in design, efficient in operation and capable of
B. inflicting immense destruction over long distances;
C. there is something truly spine-chilling about the sophistication of the wares
D. displayed in a build-it-yourself bomb catalogue that was apparent shared
E. with members of an international nuclear smuggle ring by a Pakistani scientist.
(a) A (b) B (c) C (d) D (e) E
4. A. The fence is not likely to win any architecture awards.
B. It's a hodgepodge of designs.
C. The best—sections of tall, concrete-filled steel poles deeply rooted, closely
D. spaced and solid linking at the top—are bluntly functional.
E. The worst—rusting, graffiti-covered, Vietnam-era surplus—are just skeevy walls of
welded junk.
(a) A (b) B (c) C (d) D (e) E
5. A. Contestants learn how to make healthy choices, but total-immersion
B. exercise accounts for most of the weight loss.
C. And it's not as hard to work out for four or more hours a day when urged on by
professionalised trainers.
D. It's also easier to resist high-calorie temptations
E. when the cameras are rolling.
(a) A (b) B (c) C (d) D (e) E
6. A. Food and diet are the cornerstones of any culture, one of the reliable most symbols
of national identity.
B. Think of the long Spanish lunch followed by the afternoon siesta, a rhythm of
C. food and rest perfectly suited to the blistering heat of the Iberian peninsula in summer.
D. Think of the Chinese meal of rice, vegetables and (only recently) meat, usually served
in
E. big collective dishes, the better for extended clans to dine together.
(a) A (b) B (c) C (d) D (e) E

Chapter 8: Adverbs

Adverbs

We use adverbs to say **how** something happens, **where** or when something happens, **how often** something happens, to make the meaning of an adjective, adverb or verb stronger or weaker, can have comparative and superlative forms to show degree.

Adverbs are words that modify (1) verbs, (2) adjectives, and (3) other adverbs. They qualify the antecedent in the following manner: *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. Adverbs that tell us *how much*, modify adjectives or other adverbs. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify.

Examples:

He kicked the ball solidly. (how); He kicked the ball immediately. (when); He kicked the ball forward. (where); He kicked the ball too hard. (how much).

Usage

Adverbs are also used to refer to the whole sentence to show what the speaker thinks about the sentence. Some adverbs function like prepositions without a noun phrase after them.

e.g. Kumar is going to have lunch **here**. (Place and time)

The Gupta's **often** visit us. (Frequency)

I'm **very** tired. (Degree)

He's not very busy just now, **luckily**. (Sentence)

The girls walked home **briskly**. (Manner)

The Raina's weren't **in**. (Prepositional adverbs)

The three main ways that adverbs are formed from adjectives are:

Add: **ly** to the adjective

For - **y** ending, drops the - **y** and add - **ily**

For a **consonant +le** ending, drop the - **e** and add - **ly**.

As far as possible keep the modifier and modified together for clarity in communication.

e.g. ***The team was unable to discuss the matter completely owing to lack of time. (Incorrect)***

(The adverb modifies 'discuss', but is placed next to words that it cannot modify.)

The team was unable to completely discuss the matter owing to lack of time. (Correct)

Some adverbs have no special form. These are adverbs of time, place, frequency, degree, manner and time.

e.g. **Perhaps** she isn't coming.

Brooke is **always** late.

Everybody will have to walk **fast**.

We **usually** meet over lunch.

Adverbs are sometimes whole phrases, not just one word.

e.g. The party is **next Sunday**.

They thanked us **with a smile**.

I meet Enrique from **time to time**.

Adverbs like **always**, **also**, **probably**, go with the verb in the middle of a sentence,

e.g. Harry's car **has probably been** stolen.

She **always goes** to work by car.

Usually, if the verb is one word e.g. goes, fell, cooked ..., the adverb goes **before** the verb.

e.g. She **always goes** to work by car.

Sharon **almost fell** as she was going down the stairs.

They cleaned the house and **also cooked** the lunch. (not 'cooked also')

Adverbs like always, often, also etc. go before have to:

e.g. We **always** have to wait a long time for the bus. (Correct)

We have **always** to wait a long time for the bus. (Incorrect)

and adverbs go after am, is, are, was, were.

e.g. We **were** feeling very tired and we **were also** hungry.

Why are you **always** late? You're **never** on time.

The traffic **isn't usually** as bad as it was this morning.

If the verb is two or more words (can remember, doesn't smoke, has been stolen ...), the adverb goes after the first verb, **can**, **doesn't**, **has** ...

e.g. I can **never** remember his name.

She doesn't **usually** smoke.

Are you **definitely** going to the seminar tomorrow?

This vehicle has **probably** been stolen.

I have **always** lived in Delhi.

The building **was only** built a year ago and it's **already falling** down.

Probably goes before the negative,

e.g. We **probably** won't see you. (Correct)

I will **probably** not see you. (Correct)

I won't **probably** see you. (Incorrect)

Use **all** and **both** here:

We **all felt** ill after the party. (Correct)

We **felt all** ill after the party. (Incorrect)

His parents **are** both professors. (Correct)

His parents **both are** professors. (Incorrect)

The **conjunctive adverb** is a special kind of adverb that often serves as a transition between two independent clauses in a sentence. Words like **therefore**, **however**,

moreover, nevertheless, consequently and furthermore.

e.g. The girls had been dancing **therefore** they needed a break.

The boys were shouting **consequently**, they got punished.

Using both a suffix and an adverb to indicate the comparative or superlative should be avoided.

e.g. Charlie Chaplin was the **most funniest** slapstick comedian in film history.
(Incorrect)

Charlie Chaplin was the **funniest** slapstick comedian in film history. (Correct)

Practice Exercise

Exercise - 1

Directions: Choose the correct form in parentheses for these sentences.

1. Simran hasn't (none, any) more tickets.
2. Shalini (can, can't) hardly wait to come home.
3. This shouldn't (ever, never) happen again.
4. We (haven't, have) scarcely any fuel left.
5. Gauri won't need (no, any) money for school.

Exercise - 2

Directions: Find the adverbs and tell what they modify in the following sentences.

1. After the hike my muscles were extremely tired and very sore.
2. Yesterday I had hardly completed my very hard assignment when I was rudely interrupted.
3. Gradually everyone reached the top of the mountain they had climbed before.
4. Just now he remembered his rather important assignment.
5. Often you go too far with your jokes.

Often people confuse the use of some adverbs and some adjectives.

Remember that adjectives modify nouns or pronouns.

Adverbs modify verbs, adjectives or other adverbs.

The use of the adjective sure and the adverbs surely, certainly, and really:

use sure only when one of these three adverbs does not make sense.

Examples: Shalu is sure she is right. Surely she is right.

Exercise - 3

Directions: Choose the correct form for each of these sentences.

1. You seem very (surely, sure) of yourself.
2. Ila (surely, sure) is tired from work.
3. The milk (surely, sure) tastes sour.
4. Are you (surely, sure) this is the right road?
5. This story (surely, sure) is exciting.

1. After the hike my muscles were extremely tired and very sore.
2. Yesterday I had hardly completed my very hard assignment when I was rudely interrupted.
3. Gradually everyone reached the top of the mountain they had climbed before.
4. Just now he remembered his rather important assignment.
5. Often you go too far with your jokes.

Often people confuse the use of some adverbs and some adjectives.

Remember that adjectives modify nouns or pronouns.

Adverbs modify verbs, adjectives or other adverbs.

The use of the adjective *sure* and the adverbs *surely*, *certainly*, and *really*:

use *sure* only when one of these three adverbs does not make sense.

Examples: Shalu is sure she is right. Surely she is right.

Exercise - 3

Directions: Choose the correct form for each of these sentences.

1. You seem very (surely, sure) of yourself.
2. Ila (surely, sure) is tired from work.
3. The milk (surely, sure) tastes sour.
4. Are you (surely, sure) this is the right road?
5. This story (surely, sure) is exciting.

(Each answer in which you used *surely* could be substituted with the other adverbs *really* and *certainly* and still make sense.)

The adjective *good* should not be used for the adverb *well*. *Well* should be used for an adjective only when it refers to health or appearance.

Exercise - 4

Directions: Choose the correct form for each of these sentences. Remember that adjectives modify nouns and pronouns while adverbs modify verbs, adjectives or other adverbs.

1. Mr. Mohit always speaks (good, well).
2. That coach (sure, surely) gets results.
3. Those knives are (awful, very) sharp.
4. The food tasted (good, well).
5. The new teacher (sure, really) is smart.
6. Your assignment was done (bad, badly).
7. I am (real, really) sorry to hear that.

Assess Yourself

Test 1 (Level 1)

Time Limit: 25 mins

Directions: In each question, there are five sentences or parts of sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage. Then, choose the most appropriate option.

1. A. Researchers found that some Cornell students who would
 - B. choose a chocolate bar over a coffee mug start to prefer the mug once they have been given one.
 - C. This "endowment effect" has been spotted
 - D. with all sorts of things, from basketball
 - E. tickets to shares and petrol vouchers.
- (a) A & E (b) B & C (c) C & D (d) D (e) No error

2. A. Paying more to store something than it is worth may seem double irrational.
- B. But it enables people to reconcile caveman clutter with modern minimalism,
- C. and allows companies to benefit from a hugely business opportunity that
- D. includes inflatable salad bars, over-door baseball cap organisers and
- E. motion-activated paper-towel dispensers.

- (a) a & e (b) b, D & E (c) c & d (d) d (e) No error
3. A. Energy security, by contrast, sounds vigorous and sensible,
B. while energy independence sounds downright patriotic.
C. Throwing in a reference to one or the other has proven a good way to attract red- meat
Republican support
D. for otherwise namby-pamby Democratic causes, such as increasing
E. the fuel economy of America's cars.
(a) a, c & d (b) a, b & c (c) c, d & e (d) b, d & e (e) No error
4. A. But the growing split between the energy-security hawks
B. and the climate-change doves illustrates the limits of such expedience.
C. There is no magic wand that will make tackling global
D. warming politically painless-not evenly
E. frequent use of the word independence.
(a) a, b, c & e (b) b, c, d & e (c) a, b, c & e
(d) c, d & e (e) a, b & e
5. A. So does a survey published last year, which concluded that students
B. from the Cantonese schools did worse far than their peers in getting into
C. universities-a result that would horrify Hong Kong's achievement-obsessive parents.
D. And whatever the educators think, employers from coffee bars to banks either

E. require people to be bilingual or pay more to those who are.

- (a) b, c & d (b) a, b & e (c) c, d & e (d) a, d & e (e) a & e

6. A. Thousands of robots are also enrolled in the armed forces where

B. they defuse bombs, fly reconnaissance and attack missions in Iraq and

C. Afghanistan, and meander under the sea.

D. They do not look at all humanly: most are blobs on wheels or, if they are airborne,

E. they may look like insects.

- (a) b, c & e (b) a, d & e (c) c, d & e (d) a & b (e) a, b, C & E

7. A. The secular parties speak largely for shrinking elite that has

B. understandable but excessive fears of a rising Islamic

C. fundamentalism turning Turkey into a new Iran. A ban on the AKP would create

D. huge tensions in a country that is anyways edgy-and

E. whose economy is already teetering.

- (a) a, b, c & d (b) a, b, c & e (c) c, d & e

(d) a, b, c & e (e) None

8. A. To challenge deep held beliefs about American innocence

B. was shocking enough.

C. To contradict cold-war propaganda was worse.

D. Recently, however, such ideological

E. conformism has been disappearing.

- (a) b, c, d & e (b) c, d & e (c) a, b, c & e

(d) b, d & e (e) None

9. A. Because they believed in the very unique nature of their liberty,

B. Americans felt justified in expanding it.

C. Usefully, and original, Mr Nugent has explained the

D. connection between the two "habits", of coveting territory and

E. of justifying expansion in the name of freedom.

- (a) a, b & c (b) b, d & e (c) c, d & e

(d) a, d & e (e) None

Test 2 (Level 2)

Time Limit: 20 mins

Directions: Given below is a sentence divided in different parts. Find the part which has an error.

1. (a) The impact of warming / (b) can be seen on a road / (c) that runs paralleling / (d) to the line for / (e) much of its length

2. (a) Trucks bump alongside its / (b) cracked and undulating surface, / (c) which is being ravaged by / (d) the freezing and thawing / (e) of the tundra beneath.

3. (a) Since the highway was built / (b) in the 1950s, the permafrost area has been / (c) shrinking and the layer above it, / (d) which is subject to seasonal thaw, has / (e) been

getting deeply.

4. (a) After all, if the cost of compliance puts /(b) factories in countries with strict rules out /(c) of business, while those in grubbier places /(d) flourish, a regulation is worst /(e) than useless.

5. (a) He did this again and again, /(b) and with the exception /(c) of the battle of Malplaquet, loss /(d) of life on his own side /(e) was relative low.

6. (a) Defending the odd unpopular position, /(b) it follows, may be helpful politically: like /(c) a kind of irrational exuberance, it can /(d) make a party look sincere , principled, and /(e) so on, shaping the underlying character judgments on which voting choices are ultimately made.

7. (a) But poorer, rapid developing countries /(b) are also taking more of an interest in/(c) renewable energy sources, despite /(d) assertions to the contrary by some Western /(e) politicians and businessmen.

8. (a) Intellectual elitism, as much as /(b) an appreciation of Aristophanes's bawdy /(c) humour, is the glue that /(d) binds Hellenists together-stoked, in some schools, by /(e) a feeling of officially neglect or hostility from peers.

9. (a) They seem to cherry-pick /(b) the loss leaders and discounting items in /(c) the supermarkets and discount stores, /(d) relying on smaller retailers /(e) for everything else.

10. (a) It has rarely met; yet /(b) it is part of a broader push that has sparked /(c) a flurry of climate-related initiatives although: to /(d) boost energy efficiency, improve /(e) seed types, encourage forestation and so on.

1. (a) But such references highlight the subject as something exotic and therefore desirable, at least to those with time and brainpower to engage in it.

(b) But such as references highlight the subject as something exotic and therefore desirable, at least to those with time and brainpower to engage in it.

(c) But still references highlight the subject as something exotic and therefore desirable, at least to those with time and brainpower to engage in it.

(d) But yet references highlight the subject as something exotic and therefore desirable, at least to those with time and brainpower to engage in it.

(e) But as such references highlight the subject as something exotic and therefore desirable, at least to those with time and brainpower to engage in it.

2. (a) At 62, he is reassuringly more old than Mr. Obama, but he has been a politician for less than two years, which fits nicely with Mr. Obama's message of freshness and change.

(b) At 62, he is reassuringly old than Mr. Obama, but he has been a politician for less than two years, which fits nicely with Mr. Obama's message of freshness and change.

(c) At 62, he is reassured older than Mr. Obama, but he has been a politician for less than two years, which fits nicely with Mr. Obama's message of freshness and change.

(d) At 62, he is reassuring older than Mr. Obama, but he has been a politician for less than two years, which fits nicely with Mr. Obama's message of freshness and change.

(e) At 62, he is reassuringly older than Mr. Obama, but he has been a politician for less than two years, which fits nicely with Mr. Obama's message of freshness and change.

3. (a) His recent success would not be possible without the country's vigorous capital markets, which have grown enormous this decade.

(b) His recent success would not be possibly without the country's vigorous capital markets, which have grown enormously this decade.

Test 3 (Level 3)

Time Limit: 15 mins

(c) His recent success would not be possible without the country's vigorous capital markets, which have grown enormously this decade.

(d) His recent success would not be possible without the country's vigorously capital markets, which have grown enormously this decade.

(e) His recent success would not be possible without the country's vigorous capital markets, which have enormously grown this decade.

4. (a) However, in China disclosure remains wretched - the result of a censored press, poor enforced laws and a history of conflating information with propaganda.

(b) However, in China disclosure remains wretched - the result of a censored press, poorly enforced laws and a history of conflating information with propaganda.

(c) However, in China disclosure remains wretchedly - the result of a censored press, poorly enforced laws and a history of conflating information with propaganda.

(d) However, in China disclosure remains wretched - the result of a censored press, enforced poor laws and a history of conflating information with propaganda.

(e) However, in China disclosure remains wretched - the result of a censored press, poorly enforcing laws and a history of conflating information with propaganda.

5. (a) But there is an awfully long way to go, and Hong Kong and the mainland show worrying signs of backsliding.

(b) But there is an awful long way to go, and Hong Kong and the mainland show worrying signs of backsliding.

(c) But there is awfully a long way to go, and Hong Kong and the mainland show worrying signs of backsliding.

(d) But there is an awfully long way to go, and Hong Kong and the mainland show worried signs of backsliding.

(e) But awfully there is a long way to go, and Hong Kong and the mainland show worrying signs of backsliding.

6. (a) The shift to costlier fuel is threatening to slow the decades-old migration away from cities, while exacerbating the housing downturn by diminishing the appeal of larger homes set far from urbane jobs

(b) The shift to costlier fuel is threatening to slow the decades-old migration away from cities, while exacerbating the housing downturn by diminishing the appeal of larger homes set far from urbanely jobs.

(c) The shift to costing fuel is threatening to slow the decades-old migration away from cities, while exacerbating the housing downturn by diminishing the appeal of larger homes set far from urban jobs.

(d) The shift to costlier fuel is threatening to slow the decades-old migration away from cities, while exacerbating the housing downturn by diminishing the appeal of larger homes set far from urban jobs.

(e) The shift to fuel costlier is threatening to slow the decades-old migration away from cities, while exacerbating the housing downturn by diminishing the appeal of larger homes set far from urban jobs.

7. (a) The central bank has instead tried to curb inflation by allowing the Yuan to rise at a fast pace against the dollar-by an annual rate of 18% in the first quarter of this year.

(b) The central bank has instead of tried to curb inflation by allowing the Yuan to rise at a faster pace against the dollar-by an annual rate of 18% in the first quarter of this year.

(c) The central bank has instead tried to curb inflation by allowing the Yuan to rise at a faster pace against the dollar-by an annually rate of 18% in the first quarter of this year.

(d) The central bank has instead tried to curb inflation by allowing the Yuan to rise at a faster pace against the dollar-by an annual rate of 18% in the first quarter of this year.

(e) The central bank has despite tried to curb inflation by allowing the Yuan to rise at a faster pace against the dollar-by an annual rate of 18% in the first quarter of this year.

8. (a) Both muster science, statistics and a judicious smattering of personal experience to present, with no small fanfare, completely, utterly, diametrically opposite advice.

(b) Both muster science, statistics and a judicious smattering of personal experience to present, with no smaller fanfare, completely, utterly, diametrically opposite advice.

(c) Both muster science, statistics and a judicious smattering of personal experience to present, with no small fanfare, completely, utterly, diametrically opposing advice.

(d) Both muster science, statistics and a judicious smattering of personal experience to present, with no small fanfare, complete, utterly, diametrically opposite advice.

(e) Both muster science, statistics and a judicious smattering of personal experience to present, with no small fanfare, completely, utter, diametrically opposite advice.

9. (a) Our health beliefs are so deeply ingrained that data, admonitions, guidelines and oceans of ink on reams of paper will dissuade us seldom from believing what we want to be true.

(b) Our health beliefs are so deeply ingrained that data, admonitions, guidelines and oceans of ink on reams of paper will dissuade seldom us from believing what we want to be true.

(c) Our health beliefs are so deeply ingrained that data, admonitions, guidelines and oceans of ink on reams of paper will seldom dissuade us from believing what we want to be true.

(d) Our health beliefs are so deeply ingrained that data, admonitions, guidelines and oceans of ink on reams of paper seldom will dissuade us from believing what we want to be true.

(e) Our health beliefs are so deeply ingrained that data, admonitions, guidelines and oceans of ink on reams of paper will seldomly dissuade us from believing what we want to be true.

Chapter 9: Modifiers

Dangling modifiers / Misplaced modifiers / Squinting modifiers

A 'modifier' is a word or phrase that describes another word or phrase. The most familiar examples are adjectives and adverbs. Phrases can act as modifiers too.

In every case, the basic principle is the same: the modifier adds information to another element in the sentence.

Misplaced modifiers are those which are positioned so that they appear to modify the wrong thing. It is particularly important to be careful about where you put limiting modifiers. These are words like "almost," "hardly," "nearly," "just," "only," "merely," and so on.

Example: Almost everyone in the class passed the calculus exam.

Everyone in the class almost passed the calculus exam.

Which sentence indicates that everyone in the class failed the exam?

The **dangling modifier**, a persistent and frequent grammatical problem in writing, is often (though not always) located at the beginning of a sentence. A dangling modifier is usually a phrase or an **elliptical clause** — a dependent clause whose subject and verb are implied rather than expressed — that functions as an adjective but does not modify any specific word in the sentence, or (worse) modifies the *wrong* word.

Dangling modifiers can be repaired by:

- placing the subject of the modification phrase as the subject of the independent clause:
- Having finished dinner, Joe turned on the football game.

- placing the subject of the action within the dangling phrase:
- After Joe finished dinner, he turned on the football game.

Although nearly finished, we left the play early because we were worried about our sick cat.

The way this sentence is structured, the clause "Although nearly finished" illogically modifies "we," the pronoun directly following the clause. An easy way to rectify the problem is to re-insert the subject and verb that are understood in the elliptical clause:

Although **the play** was nearly finished, we left early because we were worried about our sick cat.

Split Infinitives

The infinitive form of the verb consists of the word "to" followed by the base form of the verb: "to be," "to dance," "to go," etc. Inserting a word or words between the "to" and the verb of an infinitive, results in what is known as a **split infinitive**. Though writers have been experimenting a lot with their writings and many times it is not considered to be an error. Yet in general, you should avoid placing long, disruptive modifiers between the "to" and the verb of an infinitive. However, you must use your judgement when it comes to single-word modifiers. Sometimes a sentence becomes awkward if a single-word modifier is placed anywhere but between the elements of the infinitive:

For example if we write;

The technology team voted to, **before they launched the new software**, run an anticipatory ad campaign.

The sentence appears to be odd enough because obviously the infinitive- 'to run' should not have been split. A better way of writing will be;

The technology team voted to run an anticipatory ad campaign **before they launched the new software.**

Modifiers should be placed near the word or words they modify otherwise they might end up in changing the complete meaning of the sentence.

e.g. After our lessons, we could understand the Italian spoken by our friends **easily.** (Incorrect)

(It seems as if our friends speak the language easily, it should mean that we speak Italian easily.)

So ... After our lessons, we could **easily** understand the Italian spoken by our friends.

One can accidentally change the entire meaning of a sentence if the modifiers are placed next to the wrong word.

e.g. **Born and bred in Delhi**, it is natural to miss the hustle and bustle of the city. (Incorrect)

In this example the adjective phrase automatically modifies the noun/pronoun following it, in this above example it is 'it'. In this case we can definitely say that 'it' was not born in Delhi. The correct sentence will be:

Having been born and bred in Delhi, I miss the hustle and bustle of the city. (Correct)

Resumptive Modifiers: A resumptive modifier picks up a word or phrase from a sentence that seems to be finished and then adds information and takes the reader into new territory of thought.

Example:

1. Since the 1930s, aircraft manufacturers have tried to build airplanes with frictionless wings, shaped so smoothly and perfectly that the air passing over them would not become turbulent. (Incorrect)

Since the 1930s, aircraft manufacturers have tried to build airplanes with frictionless wings, wings so smooth and so perfectly shaped that the air passing over them would not become turbulent. (Correct)

2. In a crowded, acquisitive world, the disappearance of lifestyles such as those once followed by southern Africa's Bushmen and Australia's aborigines, requiring vast wild spaces and permitting little accumulation of goods, seem inevitably doomed. (Incorrect)

In a crowded, acquisitive world, the disappearance of lifestyles such as those once followed by southern Africa's Bushmen and Australia's aborigines, lifestyles requiring vast wild spaces and permitting little accumulation of goods, seems inevitably doomed. (Correct)

Squinting modifiers: Related to dangling modifiers, squinting modifiers occur when the word modified is not clear or could be more than one word.

e.g. The mystery has been solved after five years of the missing treasure. (incorrect)

The mystery of the missing treasure has been solved after five years. (correct)

Name the doer of the action as the subject of the main clause. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause.

Example

Students who miss classes frequently fail the course.

We can't tell which part of the sentence the word frequently is supposed to modify. Look at these two possible meanings:

1. Since the 1930s, aircraft manufacturers have tried to build airplanes with frictionless wings, shaped so smoothly and perfectly that the air passing over them would not become turbulent. (Incorrect)

Since the 1930s, aircraft manufacturers have tried to build airplanes with frictionless wings, wings so smooth and so perfectly shaped that the air passing over them would not become turbulent. (Correct)

2. In a crowded, acquisitive world, the disappearance of lifestyles such as those once followed by southern Africa's Bushmen and Australia's aborigines, requiring vast wild spaces and permitting little accumulation of goods, seem inevitably doomed. (Incorrect)

In a crowded, acquisitive world, the disappearance of lifestyles such as those once followed by southern Africa's Bushmen and Australia's aborigines, lifestyles requiring vast wild spaces and permitting little accumulation of goods, seems inevitably doomed. (Correct)

Squinting modifiers: Related to dangling modifiers, squinting modifiers occur when the word modified is not clear or could be more than one word.

e.g. The mystery has been solved after five years of the missing treasure. (incorrect)

The mystery of the missing treasure has been solved after five years. (correct)

Name the doer of the action as the subject of the main clause. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause.

Example

Students who miss classes frequently fail the course.

We can't tell which part of the sentence the word frequently is supposed to modify. Look at these two possible meanings:

Students who miss class frequently

or

frequently fail the course.

Correct a squinting modifier error by repositioning the modifier to place it next to the word it modifies.

I told my son when the game was over I would play with him. (Incorrect)

I told my son I would play with him when the game was over. (Correct)

Assess Yourself

Test 1 (Level 1)

Time Limit: 20 mins

Directions: Choose the correct option.

1. (a) He went on trial, was banished from his adopted home, but nevertheless influenced generations of later scholars for his impious notions.

(b) He went on trial for his impious notions, was banished from his adopted home, but nevertheless influenced generations of later scholars.

(c) He went on trial for his impious notions of later scholars, was banished from his adopted home, but nevertheless influenced generations.

(d) He went on trial for his impious notions, nevertheless influenced, was banished from his adopted home, but generations of later scholars.

(e) He went on trial for his impious notions, but nevertheless influenced generations of later scholars, was banished from his adopted home.,

2. (a) Houses with central air conditioning offer comfort for people.

(b) Houses offer for people comfort with central air conditioning.

(c) Houses people with central air conditioning offer for comfort.

(d) Comfort for people with central air conditioning is the houses offer.

(e) Houses offer comfort for people with central air conditioning.

3. (a) Please give the mirror to Manisha with the brass inlaid figures.

(b) Please give to Manisha with the brass inlaid figures the mirror.

(c) Please give the mirror with the brass inlaid figures to Manisha.

(d) Please give Manisha with the mirror to the brass inlaid figures.

(e) Please give inlaid figures the mirror to Manisha with the brass.

4. (a) Federer with the blue stripes is wearing a t-shirt.

(b) Federer is wearing a t-shirt with blue stripes.

(c) Federer the blue stripes is wearing a t- shirt.

(d) Federer with the stripes blue is wearing a t-shirt.

(e) Federer with the blue stripes t- shirt is wearing a.

5. (a) While at the obstacle, the rider was thrown by his jumping horse.

(b) Jumping the obstacle, the rider was thrown by his horse.

(c) While jumping the obstacle, the rider was thrown by his horse.

(d) The rider was thrown by his horse, while it was jumping the obstacle.

(e) The rider, while jumping the obstacle, was thrown by his horse.

6. (a) A lover of good food and an enthusiastic cook, ice cream was introduced to America by Jefferson.

(b) Ice cream was introduced to America by Jefferson who was a lover of good food and an enthusiastic cook

(c) A lover of good food, ice cream was introduced to America by Jefferson an enthusiastic cook.

(d) An enthusiastic cook, ice cream was introduced to America by Jefferson a lover of good food.

(e) Ice cream was introduced to America by Jefferson a lover of good food and an enthusiastic cook.

7. (a) Joy had a long, cucumber-like face with a rounded open jaw and a short depressed nose.

(b) Joy had a rounded open jaw and a short depressed nose long, cucumber-like face.

(c) Joy's face was long and cucumber like, and he had a rounded open jaw, and he had a short depressed nose.

(d) Joy's a rounded open jaw, a short depressed nose and cucumber-like face.

(e) Joy had a short depressed nose, a long cucumber rounded open jaw face.

8. (a) Patients can regulate the dosage of their own pain medicine after major surgery with a new experimental drug.

(b) A major surgery experimental device lets new patients regulate the dosage of their own pain medicine.

(c) A new experimental device lets patients regulate the dosage of their own pain medicine after major surgery.

(d) A device lets patients regulate the dosage of their own new experimental pain medicine after major surgery.

(e) Patients can regulate their own pain medicine after major surgery with a new experimental drug.

Test 2 (Level 2)

Time Limit: 15 mins

Directions: Correct the errors in the sentences.

1. Looking through the telescope, Venus was clearly visible to us in the night sky.

2. Flying out the window, he grabbed the papers.

3. Dhas arrived while I was waiting outside with the keys.

4. While walking on the grass, a snake bit him

5. I tried calling to tell you about the Career Launcher Seminar half a dozen times.

6. Although extremely spicy, Dhas managed to finish the soup.

7. While walking across the street, they surrounded her and robbed her of her purse.

8. She has brought some cake she baked in her lunch box.

9. I am real glad to be of help to you.

10. The baby smells very sweetly.

Test 3 (Level 3)

Time Limit: 10 mins

Directions: Correct the errors in the sentences if there are any.

1. I feel bad about what happened

Test 2 (Level 2)**Time Limit: 15 mins****Directions:** Correct the errors in the sentences.

1. Looking through the telescope, Venus was clearly visible to us in the night sky.
2. Flying out the window, he grabbed the papers.
3. Dhas arrived while I was waiting outside with the keys.
4. While walking on the grass, a snake bit him
5. I tried calling to tell you about the Career Launcher Seminar half a dozen times.
6. Although extremely spicy, Dhas managed to finish the soup.
7. While walking across the street, they surrounded her and robbed her of her purse.
8. She has brought some cake she baked in her lunch box.
9. I am real glad to be of help to you.
10. The baby smells very sweetly.

Test 3 (Level 3)**Time Limit: 10 mins****Directions:** Correct the errors in the sentences if there are any.

1. I feel bad about what happened

2. He hugged me firmly when we met.
3. Life in the city is exciting, but life in the countryside is best.
4. Drive more slow as work is in progress.
5. You don't look as though you feel well today.
6. Speak a little slower or you will not be understood.
7. The home Minister acknowledged the role played by the men who subdued the gunman when he spoke at a press conference on Saturday night.
8. To improve company morale, three things were recommended by the consultant.
9. In reviewing the company's policy, three areas of improvement were identified by the committee.
10. Baked, boiled, or fried, you can make potatoes a part of almost any meal.

Unit 5 – Parts of Speech (Contd...)

Chapter 10: Prepositions

Definition

A *preposition* is a word that begins with a *prepositional phrase* and shows the relationship between its object and another word in the sentence. A *preposition* must always have an object. A *prepositional phrase* starts with a *preposition*, ends with an *object*, and may have *modifiers* between the preposition and the object of the preposition.

Here is a list of common words that can be used as prepositions:

about,	above,	across,	after,	against,	along,
among,	around,	at,	before,	behind,	below,
beneath,	beside,	besides,	between,	beyond,	but (when it means except).
by,	concerning,	down,	during,	except,	for,
from,	in,	inside,	into,	like,	near,
of,	off,	on,	out,	outside,	over,
past,	since,	through,	to,	toward,	under,
until,	up,	upon,	with,	within,	and without.

These words can be used as other parts of speech. What part of speech it is depends on how it is used in that sentence.

Many of the common words used as **prepositions can be used as adverbs**. Words are prepositions if they have an object to complete them. If a noun or a pronoun answers the question, the word is a **preposition**.

Example: The boy stood up and ran down the street.

Up what? There is no object; therefore *up* is not a preposition. Down what?

Street answers the question; therefore, *down* is a preposition. *Down the street* is the prepositional phrase starting with the preposition *down* and ending with the object *street* with a modifier *the* in between.

Dimensions and Prepositions

Prepositions differ according to the **number of dimensions** they refer to. These can be grouped into three classes using concepts from geometry: **point, surface, and area or volume**.

1. Point: Prepositions in this group indicate that the noun that follows them is treated as a point in relation to which another object is positioned.

Example: My car is at the house.

The preposition 'at' here, locates a car in relation to a house, which is understood as a fixed point.

2. Surface: Prepositions in this group indicate that the position of an object is defined with respect to a surface on which it rests.

Example: There is a new roof on the house. The house has been treated here as a surface upon which another object, the roof, is placed.

3. Area/Volume: Prepositions in this group indicate that an object lies within the boundaries of an area or within the confines of a volume.

For Example: The house is in the National Capital Region. (The house has been located within a geographical area.)

There are four rooms in the house, which has a lovely staircase in the living room. (The house has been treated as a three-dimensional structure that can be divided into smaller volumes, namely, rooms, inside one of which is an object, the staircase.)

In light of these descriptions, at, on, and in can be classified as follows:

at point

on surface

in area/volume

Preposition 'At' has a great variety of uses. Here are some of them:

Location: Vidisha is waiting for her sister at the bank. (the bank can be understood as a point defining Vidisha's location)

Rahul spent the whole afternoon at the book fair. (Since book fairs are usually spread out over a fairly large area, it makes little sense to think of a fair as a point. At is used in this case just because it is the least specific preposition; it defines Rahul's location with respect to the fair rather than some other place.)

Destination: We arrived at the house. ('At' exhibits its cause/effect relationship with to, which cannot be used here: arrival at a place is the result of going to it.)

The waiter was at our table immediately.

Direction: The policeman leaped at the robber.

The dog jumped at my face and really scared me.

1. Nouns denoting enclosed spaces, such as a field or a window, take both 'on' and 'in'.

The prepositions have their normal meanings with these nouns: 'on' is used when the space is considered as a surface, 'in' when the space is presented as an area:

Anika and her friends are practicing on the field. (surface)

All my buffaloes are grazing in the field. (area)

The frost made patterns on the window. (surface)

A face appeared in the window. (area)

2. When the area has metaphorical instead of actual boundaries, such as when field means "academic discipline," 'in' is used:

Radhika is a leading researcher in the bioengineering field.

3. In and on are also used with means of transportation: in is used with a car, on with public or commercial means of transportation:

in the car

on the bus, plane or train or ship

Example: My brother stayed in/on the bus while I got out at the rest stop.

The passengers sat in/on the plane awaiting takeoff.

Both these prepositions can be used here in this sense.

4. Prepositions of Direction: Apart from to, on, onto, in, into there are a number of prepositions that can be used to show direction and movement around the floor plan. Some of them are across, between, out of, past, round, through and towards.

Examples: Walk through the exit of room two and enter into building number one.

Walk across the indoor garden to reach room number six.

Walk past the side entrance to reach the main entrance.

Relationships expressed by prepositions

Place: at, on, in, inside, within, by, near, behind, beyond, among, between, above, below, beneath, over, under to, towards, from, into, out (of), off, onto, across, along, down, past, round, through

Time: at, on, in, during, for, after, before, by, since, till, throughout, until

Reason: because of, despite, for

Similarity: as, like, unlike, than

Addition: with, without

Means: by, with

Usage of 'For', 'Which' and 'During'

'For' is used with a period of time to express the duration or 'how long' something has happened:

for three weeks for many years

'While' is used with a verb form as in the following cases:

while I was watching TV

while I lived in Mumbai

'During' is used with a noun to express the time 'when' something happened.

during class

during my exams

There are some words that demand particular prepositions. These verb phrases have a special meaning and must be used as it is, e.g:

depend on	cope with
marriage to	tired of
averse to	long for
battle against or with	reason for
trouble with	angry at
bored with	live on

Usage

Some of the most common prepositional phrases are:

Under: Under age, under the influence, under no obligation, under his thumb, under consideration.

At: At times, at last, at first, at once, at a profit, at risk, at any rate, at least.

By: By all means, by chance, by no means, by name, by now, by then, by sight, by and by.

For: For now, for instance, for a change, for example, for ages, for better or worse.

Without: Without warning, without success, without fail, without notice, without exception.

From: From then on, from bad to worse, from now on, from my point of view.

Prepositions of place: [at and in]

We use **at** with a position, an address, an activity, a journey etc. We use **in** with something big enough to be all around a person, a road, a building, a city and a country.

e.g. I live **at** 54 Cross Roads.

We were **at** the theatre.

Vanita was **in** the garden

It was dark **in** the theatre.

Prepositions of time: [on, at and in]

e.g. I had my breakfast **at** 8 O' clock.

I got up early **in** the morning.

We graduated **in** the year 2000.

I met him **on** Wednesday morning.

Prepositions of time: [before, during and after / till until and by]

e.g. I'm always busy **during** the day

We had to leave immediately **after** the speech.

The children were very excited **before** the show began.

I am very busy **until** Sunday.

We shall be returning home **by** the weekend.

Prepositions meaning transportation and communication: [by]

e.g. Will we go **on** foot or **by** car?

We can inform them **by** post.

Describing: [with and in]

e.g. It's number 54, the house **with** the bamboo door.

The photographer is looking for a tall model **with** long hair.

Using: [like and as]

e.g. He's just **like** his father.

I like to use my house **as** my office.

In the case of nouns, adjectives and verbs prepositions combine and form idioms or phrases,

Prepositions + Nouns

By e.g. I paid **by** cheque / credit card.

(to pay **by** credit card)

I broke the mirror **by** mistake

(To do something by accident)

There has been a fall **in** prices recently.

(A decrease in something)

For e.g. Let's go **for** a walk.

(to go **for** a walk)

We went **for** a swim as soon as we arrived.

I had a hamburger **for** lunch.

Noun + Prepositions

For e.g. His **belief in the** superstition was unjustified.

Confusion about: There was confusion **about** the schedule.

Participation in: His **participation in** the cultural programme was negligible.

Verb + Preposition

Phrasal Verbs: The verbs with prepositions are called **phrasal verbs**.

Examples:

1. Apologize for: He **apologized for** his blunder.

2. Prepare for: They are **preparing for** the CAT.

3. Look up: When in doubt, always **look up** the dictionary.

4. Pay for: Atul had to **pay for** his haste.

Phrasal verbs indicating position: At the back of, at the bottom of, at the top of, behind, in the corner of, in the middle of, next to the left of, on the side of, on top of

e.g. The smallest room is located to the left of the building.

Phrasal verbs indicating direction: Across, between, into, out of, past, round, through, towards.

e.g. We went **across** the road to meet our friends.

The passage **through** the market was unapproachable.

Phrasal verb	Meaning	Usage
Blow up	explode	The militants blew up the tracks.
Bring up	mention a topic	They were forced to bring up a distasteful topic.
Call off	cancel	We had to call off the meet.
Hold up	delay, rob	There was a hold up on the highway.
Make up	invent a story	The boys made up a convincing story.
Put off	postpone	The trip was put off due to external pressure.
Put on	wear	The girls put on their new dresses.
Set up	to arrange	The hall was set up to welcome the delegates.
Talk over	discuss	The students wanted to talk over the examination schedule.
Catch up with	keep abreast	The friends were trying to catch up with the office gossip.
Come up with	to contribute	Everybody came up with some unique suggestions.
Cut down on	curtail	We should cut down on our expenses.
Keep up with	maintain pace with	The athletes were very / too quick; we all found it difficult to keep up with them.
Look down on	despise	Fanatics look down on other religions.
Run out of	exhaust supply	The canteen had run out of sandwiches.
Walk out on	Abandon	The girl walked out on her boyfriend.

Assess Yourself

Test 1 (Level 1)

Time Limit: 10 mins

Directions: Correct the following sentences by adding, removing, or changing the prepositions.

1. This is the sort of English up with which I cannot put.
2. I don't know up where she will end
3. It's the most curious book across which I have ever come.
4. That depends on what you believe in.
5. India became free 15th Aug. 1947
6. India has been independent more than 50 years
7. India has been free 1947
8. Where did you get this from?
9. You can't just walk in the class without permission.

Test 2 (Level 2)

Time Limit: 15 mins

Directions: Find the best way of writing the sentence.

1. (a) One speaker, professed to see light in the end of the tunnel.
(b) One speaker, professed to see light from the end of the tunnel.
(c) One speaker, professed to see light to the end of the tunnel.
(d) One speaker, professed to see light for the end of the tunnel.
(e) One speaker, professed to see light at the end of the tunnel.
2. (a) After a two-year transition, Bill Gates prepared to step down from the day- to-day running of Microsoft, which he founded in 1975.
(b) After a two-year transition, Bill Gates prepared to step up from the day- to-day running of Microsoft, which he founded in 1975.
(c) After a two-year transition, Bill Gates prepared to step ahead from the day- to-day running of Microsoft, which he founded in 1975.
(d) After a two-year transition, Bill Gates prepared to step forward from the day- to-day running of Microsoft, which he founded in 1975.
(e) After a two-year transition, Bill Gates prepared to step aside from the day- to-day running of Microsoft, which he founded in 1975.
3. (a) Special interests have since chipped at that legislation.
(b) Special interests have since chipped on that legislation.
(c) Special interests have since chipped away at that legislation.
(d) Special interests have since chipped from that legislation.
(e) Special interests have since chipped in that legislation.

4. (a) Some have had the gall to argue, with a straightened face, that the Lisbon agreement must be brought into effect despite the Irish no because it will make the EU more democratic.

(b) Some have had the gall to argue, with straighter face, that the Lisbon agreement must be brought into effect despite the Irish no because it will make the EU more democratic.

(c) Some have had the gall to argue, with straight faces, that the Lisbon agreement must be brought into effect despite the Irish no because it will make the EU more democratic.

(d) Some have had the gall to argue, with a straight face, that the Lisbon agreement must be brought into effect despite the Irish no because it will make the EU more democratic.

(e) Some have had the gall to argue, without a straight face, that the Lisbon agreement must be brought into effect despite the Irish no because it will make the EU more democratic.

5. (a) Most simply EU wanted to get it out of the way and move on to issues more interesting than the institutional navel-gazing that has preoccupied it for too long.

(b) Most simply EU wanted to get it out of the way and move on to issues more interesting than the institutional navel-gaze that has preoccupied it for too long.

(c) Most simply EU wanted to get it out of the way and move on to issues more interesting than the institutional navel-gazer that has preoccupied it for too long.

(d) Most simply EU wanted to get it out of the way and move on to issues more interesting than the institutional navel-gazes that has preoccupied it for too long.

(e) Most simply EU wanted to get it out of the way and move on to issues more interesting than the institutional navel-gazed that has preoccupied it for too long.

6. (a) It is the sort of medical crystal-balls gazing that was supposed to be one of the benefits of the Human Genome Project, although it is still a long way from yielding the

benefits promised on its behalf.

(b) It is the sort of medical crystal-ball gazing that was supposed to be one of the benefits of the Human Genome Project, although it is still a long way from yielding the benefits promised on its behalf.

(c) It is the sort of medical crystal-ball gazer that was supposed to be one of the benefits of the Human Genome Project, although it is still a long way from yielding the benefits promised on its behalf.

(d) It is the sort of medical crystal-ball gazes that was supposed to be one of the benefits of the Human Genome Project, although it is still a long way from yielding the benefits promised on its behalf.

(e) It is the sort of medical crystals-ball gazing that was supposed to be one of the benefits of the Human Genome Project, although it is still a long way from yielding the benefits promised on its behalf.

7. (a) The prime minister, who lambasts his main rival as a "shallow salesman", has been unable to sell off himself.

(b) The prime minister, who lambasts his main rival as a "shallow salesman", has been unable to sell out himself.

(c) The prime minister, who lambasts his main rival as a "shallow salesman", has been unable to selling himself.

(d) The prime minister, who lambasts his main rival as a "shallow salesman", has been unable to sell himself.

(e) The prime minister, who lambasts his main rival as a "shallow salesman", has been unable to sell down himself.

8. (a) Sceptics wonder if it is merely another of many efforts to ensure that nothing, particularly an outbreak of disease, can cast a shadow on the Beijing Olympics in August.
- (b) Sceptics wonder if it is merely another of many efforts to ensure that nothing, particularly an outbreak of disease, can cast shadow on the Beijing Olympics in August.
- (c) Sceptics wonder if it is merely another of many efforts to ensure that nothing, particularly an outbreak of disease, can cast shadows on the Beijing Olympics in August.
- (d) Sceptics wonder if it is merely another of many efforts to ensure that nothing, particularly an outbreak of disease, can cast the shadow on the Beijing Olympics in August.
- (e) Sceptics wonder if it is merely another of many efforts to ensure that nothing, particularly an outbreak of disease, can cast a shadow on the Beijing Olympics in August.
9. (a) Lo and behold, when they tried the same experiments using bone and rope toys, no endowment effect was seen.
- (b) Lo and beholds, when they tried the same experiments using bone and rope toys, no endowment effect was seen.
- (c) Lo or behold, when they tried the same experiments using bone and rope toys, no endowment effect was seen.
- (d) Lo as well as behold, when they tried the same experiments using bone and rope toys, no endowment effect was seen.
- (e) Lo along with behold, when they tried the same experiments using bone and rope toys, no endowment effect was seen.
10. (a) Koons has faced down all these accusations ahead of his first major Gallic show with typical nonchalance.
- (b) Koons has faced off all these accusations ahead of his first major Gallic show with typical nonchalance.
- (c) Koons has faced on all these accusations ahead of his first major Gallic show with typical nonchalance.
- (d) Koons has faced up all these accusations ahead of his first major Gallic show with typical nonchalance.
- (e) Koons has faced along all these accusations ahead of his first major Gallic show with typical nonchalance.

Test 3 (Level 2)

Time Limit: 10 mins

Directions: Correct the following sentences by adding, removing, or changing the prepositions.

1. Cut the pizza up into six pieces.
2. That is something I cannot agree with.
3. Where did he go to?
4. Where did you get this at?
5. I will go later on.
6. Cut it up into small pieces.
7. We will arrive the fourth of next month.
8. Tanya was waiting in the room.

9. Tanya entered into the room.
10. She dived in the pool.

Test 4 (Level 2)

Time Limit: 15 mins

Directions: Find the best way of writing the sentence.

1. (a) This arrangement has assured Mr Singh many brickbat, and little freedom to dodge.
(b) This arrangement has assured Mr Singh many bricks and bats, and little freedom to dodge.
(c) This arrangement has assured Mr Singh many bricks or bats, and little freedom to dodge.
(d) This arrangement has assured Mr Singh many bricksbats, and little freedom to dodge.
(e) This arrangement has assured Mr Singh many brickbats, and little freedom to dodge.
2. (a) The next step is to ask people to do more complicated things, such as keeping an eye out for weird objects, which is bound to appeal to armchair astronomers.
(b) The next step is to ask people to do more complicated things, such as keeping the eye out for weird objects, which is bound to appeal to armchair astronomers.
(c) The next step is to ask people to do more complicated things, such as keeping eyes out for weird objects, which is bound to appeal to armchair astronomers.
(d) The next step is to ask people to do more complicated things, such as keep an eye out for weird objects, which is bound to appeal to armchair astronomers.

- (e) The next step is to ask people to do more complicated things, such as keep the eye out for weird objects, which is bound to appeal to armchair astronomers.
3. (a) So the public was left loose, to help sort what they had found.
(b) So the public was let loose, to help sort what they had found.
(c) So the public was allowed loose, to help sort what they had found.
(d) So the public was lets loose, to help sort what they had found.
(e) So the public was let lost, to help sort what they had found.
4. (a) In the circumstances, confidence at Airbus might be expected to be in a low ebb.
(b) In the circumstances, confidence at Airbus might be expected to be at the low ebb.
(c) In the circumstances, confidence at Airbus might be expected to be at a low ebb.
(d) In the circumstances, confidence at Airbus might be expected to be a low ebb.
(e) In the circumstances, confidence at Airbus might be expected to be on a low ebb.
5. (a) Since wrapping the nomination Mr Obama has taken a number of positions that have caused discomfort to some on the left.
(b) Since wrapping at the nomination Mr Obama has taken a number of positions that have caused discomfort to some on the left.
(c) Since wrapping off the nomination Mr Obama has taken a number of positions that have caused discomfort to some on the left.
(d) Since wrapping on the nomination Mr Obama has taken a number of positions that have caused discomfort to some on the left.

(e) Since wrapping up the nomination Mr Obama has taken a number of positions that have caused discomfort to some on the left.

6. (a) But Mr Obama is busy signalling that he belongs in the middle at the road.

(b) But Mr Obama is busy signalling that he belongs in the middle on the road.

(c) But Mr Obama is busy signalling that he belongs in the middle in the road.

(d) But Mr Obama is busy signalling that he belongs in the middle of the road.

(e) But Mr Obama is busy signalling that he belongs in the middle off the road.

7. (a) In most democracies, such horse-trading would be considered the normal cost of a hung parliament.

(b) In most democracies, such trade in horses would be considered the normal cost of a hung parliament.

(c) In most democracies, such horses-trading would be considered the normal cost of a hung parliament.

(d) In most democracies, such horse-trade would be considered the normal cost of a hung parliament.

(e) In most democracies, such horse-trades would be considered the normal cost of a hung parliament.

8. (a) It may well be true that Mr Bush is disinclined to bomb Iran now that he is a blind duck, but the possible advent of a President Obama might just make Israel more inclined to do so itself.

(b) It may well be true that Mr Bush is disinclined to bomb Iran now that he is a stupid duck, but the possible advent of a President Obama might just make Israel more inclined to do so itself.

(c) It may well be true that Mr Bush is disinclined to bomb Iran now that he is a lame duck, but the possible advent of a President Obama might just make Israel more inclined to do so itself.

(d) It may well be true that Mr Bush is disinclined to bomb Iran now that he is a strange duck, but the possible advent of a President Obama might just make Israel more inclined to do so itself.

(e) It may well be true that Mr Bush is disinclined to bomb Iran now that he is a white duck, but the possible advent of a President Obama might just make Israel more inclined to do so itself.

9. (a) When you cut the umbilical cords, opening your mouth to find your voice, you find that you are out in the cold.

(b) When you cut the umbilical cord, opening your mouth to find your voice, you find that you are out the cold.

(c) When you cut the umbilical cord, opening your mouth to find your voice, you find that you are out off the cold.

(d) When you cut the umbilical cord, opening your mouth to find your voice, you find that you are out in the cold.

(e) When you cut the umbilical cord, opening your mouth to find your voice, you find that you are out in cold.

Test 5 (Level 3)

Time Limit: 15 mins

Directions: Each question consists of five sentences on a topic. Some sentences are grammatically incorrect or inappropriate. Select the option that indicates the

grammatically correct and appropriate sentence(s).

1. A. On January 1889 Nietzsche suffered a mental breakdown in Turin, Italy.

B. He was found upon a street, weeping and embracing a horse.

C. Nietzsche lived first in an asylum and then by his family's care.

D. His insanity was probably due to an early incurable infection.

E. During his disease Nietzsche was almost invariably gentle and pleasant.

(a) C & E (b) A only (c) C only (d) B, D & E (e) D & E

2. A. Change is so pervasive in our lives that it almost defeats description and analysis.

B. One can think for it in a very general way as alteration.

C. But alteration into a thing raises subtle problems.

D. One of the most perplexing is the problem of the consistency of change: how can

E. one thing have incompatible properties and yet remain the same thing?

(a) A only (b) A & B (c) D only (d) A, D & E (e) C & D

3. A. Despite knowing full well the negative consequences of our impatience, why

B. many of us are impatient?

C. Is it a hereditary trait, or an outcome for poor socialisation or is there any other

D. cause that turns us onto an impatient mortal?

E. Stress has been found to be one of the primary causes fuelling impatience.

(a) B & C (b) A only (c) A, B & E (d) D & E (e) D only

4. A. A decade back, it was hard to imagine that international retailers would set up

B. shop inside your neighbourhood.

C. But global retail giants are now spreading their wings alongside the globe to cash

D. in on new opportunities.

E. Though India boasts of an emerging retail market with top international retailers it does not figure in the top ten most preferred global retail markets.

(a) B (b) D (c) B & E (d) B, C & E (e) A, D & E

5. A. The path followed from the West in the field of art and aesthetics has been

B. interesting and complex, though very different from the one taken by the Eastern

C. cultures that concern us here.

D. Nevertheless, it paved the way through the two worlds to meet; on many

E. occasions such encounters were productive, and other times devastating.

(a) A (b) B (c) B, C & E (d) D, C & E (e) A & E

6. A. But it is in Ladakh where the dance is truly imperiled. Dance is a living art, a true

B. indicator with the health of a culture.

C. Unlike painting and sculpture, dance exists from time, not through time.

D. Once it stops, it is over.

E. Dead and gone; extinct.

(a) B (b) A, D & E (c) B & E (d) C & E (e) E

7. A. We have always considered language as the ultimate form by communication,
B. dominating all others.

C. But photography, graphics, virtual spaces, and 3-D all have their own logic which
D. appeal as strongly at our emotions, to our power of reasoning, and to our
E. intelligence.

(a) B, C & E (b) D (c) D & E (d) B, C & D (e) D & E

8. A. "The woods are lovely, dark and deep," Robert Frost wrote when moved to the
B. sight of a contemporary forest. But a coal mine in Illinois has revealed woods
C. that, if not lovelier, are certainly darker and deeper-and a good bit older.
D. "You can walk in a single direction for a long distance, among this bizarre Lord
E. of the Rings, cathedral-like thing," says Scott Elrick, a geologist with the Illinois State
Geological Survey.

(a) C (b) D & E (c) B, C & E (d) A & B (e) D & E

9. A. Epileptic seizures can erupt when neurons fire excessively in a sudden burst from
B. energy in the brain.
C. It is not unlike what happens on earthquakes, where shifting tectonic plates send
D. waves of energy through the crust.
E. The similarity, scientists now say, is more than a metaphor.
(a) A (b) C (c) B & E (d) B, D & E (e) A, D & E

Test 6 (Level 3)

Time Limit: 15 mins

Directions: Find the sentence/s or part/s of sentence which has an error.

1. (a) Murray could only stand
(b) and stare as the Spaniard,
(c) plunging to his right,
(d) scooped a clean winner past him at the net
(e) in less than the blink in the eye.
2. (a) Murray's run to the last eight
(b) means he will return to the top 10 next
(c) week, when he will begin to plan for
(d) the hard court season and hope for a similar
(e) winner streak in New York.
3. (a) Being pigeonholing in terms
(b) of your looks is a challenge,
(c) but that applies to
(d) men, too.
(e) They also aspire!

Directions: Find the idiom which is appropriate to fill up the blank in the given sentence.

4. It's further proof of the government's failure to _____ two of the most important social issues of our time.

- (a) come/get off your high horse
- (b) come/get to grips with
- (c) come/go along for the ride
- (d) come/go cap in hand
- (e) come/go down in the world

5. There was so much fighting between staff, she decided to _____. and sack them all.

- (a) cut the (umbilical) cord
- (b) cut some slack
- (c) Cut the crap!
- (d) cut the Gordian knot
- (e) cut the ground from under

6. I've tried to reassure him that he failed only by three percent but the way he sees it, a _____.

- (a) miss a trick
- (b) miss is as good as a mile
- (c) miss out

(d) miss the boat

(e) miss the point

7. Her performance wasn't that original but _____, the audience was really impressed.

- (a) still and all
- (b) still waters run deep
- (c) sting in the tail
- (d) stink up
- (e) stitch in time

8. Jesse tried to get a loan from her parents, but that's just trying to get_____..

- (a) Sticks and stones may break my bones (but words will never hurt me)
- (b) sink like a stone
- (c) leave no stone unturned
- (d) set in stone
- (e) get blood from a stone

9. I thought for once in our lives let's treat ourselves really well and _____..

- (a) hang the cost/expense
- (b) at all costs
- (c) cost (someone) a pretty penny
- (d) cost (someone) an arm and a leg (*informal*)

(d) miss the boat

(e) miss the point

7. Her performance wasn't that original but _____, the audience was really impressed.

(a) still and all

(b) still waters run deep

(c) sting in the tail

(d) stink up

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9. I thought for once in our lives let's treat ourselves really well and _____..

(a) hang the cost/expense

(b) at all costs

(c) cost (someone) a pretty penny

(d) cost (someone) an arm and a leg (*informal*)

(e) count the cost

10. She spent five years working as a _____.chef before opening her own restaurant.

(a) copper-bottomed

(b) cordon bleu

(c) corner the market

(d) cotton-picking

(e) corridors of power

Chapter 11: Conjunction

Conjunction

A conjunction is a word, which joins sentences, words and clauses. The most familiar and commonly used conjunctions are **and**, **but** and **or**. There are two types of conjunctions. **Coordinating conjunctions** connect elements of the same syntactic status and **subordinating conjunctions** connect elements of unequal syntactic status.

Usage

Coordinating conjunctions are: **but**, **or**, **yet**, **for**, **nor**, **so**. They connect elements of the same syntactic status.

e.g. Kamal plays cricket **and** Vishal plays hockey.

I play squash **but** I don't play too well.

These conjunctions connect elements of equal syntactic status. (independent)

Subordinating conjunctions (dependent) include **although**, **because**, **before**, **since**, **till**, **unless**, **whereas**, **whether**.

Coordination and subordination are two distinct concepts. **Coordination** must appear between the conjoins.

Kamal plays cricket (**and**) Vishal plays hockey.

However, the subordinates do not have to occur between the items they connect.

e.g. We visited Taj Mahal **while** we were in Agra.

If we reverse the order of the items, we either change the meaning completely or produce a very dubious sentence.

e.g. **While** we visited Taj Mahal we were in Agra.

It is evident that the items linked by a subordinator have a specific relationship to each other, that of syntactic dependency.

Correlative Conjunction

Conjunctions that are used in pairs are called Correlative Conjunctions.

E.g. Either - Or

Either you do it or ask someone else to.

Other correlative conjunctions are: Neither - nor, Whether - or, Not only - but also

Main clauses and sub-clauses

We join two main clauses together with the conjunction **and**, **but** and **or**.

e.g. I have got a terrible headache, **and** I feel sick.

A **sub clause** can begin with a conjunction, **if**, **when**, **because**, **so that**.

e.g. We can go **if** you like.

If you like, we can go

A **reported clause** begins with **that** or **had** conjunction.

e.g. It said in the newspaper **that** it finishes at ten.

A **relative clause** begins with a relative pronoun.

e.g. The book **that** was given first was very boring.

Clauses of time: [Until, as soon as, while]

These appear either before or after the main clause.

e.g. We should wait here **until the rain stops**.

Amit came **as soon as he heard** the news.

While I was eating my lunch, the doorbell rang loudly.

Sub-clauses with that

These sub-clauses can be used as the subject or object of a sentence, after **be**, or after an adjective.

With that

e.g. The problem is **that** we haven't got a clue.

I'm worried **that** you might miss the flight.

That the expedition would succeed seemed unlikely.

With and, too, as well

Too and **as well** normally come at the end of a clause. Use **either** instead of **too** in a negative sentence. A mid-position is usually occupied by **also**.

e.g. Simran can't sing, and she can't dance **either**.

Arpita rides a cycle, and she can drive a car **as well**.

I like **both** pop music **and** modern jazz.

Giving alternatives

We use **or** to talk about an alternative and use **either** and **or** in a positive or a negative sentence.

e.g. Let's buy a walk man **or** an MP3.

We can **either** buy a music system **or** hire one for the party.

Neither NDTV nor BBC is showing this news.

Providing contrast

We provide contrasts by using **whereas**, **while** and **on the other hand**.

e.g. Michael is a great singer, **whereas** Peter is not.

Punjab is an agricultural state, Karnataka **on the other hand** is technology driven.

Some more clauses like **but**, **though**, **however** ...

Though usually comes at the end of a sentence and **however** comes after the main clause.

e.g. A number of students graduate every year **but** there are no jobs for all of them.

Though Sunil did well at College, he can't find a job.

Reason: We express reason with **because**, **as** or **since**...

e.g. We could get out **because** it was raining heavily.

Since we got delayed, we missed the train.

Purpose: Purpose can be expressed through **to**, **in order to**, **so as to**, **so that**, **for**.

e.g. A meeting was called **in order to** clarify the situation.

I wrote down the message **so that** I wouldn't forget it.

Yoga is good **for** health.

Taxes are imposed **to** get more money from the public.

Result: **Consequently**, **therefore**, **as a result**, **so**, are used to convey the consequence of certain actions.

e.g. The truckers are on strike **as a result** food items have become scarce.

The book was very boring **so** I left it unfinished.

This year's rainfall has been very scant, **consequently**, the crops have withered.

Conditionals: **Unless**, **even**, **whether**, **as long as**, **provided**, **incase** are all used in sentences to express conditions.

e.g. Take your medicine **in case** you get fever.

We have to work **on** Sunday **whether** we like it not.

I didn't mind driving **as long as** the car was good.

Some more Conjunctions: After **although** we use a subject + verb

e.g. **Although** it was very hot, we enjoyed our holiday.

She didn't get through **although** she had studied a lot.

Compare **although** and **because**

We enjoyed ourselves **although** it was very hot.

We didn't enjoy ourselves **because** it was very hot.

After **in spite of** or **despite**, we use a noun, a pronoun (this/that/what etc.) or ing.

In spite of the heat, we enjoyed our holiday.

She didn't pass the exams **in spite of** studying a lot.

Compare **inspite of** and **because of**:

We went for a holiday **in spite of** the heat. (despite the heat)

We didn't go out **because of** the heat (due to the heat)

Practice Exercise

Exercise - 1

Directions: Find the co-ordinate conjunctions which are joining words in the following sentences and the words that are joined.

1. Akbar and I mowed all the lawns.
2. Grandfather is a slow but strong person.
3. Our guest will be Jatin or Lalit.
4. I did not like nor appreciate your actions.
5. You or I must do the dishes.

Exercise - 2

Directions: List the correlative conjunctions joining phrases in the following sentences.

After **in spite of** or **despite**, we use a noun, a pronoun (this/that/what etc.) or ing.

In spite of the heat, we enjoyed our holiday.

She didn't pass the exams **in spite of** studying a lot.

Compare **inspite of** and **because of**:

We went for a holiday **in spite of** the heat. (despite the heat)

We didn't go out **because of** the heat (due to the heat)

Practice Exercise

Exercise - 1

Directions: Find the co-ordinate conjunctions which are joining words in the following sentences and the words that are joined.

1. Akbar and I mowed all the lawns.
2. Grandfather is a slow but strong person.
3. Our guest will be Jatin or Lalit.
4. I did not like nor appreciate your actions.
5. You or I must do the dishes.

Exercise - 2

Directions: List the correlative conjunctions joining phrases in the following sentences.

1. You can go neither to the play nor to the movie.
2. Not only in the movie but also in the book, the plot was outstanding.
3. I will wear either the blue coat or the red sweater with this pair of jeans.
4. I didn't know whether to correct him or let him learn the hard way.
5. I enjoyed both reading the comic and seeing the movie.

Exercise - 3

Directions: Underline the conjunctions in these sentences.

1. 'Cox' and 'Kings' is open today so we're going to buy our tickets to Australia.
2. As he read the letter he laughed.
3. So he told me but I didn't believe him.
4. She did not reply, nor did she make any gesture.
5. We ran from the building when we saw the time.
6. Either accept our conditions or leave.
7. We rested until the storm was over and we felt better.

Assess Yourself

Test 1 (Level 1)

Time Limit: 25 mins

Directions for questions 1 to 4: Find the part which has an error.

1. (a) Indeed, some venture capitalists are arguing / (b) that the pipeline for public offerings has / (c) dried up in part in lieu of the considerable shift / (d) in the industry's interest in the last three years into / (e) "green" technologies, which was taking time to bear fruit.

2. (a) In the same study, wherever, when / (b) subjects were asked to imagine their reaction / (c) if the evidence had pointed to the / (d) opposite conclusion, they were more open-minded to / (e) information that contradicted their beliefs.

3. (a) Our brains do not naturally / (b) obey this admirable dictum, moreover by / (c) better understanding the mechanisms / (d) of memory perhaps we can move closer to / (e) Holmes's ideal.

4. (a) Barack Obama and Hillary Clinton held their / (b) political bonding ceremony in the middle / (c) of a field due to the tiny town where they / (d) did the deed had no buildings big / (e) enough to host such a momentous occasion.

Directions for questions 5 to 10: Find the best way of writing the given sentence.

5. (a) Most of the visitors were happy just sitting around in the shade, for it had been a long, dusty journey on the train.

(b) Most of the visitors were happy just sitting around in the shade, therefore it had been a long, dusty journey on the train.

(c) Most of the visitors were happy just sitting around in the shade, however it had been a long, dusty journey on the train.

(d) Most of the visitors were happy just sitting around in the shade, due to it had been a long, dusty journey on the train.

(e) Most of the visitors were happy just sitting around in the shade, reason being it had been a long, dusty journey on the train

6. (a) She led the team not only in statistics but by virtue of her enthusiasm.

(b) She led the team not only in statistics also by virtue of her enthusiasm.

(c) She led the team only in statistics but also by virtue of her enthusiasm.

(d) She led the team not in statistics but also by virtue of her enthusiasm.

(e) She led the team not only in statistics but also by virtue of her enthusiasm.

7. (a) Whether you win this race or lose it doesn't matter as long you do your best.

(b) Whether you win this race or lose it doesn't matter so long as you do your best.

(c) Whether you win this race or lose it doesn't matter long as you do your best.

(d) Whether you win this race or lose it doesn't matter as long as you do your best.

(e) Whether you win this race or lose it doesn't matter as long when you do your best.

8. (a) Johnson kept looking out the window though as he had someone waiting for him.

(b) Johnson kept looking out the window like though he had someone waiting for him.

(c) Johnson kept looking out the window as though he had someone waiting for him.

(d) Johnson kept looking out the window though yet he had someone waiting for him.

(e) Johnson kept looking out the window though because he had someone waiting for him.

9. (a) Soto has always been nervous in large gatherings, so it is no surprise that he avoids crowds of his adoring fans.

(b) Soto has always been nervous in large gatherings, since it is no surprise that he avoids crowds of his adoring fans.

(c) Soto has always been nervous in large gatherings, because it is no surprise that he avoids crowds of his adoring fans.

(d) Soto has always been nervous in large gatherings, whereas it is no surprise that he avoids crowds of his adoring fans.

(e) Soto has always been nervous in large gatherings, and it is no surprise that he avoids crowds of his adoring fans.

10. (a) The visitors complained loudly about the heat, thus they continued to play golf every day.

(b) The visitors complained loudly about the heat, therefore they continued to play golf every day.

(c) The visitors complained loudly about the heat, since they continued to play golf every day.

(d) The visitors complained loudly about the heat, and they continued to play golf every day.

(e) The visitors complained loudly about the heat, yet they continued to play golf every day.

Test2 (Level 2)

Time Limit: 20 mins

Directions: Find the part which has an error.

1. (a) There is no assurance /(b) that Iran's leaders would accept /(c) the offer, neither do we know /(d) if there is any mix of incentives or punishments / (e) that would change Tehran's behavior.

2. (a) It is at night /(b) that you have the greatest chance /(c) of hearing them from a distance, /(d) therefore the rush of water /(e) is drowned out by the city.

3. (a) Yet its size, the / (b) work has to be assembled and reassembled by / (c) individual viewers who will see its / (d) parts from hundreds of different vantage /(e) points along the river.

4. (a) Congress has always had a /(b) soft spot for "experts" who tell members what they /(c) want to hear, whether it's supply-side /(d) economists declaring that tax cuts increase revenue nor climate-change /(e) skeptics insisting that global warming is a myth.

5. (a) Most of the adjustment to higher oil prices /(b) will take place through private initiative, but the / (c) government can help the private sector in a variety of ways, /(d) such helping develop alternative-energy technologies and new methods of conservation /(e) and expanding the availability of public transit.

6. (a) It cited those revisions, alongside another / (b) recent deal that seemed to value coal-bed methane /(c) reserves more highly, as reasons to demand more, /(d) prompting BG to go hostile /(e) and make its case directly to shareholders.

7. (a) Even no profession /(b) formally requires employees to become /(c) a CFA, it is increasingly seen /(d) as essential for those trying to get /(e) ahead in financial services.

8. (a) Moreover, when obese people / (b) went on a diet and lost up / (c) to a quarter of their body weight, their / (d) gut flora changed too, becoming more / (e) so those of the lean group.

9. (a) The whimsy and gaffes, / (b) wherever, point to what / (c) has been Mr Brown's / (d) most damaging flaw: he / (e) is a lousy communicator.

10. (a) No prime-ministerial remark has / (b) lodged in the public imagination and cropped / (c) up in conversation nearly as much the / (d) gibe by Vince Cable, the Liberal Democrat shadow chancellor, about Mr. Brown / (e) metamorphosing from Stalin to Mr. Bean.

B. there fell for a fifth consecutive quarter, henceforth in

C. Europe pessimists outnumber optimists eight-to-one.

D. America's three-to-one margin of doomsayers to

E. cheerleaders is upbeat by comparison.

(a) A, B & C (b) A, C, D & E (c) C, D & E (d) B, C, D & E (e) All

3. A. But perhaps the state does not

B. really need to convict Dr Sen.

C. He has now spent more than a year imprisoned without bail.

D. The next hearing is not

E. scheduled unless late June.

(a) A, C & D (b) A, B & D (c) A, B & E (d) C, D & E (e) A & B

4. A. Yet life in a mining group long dominated by conservative

B. South African white men has not always been easy.

C. Over the years, many black executives found

D. the corporate culture hard to stomach and departed,

E. even if BEE started offering a faster route to riches.

(a) A & B (b) C, D & E (c) A, B, C & D (d) B, C & D (e) D & E

5. A. If this transpires, the government might

B. nonetheless salvage the deal,

Test 3 (Level 3)

Time Limit: 10 mins

Directions: Select the sentence/s or part/s of sentence which does not have/has an error.

1. A. But in any case the bid to paint Mr. Brown like an
B. avenging if unvarnished angel of change could never last.
C. He was chancellor for a decade;
D. his best ideas are spent; therefore anyway there is
E. no cash left for eye-catching splurges.

(a) A & B (b) B, C & E (c) D & E
(d) A & E (e) B & D

2. A. In Asia, the mood remained grim: optimism

B. there fell for a fifth consecutive quarter, henceforth in
C. Europe pessimists outnumber optimists eight-to-one.
D. America's three-to-one margin of doomsayers to
E. cheerleaders is upbeat by comparison.
(a) A, B & C (b) A, C, D & E (c) C, D & E (d) B, C, D & E (e) All

3. A. But perhaps the state does not
B. really need to convict Dr Sen.
C. He has now spent more than a year imprisoned without bail.
D. The next hearing is not
E. scheduled unless late June.
(a) A, C & D (b) A, B & D (c) A, B & E (d) C, D & E (e) A & B

4. A. Yet life in a mining group long dominated by conservative
B. South African white men has not always been easy.
C. Over the years, many black executives found
D. the corporate culture hard to stomach and departed,
E. even if BEE started offering a faster route to riches.
(a) A & B (b) C, D & E (c) A, B, C & D (d) B, C & D (e) D & E

5. A. If this transpires, the government might
B. nonetheless salvage the deal,

C. though even it would be awfully tight.
D. As a dying act, it could submit the agreement to the IAEA's board, while hope that
E. fair winds and American stewardship see it through.
(a) A, B & D (b) C, D & E (c) B & E
(d) A, B & E (e) B, C & D
6. A. Then again, though India
B. dearly wants America's friendship and freebies,
C. it has neither
D. sought such a relationship,
E. or wished for it.
(a) A, B, C & E (b) B & C (c) D, E & A (d) A, B, C & D (e) All
7. A. He says he will never allow the opposition to take over,
B. threatens war if it did, and has so far refused to meet Mr. Tsvangirai.
C. The growing outrage in Africa has hitherto been confined to words.
D. But whether his neighbours begin truly to isolate Mr. Mugabe, he will find it harder to
E. survive, whatever the result of a one-man election contest.
(a) A & B (b) A, B, C & E (c) B, C & E (d) C & E (e) D only

Unit 6 – Other Relevant topics

Chapter 12: Parallelism

What is Parallelism?

The principle of parallel construction should be followed to ensure correct and effective writing in English. It requires that expressions of similar content and function should be outwardly similar. The likeness of form enables the reader to recognize more readily the likeness of content and function.

It occurs when compound verbs or verbals express an action taking place at the same time or in the same tense. When such is the case, the verb and/or verbals must be in the same, or parallel, form.

Example: Whenever Raman goes to the mall, he meets his friends and watches movies.
("meets" and "watches" are parallel forms of the verb.)

Types of Parallel Structure

1) Coordinated ideas of equal rank, connected by "and," "but," "or," or "nor".

· A gerund is paired with a gerund.

Rina loves bicycling and climbing.

· An infinitive is paired with an infinitive

Suman loves to bicycle and to climb.

Whereas if we say, "Seema loves bicycling and to climb", then it is incorrect.

Here, a gerund is paired with an infinitive.

2) Compared ideas

· Again a gerund is paired with a gerund

Example: I like officiating cricket more than playing it.

· An infinitive is paired with an infinitive.

Example: I like to officiate cricket more than I like to play it.

Whereas if we say, "I like to officiate cricket more than I like playing it.

"Here an infinitive is paired with a gerund incorrectly.

3) Correlative ideas

· Many times correlative ideas are linked with the correlative conjunctions both...and, either...or, neither...nor, and not only...but also.

Therefore we can say,

Karan is talented not only as a cricket player, but also as a tennis player.

Here a **noun** is paired with a **noun**.

Similarly we can also say Karan is talented not only at playing cricket, but also at playing tennis.

Here a **gerund** is paired with a **gerund**.

At the same time it will be incorrect, if we say; "Karan is talented not only as a cricket player, but also at playing tennis"; because in this case a noun is paired with a gerund.

4) Placement

Here, a gerund is paired with an infinitive.

2) Compared ideas

- Again a gerund is paired with a gerund

Example: I like officiating cricket more than playing it.

- An infinitive is paired with an infinitive.

Example: I like to officiate cricket more than I like to play it.

Whereas if we say, "I like to officiate cricket more than I like playing it.

"Here an infinitive is paired with a gerund incorrectly.

3) Correlative ideas

- Many times correlative ideas are linked with the correlative conjunctions both...and, either...or, neither...nor, and not only...but also.

Therefore we can say,

Karan is talented not only as a cricket player, but also as a tennis player.

Here a **noun** is paired with a **noun**.

Similarly we can also say Karan is talented not only at playing cricket, but also at playing tennis.

Here a **gerund** is paired with a **gerund**.

At the same time it will be incorrect, if we say; "Karan is talented not only as a cricket player, but also at playing tennis"; because in this case a noun is paired with a gerund.

4) Placement

- Place correlative conjunctions immediately before the parallel terms

For Example if we say;

"He has both experienced the sweet taste of success and the bitterness of defeat"; it will be inappropriate.

The correct way of writing will be;

"He has experienced both the sweet taste of success and the bitterness of defeat."

- Similarly it will be incorrect to say;

"Earlier, science was taught by the textbook method, while now the laboratory method is employed."

The correct way of writing will be;

"Earlier, science was taught by the textbook method; now it is taught by the laboratory method."

5) Making comparisons

- Whatever you compare should be couched in parallel structures whenever that is possible and appropriate.

For Example to say that "My house is smaller than my friend"; is incorrect.

Rather it should be; "My house is smaller than my friend's."

Assess Yourself

Test 1 (Level 2)

Time Limit: 15 mins

Directions: Correct the errors in the following sentences.

1. I like hiking, skiing, and to snowboard.

2. A low-fat diet, most experts agree, is the best way to reduce artery blockage and the achievement of weight loss.

3. When one takes the CAT, it's perfectly natural to be a little nervous, irritable and sweaty palms.

4. Eating huge meals, snacking between meals, and too little exercise can lead to obesity.

5. Mustaine likes people with integrity and who have character.

6. I like to edit books more than I like just reading them.

7. Career Launcher needs teachers who are ambitious, motivate themselves, and exhibit dedication.

8. As an artist, he drew, painted, and did sculpting.

9. Aggression and being melancholic are behaviours that many steroid-users exhibit.

Test 2 (Level 2)

Time Limit: 20 mins

Directions: In the sentence given below, find the part which has an error.

1. (a) Importing elements of a successful / (b) education system—the balance between central and local government, / (c) the age of transfer to secondary school, the / (d) wearing of school uniforms and so on—is unlikely to improve performance. / (e) No error.

2. (a) The earpieces serve both / (b) to keep the box upright and supplying / (c) command signals— either / (d) sonic or electric—to / (e) the animal wearing the device.

3. (a) Minor transgressions lead / (b) to whispers or tingles and major / (c) ones to shout / (d) or shocks. / (e) No error.

4. (a) In April Dr Anderson set out / (b) to test whether a recording of him singing / (c) the "gathering songs" used during traditional round-ups / (d) would be as effective at to herd cattle as irritating / (e) sounds such as barking dogs.

5. (a) But Triangle Group, a big Chinese / (b) tyremaker, is flourishing even though the / (c) price of oil—the single / (d) most important ingredient in making / (e) and to sell tyres —has reached record highs.

6. (a) It is safe to say that when the / (b) public offering takes place, some people at / (c) Haier and in Weihai will join Mr Deng's circle of the gloriously / (d) rich—though who will benefit, and the extent, will not / (e) become clear until the offering documents are filed.

7. (a) There could be obvious / (b) benefits—money to hire / (c) new staff, build a brand, / (d) and consolidating a / (e) fragmented industry.

8. (a) The problem is that the smaller, more / (b) efficient cars that buyers now want, and / (c) which will come on stream in a year or two, are / (d) inherently far less profitable for / (e) both for those manufacturing and dealers.

9. (a) He recently trapped some opossums / (b) on his property and was going down to the / (c) riverbank to release them, where / (d) he was confronted by Border Patrol agents and asked to explain himself / (e) No error.

10. (a) He crosses into Piedras Negras / (b) every day—to have / (c) lunch, to buy his / (d) cholesterol medicine or / (e) running some other errand.

Test 3 (Level 3)

Time Limit: 10 mins

Directions for questions 1 to 4: Find the correct sentence/s or part/s of sentence given below.

- 1. A. They initially approached the town council
- B. with tempting plans to expand the small road

- C. that running along the southern edge
- D. of the municipal golf course, and cleared the city's
- E. riverbank of fast-growing corrizo cane.

- (a) A, B & E (b) B, C & D (c) C & D
- (d) A & D (e) All

- 2. A. The central bank has launched an investigation;
- B. the opposition will have forward a
- C. no-confidence motion in parliament.
- D. The owners of J&T have fought back, accusing the
- E. government of treating them like "vermin".

- (a) A & B (b) C, D & E (c) B, C, D & E
- (d) A,C,D & E (e) All

- 3. A. But an increasingly popular practice is
- B. exposing Indian newspapers to growing
- C. conflicts of interest: to accept payments for
- D. ads in the form of shares
- E. in the advertiser's firm.

- (a) A, B, C & D (b) A, B, D & E (c) B, C, D & E
- (d) A & E (e) C, D & E

4. A. If it features in the international media
B. it tends to be either as the
C. scene of an appalling
D. natural disaster—flood or cyclone—or
E. the crucible for one of the great experiments in micro credit.
- (a) A, B, C & D (b) C, D & E (c) A, C, D & E
(d) D & E (e) All

Directions for questions 5 to 9: Find the best way of writing the sentence.

5. (a) This is a tradition begun in ancient Rome and which continues into modern times.
(b) This tradition began in ancient Rome and continues into modern times.
(c) This tradition begun in ancient Rome and which continues into modern times.
(d) This tradition begun in ancient Rome and which continues into modern times.
(e) This is a tradition begun in ancient Rome and continues into modern times.
6. (a) I acquired my wealth to invest carefully, hard work and finding a rich father-in-law.
(b) I acquired my wealth by investing carefully, working hard and finding a rich father-in-law.
(c) I acquired my wealth by investing carefully, hard working and finding a rich father-in-law.
(d) I acquired my wealth by investing carefully, hard work and to find a rich father-in-law.

- (e) I acquired my wealth investing carefully, hard work and finding a rich father-in-law.
7. (a) We can either drive to Shimla or flying to Chennai.
(b) We can either driving to Shimla or we're fly to Chennai.
(c) We can either be driving to Shimla or we're flying to Chennai.
(d) We can either drive to Shimla or we're flying to Chennai.
(e) We can either drive to Shimla or fly to Chennai.
8. (a) I do not like hot water or milk that is colder.
(b) I do not like hot water or the milk that is cold.
(c) I do not like hot water or cold milk.
(d) I do not like hot water or milk that is cold.
(e) I do not like hot water or like milk that is cold.
9. (a) Please write long story, a short novel and a poem that is an epic.
(b) Please write a long story, a short novel and poem that is an epic.
(c) Please write a long story, short novel and a poem that is an epic.
(d) Please write a long story, a short novel and a poem that is an epic.
(e) Please write a long story, a short novel and an epic poem.

Chapter 13: Punctuation

Punctuation

Punctuation provides instructions on the basic rules of using a comma, colon, capitals, semicolon, full stop, ellipses, apostrophes and writing numbers.

The full stop

At the end of a sentence we put a full stop (.). It is also used after statements or imperatives.

Examples: We went for a walk in the morning.

The question mark (?) comes after a question

Do you like reading books?

An exclamation mark (!) after making an exclamation e.g. Hurrah! Wow! Yippee! Alas! Oh!

The Capital letter

A sentence always begins with a capital letter. Proper names are written in capital letters. Days and months are always written in Capital letters. 'I' is always written in capitals.

The Colon

Colons follow independent clauses and are used to draw attention to the information that comes after. Colons come after the independent clause and before the word, phrase, sentence, quotation, or list it is introducing.

Examples: Rani had only one thing on her mind : her career.

The Semi-colon

Semi-colons (;) are used between two main clauses when the second main clause is not linked grammatically to the first.

e.g. The father and his son start work at every morning; they get up early because there is always a lot to do.

The Comma

Commas are used to show shorter pauses than a semi-colon (;) or a full stop (.)

We usually put a comma between two main clauses, before but, and or, but only if the second clause has a subject. Commas are put after sub clauses and reported clauses.

Examples: He looked for the book, but he couldn't find it.

She was an intelligent, young lady.

He was a vocal, boisterous man.

Quotation marks

Quotation marks ("...") are put before and after direct speech. We put a comma before or after the direct speech.

Examples: Sheen said, "It's time for the movie".

"It's time for the movie," Sheen said.

The Apostrophe

Apostrophes are used in the possessive form of nouns and short forms or contractions.

Some examples of contractions

We've - we have

Won't - will not

Aren't - are not

I'll - I will

Apostrophes show possession, they are placed before the 's' to show possession by the person/persons.

e.g. The girl's dress. (singular)

The girls' dresses. (plural)

Mr. Singh's house. (house belongs to one Singh).

The Singhs' house. (house belongs to the family Singh).

Ellipses

The Ellipses (...) consists of three evenly spaced dots. The Ellipses is used when you're quoting material and you want to omit some words. Use ellipses only when omitting words within citations.

Examples: The ceremony honoured some ... from the US.

Practice Exercise

Exercise 1

Directions: Place commas where they are needed.

1. Most graciously

2. Dear Madam

3. Do you live at B 52 Okhla Industrial Estate New Delhi-110020?

4. My birthday party is on 1 March 2006 at the golf course.

5. I lived at 42 Park Street for a week.

6. May 1 was our wedding day.

7. Charu Gera Sr. is their neighbour in South Extension.

8. During March all the leaves turn colours in New Delhi India.

Exercise - 2

Directions: Place commas where they are needed.

1. Football basketball and tennis require running.

2. The numbers 8 16 32 and 48 are called even numbers.

3. Eat drink and make merry for you will soon die.

4. I like shopping my friend likes dining and the family likes activities.

5. Working hard saving some money and providing for a family should be important for a father.

6. I saw him run up the mountain jump off the cliff and land in a pine tree.

7. He was from Mahabaleswar and she was from Kanyakumari.

8. She likes to sing to play the piano and to read novels.

9. The search party looked along the road up the hill and down the alleys for clues.

Exercise - 3

Directions: Place semicolons where they are needed in the following sentences.

1. I am looking for the poem "The Path Not Taken" I need it tomorrow.

2. Ram sings bass Hari, tenor.

3. I have visited U.S.A., Australia, Canada and Bhutan.

4. I will steal, cheat, and lie for you but I will not kill for you.

5. There was a sudden noise everything stopped immediately.

6. Although we may need more time, I believe we will be victorious and I believe you feel that way, too.

7. We can trust him implicitly nevertheless, we should not be careless.

8. The house looked like what we wanted on the other hand, we had not been inside.

9. I had food, clothing, and furniture but I didn't have my family.

10. He was such a "bore" I couldn't stand him.

Exercise - 4

Directions: Supply the apostrophes and/or "s" to make the possessives in the following sentences.

1. The men and boys boots were all mixed together. (separate ownership)

2. Shashi mother lives next door to us.

3. The dog growl scared the baby in the neighbor yard.

4. Both Vinod and Shyam hair is red. (separate ownership)

5. Meera and Seeta mother came to the performance. (joint ownership)

6. The babies and the children fun ended with the parents return. (joint ownership)

7. The men hoods covered their faces.

8. The coop was covered with several chickens feathers.

9. I could hardly hear the puppy bark.

10. The wolves howls came sharply to the deer ears.

Exercise - 5

Directions: Supply the apostrophes and/or "s" to make the possessives in the following sentences.

1. Could I buy fifty rupees worth of sweets for the kids?

2. Somebodys shoes have been left in the living room.

3. His shoes are here, but where are yours?

4. His aunts nephew will be on television with Ahujas group.

5. The cows udder was cut from jumping the neighbours fence.

6. Rahul and Sanjeev store will be open on Diwali.

7. Everybody elses help will be appreciated by my mothers family.

8. Just two days work will finish this room.

3. The dog growl scared the baby in the neighbor yard.
4. Both Vinod and Shyam hair is red. (separate ownership)
5. Meera and Seeta mother came to the performance. (joint ownership)
6. The babies and the children fun ended with the parents return. (joint ownership)
7. The men hoods covered their faces.
8. The coop was covered with several chickens feathers.
9. I could hardly hear the puppy bark.
10. The wolves howls came sharply to the deer ears.

Exercise - 5

Directions: Supply the apostrophes and/or "s" to make the possessives in the following sentences.

1. Could I buy fifty rupees worth of sweets for the kids?
2. Somebodys shoes have been left in the living room.
3. His shoes are here, but where are yours?
4. His aunts nephew will be on television with Ahujas group.
5. The cows udder was cut from jumping the neighbours fence.
6. Rahul and Sanjeev store will be open on Diwali.
7. Everybody elses help will be appreciated by my mothers family.
8. Just two days work will finish this room.

9. Anaika and Rani costumes were the prettiest of everyones.
10. The women and girls ages were revealed to everyone.

Exercise - 6

Directions: Choose the correct forms from the words in parentheses in the following sentences.

1. (It's, Its) about time you started looking for (your, you're) shoes.
2. (They're, their) coming at about nine for (they're, their) children.
3. (It's, Its) mouth was sore because (it's, its) chewing all the time.
4. (Whose, who's) briefcase will you be using for (your, you're) papers?
5. (Your, You're) going to be late, but (whose, who's) going to be on time?

Test 1 (Level 1)**Time Limit: 10 mins**

Test 1 (Level 1)

Time Limit: 10 mins

Directions: Correct any punctuation or capitalization errors in the following sentences.

Some sentences need no correction.

1. "How," I asked "Can you always be so forgetful?"
2. The girl, who is standing there, is his fiancée.
3. I did not receive the order; therefore, I will not pay my bill.
4. Finish your job, it is imperative that you do.
5. You may; of course, call us anytime you wish.
6. You signed the contract, consequently you must provide us with the raw materials.
7. "Stop it!" I said, "Don't ever do that again."
8. Because of his embezzling the company went bankrupt.
9. A proposal that would reduce IIM fees has just passed.
10. Nature lovers will appreciate seeing: whales, sea lions, and pelicans.

Test 2 (Level 2)**Time Limit: 15 mins****Directions:** Find the best way of writing the given sentence.

1. (a) Mangalore is a beautiful city the beaches are warm, sandy and spotlessly clean.
(b) Mangalore is a beautiful city; the beaches are warm sandy and spotlessly clean.
(c) Mangalore is a beautiful city; the beaches are warm, sandy and spotlessly clean.
(d) Mangalore is a beautiful city; the beaches are warm, sandy, spotlessly clean.
(e) Mangalore, is a beautiful city, the beaches are warm, sandy, spotlessly clean.
2. (a) The books were all left in the following places: the dining table, under the bed and on the x-box.
(b) The books were all, left in the following places, the dining table, under the bed and on the x-box.
(c) The books: were all left in the following places, the dining table, under the bed and on the x-box.
(d) The books were all left, in the following places, the dining table, under the bed and on the x-box.
(e) The books, were all left in the following places, the dining table, under the bed and on the x-box.
3. (a) They always enjoyed; sweet's, chocolate, marshmallow's and toffee's.
(b) They always enjoyed sweet's, chocolate, marshmallow's and toffee's.
(c) They always enjoyed: sweet's, chocolate, marshmallow's and toffee's.
(d) They always enjoyed sweets, chocolate, marshmallows and toffees.
(e) They, always enjoyed sweet's, chocolate, marshmallow's and toffee's.

4. (a) Reading, maketh a full man; conference a ready man; writing an exact man.
(b) Reading, maketh a full man, conference a ready man; writing an exact man.
(c) Reading maketh a full man; conference a ready man, writing an exact man.
(d) Reading maketh, a full man; conference a ready man; writing an exact man.
(e) Reading maketh a full man; conference a ready man; writing an exact man.
5. (a) We wanted to know where she had gone?
(b) We wanted to know where she had gone.
(c) We, wanted to know where she had gone?
(d) We: wanted to know where she had gone.
(e) We wanted to know, where she had gone?
6. (a) The, player gasped, panted and collapsed on the ground.
(b) The player, gasped, panted and collapsed on the ground.
(c) The player gasped, panted and collapsed, on the ground.
(d) The player gasped, panted and, collapsed on the ground.
(e) The player gasped, panted and collapsed on the ground.
7. (a) The meeting over, all left, the conference hall.
(b) The meeting over, all left the conference hall.
(c) The meeting over: all left, the conference hall.
(d) The meeting over; all, left the conference hall.
- (e) The, meeting over, all left the conference hall.
8. (a) He, has, contrary to all expectations, passed the test.
(b) He has, contrary to all, expectations, passed the test.
(c) He has, contrary to all expectations, passed the test.
(d) He has, contrary to all expectations; passed the test.
(e) He has, contrary, to all expectations, passed the test.
9. (a) Anu said: I woke up feeling ill, so I didn't go to work.
(b) Anu said: 'I woke up feeling ill so I didn't go to work.'
(c) Anu said 'I, woke up feeling ill, so I didn't, go to work.'
(d) Anu said: 'I woke up feeling ill, so I didn't go to work.'
(e) Anu said: 'I woke up, feeling ill, so I didn't go to work.'
10. (a) Nehru the first prime minister, of free India, was a great visionary.
(b) Nehru, the first prime minister of free India, was a great visionary.
(c) Nehru the first prime minister, of free India, was a, great visionary.
(d) Nehru the first prime minister of free India, was a great visionary.
(e) Nehru, the first prime minister of free India was a, great visionary.

Unit 7 – Bell the CAT!

Chapter 14: Common Errors and Assess Yourself Tests

Common Errors pertaining to Sentence Correction questions in CAT

The essence of good style is not elegance of expression but rather clarity. Errors in grammar, spelling and punctuation are rightly called errors because they obscure the meaning of what is being said; they decrease clarity and interfere with communication. When you write something you want it to be understood (unless your intention is really obfuscation), and anything which makes it harder for your reader to understand what you are saying works against your purpose in writing.

1. One can agree 'with' another person but agree 'to' something inanimate.

2. Comparison of Nouns:

The monkeys in your city are smarter than those in mine.

Comparison of actions:

Synthetic rubber melts more efficiently than does natural rubber.

Compare like things/actions to the like things/actions.

3. The following can be singular or plural pronouns, depending on the noun it refers to:

Some, more, most & all

4. A number requires a plural verb.

A number of people are waiting at the airport.

The number requires a singular verb.

The number of students attending the class has gone down.

5. A sentence consisting of misplaced modifier can be restructured by changing a phrase into a clause.

While dancing in the party, the Chimpus cap was stolen.

As he was dancing in the party, Chimpus cap was stolen.

6. Thinking words (i.e. belief, thought..) are always followed by 'that'.

I thought that you will come to office on time.

Her belief that life is ephemeral was challenged by all her friends.

7. A different kind of problem is raised by the implied motion that is so often associated with the use of the preposition *into*.

It is fine to say,

'He walked into the room',

but not

'The book is into the table',

or even, perhaps,

'He is into the room', in contrast to, 'He is in the room'.

So, here we need a sense of motion under way or just completed.

However, for many kinds of motion, if we have the right kind of verb, we can use *in*, as in the following example.

He is running *in* the water, or, even more interesting,

He is turning the pages *in* the book.

8. In order for a modifying phrase to be used correctly, it must be as close as possible to the word it modifies.

9. Using "between" for only two, "among" for more

The "-tween" in "between" is clearly linked to the number two; but, as the *Oxford English Dictionary* notes, "In all senses, *between* has, from its earliest appearance, been extended to more than two." We're talking about Anglo-Saxon here—*early*. Pedants have labored to enforce "among" when there are three or more objects under discussion, but largely in vain. Even the pickiest speaker does not naturally say, "A treaty has been negotiated among England, France, and Germany."

10. Adjective used as adverb, e.g. and especially "I did good in this course"

11. Split infinitive, e.g. "I urge you to not support this Bill".

12. Misplaced modifier,

e.g. "We need to stop dumping waste into the environment which kills the fish".

To avoid this mistake, put the modifier as close as possible to the noun it is modifying.

Repaired: "We need to stop dumping waste, which kills the fish, into the environment".

13. It's vs. Its

This is another common mistake. It's also easily avoided by thinking through what you're trying to say. "It's" is a contraction of "it is" or "it has."

14. "e.g." and "i.e."

· "e.g." is short for *exempli gratia*, and means "for example".

· "i.e." is short for *id est*, and means "that is".

Use "e.g." when you want to give an example (or several examples) of something just mentioned. Use "i.e." when you wish to explain briefly or to clarify what you just said, or say the same thing in other words.

15. "practice", "practise", "advice", "advise", "licence" and "license"

If the distinction is observed, it is easy to remember whether to spell with "c" or "s":

The nouns have "c" and the verbs have "s".

Assess Yourself

Test 1 (Level 2)

Time Limit: 15 mins

Directions: In each question, there are five sentences or parts of sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage. Then, choose the most appropriate option.

1. A. As much we all like to believe we are unique individuals, capable of choosing our
B. opinions and behaviors independent of the influence of those around us, research
C. consistently proves otherwise. Indeed, there is powerful, almost tidal forces inherent
D. in the group environment which sways individual participants, thoughts, feelings,
E. and behaviours greatly. A group is an entity of its own, and there are good reasons for
this.

(a) C & E (b) B only (c) D only (d) B, D& E (e) A, C& E

2. A. The sounds of the outside world could be heard: a lawnmower,
B. the buzzing of a fighter jet from a nearby airbase.
C. A compact man of 72, Naipaul has been ill in recent month,
D. and said he is not working on a book at moment.

E. Although it was unseasonably hot on the splendid sunny afternoon, he wore a tweed
jacket and corduroy pant.

- (a) A & B (b) D only (c) B only (d) D& E (e) A & E
3. A. Hämäläinen is very good on Comanche social structure.
B. A polygamous sun-worshipping people, the Comanches based
C. there society on an aggregate of individual rancherias,
D. each containing about 250 people.
E. Each of these had leader, or paraibo, and an executive council.

(a) B & C (b) B only (c) D only (d) A, B & D (e) D & E
4. A. Most of the world's human-related CO₂ emissions come from power stations.
B. Global energy use is predicted to double by 2050 and renewable sources and energy
efficiency are seen as important ways to minimise emissions.
C. CCS is a range of technologies aimed at capturing, transportation and storing carbon
dioxide produced at power stations and factories.
D. Proponents argue that such a technical breakthrough is the only practical way the
world can cut overall CO₂ emissions.

E. As countries such as the China and the US plan to continue burning coal in the
foreseeable future.

(a) A & C (b) B only (c) D only (d) A, B & D (e) D & E
5. A. The ancient Greek worshipped Zeus; today's cosmopolitan elite pays homage to
B. a world without borders. From the acceptance that economic power had shifted
C. from the nation state to the global market, everything else stems.

- D. Governments that seeks to meddle with the global market do so at their peril.
- E. Rather then tame globalisation, they are supposed to ready their citizens to compete in a world of cut-throat competition.
- (a) B only (b) B & C (c) D & E (d) A only (e) A,C & E
6. A. Scientists at the Los Alamos government weapons lab have build the world's fastest computer.
- B. It is capable of sustaining 1,000 trillion operations per second.
- C. The Energy Department announced the breakthrough by Monday.
- D. The computer will be used to help maintain the nation's nuclear weapons stockpile.
- E. The new computer, named Roadrunner, will help solve global energy problems.
- (a) B, D & E (b) A only (c) B only (d) B & C (e) D & E
7. A. Authenticity for business is a distinctly 21st century concept made relevant by a confluence of factors. The public's trust of businesses and institutions is in steep decline. Consumers' media savvy have pulled back the wizard's curtain on insincere marketing ploys that are only surface-sexy. Reality TV and online personae and avatars have redefined our sense of reality, bringing the question of what is real into mainstream dialogue.
- (a) A & D (b) B only (c) C only (d) C & E (e) B, D & E
8. A. From a broad perspective, hiring managers in the hospitality industry are likely to be impressed by the same type of soft skills that are at demand at every industry.

- C. Simply put, candidate who convincingly display characteristics such as leadership, teamwork, conflict management, problem solving, creativity, and communication skill are always going to have a sizable edge in the hiring process.
- (a) C only (b) D only (c) D& E (d) A, C & E (e) A &D
9. A. Good peer pressure is being pushed into something that you didn't have the courage to do or just didn't cross your mind to do. However, as you think about it, it seems like good thing to do. Good peer pressure can also be a situation when your friend's convince you not to do something you were going to do because it wasn't in your best interest.
- (a) B& D (b) C only (c) A, B & E (d) B, C & E (e) E only
10. A. Habits are a funny thing. We reach for them mindlessly, set our brains on auto-pilot and relaxing into the unconscious comfort of familiar routine. "Not choice, but habit rules the unreflecting herd," William Wordsworth says in the 19th century.
- E. In the ever-changing 21st century, even the word "habit" carries negative connotation.
- (a) A & C (b) C only (c) E only (d) A, C & E (e) D, B & E

Test 2 (Level 3)

Time Limit: 15 mins

Directions: In each question, there are five sentences or parts of sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage. Then, choose the most appropriate option.

1. A. Over the last decade, college graduates ages 25-54, who make up an increasing
B. large portion of the population, have abandoned radio eight time faster than
C. Non-graduates have. Today, they listen to 15 hours and 45 minutes of radio a week,
D. while their peers without degrees listen to 21 hours and 15 minutes weekly.
E. "In part, it's the nature of the work that people do," Mr. Rosin said.

(a) A & E (b) C & D (c) B only (d) A, C & D (e) D & E
2. A. The sea rocket, researchers report, can distinguish among plants that are related to it
B. and those that are not. And not only does this plant recognize its kin, but it also gives
C. them preferential treatment.
D. If the sea rocket detects unrelated plants growing in the ground with it, plant
E. aggressively sprouts nutrient-grabbing roots. But if it detects family, it politely restrains itself.

(a) B, C & E (b) A only (c) A, C & E (d) E only (e) B, D & E

3. A. Staring at a pattern meant to evoke an optical illusion is usually an act of idle
B. curiosity, akin palm reading or astrology. The dot disappears, or it doesn't. The
C. silhouette off the dancer spins clockwise or counterclockwise. The three-

- D. dimensional face materializes or not, and the explanation always seems to have
E. something to do with the eye or creativity or even personality.

(a) B & E (b) A only (c) A, D & E (d) C & E (e) B,C & D
4. A. During exercise, muscles stops the biochemical reactions used to maintain
B. themselves such as replacing and resynthesizing the proteins needed for day on
C. day activities. It's not that exercise is damaging your muscles; it's that they halt
D. the maintenance process until exercise is over.

E. To do this maintenance, muscles must make protein.

(a) A & B (b) C, D & E (c) B only (d) A, B& C (e) A & E
5. A. One of my favourite things over the world of stand-up comedy is that there's
B. justice. Pure, rapid, almost-100%-accurate justice. Unlike with almost every other
C. media form, a public does not make mistakes when it comes to stand-up
D. comedians. It knows when it's got hold of a really great one. And at 43, Chris
E. Rock is a really greater one.

(a) C & E (b) C only (c) B& D (d) B, C & E (e) C, D & E
6. A. The last great landmass to be discovered by the European explorers and traders
B. was Australia. Europeans dream of finding all the wonderful things Australia had
C. to offer. They didn't know there were people which had been there for tens of
D. thousands of years. Archaeologists are almost positive the first humans went

E. across the ocean from South-East Asia.

- (a) E only (b) C only (c) A, D & E (d) C, D & E (e) D & E

7. A. The Ecumenical Patriarch of Constantinople enjoys a resonance historical title
B. but, unlike the Pope in the Roman Catholic context, has little direct executive
C. power in the world of Eastern Orthodoxy. Patriarchs has had to earn their
D. authority on the world stage, and, in fact, not many Patriarchs in recent centuries
E. have done much more than maintain the form of their historic dignities.

- (a) C & E (b) C only (c) E only (d) B, D & E (e) C, D & E

8. A. A platform, to computer people, is the software code upon which third-party
B. applications function. There are score of big platforms out there-something like
C. three dozen in the international mobile-phone business alone. But a truly
D. successful one can extend far beyond its immediate group of users and effectively
E. create and control an enormous market.

- (a) A & B (b) D only (c) C, D & E (d) B only (e) D & E

9. A. Users of iPhone 1.0 will be able to download new software via the iPhone App
B. Store, which will launch with the new phone. But those pioneers won't get the
C. faster speeds or true global positioning due to hardware reasons. The older phone
D. triangulates user's position via cell-phone towers. The new one has a GPS
E. receiver that can track a user in real times.

- (a) A,B & C (b) D only (c) B only (d) C & E (e) A, D& E

10. A. During periods of major change, business leaders are under intense pressure from

B. investors, board members, customers and other constituencies to deliver results -
C. and to do it fast. Because of the need for speed, its tempting to shortcut the
D. processes that is critical for employee engagement. But organizations change
E. only if people change, so how an organization helps its people to transition will directly
affect business outcomes.

- (a) C & E (b) C only (c) E only (d) B, C & E (e) A, B& E

Answer key

CHAPTER 1 - Test 2

1 a 2 c 3 c 4 e 5 e 6 c 7 d

CHAPTER 1 - Test 3

1 d 2 c 3 d 4 b 5 d 6 a 7 b 8 d 9 b



CHAPTER 2 - Test 1

1	e	2	d	3	e	4	a	5	c	6	a	7	e	8	b	9	e
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CHAPTER 2 - Test 2

1	c	2	c	3	a	4	e	5	b	6	c	7	c	8	c
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CHAPTER 2 - Test 3

1	c	2	d	3	a	4	d	5	a	6	c	7	b	8	e	9	d
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CHAPTER 3 - Test 2

1	e	2	e	3	b	4	b	5	e	6	c	7	a	8	e	9	e
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CHAPTER 4 - Test 2

8	d	9	b
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CHAPTER 4 - Test 3

1	a	2	b	3	a	4	d	5	e	6	c	7	a	8	a	9	e
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CHAPTER 5 - Test 1

1	a	2	d	3	a	4	d	5	e	6	a	7	e	8	a	9	c	10	a
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CHAPTER 5 - Test 2

1	a	2	b	3	d	4	e	5	c	6	a	7	e	8	d	9	b	10	a
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CHAPTER 5 - Test 3

1	b	2	d	3	e	4	c	5	b	6	c	7	d	8	e	9	a	10	d
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CHAPTER 6 - Test 2

1	d	3	c	4	d	6	c	10	b
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CHAPTER 6 - Test 3

1	d	2	b	3	b	4	d	5	e	6	b	7	c	8	c	9	e	10	d
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CHAPTER 7 - Test 1

1	a	2	e	3	c	4	a	5	c	6	a	7	d	8	a	9	d
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CHAPTER 7 - Test 2

1	e	2	c	3	e	4	e	5	b	6	d	7	d
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CHAPTER 7 - Test 3

1	a	2	c	3	d	4	d	5	c	6	a
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CHAPTER 8 - Test 1

1	e	2	b	3	e	4	c	5	d	6	e	7	d	8	a	9	b
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CHAPTER 8 - Test 2

1	c	2	a	3	e	4	d	5	e	6	b	7	a	8	e	9	b	10	c
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CHAPTER 8 - Test 3

1	a	2	e	3	c	4	b	5	a	6	e	7	d	8	a	9	c
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CHAPTER 9 - Test 1

1	b	2	a	3	c	4	b	5	d	6	b	7	a	8	c
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CHAPTER 10 - Test 2

1	e	2	a	3	c	4	d	5	a	6	b	7	d	8	e	9	a	10	a
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CHAPTER 10 - Test 4

1	e	2	a	3	b	4	c	5	e	6	d	7	a	8	c	9	d
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CHAPTER 10 - Test 5

1	e	2	d	3	c	4	e	5	c	6	b	7	a	8	c	9	d
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CHAPTER 10 - Test 6

1	e	2	e	3	a	4	b	5	d	6	b	7	a	8	e	9	a	10	b
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CHAPTER 11 - Test 1

1	c	2	a	3	b	4	c	5	a	6	e	7	d	8	c	9	a	10	e
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CHAPTER 11 - Test 2

1	c	2	d	3	a	4	d	5	d	6	a	7	a	8	e	9	b	10	c
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CHAPTER 11 - Test 3

1	b	2	b	3	b	4	c	5	d	6	d	7	b
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CHAPTER 12 - Test 2

1	e	2	b	3	c	4	d	5	e	6	d	7	d	8	e	9	e	10	e
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CHAPTER 12 - Test 3

1	a	2	d	3	b	4	a	5	b	6	b	7	e	8	c	9	e
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CHAPTER 13 - Test 2

1	c	2	a	3	d	4	e	5	b	6	e	7	b	8	c	9	d	10	b
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CHAPTER 14 - Test 1

1	d	2	a	3	d	4	d	5	b	6	a	7	e	8	e	9	c	10	a
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CHAPTER 14 - Test 2

1	b	2	a	3	c	4	b	5	c	6	c	7	d	8	c	9	a	10	e
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Explanations: Fundamentals of Grammar

Unit - 1

Chapter 1

Test 1

1. She wants *an* orange from that tree. (there can be many oranges on the tree and the noun is starting with a vowel sound).
2. *The* edifice on the corner is huge. (some specific building, which is huge).
3. *The* Chinese that Mrs. Sarla speaks is very easy to learn. (that specific Chinese, which Mrs Sarla speaks).
4. I borrowed *a* pencil from your sister's pile of pens and pencils. (She borrowed one of the many pencils that her sister has).
5. One of the officers said, " *The* chairman is late today." (The officers are talking about someone specific, their chairman)
- 6 Ankur likes to play volleyball. (No article is required here.)
7. I bought *an* umbrella recently. (the modified noun is beginning with a vowel; u)
8. Kirti is learning to play *the* violin at her school. (Definite article comes before a)
9. Please give me *the* book that is on the counter. (The speaker is asking for a particular book, which is lying on the table.)

10. We lived on Pali Street when I first came to your town. (No article is required before names of cities, states, countries or streets)

11. Delhi is the capital of India. (No article is required before names of cities, states , countries or streets)

12. My colleague's family speaks Polish. (No article is required before names of languages.)

13. *The* apples in my basket are red. (Those particular apples, which are in my basket)

14. Our friends have *a* cat and *a* dog. (our friend has both, one dog and one cat)

Test 2

1. a In 'A' it should be 'a tedious loser' and in 'C' it should be 'a similar level...'.
2. c In 'E' it should be 'in ...the sunshine'.
3. c 'A' should have 'a friend'. 'C' should have 'gardening is a joy....and 'D' should have 'pick a better.."
4. e 'E' should have '..the fleece'.
5. e In E it should b 'a mistake'.
6. c Money is quantified in terms of 'little'.
7. d 'People' are numbered. 'Few' is used for countable nouns.

Test 3

1. d A is incorrect use an 'a' before store, B is incorrect use 'the' before commodities, E is incorrect, use 'an' before enormous.

10. We lived on Pali Street when I first came to your town. (No article is required before names of cities, states, countries or streets)

11. Delhi is the capital of India. (No article is required before names of cities, states , countries or streets)

12. My colleague's family speaks Polish. (No article is required before names of languages.)

13. *The* apples in my basket are red. (Those particular apples, which are in my basket)

14. Our friends have *a* cat and *a* dog. (our friend has both, one dog and one cat)

Test 2

1. a In 'A' it should be 'a tedious loser' and in 'C' it should be 'a similar level...'.

2. c In 'E' it should be 'in ...the sunshine'.

3. c 'A' should have 'a friend'. 'C' should have 'gardening is a joy....'and 'D' should have 'pick a better.."

4. e 'E' should have '..the fleece'.

5. e In E it should b 'a mistake'.

6. c Money is quantified in terms of 'little'.

7. d 'People' are numbered. 'Few' is used for countable nouns.

Test 3

1. d A is incorrect use an 'a' before store, B is incorrect use 'the' before commodities, E is incorrect, use 'an' before enormous.

2. c Options A, C & D are incorrect, all need the article 'a' before 'far' in A, 'soul' in C and 'watch tower' in D.

3. d B is incorrect, needs 'the' before hero, E is incorrect, needs 'A' before crush.

4. b Option A is incorrect because it should be 'an' epigram not 'the' as it embodies the generic, C is incorrect since it uses an before earliest which should be 'the' instead.

5. d A is incorrect, use 'the' before 'West', C is incorrect, use 'the' before the word 'roots'.

6. a Option B is incorrect, use 'a' instead of 'the', E is incorrect, use 'The' instead of 'A' to describe the definite.

7. b A is incorrect as the article 'a' should be used before certain, C is incorrect 'the' should be used to emphasize 'nutritional'.

8. d A is incorrect; use 'the' before Olympics, B is incorrect, use the article 'the' before 'big contract'.

9. b A is incorrect, use definite article 'the' before 'dangers', D is ambiguous, needs a determiner before 'people' use 'some' to make the sentence correct.

Unit - 2

Chapter 2

Test 1

1. e All the parts of the sentence are grammatically correct.
2. d The sentence needs an article before 'other medusa mask'.
3. e There is no error in any of the sentences.
4. a In A the correct way of writing is 'information does not.' since 'information' is always treated as a singular.
5. c In A the correct word is 'damage' and not damages and in E the right word is 'illness' since it is 'a chronic'.
6. a It should be 'Sumeet, Rekha and I' because in such cases the sequence should be third person, second person and finally first person.
7. e In A the right word is 'baggage'; in C the right word is 'equipment' and in E the right word is 'data'.
8. b In B the correct word is 'strength' and not 'strengths', and in E it will not be 'shore' but 'shores'.
9. e 'Suspicion' will not take 's'.

Test 2

1. c C is the correct option. In A it should be 'Soviet dictator' (singular). In B the correct word should be 'they' since it refers to 'people' and 'people' is plural. In D 'often' should come after 'Stalin' and in E it should not be 'Soviet's'; rather it should be 'Soviet'

because it is telling about the nationality of the concerned person and thus qualifying the noun.

2. c C is the correct option because 'our house' is being compared to 'that of our neighbours. B & D suggest that 'our houses or house' is bigger than 'our neighbours'.
3. a B is incorrect because the 'apostrophe' should come with the 'novelist' and not 'Charles Dickens'. In case of two nouns coming together the apostrophe is always placed with the second noun. D is incorrect because 'respect' is an abstract noun and it can never be in plural. In E 'emotions' will be followed by 'has' and not 'have' because it is referring to the 'portrayal' and not to 'emotions'.
4. e In A 'boomers' should have an apostrophe. In B 'civil right' is a wrong expression because it's always 'rights' in the given context. In C 'credits' is incorrect because here 'credit' means 'trustworthiness; credibility' and it cannot be used as plural. In D 'too much' is not appropriate in the given context because it changes the positive tone of the sentence into a negative one.
5. b In 'A' 'coverages' is incorrect. The right word is 'coverage'. Certain words remain same in both singular and plural states. For example, 'aircraft', 'information', 'sheep' etc. 'C' has improper structure. In D it should be 'coverage makes.' because 'coverage' is a collective noun here. In E it should be 'days' since the context is referring to a general kind of atmosphere for which the author yearns therefore 'days' will be more appropriate.
6. c A is incorrect because 'hairs' is incorrect. B is incorrect because it says 'not the...'. A process can be any process therefore it will be 'an ..extremely...'. D is incorrect because 'growing' will not take 'of' here. E is incorrect because 'are' and 'processes' are incorrect out here, since the noun (gerund) referred to, in this is 'growing'.
7. c The climate of Delhi can be compared to the climate of Jaipur and not to the city of Jaipur.

8. c When the sentence is positive, the tag has to be negative.

Test 3

1. c In A 'politician' should be in plural because the sentence talks about 'other' which is an undefined number. In case it were a singular then it should have been '..the another'. In B 'a time' is incorrect; it should have been 'some.'

2. d In D an article 'the' should precede 'Atlantic'.

3. a In A it should be 'a degree of showmanship' because degree has to be somewhat quantified and showmanship does not require a 'the' before it.

4. d In D it should be 'indiscretion' and not 'indiscrete', because the previous word is a noun and the latter is an adjective.

5. a In A it should be 'surge' and not 'surging' since the context requires a noun. In E logging will not take an 's'.

6. c In C prediction should be in plural form and in D it will be 'effects' and not 'effect'.

7. b In B 'experience' is the right word and not 'experiences'.

8. e In E, it will be 'imminence' and not 'imminent.' since in the context the emphasis is on the very fact of 'imminence' which is a noun. If we put 'imminent' the meaning will be entirely out of context.

9. d In D it will be 'tank bombardment'; since 'bombarding' is a verb.

Chapter 3

Test 1

1. She

Here the subjective case of pronoun will be used.

2. She

'She' is also a subject in this case along with 'Payal'.

3. Him, me

In this sentence 'They' is the subject and the action is directed towards 'him' and 'me' therefore these two words are in objective cases.

4. Me, him

The 'call' is directed towards 'him and her' therefore these two are the objects of the call in the sentence thus in objective case.

5. Me, him

Same explanation as in '4'.

6. He

Here both 'I' and 'he' are the subjective cases of pronouns.

7. She

'Rohit' and 'she' both are subjects in this sentence.

8. We

In this sentence 'we' will be used because the action of 'decide' is being done by them in the sentence; thus the subjective case.

9. I

Here 'I' will be used because 'you' is the subject and the condition referred to is 'if you were ..'.

10. Oneself

'One' is the pronoun antecedent therefore it should be followed by 'oneself'.

Test 2

1. e C is incorrect, uses the pronoun 'myself', 'me' is the correct pronoun to be used here, E is incorrect use 'I' instead of 'me'. 2. e B is incorrect; use singular verb with 'each one' should be works, E is incorrect there should be a pronoun before 'young ones', use 'their' to make it correct. 3. b A is incorrect, use Everybody / Everyone instead of 'Everyman', B is incorrect use 'who' instead of 'whom' - whom is used as the object of a verb or preposition. D is incorrect- use 'they' instead of them.

4. b B is incorrect, should be the possessive pronoun 'its', C is incorrect , the pronoun should agree in number with the noun that is the object of the preposition, use 'is' instead of 'are'.

5. e D is incorrect, use singular pronoun instead of 'their', E is incorrect use 'your' instead of the possessive yours.

6. c E is incorrect, should be 'her speech'- with compound antecedents joined by *or, nor, either...or, neither...nor*, use pronouns that agree with the nearest antecedent.

7. a A is incorrect- When a pronoun is used *along with* a noun, choose the pronoun case that matches the noun's function, should be 'us', B 'They'- When a pronoun is part of a compound element, choose the pronoun case that would be correct if the pronoun were not part of a compound element, C- Should be 'he' instead of himself - when a personal pronoun is used in a comparison, choose the correct pronoun case by carrying the sentence out to its logical conclusion.

8. e B is incorrect uses the contraction of it is should be the possessive 'its', D is incorrect should use 'which' instead of 'who'.

9. e B is incorrect use the reflexive form 'herself instead of her, C is incorrect use 'they' instead of which.

Unit - 3

Chapter 4

Test 1

1. Both "to spend" and "spending" could be correct
2. to have gone
3. Both "to call" and "calling" are correct.
4. Answer E. (the participial phrases in A and B correctly modify Rahul.)
5. The overloaded car.
6. When I return to Mumbai next year, I will be very happy.
7. Rahul goes to school every day.
8. Sapna is visiting her family right now.
9. I studied/was studying Economics in 1994.

Test 2

1. He has spoken/has been speaking French since he was a child.
2. Raj had visited many places before he came here.
3. We saw terrible things back then.
4. Sometimes I still have dreams like I did twenty years ago
5. Japan had never had democracy until 1945

6. The father will call the family together if he thinks there is disharmony.
7. When I was young, I never cooked because my parents had two servants.
8. d 'hearing' is not used in present continuous. It is 'hear' even in continuous tense — 'I hear her'.
9. b The verb with amounts of money and time periods is singular. Therefore, 'twenty thousand' is required.

Test 3

1. a 'a' is the right option. In 'A' it should be 'off' not 'of'. In 'B' the correct word will be 'seemed' not 'seemingly'. And in 'D' it should be 'at' not 'in'.
2. b 'b' is the right option. In 'A' it should 'was' and not 'were'; in 'B' it should 'than' and not 'then'.
3. a In 'B' the correct verb should be began because '..as I nosed..' happens simultaneously with the rest, therefore past perfect is not appropriate in this case.
4. d It should be 'changing ..' instead of change in texture.
5. e In 'C' it should be 'attracts us..' and in 'E' it should be 'combine' because it talks about a habitual action.
6. c In C it should be 'you'll bump..'; 'have bump' is incorrect.
7. a In 'A' it should be 'helped' because the sentence is referring to past action.
8. a In 'A' it should be 'of making' and in 'C' 'being' is not required.
9. e In 'A' it should be 'did..' and not 'do' because the statement is in past tense. In 'C' it should be 'like..' and not 'alike'.

Chapter 5

Test 1

1. a In (a), instead of 'using' it should be 'use'.
2. d Rather than 'precipitate' it should be 'precipitating' because the action talked about is in present continuous.
3. a Instead of 'giving', it should be 'given' because 'the efforts' have already been made therefore past tense should be used.
4. d 'Being' is not required here.
5. e 'ate ... left' the parallelism in the sentence is correct.
6. a Present perfect continuous is correct here.
7. e The sentence in indirect speech is correct.
8. a 'with aplomb' is correct.
9. c (c) is the correct way of asking a question.
10. a 'Reach' doesn't take a preposition.

Test 2

1. a In A the correct helping verb is 'is' and not 'was', because the whole sentence is in present tense. In E instead of 'gives' it should be 'given' because the act is in past tense.
2. b In B it should be '...will be' and not '...have to be...' because the sentence is indicating towards the future action, besides 'have' is used for a plural subject.
3. d In A it should be 'rears' since the sentence is talking about a routine action.
4. e In A, it should be only 'happened' and not 'will have happened'; since the statement is referring to action that has already taken place.

5. c In A it should be 'I have' because 'will be followed' is an incorrect expression. In D it should be 'gathered' and not 'gathers', since the statement talks about past action.

6. a In A it should be 'to encompass'. In E it should be 'dampen' and not 'dampens'.
7. e In E 'does' is the incorrect word. It should be 'do'.
8. d In 'B' it should be '..have been', since the sentence is in present tense.
9. b In B the correct tense will be present, so it should be 'They work...!'
10. a In A, since 'may' is already there, 'will' is not required; and since the idea is related to probability, 'will' is too strong a word to be used here.

Test 3

1. b Option B is the correct answer because 'involving' gives a proper meaning to the sentence.
2. d 'Has been' is the correct expression here since the context suggests that the work has got over first now. Thus present perfect should be used here.
3. e Option E is correct in all respects of the verb usage, 'becomes' is the correct usage.
4. c Correct usage of the verb is 'is'.
5. b Correct usage is ' motivated' which means to provide with a motive. In 'C' the meaning of the sentence is entirely changed.
6. c Option C is correct with respect to the form of the verb as well the subject, since the sentence is in past tense.
7. d Option D is correct because once the results come out then only analyzing discoveries can be made thus the use of past tense.
8. e Only option E is correct in its usage of the verbs 'are' and 'explore'.

9. a Correct usage is 'have'.

10. d Option D is the correct answer because have should precede 'held and hold' which is a phrase here.

Chapter 6

Test 1

1. In the newspaper, an interesting article appeared.

2. Across the road lived her boyfriend.

3. Around every cloud is a silver lining.

4. Neither he nor his brother are (change to *is*) capable of such a crime.

5. The teacher or student is going to appear on stage first. (No change required)

6. The mother duck, along with all her ducklings, swim (change to *swims*) so gracefully.

7. Each of those games is exciting. (No change required).

8. The file, not the documents, were (change to *was*) misplaced.

9. Here is (change to *are*) the three books you wanted.

10. Five hundred rupees is/are all I am asking.

Test 2

1. d

2. The majority of the Parliament is/are Congressmen. (The majority of the Parliament... what follows the *of* is singular. Hence singular verb)

3. c Rohit is one of those students who are always ready. ('who' refers to what is immediately before it 'students', hence 'are')

4. d

5. The original document, as well as subsequent copies, was/were lost.

6. c (what follows the 'of' is plural) '... *are* going to the polls.'

7. Almost all of the magazine is/are devoted to advertisements.

8. Here is /are Manish and Mandar.

9. Taxes on interest is /are still deferrable.

10. b (five rupees is singular, hence *is*)

Test 3

1. d In D it should be 'have' since it is referring to both graffiti and its street art cousins.

2. b The correct verb is 'come' because the subject is 'irreverence' which is singular.

3. b In B 'carries' is incorrect. It will be 'carry' since the subject i.e. is in plural.

4. d It says 'Mr. Lott, along with Speaker ...', therefore in D it should be 'was ..' because the subject is 'Mr. Lott'.

5. e In E it should be 'that are ...', since the subject referred to is 'techniques'.

6. b It should be 'there is ...' since it is referring to 'good as well'.

7. c In C it should be 'a hacker could get into...!'

8. c In C the correct helping verb is 'has' and not 'have' since the subject referred to is 'No one'.

3. c Rohit is one of those students who are always ready. ('who' refers to what is immediately before it 'students', hence 'are')
4. d
5. The original document, as well as subsequent copies, was/~~were~~ lost.
6. c (what follows the 'of' is plural) "... are going to the polls."
7. Almost all of the magazine is/~~are~~ devoted to advertisements.
8. Here ~~is~~ /~~are~~ Manish and Mandar.
9. Taxes on interest ~~is~~ /~~are~~ still deferrable.
10. b (five rupees is singular, hence *is*)

Test 3

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5. e In E it should be 'that are ...', since the subject referred to is 'techniques'.
6. b It should be 'there is ...' since it is referring to 'good as well'.
7. c In C it should be 'a hacker could get into...!'
8. c In C the correct helping verb is 'has' and not 'have' since the subject referred to is 'No one'.

Unit - 4

Chapter 7

Exercise 1

1. Heavy, red, fifty.
2. My, two, my, graduation
3. That, small, Indian, the, next, fresh
4. Little, black, the, well-dressed
5. Old, wood, several, discarded, packets

Exercise 2

1. red
2. Those, brown
3. Two, what, many, their
4. Third, city, another
5. That, good, this

Exercise 3

1. worst
2. hungrier
3. shortest

4. best

5. happiest

Exercise 4

1. a wife and doctor
2. a girl and a boy
3. a green and red
4. a rock star or a lawyer
5. a bat and a ball

Test 1

1. a In B 'dried' is not appropriate, since it cannot be used as a predicative adjective here and it does not match 'clean' and 'safe'. Similarly C is incorrect because 'cleaned' is not appropriate. In D 'and' is not required after 'dry' because when using adjectives in a string we can separate them by commas. Therefore correct way of writing will be 'dry, clean and safe'. In E 'effected' is not the right adjective to be used.

2. e In A 'relenting' is not the right adjective because it changes the meaning of the sentence. In B 'relentlessly' is incorrect because it is an adverb and not an adjective and contextually we require an adjective here to qualify the noun 'increase'. In C 'sophisticated' should come before 'systems' since it is qualifying 'systems' and is used as an attributive adjective. In D 'sophistication' is a noun and not an adjective therefore incorrect.

3. c In A instead of 'Kings eye' it should be King's eye' because here possessive case is required. In B the apostrophe is missing from 'family's'. In D instead of 'family's', 'families' is given. In E 'king eye' is incorrect.

4. a In B 'pushy' should be preceded by 'and' because only two adjectives have been used here. In C 'which seems' should be followed by 'surprising' which is an adjective and it qualifies the unwritten noun in the sentence that is 'love'; whereas 'surprisingly' is an adverb which cannot qualify a noun. In D 'velvety' is not an appropriate word because 'brocade' is a noun here thus requires a noun 'velvet' as the other word in the pair, whereas 'velvety' is an adjective; though 'Velvet and Brocade' has been used here as a 'Noun adjunct' (refer to Practice Exercise 2). In E 'velvet-and-brocade' should precede 'backdrop' rather than following it since the former is qualifying the latter.

5. c In A, 'original' is an appropriate word because the context requires an adjective. In B 'in probing his opponent's defences' should follow 'duke's skill lay..'. In D it should be 'persuasively' and not 'persuasive' because the former qualifies the verb 'argues' thus it is an adverb whereas the latter is an adjective and cannot qualify a verb.. In E, 'when a weakness opened up..' should follow 'quickly and committing troops'.

6. a In B 'enjoyed fervently the support ..' does not make any sense; rather it should be 'the fervent support' because 'fervently' is an adverb and 'fervent' is an adjective. In C 'of Americans of all colours' should come after 'fervent support' or else it will not be clear as to preposition 'of' is referring to what. In D 'billed as a contest' is referring to 'a fight' therefore it should follow 'a fight'. In E, 'similar' is not an appropriate adjective. Instead 'same' should be used. If at all 'similar' has to be used it should be preceded by 'a' because it can be any.

7. d In A rather than 'irrelevantly' it should be irrelevant, since the former is an adverb and an adverb cannot qualify a noun. In B 'irrelevance' is used incorrectly because it is a noun and the context requires an adjective. In C 'publicly' is incorrect. In E 'nuisance' should follow 'irrelevant'.

8. a In B a comparative adjective is not required, therefore 'crisper' is incorrect. In C 'admiring' is incorrect because an adverb (admirably) is required here which is qualifying the adjective 'self-deprecating'. In D 'both emotional and professional' is placed

incorrectly. It should come after '..life'. In E 'self-deprecatingly' is an adverb which is inappropriate since 'vignettes' is a noun which requires an adjective.

9. d In A 'populist' is an incorrect adjective since the statement talks about 'sovereignty'. In B 'with the ideal of popular sovereignty' is placed incorrectly; it should come in the end. In C 'habitual' is incorrect since it is an adjective and the sentence requires a noun that is 'habit'. Again in E 'popularly' is an adverb and the context requires an adjective not an adverb.

Test 2

1. e In 'A' it should be 'rural poor have..' and not 'has'. Similarly in 'C' 'the rich..are..'; since collective adjectives are taken as plural.

2. c In 'C' 'unsightly' should precede 'beggars' since it is modifying 'beggars'.

3. e In 'A', 'exuberance' is a noun whereas the context demands an adjective, therefore it should 'exuberant'. In 'E' rather than 'huge' it should be 'hugely' because 'welcome' is an adjective out here qualifying 'start'. 'Huge' is also an adjective therefore it cannot qualify another adjective whereas 'hugely' can since it is an adverb.

4. e In 'A' 'particularly' is an adverb and therefore inappropriate. It should be 'particular' which is an adjective. In 'E' 'extensive network' is meaningless. Here 'network' will be treated as a verb rather than a noun and 'extensive' will become an adjective by adding '-ly' to it. Thus it will be 'network extensively'.

5. b In 'B' 'most absolute' is incorrect because 'absolute' in itself is an absolute term and thus cannot have any superlative form. In 'D' 'red facedly' is an adverb therefore inappropriate here. It should be 'red faced'.

6. d Since in 'E' the statement is talking about 'all the new sitcoms' it should be 'least favorite'. If it were a comparison between 'two' then it would have been 'less'.

7. d In D it should be impetuosity since the context demands a noun and not an adjective.

Test 3

1. a In 'A' it should be 'cleverer' since here a comparison is made between what the Robots were and what they are now.

2. c 'no more longer' is incorrect because longer will not take 'more'.

3. d Rather than the adjective 'apparent' an adverb apparently should be used.

4. d In 'D' rather 'solid linking', it should be 'solidly linked'.

5. c Rather than professionalised it should be professional.

6. a It should be 'most reliable' and not 'reliable most'.

2. yesterday and hardly modify the verb had completed, very modifies the adjective hard, and rudely modifies the verb was interrupted

3. gradually modifies the verb reached, and before modifies the verb had climbed

4. just modifies the adverb now, now modifies the verb remembered, and rather modifies the adjective important

5. often modifies the verb go, too modifies the adverb far, and far modifies the verb go

Exercise 3

1. sure

2. surely

3. surely

4. sure

5. surely

Exercise 4

1. well

2. surely

3. very

4. good

5. really

6. badly

7. really

Chapter 8

Exercise 1

1. any

2. can

3. ever

4. have

5. any

Exercise 2

1. extremely modifies the adjective tired, and very modifies the adjective sore

Test 1

1. e Since none of the sentence/s or part/s thereof have/has any error.
2. b In 'A' the adverb to be used is 'doubly'. It doesn't require an adjective since 'irrational' is an adjective and 'doubly' as an adverb will qualify it. On the contrary option C will have an adjective i.e. 'huge' and not 'hugely', which qualifies the noun 'business opportunity'.
3. e 'B' is correct since 'downright' can be used as both adjective and adverb.
4. c In 'D' 'evenly' is incorrect because it changes the meaning of the sentence. The correct adverb will be 'even'.
5. d In B 'far' is an adverb that is describing the adverb 'worse' and structurally it should come before 'worse' and not after it. In c since the context requires an adjective and both 'obsessive' and 'obsessed' are adjectives. But the right choice here will be 'obsessed' that means 'having an obsession', whereas 'obsessive' means 'excessive in degree'. Here with achievement 'obsessed' parents will be appropriate
6. e In D instead of 'humanly' it should be 'human'.
7. d In D 'anyways' is not appropriate since it is not used in standard English usage. The correct adverb will be 'anyway'.
8. a In 'A' 'deep' is an adjective and changes the meaning of the sentence therefore it should be replaced by an adverb 'deeply' which qualifies the verb 'held' here.
9. b In a 'very unique' is incorrect because 'unique' in itself is a superlative adjective and 'very' will not make it more so. In c the context demands an adverb since it describes the verb 'explaining' therefore 'originally' should replace 'original'.

Test 2

1. c Correct adverb will be 'parallel'.

2. a It should be 'bump along..' because using 'alongside' here will imply that the surface is also bumping along.

3. e The use of an adverb 'deeply' is incorrect out here. The context requires the comparative form of an adjective.

4. d The correct adjective in this part will be 'worse' which is the comparative form of 'bad' and in this sentence the comparison is made with 'useless'.

5. e Rather than 'relative' which is an adjective, 'relatively' (an adverb) will be more appropriate

6. b In part (b), 'helpful' (an adjective) should be preceded by 'politically'(an adverb).

7. a It should be 'rapidly' because 'rapid' is an adjective and cannot qualify a verb i.e. 'developing'.

8. e Rather than an adverb the context requires an adjective; therefore it should be 'official' and not 'officially'; since it is qualifying the noun 'neglect'.

9. b 'Discounting' is a verb and the context requires a noun adjunct. Therefore 'discount' is a better option.

10. c 'although' is not a required because 'yet' has already been used in the sentence.

Test 3

1. a In (a) 'such' which is an adjective,, means 'of the kind'. In (b) 'as' with 'such' changes the meaning. In (c) 'still' is incorrect because it doesn't make any sense here. Again in (d) 'yet' is inappropriately placed after 'but'. In (e) 'as such' again changes the meaning of the sentence.

2. e In (a) instead of 'more old' it should be 'older'. In (b) a comparative form is required therefore 'older' is required. In (c) 'reassured' is incorrect because the context requires an

adverb. In (d) rather than 'reassuring' an adverb is required thus 'reassuringly' is appropriate.

3. c In (a) 'enormous' is used which implies that the meaning of the sentence will convey that markets have become enormous, though the stress in the sentence is on the 'growth'. 'Enormously' is apt because it is an adverb, describing the growth. In (b) 'possibly' is an adverb and inappropriate in the given context. In (d) 'vigorously' an adverb is incorrectly used. Since the word is talking about the 'capital markets'- a noun, it can be qualified only by an adjective. In (e) 'enormously' should follow 'grown'.

4. b In (a) instead of 'poor' it should be 'poorly' because it is describing the verb 'enforced'. In (c) 'wretched' will be correct because wretchedly is an adverb and thus inappropriate since the context is dealing with 'China disclosures' which is a noun.

In (d) 'poor' is incorrect because it changes the meaning of the sentence and it is also placed incorrectly. In (e) 'enforcing' is incorrect because the 'laws' talked about have already been in past tense.

5. a In (b) 'awful' is an adjective and changes the meaning of the statement. In (c) 'awfully' should be preceded by 'an', because the former is an adverb which is qualifying an adjective 'long'. In (d) 'worried' changes the meaning. It appears that the 'signs' are 'worried'. In (e) 'awfully' is not placed properly.

6. e In (a) 'urbane' is inappropriate because though an adjective its meaning is 'having the polish and suavity' whereas the correct word should be 'urban'. For similar reasons (b) is incorrect. In (c) 'costing' is inappropriate. In (d) 'costlier' should precede 'fuel'.

7. d In (a) 'fast' is inappropriate because here Yuan is competing against dollar. The requirement is that of the comparative form of adjective. In (b) 'instead of' is inappropriate. Because instead (an adverb) means 'as a substitute' whereas 'instead of' means 'in lieu of'. The context here demands 'instead'. In (c) 'annually' an adverb is incorrect since it cannot qualify a noun i.e. rate. Therefore the correct word is 'annual'. In (e) 'despite' is an incorrect adverb to be used.

8. a 'Smaller' doesn't make any sense in option (b) because there is no comparison being made. In (c) 'opposing' does not make any sense. 'Opposite' will give a meaning to the sentence. In (d) 'complete' is an adjective, whereas the context requires an adverb. Similarly in (e) 'utter' is incorrect. It should be 'utterly'.

9. c In (a) 'seldom' is incorrectly placed. It should be before 'dissuade us'. Similarly in (b) 'seldom' is placed between 'dissuade' and 'us'. In (d) also seldom is incorrectly placed. And in (e) 'seldomly' is an incorrect word.

Chapter 9

Test 1

1. b Only option (b) is correct. Option (b) clearly defines the reason for going on trial and develops the consequences in the correct order, a misplaced modifier.

2. a Option (a) conveys the meaning of the sentence completely, defines the efficacy of houses 'with' central air conditioning.

3. c Option (c) is correct. The sentence describes the 'mirror with the brass inlaid figures', only option (c) conveys the meaning correctly.

4. b Only (b) is the correct option. All other options make it seem that Federer has blue stripes, a case of misplaced modifier.

5. d Only (d) conveys the complete meaning of the sentence.

6. b Only option (b) is meaningful and conveys the complete meaning, an example of misplaced modifier.

7. a Only option (a) correctly modifies the subject in question, an example of misplaced modifier.

8. c The sentence is correct in all respects, the subject is the new experimental device, a case of misplaced modifier.

Test 2

1. Looking through the telescope, we could see Venus clearly in the night sky.

2. Flying out the window, the papers were grabbed by him.

OR

He grabbed the papers as they flew out the window.

3. Dhas arrived with the keys as I was waiting outside.

OR

While I was waiting outside with the keys, Dhas arrived.

OR

While I was waiting outside, Dhas arrived with the keys.

(The ambiguity in the original is removed in all these sentences. First and third sentences are preferred.)

4. While walking on the grass he was bitten by a snake.

5. I tried calling half a dozen times to tell you about the Career Launcher Seminar.

OR

I called half a dozen times to tell you about the Career Launcher Seminar.

(The ambiguity in 'tried calling' is eliminated in the second sentence. Choose this over the first sentence if both are given as options)

6. Dhas manged to finish the soup although it was extremely spicy.

7. While walking across the street, she was surrounded by them and was robbed of her purse.

OR

She was surrounded by the and was robbed of her purse while walking across the street.

8. In her lunch box, she has some cake (that) she baked.

9. I really/very glad to be of help to you.

10. The baby smells very sweet.

Test 3

1. No change required.

2. No change required.

3. Life in the city is exciting, but life in the countryside is better.

4. Drive more slowly as work is in progress.

5. No change required.

6. Speak a little more slowly or you will not be understood.

7. When he spoke at a press conference on Saturday night, the Home Minister acknowledged the role played by the men who subdued the gunman.

8. To improve company morale, the consultant recommended three things.

9. In reviewing the company's policy, the board identified three areas of improvement.

10. Baked, boiled, or fried, potatoes make a welcome addition to almost any meal.

Unit - 5

Chapter 10

Test 1

1. This is the sort of English that I cannot put up with.

OR

I cannot put up with this sort of English

2. I don't know where she will end up.

3. It's the most curious book I have ever come across.

4. No change required.

5. India became free on 15th Aug. 1947.

6. India has been independent for more than 50 years.

7. India has been free since 1947.

8. Where did you get this?

9. You can't just walk into the class without permission.

Test 2

1. e The correct idiom is 'light at the end of the tunnel', which means seeing some hope after period of despair.

2. a 'Step down' means to resign from a high post or to reduce, especially in stages. Therefore it is correct contextually. Other options are incorrect. 'Step aside' means "to resign from a post, especially when being replaced."

3. c 'Chipped away at' is the right way of writing. It means to reduce or make progress on something incrementally. 'Chipped in' means too contribute money or labor and doing that to 'that legislation' is somewhat illogical.

4. d 'With a straight face' is the right way of writing, which means 'to do or say something confidently without a trace of guilt'.

5. a 'Navel gazing' is the correct expression. It means indulge in self-absorbed pursuits.

6. b 'Crystal-ball gazing' is the correct expression. It involves 'the use of a crystal ball, a seer stone or other crystal as a divine tool through which one seeks to receive visions or information about the future.'

7. d 'Sell himself' is the right expression. Other phrasal verbs used in the options have different meanings. 'Sell off' means to get rid of by selling, often at reduced prices. 'Sell out' means to betray one's cause or colleagues. 'Sell down' means to betray the true trust or faith of.

8. e 'Cast a shadow' is the correct idiom.

9. a 'Lo and behold' is the correct idiom which means look and behold; an expression of surprise and amazement.

10. a 'Faced down' is correct because it means to confront boldly or intimidate.

Test 3

1. Cut the pizza into six pieces.

2. No change required.

3. Where did he go?
4. Where did you get this?
5. I will go later.
6. Cut it into small pieces.
7. We will arrive on the fourth of next month.
8. No change required.
9. Tanya entered the room.
10. She dived into the pool.

Test 4

1. e Brickbats means 'Criticism'.
2. a 'keeping an eye out for' is the correct idiom.
3. b 'Let loose' means without any restriction (free).
4. c 'At a low ebb' is the correct expression which means a bad state.
5. e 'Wrapping up' means to complete or stop doing something.
6. d 'Middle of the road' means having a balanced approach, between the two extremes.
7. a 'Horse-trading' takes place in parliament when members change sides.
8. c 'Lame duck' means a person or company that is in trouble and needs help.
9. d 'Out in the cold' means exposed and vulnerable. In option A, 'cord' is the correct word and not 'cords'.

Test 5

1. e A is incorrect, should be 'In' January, B is incorrect should be was found 'in' a street, C is incorrect should be 'in' his family's care.
2. d B is incorrect should be 'think of...' C is incorrect should be 'in a thing...'
3. c C is incorrect, should be 'outcome of...', D is incorrect, should be 'us into'.
4. e A is incorrect should be 'in your neighbourhood...' and B is incorrect should be 'across the globe...'.
5. c A is incorrect, use the preposition 'by' instead of from, D is incorrect, use the preposition 'for' instead of through.
6. b B is incorrect, use 'of the health' instead of 'with...', C is incorrect use 'in time...' instead of 'from time...'.
7. a A is incorrect, should be 'ultimate form of...', D is incorrect should be ' appeal as strongly to ...'.
8. c A is incorrect should be 'moved by', D is incorrect should be 'through this..."'
9. d A is incorrect, should be 'of' instead of 'from', C is incorrect, should be 'in earthquakes...'.

Test 6

1. e It should be 'blink of ..!.'
2. e It should be winning streak.
3. a It should be 'pigeonholed..!.'
4. b It means 'to make an effort to understand and deal with a problem or situation'. come/get off your high horse- to stop talking as if you were better or more clever than

other people.

come/go along for the ride- to join in an activity without playing an important part in it.
come/go cap in hand- to ask someone for money or help in a way which makes you feel ashamed.

come/go down in the world- to have less money and a worse social position than you had before.

5. d Cut the Gordian knot means to deal with a difficult problem in a strong, simple and effective way.

cut some slack- to allow someone to do something that is not usually allowed, or to treat someone less severely than is usual.

cut the (umbilical) cord- to stop needing someone else to look after you and start acting independently
cut the ground from under- to make someone or their ideas seem less good, especially by doing something before them or better than them.

Cut the crap!- an impolite way of telling someone to stop saying things that are not true or not important.

6. b It implies something that you say which means that failing to do something when you almost succeeded is no better than failing very badly.

miss a trick- to not fail to notice and use a good opportunity. miss out- to fail to use or enjoy an opportunity miss the boat- to be too late to get something that you want miss the point- to fail to understand what is important about something

7. a still and all- despite that. still waters run deep- something that you say which means people who say very little often have very interesting and complicated personalities. sting in the tail- an unpleasant end to something that began pleasantly, especially a story or suggestion stink up- to make a place smell unpleasant; to do something very badly.

stitch in time- something that you say which means it is better to deal with a problem early before it gets too bad

8. e Sticks and stones may break my bones (but words will never hurt me)- something that you say which means that people cannot hurt you with bad things they say or write about you. sink like a stone- to fail completely

leave no stone unturned- to do everything that you can in order to achieve something or to find someone or something.

set in stone- firmly established and very difficult to change get blood from a stone- to do something very difficult

9. a hang the cost/expense - if you say that you will do or have something and hang the cost, you mean that you will spend whatever is necessary.

at all costs -if something must be done or avoided at all costs, it must be done or avoided whatever happens.

cost (someone) a pretty penny -to be very expensive.

cost (someone) an arm and a leg (informal) to be very expensive.

count the cost - to start to understand how badly something has affected you

10. b copper-bottomed- a copper-bottomed plan, agreement, or financial arrangement is completely safe. cordon bleu- cordon bleu cooking is food which is prepared to the highest standard and a cordon bleu cook is someone who cooks to a very high standard corner the market- to become so successful at selling or making a particular product that almost no one else sells or makes it. cotton-picking- something that you say before a noun to express anger corridors of power- the highest level of government where the most important decisions are made.

Exercise 1

1. and - joining Akbar/I
2. but - joining slow/strong
3. or - joining Jatin/Lalit
4. nor - joining like/appreciate
5. or - joining You/I

Exercise 2

1. neither-nor
2. not only-but also
3. either-or
4. whether-or
5. both-and

Exercise 3

1. Cox and Kings is open today so we're going to buy our tickets to Australia. (*so* is an adverb)
2. As he read the letter he laughed. (There is no conjunction. *As* is an adverb: He laughed as he read the letter)
3. So he told me but I didn't believe him.
4. She did not reply, nor did she make any gesture.

5. We ran from the building when we noticed the time. (*when* is an adverb) There is no conjunction.

6. Either accept our conditions or leave.

7. We rested until the storm was over and we felt better. (*until* is an adverb)

Test 1

1. c Rather than 'in lieu of', the appropriate conjunction will be 'because', since the sentence is talking about the reason that why 'pipeline for public offerings has dried up.'
2. a In A the correct conjunction should be 'however' rather than 'wherever' because the latter doesn't make any sense in the given context.
3. b 'Moreover' is an incorrect conjunction out here because the sentence talks about a contradiction. Therefore 'but' should replace 'moreover'.
4. c 'Due to' should be replaced by 'since' because the latter gives the meaning that 'due to the tiny town', which has no meaning.
5. a The word 'for' is most often used as a preposition, of course, but it does serve, on rare occasions, as a coordinating conjunction. Other options change the meaning of their respective sentence.
6. e The correlative conjunction 'not only' is always coupled with 'but also'.
7. d The appropriate conjunction will be 'as long as..'
8. c In A 'as' is following 'though' which is incorrect. In B 'like' has been incorrectly used. 'Like' as a conjunction means 'as if', therefore doesn't make sense here. Similarly in D, 'though' and 'yet' are used together thus rendering the sentence incorrect. Same problem is with E.
9. a Other options change the meanings of their respective sentences.

10. e Other options change the meanings of their respective sentences.

Test 2

1. c Instead of 'neither' it should be 'nor'.

2. d The correct conjunction will be 'otherwise'.

3. a The appropriate conjunction will be 'despite'. With 'yet', 'its size' doesn't make any sense.

4. d In this part the conjunction 'nor' is incorrect. In this case with 'whether' 'or' should be coupled.

5. d Here 'such' should be followed by 'as' or else it does not make any sense.

6. a Rather than alongside the conjunction 'along with' will be more appropriate.

7. a Rather than 'even', the appropriate conjunction here will be 'although'.

8. e 'So' is an incorrect adverb here. It should be replaced by 'like'.

9. b 'Wherever' doesn't make any sense here. It should be replaced by 'however'.

10. c The appropriate conjunction here will be 'as much as'.

Test 3

1. b In A 'like' is an inappropriate adverb. It should be replaced by 'as'. In D rather than 'therefore', 'and' will be more appropriate.

2. b In B, 'henceforth' will be replaced by 'while', since the sentence is talking about the ongoing mood of pessimism.

3. b In C, rather than 'then', 'than' should be used because comparison is being made here. In E 'unless' is inappropriate because it means 'except', whereas the sentence talks

about 'till'. Therefore 'until' will be appropriate.

4. c In E, 'even' should be followed by 'before' or 'when', rather than 'if'.

5. d In C 'though even' is incorrect. Either it should be 'though' or 'even though'. In D 'while' is inappropriate. It should be replaced by 'and'.

Usage notes: Among some conservatives there is a traditional objection to the use of though in place of although as a conjunction. However, the latter (earlier all though) was originally an emphatic form of the former, and there is nothing in contemporary English usage to justify such a distinction.

6. d In E, rather than 'nor' it should be 'or'.

7. b In D 'whether' is inappropriate and should be replaced by 'if'.

Unit - 6

Chapter 12

Test 1

1 I like hiking, skiing, and snowboarding. (A verb has been mentioned with gerunds. So, 'to snowboard' should be changed to 'snowboarding'.)

2. A low-fat diet, most experts agree, is the best way to reduce artery blockage and achieve weight loss. (The writer describes the second benefit of a low-fat diet as "the achievement of weight loss"—a noun phrase. Clearly, following the first infinitival phrase with another to create "to reduce artery blockage and to achieve weight loss" improves clarity.)

3. When one takes the CAT, it's perfectly natural to be a little nervous, irritable and have sweaty palms.

4. Eating huge meals, snacking between meals, and exercising too little can lead to obesity. A noun here has been used with gerunds. So, exercise should be changed to exercising.)

5. Mustaine likes people who have integrity and character.(The verb 'have' should modify both nouns.)

6. I like editing books more than just reading them.

(Here, an infinitive is paired with a gerund. A gerund should be paired with a gerund.)

7. Career Launcher needs teachers who are ambitious, self-motivated, and dedicated. (Here, a verb form has been given with one adjective and one noun. The parallelism can be achieved by converting all three words into adjectives)

8. As an artist, he drew, painted, and sculpted. (For the parallelism to be there, all three activities should be mentioned as verbs.)

9. Aggression and melancholy are behaviours that many steroid-users exhibit.

(In this sentence the parallel elements should both be nouns that function as the subject of the sentence. So they have to be in the same grammatical form.)

Test 2

1. e There is no error in the statement. The first part of the sentence before hyphen (-) is the main clause and rest are the 'elements' (subordinate clauses) that the main clause includes. All of them are parallel- 'balance', 'age' and 'wearing'. 'Wearing' is correct because it is a noun (gerund) here and not a verb.

2. b Following the principles of parallelism, 'to keep' should be matched by 'to supply'.

3. c Again according to the rules of parallelism, in a string of nouns should have all singulars or all plurals. Since we have 'whispers', 'tingles' and 'shocks'; 'shout' should also be in plural.

4. d Instead of using an infinitive 'to herd'; a gerund should be used that is 'herding'; because 'at' cannot be followed by 'to'.

5. e It should be 'selling' and not 'to sell'.

6. d To make the structure parallel 'who will benefit' should be matched with 'to what extent' because 'and the extent' does not have the component of questioning though the context requires that.

7. d In D rather than 'consolidating' it should be 'consolidate' keeping the parallel structure in view because the verbs should match when in a string.

8. e Both should be followed by 'manufacturers and dealers' to keep the parallel structure at its best.

9. e No error.

10. e 'Running' is a gerund here whereas the requirement is that of an infinitive to match 'to have' and 'to buy'.

Test 3

1. a In C, rather than 'running' it should be 'runs' since the context talks about universal truth thus has to be simple present tense following the rules of parallelism. Similarly in D, instead of 'cleared' it should be 'to clear'.

2. d In B 'will have' is incorrect because it is not parallel with 'has launched' and 'have fought'. Since the frame of reference pertains to present perfect, the insertion of 'will have' is totally out of context here.

3. b In C 'to accept' is incorrect. It should be replaced by 'accepting'

4. a In E 'the crucible ...' should be preceded by 'as', so that the parallel structure of the statement is intact. The correlative ideas here should be joined by 'either as the ...or as the'.

5. b This tradition began in ancient Rome and continues into modern times. ('Begun' is a participial adjective while 'continues' is an active verb.)

6. b I acquired my wealth by investing carefully, working hard and finding a rich father-in-law. (Here, a noun has been mixed with a pair of gerunds.)

7. e We can either drive to Shimla or fly to Chennai. (Correlative conjunctions, here 'either ... or', introduce clauses that must be parallel.)

8. c I do not like hot water or cold milk. (Here, unequal structures are being used to explain equal ideas. Converting 'milk that is cold' to 'cold milk' rectifies the problem.)

9. e Please write a long story, a short novel and an epic poem. (Again, unequal structures are being used to explain equal ideas. Converting 'a poem that is epic' to 'an epic poem'

rectifies the problem.).

Chapter 13

Exercise 1

1. Most graciously,

2. Dear Madam: (a business letter)

3. B-52, Okhla Industrial Estate, New Delhi-110020?

4. 1 March, 2006, at

5. (no comma needed - only one part)

6. (no comma needed - only one part)

7. Charu Gera, Sr., South Extension, New Delhi

8. New Delhi, India

Exercise 2

1. Football, basketball and tennis require running.

2. The numbers 8, 16, 32 and 48 are called even numbers.

3. Eat, drink, and make merry, for you will soon die.

4. I like shopping, my friend likes dining, and the family likes activities.

5. Working hard, saving some money, and providing for a family should be important for a father.

6. I saw him run up the mountain, jump off the cliff, and land in a pine tree.

7. He was from Mahabaleswar and she was from Kanyakumari.

8. She likes to sing, to play the piano, and to read novels.

9. The search party looked along the road, up the hill, and down the alleys for clues.

Exercise 3

1. I am looking for the poem "The Path Not Taken"; I need it tomorrow.

2. Ram sings bass; Hari, tenor.

3. I have visited U.S.A., Australia, Canada and Bhutan.

4. I will steal, cheat, and lie for you; but I will not kill for you.

5. There was a sudden noise; everything stopped immediately.

6. Although we may need more time, I believe we will be victorious; and I believe you feel that way, too.

7. We can trust him implicitly; nevertheless, we should not be careless.

8. The house looked like what we wanted; on the other hand, we had not been inside.

9. I had food, clothing, and furniture; but I didn't have my family.

10. He was such a "bore"; I couldn't stand him.

Exercise 4

1. The men's and boys' boots were all mixed together. (separate ownership)

2. Shashi's mother lives next door to us.

3. The dog's growl scared the baby in the neighbor's yard.

4. Both Vinod's and Shyam's hair is red. (separate ownership)

5. Meera and Seeta's mother came to the performance. (joint ownership)

6. The babies and the children's fun ended with the parents' return. (joint ownership)

7. The men's hoods covered their faces.

8. The coop was covered with several chickens' feathers.

9. I could hardly hear the puppy's bark.

10. The wolves' howls came sharply to the deer's ears.

Exercise 5

1. Could I buy fifty rupees' worth of sweets for the kids?

2. Somebody's shoes have been left in the living room.

3. His shoes are here, but where are yours?

4. His aunt's nephew will be on television with Ahuja's group.

5. The cow's udder was cut from jumping the neighbour's fence.

6. Rahul and Sanjeev's store will be open on Diwali

7. Everybody else's help will be appreciated by my mother's family.

8. Just two days' work will finish this room.

9. Anika's and Rani's costumes were the prettiest of everyone's.

10. The women's and girls' ages were revealed to everyone. (could be girl's)

Exercise 6

1. It's about time you started looking for your shoes.
2. They're coming at about nine for their children.
3. Its mouth was sore because it's chewing all the time.
4. Whose briefcase will you be using for your papers?
5. You're going to be late, but who's going to be on time?

Test 1

1. "How," I asked, "can you always be so forgetful?"
2. The girl who is standing there is his fiancée.
3. Correct.
4. Finish your job; it is imperative that you do.
5. You may, of course, call us anytime you wish.
6. You signed the contract; consequently you must provide us with the raw materials.
7. "Stop it!" I said. "Don't ever do that again."
8. Because of his embezzling, the company went bankrupt.
9. Correct.
10. Nature lovers will appreciate seeing whales, sea lions, and pelicans.

Test 2

1. c Uses the correct punctuation marks for distinction.
2. a Put a colon to introduce a list.

3. d Only commas are required to separate the item list, the colon is incorrect here; do not use apostrophes for sweets, marshmallows and toffees.
4. e Semicolon is used to separate sentences which are closely connected in thought.
5. b No interrogation mark is used after an indirect question, commas are not required.
6. e Use comma to separate co-ordinate clause in a compound sentence.
7. b Use comma after adverbial phrases of absolute construction.
8. c Use comma to separate words/ phrases/clause inserted into the body of a sentence.
9. d Use inverted commas for reported speech and put commas for short pauses.
10. b Use commas to mark off phrases in apposition.

Unit - 7

Chapter 14

Test 1

1. d Options B, D & E are correct. A is incorrect as the correct phrase is 'as much as', C is incorrect as the correct verb to be used is 'there are!'.
2. a Only A& B are correct, C is incorrect because it should be 'recent months', D is incorrect because it should be 'at the moment', E is incorrect because it should be 'pants'.
3. d C is incorrect because the correct usage is 'their', E is incorrect an article should precede the word leader, should be 'a leader'.
4. d C uses incorrect parallelism, should be 'transporting', E use the article 'the' before China which is incorrect.
5. b A is incorrect should be 'Greeks 'since it's addressing the entire race, D is incorrect, the verb should be 'seek', E is incorrect because it should be 'than' not then.
6. a A is incorrect, should be 'built', error of tense, C is incorrect should be 'on Monday' as the deed is already done.
7. e A is incorrect should be 'in business', C is incorrect due to incorrect subject verb agreement, and use 'has' here.
8. e B has incorrect usage of the pronoun should be 'in' instead of 'at', C is incorrect should be 'candidates instead of the singular 'candidate'- should agree with the verb, E is incorrect because the collective usage of 'skills; is being discussed here and should agree with the verb 'are'.

9.c C is incorrect, should be 'a good ...' the defining article is missing, D is incorrect should be 'friends' in the plural.

10. a B is incorrect, should be 'setting' instead of set: error of parallelism, D is incorrect should be 'said' instead of 'says' incorrect tense usage, E is incorrect because the article 'a' is missing before the word negative.

Test 2

1. b A is incorrect, use the adverb form 'increasingly' here, in sentence B the correct usage is 'eight times' and in E the correct form is 'it's' instead of the possessive form 'its'.
2. a A is incorrect, use 'between' instead of 'among', D is incorrect, use the article 'the' before the word 'plant'.
3. c B is incorrect, the correct phrase is 'akin to' , akins as word does not exist, C is incorrect, correct usage is 'of after the word silhouette.
4. b A is incorrect should be 'stop' instead of stops, error of subject verb agreement. B is incorrect; the correct phrase is day-to- day activities.
5. c A is incorrect should be 'about' instead of 'over', C is incorrect should be 'the' public not 'a' public. E is incorrect uses a comparative 'greater', correct usage is 'great'.
6. c B is incorrect, use 'dreamt ' instead of 'dream' in keeping with the tense of the sentence, C is incorrect uses 'which' instead of 'that', which is mostly used for inanimate objects.
7. d A is incorrect should be 'resonant' in the adjective form rather than 'resonance' in the noun form, C is incorrect, use 'have' after Patriarchs as the correct form of subject verb agreement.
8. c A is incorrect, incorrect usage of the preposition 'upon' which means on something, something elevated, correct usage is 'on'. B should be 'scores' instead of 'score', should

9.c C is incorrect, should be 'a good ...' the defining article is missing, D is incorrect should be 'friends' in the plural.

10. a B is incorrect, should be 'setting' instead of set: error of parallelism, D is incorrect should be 'said' instead of 'says' incorrect tense usage, E is incorrect because the article 'a' is missing before the word negative.

Test 2

1. b A is incorrect, use the adverb form 'increasingly' here, in sentence B the correct usage is 'eight times' and in E the correct form is 'it's' instead of the possessive form 'its'.

2. a A is incorrect, use 'between' instead of 'among', D is incorrect, use the article 'the' before the word 'plant'.

3. c B is incorrect, the correct phrase is 'akin to' , akins as word does not exist, C is incorrect, correct usage is 'of' after the word silhouette.

4. b A is incorrect should be 'stop' instead of stops, error of subject verb agreement. B is incorrect; the correct phrase is day-to- day activities.

5. c A is incorrect should be 'about' instead of 'over', C is incorrect should be 'the' public not 'a' public. E is incorrect uses a comparative 'greater', correct usage is 'great'.

6. c B is incorrect, use 'dreamt ' instead of 'dream' in keeping with the tense of the sentence, C is incorrect uses 'which' instead of 'that', which is mostly used for inanimate objects.

7. d A is incorrect should be 'resonant' in the adjective form rather than 'resonance' in the noun form, C is incorrect, use 'have' after Patriarchs as the correct form of subject verb agreement.

8. c A is incorrect, incorrect usage of the preposition 'upon' which means on something, something elevated, correct usage is 'on'. B should be 'scores' instead of 'score', should

agree with plural verb.

9. a D is incorrect, requires an article before 'user's' , E is incorrect due to the incorrect usage of the phrase 'real time'.

10. e C is incorrect, should be the contraction 'it's' instead of 'its', D is incorrect, uses the verb 'is' instead of 'are'.