

## CHAPTER 4

# Parts of Speech

## Chapter 4: Parts of Speech

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### 4.1 Introduction: The Anatomy of Language

#### The Foundation of Administrative Articulation

Language is the primary tool of administration. For a Civil Servant, words are not merely vehicles of communication but instruments of policy, governance, and law. Just as a civil engineer must understand the properties of steel, concrete, and timber before constructing a bridge, an aspirant must master the properties of words—their **Parts of Speech**—to construct robust, unambiguous, and effective sentences. In the context of MPSC and UPSC Mains, where the precise interpretation of a statute or the nuanced drafting of a diplomatic letter can alter outcomes, a superficial understanding of grammar is insufficient.

#### Formal Definition

**Parts of Speech** (also known as word classes) represent the categorization of words based on their syntactic functions and morphological behavior within a sentence. In English, there are historically eight parts of speech: **Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, and Interjection**. Modern linguistics often adds **Determiners** and differentiates **Articles** as a distinct subset.

#### Real-World Analogy: The Construction Site

Imagine a sentence as a **building** under construction:

- **Nouns** are the **Bricks and Beams**: They are the physical materials—the entities (people, places, things) that make up the structure.
- **Verbs** are the **Workforce**: They provide the action and energy. Without them, the bricks sit idle; nothing happens.

- **Adjectives** are the **Paint and Finish**: They describe the bricks (red bricks, sturdy beams), adding detail and specificity.
  - **Adverbs** are the **Supervisors**: They modify how the work is done (working *quickly*, painting *carefully*).
  - **Pronouns** are the **Temporary Substitutes**: When a specific worker or material is already mentioned, a tag is used to refer back to them without dragging the original item everywhere.
  - **Prepositions** are the **Cement and Bolts**: They connect the bricks to the beams, establishing relationships of position and time.
  - **Conjunctions** are the **Joints and Hinges**: They connect entire walls or sections of the building together.
  - **Interjections** are the **Site Noise**: The sudden shouts of alarm or surprise that don't structurally support the building but convey emotion.
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## 4.2 The Noun: The Naming Word

### 1. Concept and Definition

A **Noun** is a word used to name a person, place, thing, quality, or idea. It functions as the **head** of a noun phrase and typically acts as the subject or object of a clause.

***Formal Definition:** A noun is a member of a syntactic class that includes words which refer to people, places, things, ideas, or concepts, whose members may act as any of the following: subjects of the verb, objects of the verb, indirect objects of the verb, or objects of a preposition.*

### 2. Classification of Nouns (Detailed Analysis)

#### A. Proper Noun

**Definition:** The specific, unique name of a particular person, place, or organization. It always begins with a capital letter. **Examples:** *Maharashtra, Chhatrapati Shivaji Maharaj, The Constitution of India.* **Exam Nuance:** Generally, articles are not used before proper nouns (*The Mumbai* is incorrect). However, exceptions exist when a proper noun is used as a common noun for comparison.

- *Example:* "Kalidas is the **Shakespeare** of India." (Here, 'Shakespeare' represents the class of great dramatists).

## B. Common Noun

**Definition:** A name given in common to every person or thing of the same class or kind.

**Examples:** *District, Officer, River, Policy.* **Analogy:** If 'Proper Noun' is a specific brand like 'Samsung', 'Common Noun' is the generic product category 'Smartphone'.

## C. Collective Noun

**Definition:** A name given to a group or collection of similar individuals or things considered as one complete whole. **Examples:** *Committee, Jury, Fleet, Parliament, Mob.* **Exam Critical**

**Rule:**

- If the collective noun acts as a single unit, use a **Singular Verb**.
  - *The Jury **has** given its verdict.*
- If the members of the group are acting individually or disagreeing, use a **Plural Verb**.
  - *The Jury **were** divided in their opinions.*

## D. Material Noun

**Definition:** The name of the matter or substance of which things are made. **Examples:** *Gold, Iron, Cotton, Water.* **Grammar Rule:** Material nouns are generally uncountable and do not take articles (A/An) unless specified.

- *Incorrect:* A gold is precious.
- *Correct:* Gold is precious.
- *Correct (Specific):* The gold of Kolar is famous.

## E. Abstract Noun

**Definition:** The name of a quality, action, or state considered apart from the object to which it belongs. These are intangible. **Examples:** *Integrity, Governance, Poverty, Childhood.* **Writing Tip:** Administrative essays thrive on abstract nouns. Instead of saying "The officer was honest," use "The officer displayed exemplary **honesty**."

## 3. Noun: Number (Singular & Plural)

The transition from singular to plural is not always merely adding '-s'. This is a frequent area for error detection.

**Complex Rules:**

### 1. Latin/Greek Origins:

- *Datum ightarrow Data* (Note: In modern usage, data is often treated as singular, but in strict academic grammar, it is plural).
- *Criterion ightarrow Criteria*.
- *Phenomenon ightarrow Phenomena*.
- *Radius ightarrow Radii*.

### 2. Compound Nouns:

- Pluralize the **principal word**.
- *Commander-in-chief ightarrow Commanders-in-chief* (Not Commander-in-chiefs).
- *Passer-by ightarrow Passers-by*.
- *Spoonful ightarrow Spoonfuls* (Exception: The unit is the measure).

### 3. Nouns that look Plural but are Singular:

- *News, Politics, Economics, Mathematics, Ethics*.
- *Example: "Politics **is** a dirty game."*

### 4. Nouns that look Singular but are Plural:

- *Cattle, Police, Gentry, Peasantry*.
- *Example: "The police **are** investigating the case." (Never 'is').*

## 4. Noun: Case

Case indicates the grammatical function of a noun in a sentence.

1. **Nominative Case:** Subject of the verb. (*The **Collector** visited the site.*)
2. **Objective (Accusative) Case:** Object of the verb. (*The Minister praised the **Collector**.*)
3. **Possessive (Genitive) Case:** Shows ownership. (*The **Collector's** order.*)

### The Apostrophe Rule:

- Living things: *The Governor's speech*.
- Non-living things: Use 'of'. *The leg of the table* (Not *The table's leg*).
- **Exceptions (Personification/Time/Weight):** *India's heroes, A week's leave, Nature's law*.

## 5. Exam Highlights & Pitfalls

**Pitfall Alert:** Don't confuse *Advice* (Noun) with *Advise* (Verb). Or *Practice* (Noun) with *Practise* (Verb).

- "I need your **advice**." (Noun)
  - "Please **advise** me." (Verb)
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## | 4.3 The Pronoun: The Deputy

### 1. Definition and Function

A **Pronoun** is a word used instead of a noun to avoid repetition. In administration, efficiency is key; pronouns are the linguistic efficiency tools.

### 2. Types of Pronouns

#### A. Personal Pronouns

Relate to persons. Divided into First (I, We), Second (You), and Third (He, She, It, They) persons. **The Order of Pronouns (231 Rule):** When multiple persons are mentioned in a positive sentence, the order is Second Person, Third Person, First Person.

- *Correct:* "You, he, and I have finished the work."
- *Incorrect:* "I, you, and he have finished the work." **Exception (123 Rule):** For confessions or negative acts, the order is First, Second, Third.
- *Correct:* "I, you, and he are to blame."

#### B. Reflexive and Emphatic Pronouns

Forms ending in -self/-selves.

- **Reflexive:** Action reflects back to the subject. (*The officer hurt **himself**.*)
- **Emphatic:** Used for emphasis. (*The officer **himself** inspected the site.*) **Exam Rule:** A reflexive pronoun cannot be the subject of a sentence.
- *Incorrect:* "Myself is Ramesh."
- *Correct:* "I am Ramesh."

#### C. Relative Pronouns

Connect a clause or phrase to a noun or pronoun. Examples: *Who, Which, That, Whom, Whose*.  
**Distinction:**

- **Who:** For persons (Subjective). (*The man **who** came here.*)
- **Whom:** For persons (Objective). (*The man **whom** I met.*)
- **Which:** For things/animals. (*The file **which** is missing.*)
- **That:** Can replace Who/Which, especially after superlatives or words like 'all', 'none', 'only'.
  - *Example: "All **that** glitters is not gold."*

#### D. Distributive Pronouns

*Each, Either, Neither.* **Grammar Constraint:** These are always **Singular** and take a singular verb.

- *Correct:* "Either of the two roads **leads** to the station."
- *Incorrect:* "Either of the two roads **lead** to the station."

### 3. Subject-Object Confusion

One of the most common errors in MPSC English is the confusion between nominative and objective forms after the verb 'to be' or comparisons.

- **Rule:** If the pronoun follows the verb 'to be' (is, am, are, was, were) as a complement, it should be in the Nominative case.
  - *Formal:* "It is **I**." (Not "It is me.")
- **Rule:** In comparisons using 'than' or 'as'.
  - *Correct:* "He is taller than **I**." (Implicitly: than I am).
  - *Informal/Colloquial:* "He is taller than me."
  - *Exam Tip:* Stick to the formal usage in MPSC/UPSC.

## 4.4 The Verb: The Engine of Action

### 1. Definition and Significance

A **Verb** is a word used to say something about some person, place, or thing. It asserts action, state, or being. It is the most critical part of a sentence; a sentence can exist with just one word if that word is a verb (e.g., "Stop!"), but it cannot exist without a verb.

### 2. Classification of Verbs

## A. Transitive vs. Intransitive

- **Transitive Verbs:** Action passes from Subject to Object. Requires an object to complete meaning.
  - *Example:* "The Government **enacted** a law." (Enacted what? A law.)
- **Intransitive Verbs:** Action stops with the Subject. No object required.
  - *Example:* "The economy **collapsed**." (Collapsed what? N/A. The action is complete.)

## B. Finite vs. Non-Finite Verbs

- **Finite Verbs:** Change form according to Tense, Number, and Person.
  - *He goes. They go. He went.*
- **Non-Finite Verbs:** Do not change form. They function as nouns, adjectives, or adverbs.
  1. **Infinitive:** (to + verb). *To err is human.*
  2. **Gerund:** (verb + ing acting as Noun). *Walking is good for health.*
  3. **Participle:** (verb + ing/ed acting as Adjective). *A rolling stone; A broken chair.*

## 3. Auxiliary Verbs (Helping Verbs)

### A. Primary Auxiliaries

*Be, Do, Have.* They assist in forming tenses, negatives, and questions.

### B. Modal Auxiliaries

*Can, Could, May, Might, Shall, Should, Will, Would, Must, Ought to.* They express mood or attitude (ability, permission, possibility, obligation). **Administrative Nuance:**

- **May:** Polite, formal, probability. (*The meeting **may** be postponed.*)
- **Can:** Ability or informal permission. (*I **can** draft this.*)
- **Must:** Compulsion/Legal obligation. (*Taxes **must** be paid.*)
- **Should:** Advice/Duty. (*Officers **should** be punctual.*)

## 4. Subject-Verb Agreement (The Concord)

This is the single most tested grammar topic in competitive exams. The verb must agree with the subject in Number and Person.

### Critical Rules:

1. **'And' Rule:** Two subjects joined by 'and' take a plural verb. (*Time and tide **wait** for none.*)
    - **Exception:** If they refer to the same idea. (*Bread and butter **is** my favorite breakfast.*)
  2. **'With', 'As well as', 'Along with':** The verb agrees with the **first** subject.
    - *The Prime Minister, along with his cabinet colleagues, **is** arriving.* (Not 'are').
  3. **'Neither-Nor', 'Either-Or':** The verb agrees with the **nearest** subject.
    - *Neither the extensive training nor the tough exams **were** able to deter him.*
    - *Neither the exams nor the training **was** easy.*
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## 4.5 The Adjective: The Decorator

### 1. Definition

An **Adjective** is a word used to add something to the meaning of a noun. It qualifies or modifies the noun.

### 2. Types of Adjectives

1. **Adjective of Quality:** Descriptive. (A **transparent** policy.)
2. **Adjective of Quantity:** How much (Uncountable). (*Little, Much, Some.*)
3. **Adjective of Number:** How many (Countable). (*Five, Many, Several.*)
4. **Demonstrative Adjective:** Points out. (*This, That, Such.*)
5. **Distributive Adjective:** Refers to each one. (*Each, Every.*)

### 3. Degrees of Comparison

1. **Positive:** *Good, Tall.*
2. **Comparative:** *Better, Taller.* Used when comparing two.
3. **Superlative:** *Best, Tallest.* Used when comparing more than two.

### Crucial Exam Rules:

- **Latin Comparatives:** Words ending in '-or' (*Senior, Junior, Superior, Inferior, Prior*) take **'to'** instead of 'than'.



- *Incorrect:* He is senior than me.
  - *Correct:* He is senior **to** me.
  - **Double Comparatives:** Never use double comparatives or superlatives.
    - *Incorrect:* More better, Most best.
  - **Specific Order:** When multiple adjectives describe a noun, follow the order: **OSASCOMP** (Opinion, Size, Age, Shape, Color, Origin, Material, Purpose).
    - *Example:* "A **beautiful** (Opinion) **large** (Size) **old** (Age) **Indian** (Origin) **wooden** (Material) chair."
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## 4.6 The Adverb: The Modifier

### 1. Definition

An **Adverb** is a word that modifies a verb, an adjective, or another adverb. It answers: How? When? Where? How often? To what extent?

### 2. Types of Adverbs

1. **Adverb of Time:** *Now, Then, Yesterday.*
2. **Adverb of Frequency:** *Always, Often, Seldom.*
3. **Adverb of Place:** *Here, There, Everywhere.*
4. **Adverb of Manner:** *Slowly, Efficiently, Bravely.*
5. **Adverb of Degree:** *Very, Quite, Too.*

### 3. Position of Adverbs

The placement of an adverb can change the meaning of a sentence entirely.

- *Only he passed the exam.* (No one else passed).
- *He only passed the exam.* (He didn't do anything else, just passed).
- *He passed only the exam.* (He passed nothing else).

**Inversion Rule:** When a sentence starts with a negative adverb (*Seldom, Never, Hardly, Scarcely, No sooner*), the auxiliary verb comes **before** the subject.

- *Incorrect:* Hardly I had reached the station...
- *Correct:* Hardly **had I** reached the station when the train left.

- *Correct:* No sooner **did** the bell ring than the students ran out.
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## 4.7 The Preposition: The Bridge

### 1. Definition

A **Preposition** is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard to something else. It is the GPS of language.

### 2. Types

1. **Simple Prepositions:** *At, by, for, from, in, of, off, on, out, through, till, to, up, with.*
2. **Compound Prepositions:** *Across, along, amongst, between, beside, outside.*
3. **Phrasal Prepositions:** *According to, in spite of, on account of, with regard to.*

### 3. Common Confusions & Fixed Prepositions

This is a rote-learning area essential for marks.

#### A. Between vs Among

- **Between:** Used for two persons/things. (*Distribute the sweets **between** Ram and Sham.*)
- **Among:** Used for more than two. (*Distribute the sweets **among** the students.*)

#### B. Beside vs Besides

- **Beside:** By the side of. (*He sat **beside** me.*)
- **Besides:** In addition to. (\* **Besides** being fined, he was imprisoned.\*)

#### C. In vs Into

- **In:** Stationary position inside. (*He is **in** the room.*)
- **Into:** Motion towards inside. (*He walked **into** the room.*)

#### D. Fixed Prepositions (Sample List)

- Accused **of**
- Acquitted **of**
- Abide **by**
- Addicted **to**

- Agree **to** (a proposal) / Agree **with** (a person)
  - Deal **in** (goods) / Deal **with** (a person/matter)
  - Prefer **to** (not than)
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## 4.8 The Conjunction: The Connector

### 1. Definition

A **Conjunction** is a word used to join words, phrases, or clauses.

### 2. Types

1. **Coordinating Conjunctions:** Join elements of equal rank (FANBOYS: For, And, Nor, But, Or, Yet, So).
2. **Subordinating Conjunctions:** Join a dependent clause to a main clause (*Because, Although, If, Unless, Since*).
3. **Correlative Conjunctions:** Used in pairs (*Either-or, Neither-nor, Not only-but also*).

### 3. Critical Rules for Parallelism

When using conjunctions, the structures joined must be grammatically parallel.

- *Incorrect:* He likes swimming and to hike.
- *Correct:* He likes **swimming** and **hiking**.
- *Correct:* He likes **to swim** and **to hike**.

#### Usage of 'Unless' and 'Until':

- **Unless:** Condition. (*Unless you work hard, you will fail.*)
  - **Until:** Time. (*Wait until I return.*)
  - **Note:** 'Unless' is negative in meaning; do not use 'not' in the clause following unless.
    - *Incorrect:* Unless you do not run...
    - *Correct:* Unless you run...
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## 4.9 The Interjection: The Emotion

### 1. Definition

An **Interjection** is a word which expresses some sudden feeling or emotion. It has no grammatical connection with the rest of the sentence.

## 2. Examples

- **Joy:** *Hurrah! Ha! (Hurrah! We have won the election.)*
- **Grief:** *Alas! Oh! (Alas! The leader is dead.)*
- **Surprise:** *What! Oh! (What! You failed?)*
- **Approval:** *Bravo! (Bravo! Well done.)*

**Exam Note:** In Direct/Indirect speech questions, interjections are replaced by phrases describing the emotion (e.g., "He exclaimed with sorrow that...").

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## 4.10 Determiners

### 1. Definition

Determiners are words introduced before nouns to determine or limit the meaning of the nouns. They signal that a noun is following.

### 2. Classification

Technically, Articles, Demonstratives, Possessives, and Quantifiers fall under Determiners.

- **Demonstratives:** *This, That, These, Those.*
- **Possessives:** *My, Your, His, Her, Its, Our, Their.*
- **Quantifiers:** *Some, Any, Much, Many, Little, Few.*

### Distinction: Determiner vs Adjective

- Most determiners function like adjectives, but they occupy a specific slot (always first in the noun phrase). You can say "The big house" (Determiner + Adjective + Noun), but not "Big the house".
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## 4.11 Articles: A Specific Subset of Determiners

### 1. Types

1. **Indefinite Articles (A, An):** Used before singular countable nouns which are non-specific.

2. **Definite Article (The):** Used for specific nouns.

## 2. Rules for 'A' vs 'An'

- It depends on the **sound**, not the spelling.
- **A:** Used before consonant sounds. (*A boy, A university* - 'Yu' sound, *A one-rupee coin* - 'Wa' sound).
- **An:** Used before vowel sounds. (*An egg, An honest man* - 'O' sound, silent H, *An M.P.* - 'Em' starts with 'A' sound).

## 3. Usage of 'The'

- Before unique things: *The Sun, The Earth*.
- Before superlatives: *The best policy*.
- Before names of rivers, seas, oceans, mountain ranges (plural), holy books, trains, newspapers.
  - *The Ganga, The Indian Express, The Himalayas*.

## 4. Omission of Article (The Zero Article)

Articles are **NOT** used:

- Before Proper Nouns (names of people/cities/countries). (*India*, not *The India*).
  - **Exception:** *The USA, The UK* (Descriptive names).
- Before Abstract Nouns in a general sense. (*Honesty is the best policy*).
- Before Material Nouns. (*Gold is yellow*).
- Before languages. (*English*, not *The English* - The English means English people).

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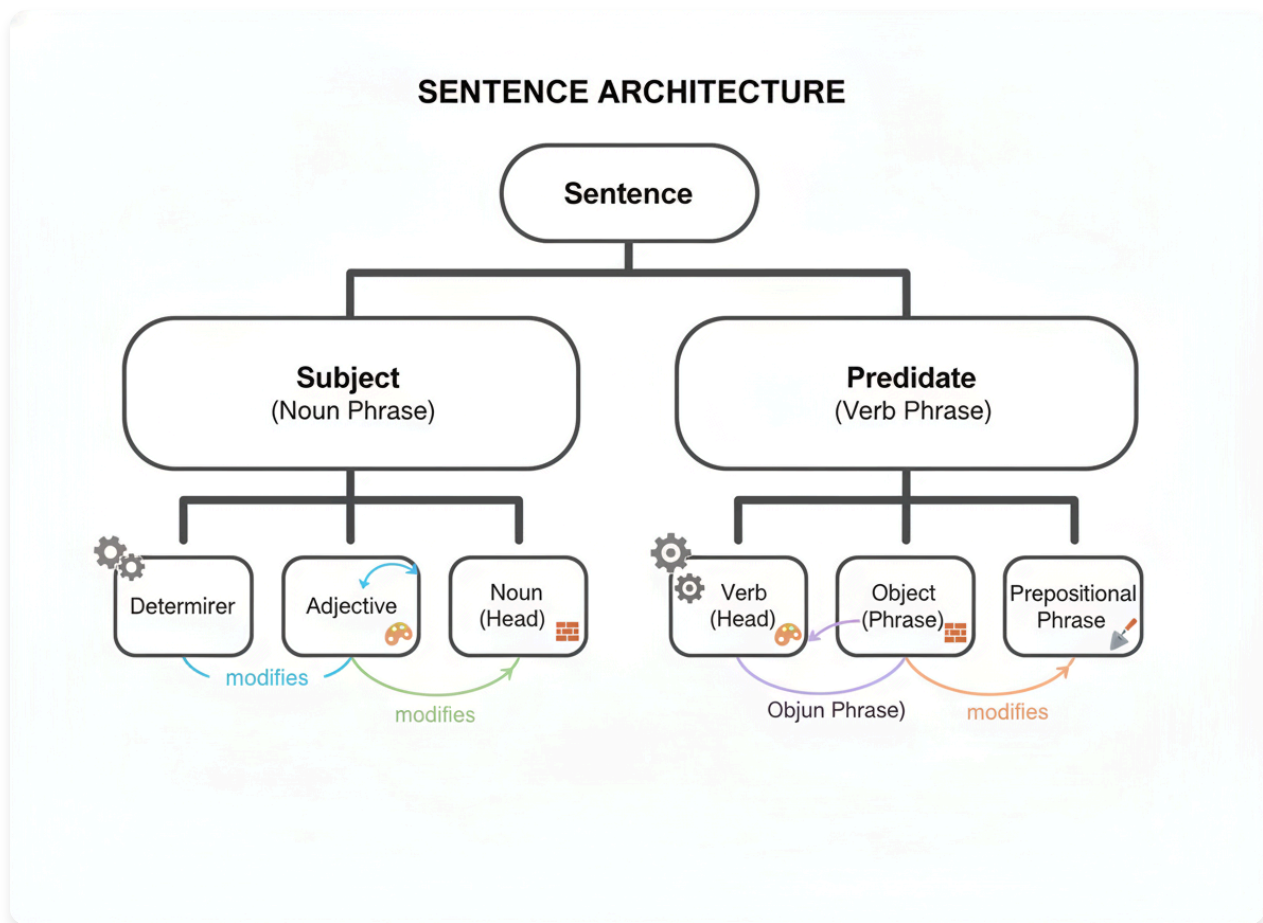
## 4.12 Exam Application: Integrated Grammar

### The "Spot the Error" Framework

When solving error detection questions in MPSC, scan the sentence in this order:

1. **Verb Check:** Is the Subject-Verb agreement correct? Is the tense consistent?
2. **Pronoun Check:** Is the antecedent clear? Is the case (nominative/objective) correct?
3. **Preposition Check:** Is the fixed preposition correct? (e.g., *married to*, not *married with*).

4. **Adjective/Adverb Check:** Is the modifier misplaced? Is the degree of comparison valid?
5. **Article Check:** Is a necessary article missing or a superfluous one present?



## Model Answer Writing: Level Ladder

### Concept: The Importance of Prepositions

#### Level 1: 150-Word Answer (Basic)

*Prepositions are vital connectors in the English language that establish relationships between nouns, pronouns, and other elements in a sentence. They indicate spatial relationships (in, on, under), temporal relationships (at, during, since), and logical connections (because of, despite). Without prepositions, sentences would be disjointed lists of words lacking cohesion. For instance, "The book is the table" has no meaning until "on" is added. In administrative writing, precise prepositions are crucial to avoid ambiguity in legal orders and location descriptions.*

#### Level 2: 250-Word Answer (With Examples)

Prepositions serve as the "mortar" in the construction of language, binding the "bricks" (nouns) and "beams" (verbs) into a coherent structure. Their primary function is to delineate the relationship of a noun phrase to the rest of the clause, specifically regarding space, time, and abstract logic.

#### **Types and Usage:**

1. **Spatial:** "The file is **on** the desk." (Surface contact)
2. **Temporal:** "The meeting is **at** 10 AM." (Specific point)
3. **Directional:** "He walked **into** the office." (Movement)

**Administrative Relevance:** In drafting policy, the distinction between "liable **to**" and "liable **for**" can change legal responsibility. Similarly, distributing funds "between" two districts versus "among" several requires grammatical precision to reflect the intended allocation. Common errors, such as using "discuss about" instead of "discuss," must be avoided to maintain professional standards. Mastery of fixed prepositions (e.g., comply with, adhere to) is non-negotiable for official correspondence.

### **Level 3: Essay Level (Multi-dimensional Analysis)**

#### **The Role of Precision in Language: A Case Study of Prepositions and Connectors**

**Introduction:** Language is the software of governance. In the machinery of the state, where every circular, notification, and judgment acts as a command code, the precision of syntax determines the efficacy of execution. Among the parts of speech, prepositions and conjunctions—often dismissed as mere function words—hold disproportionate power in defining the scope and application of administrative authority.

**The Architecture of Ambiguity:** Consider the legal interpretation of a statute stating, "The penalty shall apply to factories **in** the city limits." versus "...factories **near** the city limits." A single preposition shifts the jurisdiction entirely. This necessitates that a civil servant possesses not just a vocabulary of nouns (entities) and verbs (actions), but a mastery of the relational words that bind them. The ambiguity in international treaties often hinges on such particles; for instance, UN Resolution 242's varying interpretations concerning "territories" vs "the territories" (an article issue closely linked to prepositional phrases) illustrates how grammar shapes geopolitics.

**Structural Integrity in Drafting:** Complex administrative sentences often collapse under the weight of poor conjunction use. The failure to maintain parallelism (e.g., "The

objectives are **to improve** health and **reducing** poverty") reflects a disorganized mind. Correlative conjunctions like "not only... but also" demand a balanced structure to convey complex policy dualities effectively. Furthermore, the misuse of connectors can lead to logical fallacies in reports. Using "therefore" where no causality exists, or "however" where there is no contrast, misleads the decision-maker.

**Conclusion:** Ultimately, the study of parts of speech is not a pedantic academic exercise but a training in logical rigor. For an administrator, grammar is the first line of defense against misinterpretation. Precision in prepositions and clarity in conjunctions ensure that the intent of the state is translated flawlessly into the action of the executive.

## CHAPTER-END ASSESSMENT

### Multiple Choice Questions

1. Identify the correct sentence regarding the order of pronouns.

A. I, you and he have committed a crime. B. You, he and I have done a good job. C. He, I and you are friends. D. Both A and B are correct.

**Answer: D** — Pronoun order rules: For positive sentences, order is 231 (You, he, I). For negative/confessions, order is 123 (I, you, he). Therefore, both A and B follow the respective rules.

2. Which of the following sentences uses the collective noun correctly?

A. The jury has given their verdict. B. The jury were divided in their opinion. C. The team are playing well today. D. The parliament have passed the bill.

**Answer: B** — When a collective noun acts as a unit, the verb is singular (has given). When members act individually (divided), the verb is plural (were divided). Option A is incorrect because 'their' (plural) doesn't match 'has' (singular). Option B is correct.

3. Choose the correct preposition: 'The officer is accused \_\_\_\_\_ bribery.'

A. with B. for C. of D. in



**Answer:** C — The fixed preposition for 'accused' is 'of'. Accused of a crime.

4. Identify the part of speech of the word 'fast' in the sentence: 'He is a fast runner.'

A. Noun B. Verb C. Adjective D. Adverb

**Answer:** C — Here, 'fast' describes the noun 'runner', so it is an Adjective. (In 'He runs fast', it would be an Adverb).

5. Select the sentence with the correct use of the article.

A. The gold is a precious metal. B. Gold is a precious metal. C. A gold is a precious metal. D. The gold are precious.

**Answer:** B — Material nouns (Gold) do not take an article in a general sense.

6. Which sentence correctly uses the comparative degree?

A. He is senior than me. B. He is more senior to me. C. He is senior to me. D. He is most senior than me.

**Answer:** C — Latin comparatives ending in -or (senior, junior) take 'to', not 'than'. They do not take 'more'.

7. Identify the error: 'Hardly had I reached the station than the train left.'

A. Hardly had I B. reached the C. station than D. the train left

**Answer:** C — The correlative for 'Hardly/Scarcely' is 'when', not 'than'. 'No sooner' takes 'than'. Correct: ...station WHEN the train left.

8. Choose the correct form: 'Unless you \_\_\_\_\_ hard, you will fail.'

A. do not work B. will work C. work D. did not work

**Answer:** C — 'Unless' is negative by itself. It does not take another negative (do not). It introduces a condition, usually in present tense for future result.

9. Plural of 'Commander-in-chief' is:

A. Commander-in-chiefs B. Commanders-in-chiefs C. Commanders-in-chief D. Commander-ins-chief

**Answer:** C — In compound nouns, the principal word is pluralized. Here, 'Commander' is the principal word.

10. Pick the correct sentence regarding Subject-Verb Agreement.

A. Bread and butter are my favorite breakfast. B. Bread and butter is my favorite breakfast. C. The novelist and poet are dead. D. My friend and guide have come.

**Answer:** B — 'Bread and butter' refers to a single idea/dish, so it takes a singular verb (is). In option C, if 'The' is used only once, it refers to one person, so 'is dead' would be correct.

11. What kind of noun is 'Parliament'?

A. Proper Noun B. Common Noun C. Collective Noun D. Abstract Noun

**Answer:** C — Parliament is a group of members/representatives, hence a Collective Noun.

12. Fill in the blank: 'He distributed the money \_\_\_\_\_ his four sons.'

A. between B. among C. amongst D. with

**Answer:** B — 'Among' is used for more than two. 'Between' is for two.

13. Which of these is a Distributive Pronoun?

A. Who B. Myself C. Each D. Some

**Answer:** C — 'Each', 'Either', 'Neither' are distributive pronouns.

14. Identify the Adverb of Frequency.

A. Quickly B. Everywhere C. Often D. Very

**Answer:** C — 'Often' answers 'how many times?', so it is an adverb of frequency.

15. Select the correct possessive case for 'The house of Jesus'.

A. Jesus's house B. Jesus' house C. Jesu's house D. Jesus house

**Answer:** B — For names ending in 's' (like Jesus, Pythagoras), typically only the apostrophe is added (Jesus'), or sometimes 's is acceptable depending on style guide, but classical grammar prefers Jesus'. However, if pronunciation adds a syllable, 's is used. In standard exams, Jesus' is preferred.

## Short Answer Questions

1. **Explain the difference between 'Transitive' and 'Intransitive' verbs with examples.** (5 Marks) *Key Points:*

- Transitive verbs require an object to complete meaning.
- Intransitive verbs do not require an object.
- Example Transitive: 'She wrote a letter.'
- Example Intransitive: 'The sun shines.'

2. **What is the 'Rule of 231' in Pronouns? When does it change to '123'?** (5 Marks) *Key Points:*

- Order of personal pronouns in a sentence.
- Normal (Positive): 2nd person, 3rd person, 1st person (231).
- Exception (Negative/Confession): 1st, 2nd, 3rd (123).
- Example: 'You, he, and I' (231) vs 'I, you, and he' (123).

**3. Define 'Abstract Noun' and explain why it is important in administrative writing. (5 Marks) Key Points:**

- Name of quality, action, or state (intangible).
- Examples: Honesty, Governance, Policy.
- Importance: Allows discussion of concepts, values, and systems rather than just objects.
- Grammar: Usually singular, no article.

**4. Differentiate between 'Beside' and 'Besides'. (5 Marks) Key Points:**

- Beside: By the side of (Location). Example: Sit beside me.
- Besides: In addition to (Inclusion). Example: Besides English, he knows Marathi.
- Common confusion in error detection.

**5. What are the rules for using the 'Definite Article' (The) with geographical names? (5 Marks) Key Points:**

- Used with: Oceans, Seas, Rivers, Canals (The Nile).
- Used with: Mountain Ranges (The Himalayas).
- NOT used with: Single mountains (Everest), Lakes (Lake Superior).
- Used with: Groups of Islands (The Andamans).

## **Long Answer Questions**

**1. Discuss the rules of Subject-Verb Agreement (Concord) with special reference to collective nouns and compound subjects. Provide examples to illustrate common exceptions. (15 Marks) Marking Scheme:**

- Definition of Subject-Verb Agreement (2)
- Rules for Compound Subjects (and, as well as, either-or) (4)
- Rules for Collective Nouns (Unanimity vs Division) (4)
- Exceptions (Bread and Butter, Distance/Money as units) (3)
- Correct illustrative examples for each rule (2)

**2. Analyze the usage of Articles (Definite and Indefinite) in English Grammar. Explain the concept of the 'Zero Article' with specific contexts relevant to administrative writing. (15 Marks) Marking Scheme:**

- Distinction between A/An (Sound rule) (3)
- Specific usage of 'The' (Unique objects, Superlatives, Rivers) (4)

- Explanation of Zero Article (Proper nouns, Abstract nouns) (4)
- Contextual examples (e.g., 'The USA' vs 'India') (4)

**3. Elaborate on the classification of Pronouns. How does the 'Relative Pronoun' function as a connector, and what are the rules governing 'Who', 'Which', and 'That'? (15 Marks) *Marking Scheme:***

- Classification of Pronouns (Personal, Reflexive, etc.) (5)
- Function of Relative Pronouns (Linking clause to antecedent) (3)
- differentiation: Who (Person) vs Which (Thing) (3)
- Usage of 'That' (Restrictive clauses, after superlatives) (4)