

KIPS
ENTRY TESTS
SERIES

PREP BOOK

ENGLISH

GRAMMAR

**NATIONAL
MDCAT**

- ▶ Pragmatic Rules
- ▶ Prescriptive and Descriptive Grammar
- ▶ References from Text Books
- ▶ Comprehensive Topic Details
- ▶ Extensive work on Prepositions



A Kitab Dost Publication

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1 UNIT

AGREEMENT MISTAKES

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

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

Rule 1.

- i. A **singular subject** (she, Ali, ball, etc.) takes a **singular verb** (is, goes, shines), whereas a **plural subject** (they, students, etc.) takes a **plural verb** (are, go, shine).
- Damage to the buildings **were** assessed at forty thousand pounds. **(Incorrect)**
Damage to the buildings **was** assessed at forty thousand pounds. **(Correct)**
 - Folk **is** worried about good jobs. **(Incorrect)**
Folk **are** worried about good jobs. **(Correct)**
- ii. If two subject words are joined by **with/ along/ with/ together with/ as well as/ besides/ except/ of/ not/ but/ including/ excluding/ in addition to/ comprising/ holding/ consisting/ having/ possessing, etc.**, use verb or helping verb according to subject word one.
- The national sales report, along with the regional breakdowns you specifically requested, **were** sent to you last week. **(Incorrect)**
The national sales report, along with the regional breakdowns you specifically requested, **was** sent to you last week. **(Correct)**
- iii. We use verb or helping verb according to the second subject word if two subject words are joined by anyone of these words: "**neither---nor, either---or, not only ---but also**"
- Neither the buyer nor the sales manager **are** in favour of the system. **(Incorrect)**
Neither the buyer nor the sales manager **is** in favour of the system. **(Correct)**

Textual Support

1. A) The Gulistan as one of the bibles of the world is very famous.
B) The Gulistan as one of the bibles of the world are very famous.
2. A) All except the Persian slave was calm.
B) All except the Persian slave were calm.

3. A) Either certain chemicals or heat were used to destroy germs.
B) Either certain chemicals or heat was used to destroy germs.
4. A) Either the obtuse quack or the camel-men was stupid.
B) Either the obtuse quack or the camel-men were stupid.
5. A) Neither the soldiers nor the king are going to ruin the village for the salt.
B) Neither the soldiers nor the king is going to ruin the village for the salt.
6. A) A reference to the Captain, as well as several Latin quotations, were included in Chips's farewell speech.
B) A reference to the Captain, as well as several Latin quotations, was included in Chips's farewell speech.
7. A) Not only our life style but people themselves have also been changed.
B) Not only our life style but people themselves has also been changed.
8. A) China, together with many other Asiatic civilizations, has suffered a sharp and pervasive Western impact.
B) China, together with many other Asiatic civilizations, have suffered a sharp and pervasive Western impact.
9. A) The sprinkling of water create music.
B) The sprinkling of water creates music.
10. A) All my old clothes, including a coat, were sent to the rummage sale.
B) All my old clothes, including a coat, was sent to the rummage sale.
11. A) Neither Brookfield's defenders nor Chips has estimated Brookfield's toughness.
B) Neither Brookfield's defenders nor Chips have estimated Brookfield's toughness.
12. A) A black leather pocketbook containing five hundred shillings and some business papers were lost.
B) A black leather pocketbook containing five hundred shillings and some business papers was lost.
13. A) Everything, together with other matters that I may have forgotten, have been noted.
B) Everything, together with other matters that I may have forgotten, has been noted.
14. A) Neither Clay nor other people were willing to accept that the oyster had a pearl in it.
B) Neither Clay nor other people was willing to accept that the oyster had a pearl in it.
15. A) A row of neat hurdles were arranged on the polished floor.
B) A row of neat hurdles was arranged on the polished floor.

UNIT -1

AGREEMENT MISTAKES

16. A) Wheat, as well as other fruits, were raised by a peasantry who worked the soil on shares with the owners.
B) Wheat, as well as other fruits, was raised by a peasantry who worked the soil on shares with the owners.
17. A) The attack of locusts are a natural calamity.
B) The attack of locusts is a natural calamity.
18. A) The keeping of silkworms was one of the chief home-industries of the peasantry of the part of France.
B) The keeping of silkworms were one of the chief home-industries of the peasantry of the part of France.

UHS Past Papers

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

Rule 2.

- (i) Two singular nouns joined by “and” require a plural verb when they represent two different persons or things.
- Fire and water **does** not agree. (Incorrect)
Fire and water **do** not agree. (Correct)
 - A car and a bike **is** my means of transportation. (Incorrect)
A car and a bike **are** my means of transportation. (Correct)
- (ii) When two singular nouns joined by “and” suggest one idea to the mind, or refer to the same person or thing, the verb is singular.
- Corned beef and cabbage **were** his favourite dish. (Incorrect)
Corned beef and cabbage **was** his favourite dish. (Correct)

UNIT -1

AGREEMENT MISTAKES

Exception:

Following are the standard expression. They are fixed sayings which must be used as they were used.

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

Textual Support

1. A) Shamim Ahmad's bread and butter was selling cut-pieces.
B) Shamim Ahmad's bread and butter were selling cut-pieces.
2. A) Our German master and friend, Herr Staefel, was killed last week, on the Western Front.
B) Our German master and friend, Herr Staefel, were killed last week, on the Western Front.
3. A) Wool and silk was woven not only in Malaga but also in Cordova.
B) Wool and silk were woven not only in Malaga but also in Cordova.
4. A) A poise and calm is needed to be cultivated by such boys.
B) A poise and calm are needed to be cultivated by such boys.
5. A) Only Mr. Steward's name and telephone number was printed on the card.
B) Only Mr. Steward's name and telephone number were printed on the card.
6. A) Astrology and fortune-telling is still practised.
B) Astrology and fortune-telling are still practised.
7. A) Once a Persian king and a slave were sailing in the same boat.
B) Once a Persian king and a slave was sailing in the same boat.

Rule 3.

- (i) The verb or helping verb after **who/which/that** is used according to the word written immediately before these words.
 - It is the story of a military coup which **bring** a brutal despot to power. (Incorrect)
It is the story of a military coup which **brings** a brutal despot to power. (Correct)
- (ii) The relative pronouns "**Who** and **That**" are used with persons, whereas the relative pronoun "**Which** and **That**" are used with things.
 - Is Zedco the company **who** was taken over last year? (Incorrect)
Is Zedco the company **which/ that** was taken over last year? (Correct)

Exception:

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

- Harry was the only one of the Earthmen who **were** trying to build a rocket.
(Incorrect)
Harry was the only one of the Earthmen who **was** trying to build a rocket. (Correct)

Textual Support

1.
 - A) They are perturbed to see the Second Man who has entered the bus station.
 - B) They are perturbed to see the Second Man who have entered the bus station.
2.
 - A) It was a tramp which had other things to think about.
 - B) It was a tramp who had other things to think about.
3.
 - A) The attack of locusts is a natural calamity that make the human beings helpless in saving the crops.
 - B) The attack of locusts is a natural calamity that makes the human beings helpless in saving the crops.
4.
 - A) Another type of boy who does not try is the very bright boy.
 - B) Another type of boy who do not try is the very bright boy.
5.
 - A) I could not help the slight unease which comes to all who are eyed suspiciously by the police.
 - B) I could not help the slight unease which comes to all who is eyed suspiciously by the police.
6.
 - A) Feelings who involve fears such as this are called superstitions.
 - B) Feelings which involve fears such as this are called superstitions.
7.
 - A) The goods the country exports are nearly always raw material which are much more subject to price fluctuations.
 - B) The goods the country exports are nearly always raw material that are much more subject to price fluctuations.
8.
 - A) We are creating a situation which encourage the poor to make war on the rich.
 - B) We are creating a situation which encourages the poor to make war on the rich.
9.
 - A) The commune deals with those peasants having wages that is too low.
 - B) The commune deals with those peasants having wages that are too low.
10.
 - A) Today most city governments have departments of sanitation which keep the cities clean.
 - B) Today most city governments have departments of sanitation who keep the cities clean.

11. A) Once he raised a hand to touch the lowest of the swings that was hung from the ceiling.
B) Once he raised a hand to touch the lowest of the swings that were hung from the ceiling.
12. A) A few form groups who journey in company, but most of them travel alone.
B) A few form groups which journey in company, but most of them travel alone.
13. A) The boy must make himself cultivate a poise and calm that smothers the fidgets.
B) The boy must make himself cultivate a poise and calm that smother the fidgets.

UHS Past Papers

1. Lucy is the diva which performance as an opera singer is peerless. (2013)
A B C D
2. A) The government introduced tax laws which gave incentives to factory workers to reduce pollution.
B) The government introduced tax laws who gave incentives to factory workers to reduce pollution.
C) The government introduced tax laws which have incentives to factory workers to reduce pollution.
D) The government introduced tax laws which has incentives to factory workers to reduce pollution. (2011)

Rule 4.

- (i) Some words, such as **news**, names of subjects (**statistics**), names of diseases (**measles**), games (**billiards**), books (**The Gulliver's Travels**), etc. and plural names of countries (**The United States**) are always singular and take a singular verb or helping verb.
- The news have **spread** like fire in the neighborhood. (**Incorrect**)
The news has **spread** like fire in the neighborhood. (**Correct**)
 - Gymnastics **look** difficult, and it is. (**Incorrect**)
Gymnastics **looks** difficult, and it is. (**Correct**)
- (ii) Some words such as **poultry, cattle, police, vermin, gentry, clergy, etc.** are always plural and take a plural verb or helping verb.
- The cattle **is** the most important livestock. (**Incorrect**)
The cattle **are** the most important livestock. (**Correct**)
 - The police **is** advising the people to stay at home. (**Incorrect**)
The police **are** advising the people to stay at home. (**Correct**)
- (iii) "**Wage**" is a singular subject and takes a singular verb or helping verb, whereas "**wages**" is a plural subject and takes a plural verb or helping Verb.
"wage" [singular] (also wages [plural]) a regular amount of money that an unskilled or semi-skilled employee earns.

UNIT -1

AGREEMENT MISTAKES

- His real wage **have** increased two times. (**Incorrect**)
His real wage **has** increased two times. (**Correct**)

- Women's wages **is** lower than men's. (**Incorrect**)
Women's wages **are** lower than men's. (**Correct**)

Exception:

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

- The wages of sin **are** death, but the gift of God is eternal life. (**Incorrect**)
The wages of sin **is** death, but the gift of God is eternal life. (**Correct**)

- (iv) Some academic disciplines such as **politics, statistics, economics, mathematics, phonetics, etc.** take a singular verb. However, as a general use, they take a plural verb. Sometimes, a determiner can be of great help to make a choice between a singular or a plural verb or a helping verb.

- Her politics **is** broadening. (**Incorrect**)
Her politics **are** broadening. (**Correct**)

- Statistics **are** the one course I failed. (**Incorrect**)
Statistics **is** the one course I failed. (**Correct**)

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

The team **is** playing better this season. (**Correct**) (As a group)

The team **are** playing better this season. (**Correct**) (As individuals)

- Always be consistent while using a plural or singular verb/pronoun after a collective noun.
The jury **is** deciding how **they want** to vote. (**Incorrect**)
The jury **are** deciding how **they want** to vote. (**Correct**)
The jury **is** deciding how **it wants** to vote. (**Correct**)

- (vi) A single phrase or a single clause used as a subject takes singular verb or helping verb.

- Opening my presents **were** exciting. (**Incorrect**)
Opening my presents **was** exciting. (**Correct**)
- To become an opera singer **take** years of training. (**Incorrect**)
To become an opera singer **takes** years of training. (**Correct**)

Textual Support

1.

- A) The fourth form was not construing Vergil, for there were exciting news in the paper.
B) The fourth form was not construing Vergil, for there was exciting news in the paper.

2.

- A) What grieved me as much was not the thing itself - as the lying.
B) What grieved me as much were not the thing itself - as the lying.

3.
A) German measles have turned the Big Hall into a hospital ward.
B) German measles has turned the Big Hall into a hospital ward.
4.
A) Rabies are produced by the bite of a mad dog.
B) Rabies is produced by the bite of a mad dog.
5.
A) Los Angeles has solved the problem by bringing water to the city from the Colorado River.
B) Los Angeles have solved the problem by bringing water to the city from the Colorado River.
6.
A) No news has yet come through as to his fate.
B) No news have yet come through as to his fate.
7.
A) Inquiring into the nature of things leads one to understand and accept the ground realities of life.
B) Inquiring into the nature of things lead one to understand and accept the ground realities of life.
8.
A) Injecting carbolic acid into the blood was tried.
B) Injecting carbolic acid into the blood were tried.
9.
A) Whoever enlarged it, so that it reached its present magnitude, is at fault.
B) Whoever enlarged it, so that it reached its present magnitude, are at fault.
10.
A) What is good for camels are not good for poor old men and women.
B) What is good for camels is not good for poor old men and women.

Rule 5.

- (i) **Either, neither, each, everyone, many a, etc.** must be followed by a singular verb.
- Every one of the boys **love** to ride. (**Incorrect**)
Every one of the boys **loves** to ride. (**Correct**)
 - Many a man **have** succumbed to this temptation. (**Incorrect**)
Many a man **has** succumbed to this temptation. (**Correct**)
- (ii) Two nouns qualified by **each or every**, even though connected by **and**, require a singular verb.
- Every boy and every girl **were** given a packet of sweets. (**Incorrect**)
Every boy and every girl **was** given a packet of sweets. (**Correct**)

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

- None of the work **were** done. (**Incorrect**)
None of the work **was** done. (**Correct**)

UNIT -1

AGREEMENT MISTAKES

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

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

Exception:

When we use **each** to refer to the subject of the clause, it usually appears in the normal mid position, between the subject and the main verb, after the modal verb or first auxiliary verb, or after **be** as main verb. The verb and helping verb will be according to the subject.

- They each **takes** interest in their respective fields. (**Incorrect**)
They each **take** interest in their respective fields. (**Correct**)

Textual Support

1.

- A) Everyone were certain that the East End lads would be hooligans.
B) Everyone was certain that the East End lads would be hooligans.

Rule 6.

When an "**of phrase**" follows a percentage (**50% of**), fraction (**two-thirds of**), portion (**half of**) or some other expressions such as **a lot of**, **majority of**, **rest of**, the verb agrees with the noun written after the preposition "**of**".

- (i) **21% of** the population **are** poor. (**Incorrect**)
21% of the population **is** poor. (**Correct**)

Textual Support

1.

- A) In India during 1913, 93% of the British garrisons was inoculated.
B) In India during 1913, 93% of the British garrisons were inoculated.

2.

- A) One-third of the death rate was reduced by greatly reducing mortality from malaria.
B) One-third of the death rate were reduced by greatly reducing mortality from malaria.

3.

- A) Two-thirds of the School have gone down with German measles.
B) Two-thirds of the School has gone down with German measles.

4.

- A) Half of this gigantic area are mainly under French control.
B) Half of this gigantic area is mainly under French control.

5.

- A) Three-fourths of an acre in the heart of this wilderness right on the mountain top was uncultivated.
B) Three-fourths of an acre in the heart of this wilderness right on the mountain top were uncultivated.

6.

- A) Some of the nervous tissue of an animals were used to cure rabies.
B) Some of the nervous tissue of an animals was used to cure rabies.

7.

- A) The vast majority of the country carries on with its traditional ways as it has been doing for the past 2000 years.
B) The vast majority of the country carry on with its traditional ways as it has been doing for the past 2000 years.

UNIT -1

AGREEMENT MISTAKES

8.

- A) Half of her ten-cent cake were what she offered to him.
- B) Half of her ten-cent cake was what she offered to him.

Rule 7.

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

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

Textual Support

1.

- A) A number of students are attracted by sports in colleges.
- B) A number of students is attracted by sports in colleges.

2.

- A) The number of people are increasing rather like a snowball.
- B) The number of people is increasing rather like a snowball.

3.

- A) Quite a large number of diseases have common symptoms.
- B) Quite a large number of diseases has common symptoms.

4.

- A) The total number of stars in the universe is probably something like the total number of grains of sand.
- B) The total number of stars in the universe are probably something like the total number of grains of sand.

5.

- A) An appalling number of women has died from the disease.
- B) An appalling number of women have died from the disease.

UHS Past Papers

The number of people in the world are rapidly increasing rather like a gigantic snowball which not only gets bigger as it rolls but goes faster as well. (2016)

A B
C D

Rule 8.

- (i) Use a singular verb with **distances, periods of time, sums of money, etc.** when considered as a unit.
 - Three miles **are** too far to walk. (**Incorrect**)
Three miles **is** too far to walk. (**Correct**)
 - Ten dollars **are** a high price to pay. (**Incorrect**)
Ten dollars **is** a high price to pay. (**Correct**)

UNIT -1

AGREEMENT MISTAKES

Exception:

- Ten dollars **was** scattered on the floor. (**Incorrect**)
Ten dollars (i.e., dollar bills) **were** scattered on the floor. (**Correct**)

Rule 9.

- (i) Nominal (the poor, the rich, the brave, etc.) is a word or a group of words which functions as a noun. Such nouns, when used as subject, are always followed by a plural verb and helping verb.
- The poor **is** getting poorer. (**Incorrect**)
The poor **are** getting poorer. (**Correct**)
 - The French **loves** eating in restaurants. (**Incorrect**)
The French **love** eating in restaurants. (**Correct**)

Textual Support

1.

- A) Through love the dead rises to life.
- B) Through love the dead rise to life.

2.

- A) The rich at the upper level get a golden chance first.
- B) The rich at the upper level gets a golden chance first.

3.

- A) The French has failed hopelessly with enormous loss of life and money owing to the ravages of malaria and yellow fever.
- B) The French have failed hopelessly with enormous loss of life and money owing to the ravages of malaria and yellow fever.

Rule 10.

- (i) We use third person pronouns "**They, He, She, It**" for all kinds of nouns i.e. singular, plural, masculine or feminine.
- The mothers should realize that **you** are responsible citizens. (**Incorrect**)
The **mothers** should realize that **they** are responsible citizens. (**Correct**)
- (ii) To show the possession of all the singular and plural, male or female nouns, we use the third person possessive adjectives "**their, his, her, its**".
- A **boy** should mind **your** own business. (**Incorrect**)
A **boy** should mind **his** own business. (**Correct**)
 - The **students** should mind **our** own business. (**Incorrect**)
The **students** should mind **their** own business. (**Correct**)
 - Everyone should mind **his** own business. (**Correct**)
Everyone should mind **her** own business. (**Correct**)
Everyone should mind **his/ her** own business. (**Correct**)

UNIT -1

AGREEMENT MISTAKES

Textual Support

1.
 - A) The boy must take yourself by the collar.
 - B) The boy must take himself by the collar.
2.
 - A) His recollections lost much of their flavor when they were written down.
 - B) His recollections lost much of its flavor when they were written down.
3.
 - A) The author dreams that he is dead and is going up and up.
 - B) The author dreams that one is dead and is going up and up.
4.
 - A) Man's life is so full of worries and cares that he cannot even stand and look up at things.
 - B) Man's life is so full of worries and cares that they cannot even stand and look up at things.
5.
 - A) The whole building shook as if it were being lifted off it's foundations.
 - B) The whole building shook as if it were being lifted off its foundations.
6.
 - A) Chips had chanced to strike the Riviera during one of its carefully unadvertised cold spells.
 - B) Chips had chanced to strike the Riviera during one of his carefully unadvertised cold spells.
7.
 - A) The disease was caused by living organisms so small that it could not be seen with the naked eye.
 - B) The disease was caused by living organisms so small that they could not be seen with the naked eye.
8.
 - A) The woman did not ask the boy anything about where they lived.
 - B) The woman did not ask the boy anything about where he lived.
9.
 - A) Chips murmured, after a pause, and in a voice that surprised him by its weakness.
 - B) Chips murmured, after a pause, and in a voice that surprised him by his weakness.
10.
 - A) He liked to smile and exchange a few words with the boys when they touched their caps to him.
 - B) He liked to smile and exchange a few words with the boys when they touched his caps to him.

Rule 11.

- (i) Some nouns (people) are numbered, whereas some nouns are measured (sugar). According to the rule, there should be an agreement between a noun and its quantifier.
- A large **amount** of people were there. (**Incorrect**)
A large **number** of people were there. (**Correct**)
 - One should not eat **many** sugar. (**Incorrect**)
One should not eat **much** sugar. (**Correct**)

UNIT -1

AGREEMENT MISTAKES

Some quantifiers, such as **number, many, few**, are used to show number of a noun, whereas some quantifiers, such as **amount, much, little**, are used to show the quantity of a noun. However, some quantifiers, such as **a lot of, all, some**, can be used to show number or quantity of a noun.

Textual Support

1.
 - A) A little moments later, she went back into the kitchen to make the salad.
 - B) A few moments later, she went back into the kitchen to make the salad.
2.
 - A) Much stars are known which are hardly bigger than the earth.
 - B) Many stars are known which are hardly bigger than the earth.
3.
 - A) I have cheated death many times.
 - B) I have cheated death much times.
4.
 - A) I have, with just lots of help, done all the work.
 - B) I have, with just a little help, done all the work.
5.
 - A) We read in the Bible of many cases of famine.
 - B) We read in the Bible of much cases of famine.
6.
 - A) Isn't it too hot for you to do many walking?
 - B) Isn't it too hot for you to do much walking?
7.
 - A) The king summoned the father and mother of the boy, whose consent he got by giving them a huge amount of wealth.
 - B) The king summoned the father and mother of the boy, whose consent he got by giving them a huge number of wealth.
8.
 - A) How much time do you spend on homework at home?
 - B) How many time do you spend on homework at home?
9.
 - A) Many boys are obliged to drop out for the lack of a few money.
 - B) Many boys are obliged to drop out for the lack of a little money.

UHS PAST PAPERS

- A) There was much cheering and singing, and a bread fighting across the Dining Hall.
- B) There was much cheering and singing, and a bread fight across the Dining Hall.
- C) There was more cheer and singing, and a bread fighting across the Dining Hall.
- D) There was much cheer and singing, and a bread fighting across the Dining Hall. (2014)

UNIT -1

AGREEMENT MISTAKES

Rule 12.

- (i) We use the present form (1st form) of verb with *customs, permanent habits, schedules, announcement* and the following words:
do, does, did, shall, will, all the Modal Verbs, often, always, usually, daily, etc.
- We had better **defined** the basic principles first. (**Incorrect**)
We had better **define** the basic principles first. (**Correct**)
- (ii) We use the past form (2nd form) of verb with the following words:
ago, last, yesterday, when, before, just, in + past time, etc.
- Her husband **had died** many years ago. (**Incorrect**)
Her husband **died** many years ago. (**Correct**)
- (iii) We use the past participle (3rd form) of verb with the following words:
has, have, had, almost, already, just, all Passive Voice, etc.
- We have already **ate** our lunch. (**Incorrect**)
We have already **eaten** our lunch. (**Correct**)
- (iv) We use the present participle (-ing form) of verb with the following words:
is, am, are, was, were, shall be, will be, now, at present, all the prepositions, look forward to, with a view to, get used to, averse to etc.
- It **rains** at present. (**Incorrect**)
It **is raining** at present. (**Correct**)

Textual Support

1. A) I had better sharpen my pencil.
B) I had better sharpened my pencil.
2. A) As doctors often do, I took a trial shot at it as a point of departure.
B) As doctors often does, I took a trial shot at it as a point of departure.
3. A) You must excused us, doctor, we have her in the kitchen.
B) You must excuse us, doctor, we have her in the kitchen.
4. A) People who have lived a century ago probably enjoyed eating as much as we do today.
B) People who lived a century ago probably enjoyed eating as much as we do today.
5. A) In those days about seven out of eight babies died before reaching their first birthday.
B) In those days about seven out of eight babies had died before reaching their first birthday.
6. A) This "new woman" business, would repelled him.
B) This "new woman" business, would repel him.
7. A) Life is brief, and you might pass away before I had finished.
B) Life is brief, and you might passed away before I had finished.

UNIT -1

AGREEMENT MISTAKES

8. A) Last week I sent a dozen photographs of myself, signed, to a charity bazaar.
B) Last week I had sent a dozen photographs of myself, signed, to a charity bazaar.
9. A) I think I have told you years ago that I wanted the new style used throughout the School.
B) I think I told you years ago that I wanted the new style used throughout the School.
10. A) They both looked at each other, startle by all they just finish saying.
B) They both looked at each other, startled by all they had just finished saying.
11. A) The main structure had been rebuilt and large additions made.
B) The main structure had been rebuild and large additions made.
12. A) She had been hiding that sore throat for three days.
B) She hid that sore throat for three days.
13. A) He found a crowd already gathered there to watch the proceedings.
B) He found a crowd had already gathered there to watch the proceedings.
14. A) She was conscious of shaking her head but couldn't stop.
B) She was conscious of shaken her head but couldn't stop.
15. A) Your Latin and Greek lessons are exactly the same as they were when I was beginning here ten years ago.
B) Your Latin and Greek lessons are exactly the same as they were when I began here ten years ago.
16. A) Chips had received his farewell presentations and made a speech in July, 1913.
B) Chips received his farewell presentations and made a speech in July, 1913.
17. A) Mrs. Wickett, before she saved money, had been in charge of the linen room at the School.
B) Mrs. Wickett, before she would save money, had been in charge of the linen room at the School.
18. A) Instead of taken off full blast as he had hoped, the boy fell on his back on the sidewalk.
B) Instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk.
19. A) In 1919, there was only one railway in Turkey.
B) In 1919, there had been only one railway in Turkey.
20. A) It was cold and foggy and he dared not to go out.
B) It was cold and foggy and he dared not go out.

UNIT -1

AGREEMENT MISTAKES

UHS Past Papers

1. When a low-wage category worker finds he has to maintain a large family, his expenses may exceeds his income. (2010)
A) B) C) D)
2. The king feels disturbed and on hearing these words he could not control his tears. (2018)
A B C D
3. A) Foreign trade have assumed greater importance in recent years.
B) Foreign trade is assumed greater importance in recent years.
C) Foreign trade shall assumed greater importance in recent years.
D) Foreign trade has assumed greater importance in recent years. (2011)
4. A) He will has to deal with the problem by showing adroitness.
B) He will have to deal with the problem by showing adroitness.
C) He will had to deal with the problem by showing adroitness.
D) He will having to deal with the problem by showing adroitness. (2011)
5. A) He does possesses altruistic behavior.
B) He does possess altruistic behavior.
C) He does possessing altruistic behavior.
D) He does possessed altruistic behavior. (2011)
6. A) Why does not Norma remained true to her husband?
B) Why did not Norma remain true to her husband?
C) Why had not Norma remain true to her husband?
D) Why did not Norma remained true to her husband? (2012)
7. A) Are you noticed the peach blossoms?
B) Have you noticed the peach blossoms?
C) Will you noticed the peach blossoms?
D) Were you noticed the peach blossoms? (2012)
8. A) Does anybodys knows why the latitudes close to the equator are called the horse latitudes?
B) Do anybody knows why the latitudes close to the equator are called the horse latitudes?
C) Does anybody knows why the latitudes close to the equator are called the horse latitudes?
D) Does anybody know why the latitudes close to the equator are called the horse latitudes? (2013)
9. A) I should had business acumen.
B) I should have business acumen.
C) I should has business acumen.
D) I should may have been business acumen. (2013)
10. A) It was cold and foggy, and he dared not to going out.
B) It was cold and foggy, and he dared not for going out.
C) It was cold and foggy, and he dared not go out.
D) It was cold and foggy, and he dared not to gone out. (2014)

11.
 - A) Tourism is burgeoned over the last fifteen years.
 - B) Tourism will burgeoned over the last fifteen years.
 - C) Tourism have burgeoned over the last fifteen years.
 - D) Tourism has burgeoned over the last fifteen years. (2015)
12.
 - A) I am looking forward to secure excellent marks in MDCAT.
 - B) I am looking forward to securing excellent marks in MDCAT.
 - C) I am looking forward securing excellent marks in MDCAT.
 - D) I am looking forward secure excellent marks in MDCAT. (2015)
13.
 - A) Something had happened, something whose ultimate significance had yet to be reckon.
 - B) Something had happened, something whose ultimate significance had yet was reckon.
 - C) Something had happened, something whose ultimate significance had yet to be reckoned.
 - D) Something had happened, something whose ultimate significance had yet reckoned. (2016)
14.
 - A) His faculties were all unimpairment, and he had no personal worries of any kind.
 - B) His faculties were all unimparring, and he had no personal worries of any kind.
 - C) His faculties were all unimpaired, and he had no personal worry of any kind.
 - D) His faculties were all unimpaired, and he had no personal worries of any kind. (2016)
15.
 - A) A common cause of failure is a mistaking ambition for the boy on the part of the parents.
 - B) A common cause of failure is a mistook ambition for the boy on the part of the parents.
 - C) A common cause of failure is a mistaken ambition for the boy on the part of the parents.
 - D) A common cause of failure is a mistake ambition for the boy on the part of the parents. (2018)

Rule 13.

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

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

Textual Support

1.
 - A) Here lies a man who told nothing but truth.
 - B) Here lie a man who told nothing but truth.
2.
 - A) There comes the locusts.
 - B) There come the locusts.
3.
 - A) There were no other like it in any of the shops.
 - B) There was no other like it in any of the shops.
4.
 - A) There was much cheering and singing, and a bread fight across the Dining Hall.
 - B) There were much cheering and singing, and a bread fight across the Dining Hall.

UHS Past Papers

- A) There were musical instruments in the shop.
- B) There was musical instruments in the shop.
- C) There has musical instruments in the shop.
- D) There is musical instruments in the shop. (2012)

2 UNIT

COMBINATION MISTAKES

Eg pr md 2 - B

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

- Combination of words (general)
- Combination of clauses (FAN BOYS)
- Combination of words (collocation)
- Combination of sentences (conditional and compound)

Rule 1.

Neither should be used in combination with *nor*, whereas *Either* / *Whether* should be used with *or*. *Not only* is used with *but also* / *but as well* / *but too* / *but*.

Following are some other useful combinations of words:

too – to; between / both – and; from – to / till; all – among; such – noun; as – so; who-as/who/that; so – adjective; very – 1st degree; much – 2nd degree; as + adjective + as; the same – that; those – who; lest – should

- Not only George **as well as** his friends are buying the property. (**Incorrect**)
Not only George **but also** his friends are buying the property. (**Correct**)
- Her mood alternated between happiness **or** despair. (**Incorrect**)
Her mood alternated between happiness **and** despair. (**Correct**)

Textual Support

1. A) The gigantic snowball not only gets bigger as it rolls, even goes faster as well.
B) The gigantic snowball not only gets bigger as it rolls but goes faster as well.
2. A) He looked very thin and he was not smiling.
B) He looked much thin and he was not smiling.
3. A) Water had to be carried a considerable distance from the well to the home.
B) Water had to be carried a considerable distance from the well till the home.
4. A) The storm when it struck was very great to be avoided.
B) The storm when it struck was too great to be avoided.
5. A) The morning wind just at the break of day in August was such good to breathe.
B) The morning wind just at the break of day in August was so good to breathe.
6. A) Later nothing remained but a faint luminosity buried beneath darkness.
B) Later nothing remained and a faint luminosity buried beneath darkness.

7.
 - A) Both the mother as well as father felt embarrassed.
 - B) Both the mother and father felt embarrassed.
8.
 - A) It could have been much worse.
 - B) It could have been very worse.
9.
 - A) This would not bring much as something I am going to show you.
 - B) This would not bring as much as something I am going to show you.
10.
 - A) Pay for the salt lest it should become a custom.
 - B) Pay for the salt lest it becomes a custom.
11.
 - A) She did not move and seemed as strong as a heifer in appearance.
 - B) She did not move and seemed such strong as a heifer in appearance.

UHS Past Papers

1.
 - A) There is no clearly defined plot, nor is there an attempt to establish a strong "hero figure".
 - B) There is neither clearly defined plot, not is there an attempt to establish a strong "hero figure".
 - C) There is not clearly defined plot, not is there any attempt to establish a strong "hero figure".
 - D) There is not either clearly defined plot, nor is there an attempt to establish a strong "hero figure". (2018)

Rule 2.

Than should be used in the following combinations:

no sooner – than; rather – than; 2nd degree – than; than any – other;

Although / though should be used with punctuation mark *comma*.

- Martin had **no sooner** sat down **when** the phone rang. (Incorrect)
Martin had **no sooner** sat down **than** the phone rang. (Correct)
- Although prices are falling in absolute terms, **but** energy is still expensive. (Incorrect)
Although prices are falling in absolute terms, **energy** is still expensive. (Correct)

Textual Support

1.
 - A) No sooner had he reached the station *than* the train left.
 - B) No sooner had he reached the station *when* the train left.
2.
 - A) I bet she is smarter than you are.
 - B) I bet she is smarter from you are.
3.
 - A) Although they finally agreed, yet they did their best to go without him.
 - B) Although they finally agreed, they did their best to go without him.

4.
A) Expenses had been greater from she had calculated.
B) Expenses had been greater than she had calculated.
5.
A) He went into politics harder than anyone else.
B) He went into politics harder then anyone else.
6.
A) The queen knew her hair was *more* beautiful *than any other* queen's jewels.
B) The queen knew her hair was *more* beautiful *than any* queen's jewels.
7.
A) Although his lips moved, but he couldn't even say that.
B) Although his lips moved, he couldn't even say that.

Rule 3.

Were / had + 3rd form should be used in combination with *as if, as though, would that, oh that, I wish, etc.*

- I wish you **didn't lose** that photo. (Incorrect)
I wish you **hadn't lost** that photo. (Correct)

Textual support

1.
A) I went on, as if I have been prompted to lie about it.
B) I went on, as if I had been prompted to lie about it.
2.
A) I poked the ball of money at him with a quick convulsive movement as if I were doing a conjuring trick.
B) I poked the ball of money at him with a quick convulsive movement as if I was doing a conjuring trick.
3.
A) My wife is dead and my child is dead, and I wish I were dead myself.
B) My wife is dead and my child is dead, and I wish I was dead myself.
4.
A) The whole building shook as if it was being lifted off its foundations.
B) The whole building shook as if it were being lifted off its foundations.
5.
A) The tissues of his body drew tight as if he were standing at the center of a vacuum.
B) The tissues of his body drew tight as if he was standing at the center of a vacuum.
6.
A) The writer holds the oyster in front of him as if it was an egg.
B) The writer holds the oyster in front of him as if it were an egg.
7.
A) All of them drew back as if bees had suddenly sprung from a bed of flowers.
B) All of them drew back as if bees has suddenly sprung from a bed of flowers.

UHS Past Papers

1.

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

(2010)

Rule 4.

Such – as is used for exemplification, whereas **such that** is used for cause and effect relationship. **So that** is used with **may / might** to show purpose.

- Her health declined to **such** an extent **as** a blood transfusion was recommended. **(Incorrect)**
Her health declined to **such** an extent **that** a blood transfusion was recommended. **(Correct)**

Textual support

1.

- A) You're such a remarkable old boy that one never knows.
- B) You're such a remarkable old boy whom one never knows.

2.

- A) It's not half such an awful place—like you imagine.
- B) It's not half such an awful place—as you imagine.

3.

- A) The ground was so stiff and hard that the quack made slow progress.
- B) The ground was very stiff and hard that the quack made slow progress.

4.

- A) Some people were sending the oddest things, such as magazines twenty years old, guides to the Lake District, etc.
- B) Some people were sending the oddest things, such that magazines twenty years old, guides to the Lake District, etc.

5.

- A) There were such military khaki overcoats that are found at the secondhand clothes' shops.
- B) There were such military khaki overcoats as are found at the secondhand clothes' shops.

Rule 5.

Hardly / scarcely / barley are used in combination with **when**.

No sooner is used with **than**.

As soon as, Although, Though, Because, As, etc. are used with punctuation mark comma only.

- As soon as Laura had left the **house** it started to rain. **(Incorrect)**
As soon as Laura had left the **house**, it started to rain. **(Correct)**
- Hardly had I closed my eyes **than** I began to imagine fantastic shapes. **(Incorrect)**
Hardly had I closed my eyes **when** I began to imagine fantastic shapes. **(Correct)**

UNIT -2

COMBINATION MISTAKES

Textual support

1.
 - A) As soon as she saw it, she knew that Jim must have it.
 - B) As soon as she saw it than she knew that Jim must have it.
2.
 - A) As she watched, the sun was blotted out with a fresh onrush of them.
 - B) As she watched the sun was blotted out with a fresh onrush of them.
3.
 - A) Because it was so plain and simple you knew that it was very valuable.
 - B) Because it was so plain and simple, you knew that it was very valuable.
4.
 - A) As soon as they were brought then he tied up the woman's throat.
 - B) As soon as they were brought, he tied up the woman's throat.
5.
 - A) As soon as you open a culture plate, you are asking for trouble.
 - B) As soon as you open a culture plate than you are asking for trouble.
6.
 - A) Hardly had he reached halfway across the road than a truck came from behind.
 - B) Hardly had he reached halfway across the road when a truck came from behind.
7.
 - A) As soon as the doctor did it, the child let out a scream.
 - B) As soon as the doctor did it when the child let out a scream.

Rule 6.

- (i) In conditional type-I, the conditional clause (the *if - clause*) should be in **present simple tense**, whereas the resultant clause should be in **future simple tense**.
 - If I win the prize, I share it with you. (Incorrect)
 - If I win the prize, I'll share it with you. (Correct)
- (ii) Both the clauses of zero conditional sentences should be in present simple tense. Zero conditional sentences express general truths – situations in which one thing always causes the other.
 - If it rains, the grass get wet. (Incorrect)
 - If it rains, the grass gets wet. (Correct)

Textual support

1.
 - A) If the king eats one apple from the garden of a subject, his slaves *pull* down the whole tree.
 - B) If the king eats one apple from the garden of a subject, his slaves *will pull* down the whole tree.
2.
 - A) If we stay here, we'll change.
 - B) If we stay here, we'd change.

3.
A) If I turn you loose, will you run?
B) If I turned you loose, will you run?
4.
A) If you push the button, somewhere in the world someone you don't know will die.
B) If you pushed the button, somewhere in the world someone you don't know will die.
5.
A) If you didn't do what the doctor says, you'll have to go to the hospital.
B) If you don't do what the doctor says, you'll have to go to the hospital.
6.
A) If you do not dig it, before the king you would go.
B) If you do not dig it, before the king you shall go.
7.
A) If you have no objection, I will send my mother with the marriage proposal.
B) If you have no objection, I send my mother with the marriage proposal.

Rule 7.

- (i) In conditional type-II, *past simple tense* is used in the *if – clause*, whereas *Would + present form* is used in the resultant clause.
- If I complained, no one **will** believe me. (Incorrect)
If I complained, no one **would** believe me. (Correct)
- (ii) In conditional type-III, *past perfect tense* is used in the *if – clause*, whereas *Would + have + past participle* is used in the resultant clause.
- If I had complained, no one **would** believe me. (Incorrect)
If I had complained, no one **would have believed** me. (Correct)
- (iii) When time clause (*when / before / by the time – clause*) is in the *past simple tense*, the main clause should be used in the *past perfect tense*.
- The exam had commenced when I **had reached** the college. (Incorrect)
The exam had commenced when I **reached** the college. (Correct)
- (iv) When time clause (*when / by the time – clause*) is in the *present simple tense*, the main clause should be used in the *future perfect tense*.
- We will have completed the syllabus before the examination **started**. (Incorrect)
We will have completed the syllabus before the examination **starts**. (Correct)

Textual support

1.
A) If he returned, he will be unharmed.
B) If he returned, he would be unharmed.
2.
A) Had it been someone else, I could easily have wangled ten rupees.
B) Had it been someone else, I could easily wangle ten rupees.

UNIT -2

COMBINATION MISTAKES

3. A) He would be skating champion all right, if he really gave all his time to it.
B) He would be skating champion all right, if he really gives all his time to it.
4. A) If a queen had lived in the rooms near theirs, Della would wash and dry her hair where the queen could see it.
B) If a queen had lived in the rooms near theirs, Della would have washed and dried her hair where the queen could see it.
5. A) If the wheels had been allowed to spin, they would have dug themselves deeper.
B) If the wheels had been allowed to spin, they would dig themselves deeper.
6. A) When he'd gone to work, Norma remained at the table.
B) When he went to work, Norma remained at the table.
7. A) If I tried to make a living here, I would have ended up with my family.
B) If I tried to make a living here, I would end up with my family.
8. A) After the meal had concluded, the chief of the police appeared on the scene.
B) After the meal had concluded, the chief of the police had appeared on the scene.
9. A) After the drumbeat ceases, the drummer called out to the people.
B) After the drumbeat had ceased, the drummer called out to the people.
10. A) After she put the lamb chops in the broiler, she sat down to open the package.
B) After she had put the lamb chops in the broiler, she sat down to open the package.
11. A) If a king lived in the same house, Jim would have looked at his watch every time they met.
B) If a king had lived in the same house, Jim would have looked at his watch every time they met.
12. A) If he ever received some extra money, this bonus would usually be locked up in a tin box.
B) If he ever received some extra money, this bonus will usually be locked up in a tin box.

UHS Past Papers

1. He came to the hurdles that he remember, over which once he had won so easy a victory.
A B C D (2008)
2. She had left him with a calmness and a poise that accord well with his own inward emotions.
A B C D (2008)
3. Among the Western nations, the decline in the death rate is followed after an interval by
A B
the reduction in the birth rate so that the population is not now growing so fast.
C D (2010)

4. A) We will discuss your problem as soon as the committee will leave.
B) We will discuss your problem as soon as the committee left.
C) We will discuss your problem as soon as the committee may leave.
D) We will discuss your problem as soon as the committee leaves. (2009)
5. A) Masood told me that he would hire more salesman if he is in my position.
B) Masood told me that he would hire more salesman if he has been in my position.
C) Masood told me that he would hire more salesman if he has my position.
D) Masood told me that he would hire more salesman if he had been in my position. (2009)
6. A) He suddenly remembered that he has left his house unlocked.
B) He suddenly remembered that he may have left his house unlocked.
C) He suddenly remembered that he had left his house unlocked.
D) He suddenly remembered that he will have left his house unlocked. (2010)
7. A) When this war is over, no nation will either be isolated in war or peace.
B) When this war is over, no nation will be either isolated in war or peace.
C) When this war is over, no nation will neither be isolated in war or peace.
D) When this war is over, no nation will be isolated in war or peace. (2010)
8. A) When the fact failed him, he questions his senses.
B) When the fact failed him, he questioned from his senses.
C) When the fact fails him, he questions his senses.
D) He will question his senses, when the fact will fail him. (2010)
9. A) He said there has been no need to do it.
B) He said there wasn't no need to do it.
C) He said there had been not any need doing it.
D) He said there was no need to do it. (2010)
10. A) If you had asked him, he would had accepted the offer with alacrity.
B) If you had asked him, he would have being accepted the offer with alacrity.
C) If you had asked him, he would have accepted the offer with alacrity.
D) If you had asked him, he would been accepted the offer with alacrity. (2011)
11. A) I lost my little plough in a furrow and I cried and cried until he had made me another plough.
B) I lost my little plough in a furrow and I have cried and cried until he made me another plough.
C) I lost my little plough in a furrow and I had cried and cried until he made me another plough.
D) I lost my little plough in a furrow and i cried and cried until he made me another plough. (2018)

Rule 8.

- (i) Cumulative conjunction, *such as and, both—and, not only—but also, as well as*, are used to add one statement to another.
- Julie has a guitar, **but** she plays it really well. (Incorrect)
 - Julie has a guitar, **and** she plays it really well. (Correct)

UNIT -2

COMBINATION MISTAKES

(ii) Adversative Conjunctions, *such as but, still, yet, however, nevertheless*, are used to show contrast between two statements.

- I went to buy a Rolling Stones CD, *so* the shop didn't have it. (Incorrect)
I went to buy a Rolling Stones CD, *but* the shop didn't have it. (Correct)

Textual support

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

Rule 9.

Alternative conjunctions, *such as or, either – or, neither—nor*, express a choice between two alternatives.

- Would you like a coffee *and* tea? (Incorrect)
Would you like a coffee *or* tea? (Correct)

Textual support

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

Rule 10.

Illative Conjunctions (*so, therefore, for, thus, that's why*) express an inference (result).

- Anna needed some money, **and** she took a part-time job. (Incorrect)
Anna needed some money, **so** she took a part-time job. (Correct)

Textual support

1.

- A) These people outside seemed to be enjoying the music, for they were listening in silence.
- B) These people outside seemed to be enjoying the music, and they were listening in silence.

2.

- A) He thought of the Gulistan as one of the bibles of the world, for he found in it the universality of moral law.
- B) He thought of the Gulistan as one of the bibles of the world, and he found in it the universality of moral law.

3.

- A) They looked disappointed, for he had come empty-handed.
- B) They looked disappointed, but he had come empty-handed.

4.

- A) He pushed down the top wire so he could cross the fence.
- B) He pushed down the top wire for he could cross the fence.

5.

- A) Their culture plates were never contaminated, so the air was too pure.
- B) Their culture plates were never contaminated, for the air was too pure.

Rules 11.

Use a complete clause after a subordinating conjunction and a phrase after a preposition.

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

Textual support

1.

- A) Although having to use an interpreter I was able to find out.
- B) Despite having to use an interpreter I was able to find out.

2.

- A) He remained, for instance, a Conservative in politics, despite all her radical-socialist talk.
- B) He remained, for instance, a Conservative in politics, although all her radical-socialist talk.

3.

- A) We were all, quite apparently, thinking of that, though no one had as yet spoken of the thing.
- B) We were all, quite apparently, thinking of that, despite no one had as yet spoken of the thing.

4.

- A) Despite the watch was so fine, it never had a fine chain.
- B) Though the watch was so fine, it never had a fine chain.

UNIT -2

COMBINATION MISTAKES

Rule 12.

After **no**, **not**, **never**, etc., we normally use **or** (Not **and**)

- She never ate **and** slept properly after her husband died. (**Incorrect**)
She never ate **or** slept properly after her husband died. (**Correct**)

Textual support

1.

- A) I am certain that the good Lord never intended their son to be a physician, nor a dentist, or an engineer.
- B) I am certain that the good Lord never intended their son to be a physician, or a dentist, or an engineer.

Rule 13.

As is a conjunction and is used to connect two clauses or words of the same grammatical class, whereas **Like** is a preposition and is used to show the relationship between a noun/pronoun and some other word in the sentence.

- He did **like** he was told. (**Incorrect**)
He did **as** he was told. (**Correct**)
- She looks smart **as** her mother. (**Incorrect**)
She looks smart **like** her mother. (**Correct**)

UHS Past Papers

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

(2012)

Textual support

1.

- A) He had never met anyone **as** her.
- B) He had never met anyone **like** her.

2.

- A) Like doctors often do, I took a trial shot at it as a point of departure.
- B) As doctors often do, I took a trial shot at it as a point of departure.

3.

- A) Anything grown in new ground **as** this has a better flavor.
- B) Anything grown in new ground **like** this has a better flavor.

4.

- A) The Magi, **like** you know, were wise men.
- B) The Magi, **as** you know, were wise men.

5.

- A) The big leaves fell **like** yellow rain drops to the ground.
- B) The big leaves fell **as** yellow rain drops to the ground.

6.

- A) She glared at the carton **as** she unlocked the door.
- B) She glared at the carton **like** she unlocked the door.

7.

- A) Locusts were going to be **as** bad weather.
- B) Locusts were going to be **like** bad weather.

UHS Past Papers

1.

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

(2009)

Rule 14.

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

- Let the rice cook **unless** it has absorbed all the water. (**Incorrect**)

Let the rice cook **until** it has absorbed all the water. (**Correct**)

Textual support

1.

- A) The wound is not thus treated, until it be an old wound, already infected.
- B) The wound is not thus treated, unless it be an old wound, already infected.

2.

- A) A man does not realize the worth of safety from the misfortune unless he has tasted it.
- B) A man does not realize the worth of safety from the misfortune until he has tasted it.

3.

- A) Until 1849 the industry had flourished consistently.
- B) Unless 1849 the industry had flourished consistently.

4.

- A) I shall stay in Anatolia unless the nation has won its Independence.
- B) I shall stay in Anatolia until the nation has won its Independence.

5.

- A) It was too steep for my feet to hold *unless* I braced myself.
- B) It was too steep for my feet to hold *until* I braced myself.

6.

- A) Let the water run until it gets warm.
- B) Let the water run unless it gets warm.

7.

- A) She began to smash it on the sink edge unless the wood split.
- B) She began to smash it on the sink edge until the wood split.

8.

- A) I cried and cried until he made me another plough.
- B) I cried and cried unless he made me another plough.

Rule 15.

The words **make** and **do** should be used according to their proper collocation.

Do generally refers to the action itself, and **make** usually refers to the results.

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

- I really need to **make** the laundry as I don't have any clean clothes left. (**Incorrect**)
I really need to **do** the laundry as I don't have any clean clothes left. (**Correct**)

Textual support

1.
 - A) I'd end up with my family at the country poor farm if I tried to do a living here.
 - B) I'd end up with my family at the country poor farm if I tried to make a living here.
2.
 - A) Take a look at yourself.
 - B) Give a look at yourself.
3.
 - A) Please take a decision without delay.
 - B) Please have a decision without delay.
4.
 - A) He followed them closely hoping to keep a glimpse of their faces.
 - B) He followed them closely hoping to get a glimpse of their faces.

3 UNIT

MISCELLANEOUS MISTAKES

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

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

Rule 1.

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

- Dreaming, like many other mental processes, **it is** a product of the brain. (**Incorrect**)
Dreaming, like many other mental processes, **is** a product of the brain. (**Correct**)

Textual support

1.

- A) Norma picked it up, unlocked the door, and went into the apartment.
- B) Norma picked it up, unlocked the door, and she went into the apartment.

2.

- A) He took his pocket knife from his pocket, and he cut a wisp of alfalfa.
- B) He took his pocket knife from his pocket, and cut a wisp of alfalfa.

3.

- A) He staggered inside and lay down on the floor to be ill.
- B) He staggered inside and he lay down on the floor to be ill.

4.

- A) The boy had been thrilled by it, naturally, and had told his friends.
- B) The boy had been thrilled by it, naturally, and he had told his friends.

Rule 2.

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

- KIPS is the institution **with** which I wanted to be associated **with**. (**Incorrect**)
KIPS is the institution **with** which I wanted to be associated. (**Correct**)
- That is a policy to which I am strongly **opposed to**. (**Incorrect**)
That is a policy to which I am strongly **opposed**. (**Correct**)

Textual support

1.

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

2.

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

UNIT -3

MISCELLANEOUS MISTAKES

- 3.
- A) I did remember the rummage sale to which I sent all my old clothes.
B) I did remember the rummage sale to which I sent all my old clothes to.

UHS Past Papers

1. His first adventure was to go round through the world at minimum cost. (2009)
A B C D
2. They did not guess how closely he had kept in touch with across the road. (2008)
A B C D

Rule 3.

Use of **double conjunction** is wrong. Clauses beginning with (*Al*) **though**, **Even if/though**, cannot be used with **but**. Similarly, clauses beginning with **If, As, Since, Because**, cannot be used with **so**.

- The drugs **that which** were hidden in bars of chocolate have a street value of £20 million. (**Incorrect**)
The drugs **that** were hidden in bars of chocolate have a street value of £20 million. (**Correct**)

Textual support

- 1.
- A) We thought you'd better look her over and tell us that what the matter is.
B) We thought you'd better look her over and tell us what the matter is.
- 2.
- A) He asked the new boys if they had any family connections at Brookfield.
B) He asked the new boys that if they had any family connections at Brookfield.
- 3.
- A) The truth is, Clay, you want money because you need money.
B) The truth is, Clay, you want money for because you need money.
- 4.
- A) The Governors asked Chips whether or if he would carry on for the duration.
B) The Governors asked Chips if he would carry on for the duration.
- 5.
- A) Though the watch was so fine, it never had a fine chain.
B) Though the watch was so fine, yet it never had a fine chain.
- 6.
- A) The woman did not watch the boy to see that if he was going to run now.
B) The woman did not watch the boy to see if he was going to run now.
- 7.
- A) The villagers asked the quack what he could cure.
B) The villagers asked the quack that what he could cure.

Rule 4.

Use of **double interrogative** in the subordinate clause (**wh/h-clause**) is wrong.

- He asked me **what are you** doing here? (**Incorrect**)
He asked me **what I was** doing there. (**Correct**)

Textual support

1.
 - A) She did not ask the boy where he lived.
 - B) She did not ask the boy where did he live?
2.
 - A) They always tried to ask what did I not know?
 - B) They always tried to ask what I did not know.
3.
 - A) One didn't guess what lay ahead.
 - B) One didn't guess what did lie ahead?
4.
 - A) Maulvi Abul could not believe what had he just heard.
 - B) Maulvi Abul could not believe what he had just heard.
5.
 - A) I got only a vague idea of what did they look like?
 - B) I got only a vague idea of what they looked like.
6.
 - A) The king asked the boy why he was laughing in such a situation.
 - B) The king asked the boy why was he laughing in such a situation?
7.
 - A) Margaret was wondering what could she do to help.
 - B) Margaret was wondering what she could do to help.
8.
 - A) You are old enough to understand what I am saying.
 - B) You are old enough to understand what am I saying?

UHS Past Papers

1.
 - A) He asked us would we care to go.
 - B) He asked us if we would care to go.
 - C) He asked us we would care to go.
 - D) He asked us we will care to go.
- (2010)

Rule 5.

Use of **double negative** is wrong. Some words, such as **neither, scarcely, hardly, forbid, until, unless, lest, etc.** are by default negative in sense and we can't write any other negative word after them.

- My friend had no money and I had not **neither**. (**Incorrect**)
 My friend had no money, and I hadn't **either**. (**Correct**)

Textual support

1.
 - A) I had scarcely passed my twelfth birthday when I entered the inhospitable regions of the examinations.
 - B) I had not scarcely passed my twelfth birthday when I entered the inhospitable regions of the examinations.

2.
 - A) You won't understand until you do not reach three score and ten.
 - B) You won't understand until you reach three score and ten.
3.
 - A) The stolid creature, scarcely feeling the blow, merely moved a step or two forward.
 - B) The stolid creature, scarcely not feeling the blow, merely moved a step or two forward.
4.
 - A) I shall stay in Anatolia until the nation has not won its Independence.
 - B) I shall stay in Anatolia until the nation has won its Independence.
5.
 - A) I don't need anything more from His unlimited treasure of divine blessings.
 - B) I don't need nothing more from His unlimited treasure of divine blessings.
6.
 - A) I had never seen nothing extraordinary upon this high point of rugged land.
 - B) I had never seen anything extraordinary upon this high point of rugged land.

Rule 6.

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

- It's the same actor **that whom** we saw at the theatre. (**Incorrect**)
- It's the same actor **that** we saw at the theatre. (**Correct**)
- It's the same actor **whom** we saw at the theatre. (**Correct**)

Textual support

1.
 - A) The woman did not watch the purse which she had left behind her on the daybed.
 - B) The woman did not watch the purse that which she had left behind her on the daybed.
2.
 - A) Whom could they choose but the man who had worked for it all those years?
 - B) Whom could they choose but the man that who had worked for it all those years?
3.
 - A) All remained quiet except the slave who in fear of being drowned began to cry and tremble.
 - B) All remained quiet except the slave that who in fear of being drowned began to cry and tremble.
4.
 - A) Often water came from sources that which contained disease-producing germs.
 - B) Often water came from sources that contained disease-producing germs.
5.
 - A) He held a polished cane that he twirled jauntily.
 - B) He held a polished cane that which he twirled jauntily.

Rule 7.

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

- The more money he earns, the **more happier** he becomes. (**Incorrect**)
- The more money he earns, the **happier** he becomes. (**Correct**)
- This is the **most biggest** apple ever grown on this farm. (**Incorrect**)
- This is the **biggest** apple ever grown on this farm. (**Correct**)

Textual support

1.
 - A) The mountain rose higher and higher on the surface of the sun.
 - B) The mountain rose more higher and higher on the surface of the sun.
2.
 - A) In India in 1964-1965 there was the worst famine of the country.
 - B) In India in 1964-1965 there was the most worst famine of the country.
3.
 - A) He felt a great deal more stronger and more fitter after his holiday.
 - B) He felt a great deal stronger and fitter after his holiday.
4.
 - A) On a long table, attractively displayed, were the latest hit songs.
 - B) On a long table, attractively displayed, were the most latest hit songs.
5.
 - A) He gave examples of other Courts and greater ones.
 - B) He gave examples of other Courts and more greater ones.
6.
 - A) It was easily the strongest weapon yet forged in the fight against disease.
 - B) It was easily the most strongest weapon yet forged in the fight against disease.
7.
 - A) You are fitter than I am.
 - B) You are more fitter than I am.
8.
 - A) She had a more cleverer brain than Chips's.
 - B) She had a cleverer brain than Chips's.

Rule 8.

Use of **double future** is wrong.

- If I **will win** the prize, I will share it with you. (**Incorrect**)
- If I **win the prize**, I will share it with you. (**Correct**)

Textual support

1.
 - A) If you push the button, you will receive a payment of 50,000\$.
 - B) If you will push the button, you will receive a payment of 50,000\$.
2.
 - A) If we shall stay here, we'll all change.
 - B) If we stay here, we'll all change.
3.
 - A) If you do not dig it, you shall go before the king.
 - B) If you will not dig it, you shall go before the king.
4.
 - A) If you will not do what the doctor says, you will have to go to the hospital.
 - B) If you do not do what the doctor says, you will have to go to the hospital.
5.
 - A) If I turn you loose, will you run?
 - B) If I will turn you loose, will you run?

6.

- A) If you will allow me, sir, I will begin.
 B) If you allow me, sir, I will begin.

Rule 9.

Use of **double would/past perfect** is wrong.

- If you **would** help me a bit with the housework, it would be nice. (**Incorrect**)
 If you **helped** me a bit with the housework, it would be nice. (**Correct**)
- When I **had arrived** at the party, Lucy had already gone home. (**Incorrect**)
 When I **arrived** at the party, Lucy had already gone home. (**Correct**)

Textual support

1.

- A) Before the second star had begun to move away again, its tidal pull had become very powerful.
 B) Before the second star began to move away again, its tidal pull had become very powerful.

2.

- A) Even if every thing went well, the rest of the journey would not be pleasant.
 B) Even if every thing would go well, the rest of the journey would not be pleasant.

3.

- A) If people would be smarter they wouldn't be out on a night like this.
 B) If people were smarter they wouldn't be out on a night like this.

4.

- A) If he returned, he would be unharmed.
 B) If he would return, he would be unharmed.

5.

- A) His father had died when he had become a court acrobat.
 B) His father had died when he became a court acrobat.

Rule 10.

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

- The **final conclusion** was reached without any delay. (**Incorrect**)
 The **conclusion** was reached without any delay. (**Correct**)
- You can get money from your bank or **ATM machine**. (**Incorrect**)
 You can get money from your bank or **ATM**. (**Correct**)

Textual Support

1.

- A) The pocket book was lost on the road between 9:00 and 10:00 a.m.
 B) The pocket book was lost on the road between 9:00 and 10:00 a.m in the morning.

2.

- A) Chips was Brookfield— the court of appeal in all matters affecting Brookfield history and traditions.
 B) Chips was Brookfield—the court of appeal in all matters affecting Brookfield past history and traditions.

3.

- A) In September, when term began, Chips returned and took up residence at Mrs. Wickett's.
B) In September, when term began, Chips returned back and took up residence at Mrs. Wickett's.

4.

- A) Of all who give free gifts, these two were the wisest.
B) Of all who give gifts, these two were the wisest.

Rule 11.

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

- My neighbor **who lives next door to me** called on me yesterday. (**Incorrect**)
My neighbor called on me yesterday. (**Correct**)

Textual support

1.

- A) National machine and equipment may replace foreign machines the reason is because they are superior to foreign equipment.
B) National machine and equipment may replace foreign machines because they are superior to foreign equipment.

2.

- A) All remained quiet except the slave.
B) All remained quiet with the exception of the slave.

3.

- A) I sing for this land where my fathers died.
B) I sing for the purpose of this land where my fathers died.

Rule 12.

Modifiers should be used correctly to modify their respective words or phrases. If not used wisely, these can result in mistakes known as dangling, misplaced, or squinting modifiers.

- **Opening the door, the package** was picked up by her. (**Incorrect**)
Opening the door, she picked up the package. (**Correct**)
- The soup was served to the **guests in large mugs**. (**Incorrect**)
The **soup in large mugs** was served to the guests. (**Correct**)
- She told me **yesterday** she saw a prince in her dream. (**Incorrect**)
Yesterday, she told me she saw a prince in her dream. (**Correct**)

Textual support

1.

- A) Having settled on the culture plate, the growth began.
B) Having settled on the culture plate, the mould began to grow.

2.

- A) Quickly, he must take everyone by surprise; he must show that there was no nonsense about him.
B) He must take everyone by surprise quickly he must show that there was no nonsense about him.

3.
A) As doctors often do, I took a trial shot at it as a point of departure.
B) As doctors do often I took a trial shot at it as a point of departure.
4.
A) In the delirium of his death struggles, his innocence kept claiming.
B) In the delirium of his death struggles, he kept claiming his innocence.

UHS Past Papers

1.
A) Reaching for the book, the ladder slipped out from under him.
B) Reaching for the book, the ladder slipped out from him.
C) When he reached for the book, the ladder was slipped out from under him.
D) When he was trying to reach for the book, the ladder slipped from under him. (2009)

Rule 13.

There should be a parallelism or sameness in the grammatical structures of words, phrases, or clauses in the same sentences. *Either---or, neither---nor, not only---but also* can be the useful hints in maintaining parallelism.

- (i) Aleena wants both **a satisfying job and that pays well.**
Aleena wants both **a satisfying and well-paying job.**
- (ii) To make an apple pie, first **slice** the apples then **they should be mixed** with sugar.
To make an apple pie, first **slice** the apples, then **mix them with sugar.**

Textual support

1.
A) She cooked the food, made the cocoa and set the table.
B) She cooked the food, makes the cocoa and set the table.
2.
A) They had both been so eager, planning a future together; but he had been rather serious about it.
B) They had both been so eager, planning a future together; but he was rather serious about it.
3.
A) It is better for me to die than to shed the blood of an innocent boy.
B) It is better for me to die than shedding the blood of an innocent boy.
4.
A) He was perhaps even more of a patriot than a scientist.
B) He was perhaps even more of a patriot than of a scientist.
5.
A) Will you open it now by yourself, or shall we have to open it for you?
B) Will you open it now by yourself, or we shall have to open it for you?
6.
A) He mentioned he had been at Brookfield for forty-two years, and that he had been very happy there.
B) He mentioned that he had been at Brookfield for forty-two years, and that he had been very happy there.

UNIT -3

MISCELLANEOUS MISTAKES

7.
A) It is nice to sit by the fire and drink a cup of tea and to listen to the school bell.
B) It is nice to sit by the fire and drink a cup of tea and listen to the school bell.
8.
A) Wherever he went and whatever said, there was laughter.
B) Wherever he went and whatever he said, there was laughter.
9.
A) After saving some money and gaining experience in the business, he returned to the village.
B) After saving some money and to gain experience in the business, he returned to the village.
10.
A) I'm saying that they're probably doing it for some research project, that they want to know about people's reaction, that they are just saying someone would die.
B) I'm saying that they're probably doing it for some research project, that they want to know about people's reaction, they are just saying someone would die.

UHS Past Papers

1. Suddenly he stopped at the edge of the meadow, taking his pocket knife from his
A B C
pocket, and cut a wisp of alfalfa.
D (2010)

Rule 14.

Two independent clauses cannot be joined without any intervening punctuation mark or with comma only. These mistakes are called run-on sentence or comma splice. There are several ways to correct a run-on sentence.

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

Textual support

1.
A) I shall try to remember those older faces of yours, but it's just possible I shan't be able to.
B) I shall try to remember those older faces of yours it's just possible I shan't be able to.
2.
A) He read the Times every morning—very thoroughly he also began to read detective stories.
B) He read the Times every morning—very thoroughly; he also began to read detective stories.
3.
A) The water was a good 46 metres below, and there was neither rope nor bucket!
B) The water was a good 46 metres below, there was neither rope nor bucket!
4.
A) There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.
B) There were no more diseases after zymosis so I concluded there was nothing else the matter with me.

Rule 15.

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

- The boy sitting on the fire escape, dropping water balloons on the pedestrians below. **(Incorrect)**

The boy was sitting on the fire escape, dropping water balloons on the pedestrians below. **(Correct)**

The boy sitting on the fire escape **was dropping** water balloons on the pedestrians below. **(Correct)**

Textual support

1.
 - A) There was a chance to buy that cottage on the Island.
 - B) A chance to buy that cottage on the Island.
2.
 - A) Only a thousand of us are here.
 - B) Only a thousand of us here.
3.
 - A) The drab interior of a bus station along a deserted highway somewhere in the Midwest.
 - B) It was a drab interior of a bus station along a deserted highway somewhere in the Midwest.

Rule 1.

The plural of nationalities depends on the final sound of the word. Words ending in **-an, -ian, -er, and -i** require "s" to become plural, whereas words ending in **-ese, -ish, -iss, -ch** do not change.

- The government wisely maintained cordial relations with the **Russian.** (Incorrect)
The government wisely maintained cordial relations with the **Russians.** (Correct)

TEXTUAL SUPPORT

1.

- A) The Vietnamese have withstood American technology.
- B) The Vietnameses have withstood American technology.

2.

- A) The German are already beaten.
- B) The Germans are already beaten.

3.

- A) The Chinese have introduced the smile policy.
- B) The Chineses have introduced the smile policy.

4.

- A) Even during cruel wars the Turks and the Greeks never hated each other.
- B) Even during cruel wars the Turks and the Greek never hated each other.

Rule 2.

- (i) To make the plural form of a noun, we normally add **-s** or **es**. If a countable noun ends in **-ch, -s, -sh, -x, -o, or -z**, we add **-es**. However, we add only 's' to the following words. Piano (s)/ Logo (s)/ Radio (s)/ Canto (s)/ Zoo (s). If a countable noun ends in a **consonant+y**, we form the plural by changing the **-y** to **-ies** (baby - babies)

- In 1758 he published The Highlander, a heroic poem in six **canto**s. (Incorrect)
In 1758 he published The Highlander, a heroic poem in six **cantos**. (Correct)

- (ii) To form the plural of a countable noun ending in **-f** or **-fe**, we normally add just "s" (roof, roofs). However, with some countable nouns ending in **-f** or **-fe**, we change the **-f** or **-fe** into **-ves**. This group includes: **calf, calves; half, halves; knife, knives; leaf, leaves; life, lives; loaf, loaves; shelf, shelves; thief, thieves; wife, wives; wolf, wolves.**

- Giraves** are very social animals and roam around in groups. (Incorrect)
Giraffes are very social animals and roam around in groups. (Correct)

- The boy ate two whole **loafs** of bread. (Incorrect)
The boy ate two whole **loaves** of bread. (Correct)

- (iii) **Criterion, Phenomenon, Bacterium, Radius, Fungus, Magus** are singular nouns and take singular verb. **Criteria, Phenomena, Bacteria, Radii, Fungi, Magi** are plural nouns and take plural verbs. The words such as **media, data** are the same in both singular and plural form, and may take a singular or plural verb, depending upon the situation.

Example:

- Only science is not sufficient for the explanation of all natural **phenomenons**. (Incorrect)
Only science is not sufficient for the explanation of all natural **phenomena**. (Correct)
- The ring on the skin is caused by one of several **funguses** that grow on organic matter in the soil. (Incorrect)
The ring on the skin is caused by one of several **fungi** that grow on organic matter in the soil. (Correct)
- (iv) Nouns ending in 'is' have plurals in which the 'is' is replaced by 'es'. The plural of nouns ending in "a" is formed by adding "e".
 - There is little evidence to support these **hypothesis**. (Incorrect)
There is little evidence to support these **hypotheses**. (Correct)
 - Insects sense danger through their **antennas**. (Incorrect)
Insects sense danger through their **antennae**. (Correct)
- (v) The plural of most compound nouns **such as germ killer, school fellow, car park, small talk, bottle opener, etc.** is made by adding a plural ending to the real noun of the compound.
 - Many **germs killer** are available in the market. (Incorrect)
Many **germ killers** are available in the market. (Correct)
- (vi) In the compound nouns like **mother-in-law, brother-in-law, son-in-law, director general, etc.** we make plural of the first noun.
 - The issue will be decided by the **director generals**. (Incorrect)
The issue will be decided by the **directors general**. (Correct)
- (vii) We do not add an "-s" to make the plural of the nominal adjectives such as **the poor, the rich, the brave, the honest** and participial adjective such as **the retired, the injured, the uneducated, etc.**
 - **The injureds** were taken to hospital. (Incorrect)
The injured were taken to hospital. (Correct)
 - Why **do the blinds** receive such little sympathy? (Incorrect)
Why **do the blind** receive such little sympathy? (Correct)
- (viii) Some non-count nouns, such as **water, iron, paper, blind, sand, wood, copper, work, etc.** change their meanings when used in plural form.
 - We make furniture out of many different **wood**. (Incorrect)
We make furniture out of many different **woods**. (Correct)

TEXTUAL SUPPORT

1.
 - A) He had acquired the right to those gentle eccentricitys.
 - B) He had acquired the right to those gentle eccentricities.
2.
 - A) The criterion of the judgment should not be the colour of their skin but the content of their character.
 - B) The criterions of the judgment should not be the colour of their skin but the content of their character.
3.
 - A) The set was battery-operated, with thin wire as the recording medium.
 - B) The set was battery-operated, with thin wire as the recording media.
4.
 - A) This garden, proverbial for its extensive shades, falling water and soft breeze, was in the form of an amphitheatre.
 - B) This garden, proverbial for its extensive shades, falling waters and soft breeze, was in the form of an amphitheatre.
5.
 - A) Kathie gave him an outlook far beyond the roofs of Brookfield.
 - B) Kathie gave him an outlook far beyond the rooves of Brookfield.
6.
 - A) The basies for superstition are being overcome by using the scientific method.
 - B) The bases for superstition are being overcome by using the scientific method.
7.
 - A) The daughter wove tapestrys and the sons played songs on flutes.
 - B) The daughter wove tapestries and the sons played songs on flutes.
8.
 - A) China has resolutely stood by us in every crisis.
 - B) China has resolutely stood by us in every crises.
9.
 - A) I ran off the road and into the woods.
 - B) I ran off the road and into the wood.
10.
 - A) First let me have the work —shave, haircut, shampoo, massage.
 - B) First let me have the works—shave, haircut, shampoo, massage.
11.
 - A) Wozzeck repairs watches, radios, alarm clocks and sells jewelry.
 - B) Wozzeck repairs watches, radios, alarm clocks and sells jewelry.
12.
 - A) Norma saw the card halves on the table.
 - B) Norma saw the card halves on the table.
13.
 - A) On the walls, on shelves, are many odds and ends.
 - B) On the walls, on shelves, are many odds and ends.
14.
 - A) Fermentation was due to bacteria.
 - B) Fermentation was due to bacterias.

18. A) October winds rustled the big leafs from the trees.
B) October winds rustled the big leaves from the trees.
19. A) The greater part of the peasant masses stay put and carry on their traditional, intensive labour.
B) The greater part of the peasant massies stay put and carry on their traditional, intensive labour.
20. A) You can go to blazies for all I care.
B) You can go to blazes for all I care.

UHS Past Papers

1. The police, in their investigation, used coercive measure to get favorable statement from
the accused. A B C
D (2011)
2. Enlarged and beautified by later caliphs, al-Zahra became the nucleus of a royal suburb
whose remain, partly excavated in and after 1910, can still be seen. A B
C D (2014)
3. You have put your life in his hands many a times. A B C D (2015)
4. Chips, thinking it over a good many time, always added to himself that Kathie
would have approved and also have been amused. A B
C D (2015)
5. A) E-mail is a relatively new mean of communication.
B) E-mail is a relatively new mean to communication.
C) E-mail is a relatively new means of communication.
D) E-mail is a relatively new means to communication. (2009)
6. A) The remains of the body were thrown into the sea.
B) The remain of the body were thrown into the sea.
C) The remains of the body were thrown to the sea.
D) The remains of the body was thrown into the sea. (2009)

Rule 3.

Some count nouns, such as **sheep, deer, fish, trout, aircraft, news, species, offspring, etc.** have same forms for both singular and plural.

- Tom's sister came with all her **offsprings**. (Incorrect)
Tom's sister came with all her **offspring**. (Correct)
- They flew in two flights of three **aircrafts**. (Incorrect)
They flew in two flights of three **aircraft**. (Correct)

TEXTUAL SUPPORT

1.

- A) This protective treatment has safeguarded millions of sheep and cattle from the disease.
B) This protective treatment has safeguarded millions of sheep and cattle from the disease.

2.

- A) Sleeping sickness was conveyed by a species of tsetse-fly.
B) Sleeping sickness was conveyed by a specie of tsetse-fly.

Rule 4.

- (i) Some nouns (**baggage, democracy, progress, music, traffic, bread, equipment, furniture, garbage, luggage, machinery, scenery, information, etc.**) are not used with **a/an** or **numbers**. These words have no **plural**, and take a **singular verb**.

- We got some **informations** from the tourist office. (**Incorrect**)
We got some **information** from the tourist office. (**Correct**)

- (ii) Certain nouns (**belongings, surroundings, qualifications, ablutions, crossings, savings, outskirts, thanks, congratulations, etc.**) are used in plural form and take a **plural verb**. Some nouns (**jeans, trousers, shorts, scissors, etc.**) are used in plural form and take a **plural verb**. If the word "**pair**" is used with these nouns, **singular verb** is used.

- The newspaper had to pay £2 million in **damage** after printing untrue stories about a politician. (**Incorrect**)
The newspaper had to pay £2 million in **damages** after printing untrue stories about a politician. (**Correct**)

TEXTUAL SUPPORT

1.

- A) One did find oneself waiting for the taxi that was to convey the family and its luggage to the railway station.
B) One did find oneself waiting for the taxi that was to convey the family and its luggages to the railway station.

2.

- A) He examines the shear, clipper, and combs.
B) He examines the shears, clippers, and combs.

3.

- A) The allies superseded the normal machineries of the government.
B) The allies superseded the normal machinery of the government.

4.

- A) Thanks be to Allah for having placed the sea between us and such a foe.
B) Thank be to Allah for having placed the sea between us and such a foe.

5.

- A) I keep my money in cash in my trousers pocket and my saving in silver dollars in a sock.
B) I keep my money in cash in my trousers pocket and my savings in silver dollars in a sock.

6.
A) It is against the law to throw garbages in the streets.
B) It is against the law to throw garbage in the streets.
7.
A) It is the doctor and his belonging which carry the germs from the diseased to the healthy woman.
B) It is the doctor and his belongings which carry the germs from the diseased to the healthy woman.
8.
A) I like for us to have a nicer apartment, nicer furniture, nicer clothes, and a car.
B) I like for us to have a nicer apartment, nicer furnitures, nicer clothes, and a car.
9.
A) I don't fit into the sceneries around here.
B) I don't fit into the scenery around here.
10.
A) I hung on the outskirts of a crowd around an ice-cream barrow.
B) I hung on the outskirt of a crowd around an ice-cream barrow.
11.
A) He picked up the luggage in his cold hands.
B) He picked up the luggages in his cold hands.
12.
A) There was plenty of shrapnels falling about outside.
B) There was plenty of shrapnel falling about outside.

Rule 5.

Some non-count nouns (**sand, information, gold, stationery, paper, advice, work, etc.**) can be made countable by the addition of expressions such as **a piece of, head of, an item of, a bar of, a glass of, a sheet of, a slice of, a packet of, a grain of, a loaf of, etc.**

- Can I give you **advices**? (**Incorrect**)
Can I give you **a piece of/a bit of advice**? (**Correct**)

TEXTUAL SUPPORT

1.
A) I want a pair of blue suede shoes.
B) I want a blue suede shoes.
2.
A) The total number of stars in the universe is probably something like the total number of grains of sands on all the seashores of the world.
B) The total number of stars in the universe is probably something like the total number of grains of sand on all the seashores of the world.
3.
A) Not till days afterward did he realize that it had been a piece of April-foolery.
B) Not till days afterward did he realize that it had been April-foolery.

Rule 6.

Numbers such as **hundreds, thousands, millions, dozens, etc.** when used as nouns, take 's' and plural verbs.

- **Hundred** of boys are cooped up in each class.
Hundreds of boys are cooped up in each class.
- **Thousand** of liters of water is supplied to the city.
Thousands of liters of water are supplied to the city.

TEXTUAL SUPPORT

1.
 - A) Last week I sent a dozen photographs of myself, signed, to a charity bazaar.
 - B) Last week I sent a dozens photographs of myself, signed, to a charity bazaar.
2.
 - A) Some said opportunity was required for success, and million never had it.
 - B) Some said opportunity was required for success, and millions never had it.
3.
 - A) Most of the stars are so large that hundreds of thousands of earths could be packed inside each.
 - B) Most of the stars are so large that hundred of thousands of earths could be packed inside each.
4.
 - A) Away from the fires there is this unimaginable cold of hundreds of degrees of frost.
 - B) Away from the fires there is this unimaginable cold of hundred of degrees of frost.
5.
 - A) Close up to them there is a temperature of thousand of degrees.
 - B) Close up to them there is a temperature of thousands of degrees.
6.
 - A) Ascetic militant Chinese have gone straight to the roots of the problems that have plagued Asian countries for thousand of years.
 - B) Ascetic militant Chinese have gone straight to the roots of the problems that have plagued Asian countries for thousands of years.

Rule 7.

- (i) Nouns such as **doctor, Britain, daughter, father, etc.** show their possession by the addition of apostrophe + s ('s) or "of", whereas with time expression, indefinite pronouns, and words such as **girl, man, woman, etc.** take only apostrophe s ('s).
 - The students get two **months vacation** annually.
The students get two **months' vacation** annually.
 - His name was on **list's top**.
His name was on the **top of the list**.
- (ii) To show possession, we use " 's " with persons (**Chips's school**) and animals (the **cat's leg**) and "of" with things (**the name of the school**). However, with certain nouns we can use either " 's " or "of".
 - Film's hero or hero of film
 - Car's safety or safety of car

TEXTUAL SUPPORT

1.
 - A) You did all this against your doctor's advice.
 - B) You did all this against your doctor advice.
2.
 - A) Not all the people agreed on the report conclusion.
 - B) Not all the people agreed on the report's conclusion.
3.
 - A) A team from the mission should come up to Brookfield and play one of the School's elevens at soccer.
 - B) A team from the mission should come up to Brookfield and play one of the Schools elevens at soccer.
4.
 - A) The desert's travel stress had affected him physically.
 - B) The stress of desert travel had affected him physically.
5.
 - A) The old man in his brilliant uniform appeared between them for the crowning of his life's work.
 - B) The old man in his brilliant uniform appeared between them for the crowning of his life work.
6.
 - A) He had jumped bare-footed from the driver's cabin on one occasion.
 - B) He had jumped bare-footed from the drivers cabin on one occasion.
7.
 - A) The ushers collected my piece of foolscap with all the others and carried it up to the Headmaster table.
 - B) The ushers collected my piece of foolscap with all the others and carried it up to the Headmaster's table.
8.
 - A) As she hung up, she remembered Arthur's life-insurance policy for \$25,000.
 - B) As she hung up, she remembered Arthurs life-insurance policy for \$25,000.
9.
 - A) He discovered the body's natural armour against disease.
 - B) He discovered the bodys natural armour against disease.

Rule 8.

- (i) "s" is used with time expressions such as **Yesterday's work, two week's work**
 - Three English people attempted to cross the desert with **one day** water-supply.
Three English people attempted to cross the desert with **one day's** water-supply.
- (ii) "s" with nouns shows the whole family such as the **Bitterings, the Flemings, the Raos, etc.**
The **Tudor** have ruled England for decades.
The **Tudors** have ruled England for decades.

TEXTUAL SUPPORT

1.

- A) The Flemings were becoming a medical family.
B) The Fleming were becoming a medical family.

2.

- A) The James Dillingham Youngs were very proud of two things which they owned.
B) James Dillingham Youngs were very proud of two things which they owned.

3.

- A) One day horsemen carrying the black standards of the Abbasids suddenly appeared.
B) One day horsemen carrying the black standards of Abbasid suddenly appeared.

Rule 9.

Affect is nearly always a verb. The noun is normally **effect**, but as a verb it means to cause to change. In the same way **advice/half/ bath/ breath/ envelope** are nouns and **advise, halve, bathe, envelop, breathe** are verbs.

- He described some of the harmful **affects** of smoking.
He described some of the harmful **effects** of smoking.

TEXTUAL SUPPORT

1.

- A) Ralston's straight words had, in some ways had, an affect.
B) Ralston's straight words had, in some ways had, an effect.

2.

- A) He set the envelop on the chair side-table.
B) He set the envelope on the chair side-table.

3.

- A) Her breaths, however, were coming faster and faster.
B) Her breathes, however, were coming faster and faster.

4.

- A) Cordova had almost three hundred public baths.
B) Cordova had almost three hundred public bathes.

5.

- A) In about half of these exceptional cases he afterward rather wished he had taken her advise.
B) In about half of these exceptional cases he afterward rather wished he had taken her advice.

6.

- A) He reached into an inside coat pocket and withdrew a small sealed envelope.
B) He reached into an inside coat pocket and withdrew a small sealed envelop.

Rule 10.

Generally we do not make the plural of **proper, material and abstract nouns**. Nor do we use any article with these nouns. Furthermore, no common singular noun should be used without 'a'.

- We bought three **golds** from the jeweler.
We bought **three bars of gold** from the jeweler.
- **An** honesty is the best policy.
Honesty is the best policy.
- His father is very famous **doctor**.
His father is **a** very famous **doctor**.

TEXTUAL SUPPORT

1.
 - A) Mr. Steward was an agent of an international organization.
 - B) Mr. Steward was a agent of an international organization.
2.
 - A) The world is threatened with war, a misery and a poverty.
 - B) The world is threatened with war, misery and poverty.
3.
 - A) I sat for a while frozen with a horror; and then, in the listlessness of despair, I again turned over the pages.
 - B) I sat for a while frozen with horror; and then, in the listlessness of despair, I again turned over the pages.
4.
 - A) Their car had become stuck in a sand dune.
 - B) Their car had become stuck in sand dune.

5 UNIT

ARTICLE

The determiners A/An and *The* are called articles. These function words **a/an** (indefinite article), before a noun, show that what is referred to is not already known to the speaker, listener, writer and/or reader, whereas *the* (*definite article*) shows that what is referred to is already known to the speaker, listener, writer and/or reader.

When you have articles, you need to check out:

- Omission of articles
- Commission of articles
- Overlapping of articles

Rule 1.

"An" is used before a common singular noun beginning with a vowel sound, whereas **"A"** is used before a common singular noun beginning with a consonant sound.

- I deem it **honour** to be invited.
I deem it **an** honour to be invited.

Textual Support

1.

- A) Please take a decision without any delay.
- B) Please take decision without any delay.

2.

- A) Inside here is a key to the bell-unit dome.
- B) Inside here is key to the bell-unit dome.

3.

- A) It is not earthman's house anymore.
- B) It is not an earthman's house anymore.

4.

- A) You may be afraid of Him to plot an evil.
- B) You may be afraid of Him to plot a evil.

5.

- A) *An* outpost with a water-supply was found on one of Christopher's maps.
- B) *A* outpost with a water-supply was found on one of Christopher's maps.

UHS Past Papers

1.

- A) Pakistan cricket team forged an impregnable lead.
- B) Pakistan cricket team forged the impregnable lead.
- C) Pakistan cricket team forged against impregnable lead.
- D) Pakistan cricket team forged on impregnable lead. (2013)

2.

- A) Pride was an intrinsic component of his personal makeup.
- B) Pride was a intrinsic component of his personal makeup.
- C) Pride an intrinsic component of his personal makeup.
- D) Pride were an intrinsic component of his personal makeup. (2014)

3. A) In a short while quiet a large crowd had been collected.
 B) In a short while quite a large crowd had collected.
 C) In a short while quite large crowd had been collected.
 D) In a short while quite the large crowd had been collected. (2016)

4. There is terror from the outset, and there are all components necessary to
 create a melodrama – a dimly-lit bus station, the storm accompanied by
 flashes of lighting and the promise of violent action or emotion.

Rule 2.

In most cases, the letters 'e', 'o' and 'u' are pronounced as vowels (*an English lesson / an only child/ an umbrella*) but sometimes they are pronounced as consonants (*a European/ a one-way street/ a university*).

- Sending young people to prison is **a** enormous mistake.
 Sending young people to prison is **an** enormous mistake.
- All applicants must possess **an** university degree.
 All applicants must possess **a** university degree.

Textual Support

1. A) The stars travel through a universe so immense that one star cannot come anywhere near to another.
 B) The stars travel through an universe so immense that one star cannot anywhere near to another.
2. A) They found a flimsy rocket frame rusting in an empty shop.
 B) They found a flimsy rocket frame rusting in empty shop.
3. A) Mrs. Brool served there until a uncle in Australia left her a lot of money.
 B) Mrs. Brool served there until an uncle in Australia left her a lot of money.

Rule 3.

- (i) If a word begins with the letter 'h', we use **a** if the 'h' is pronounced (*a hard question / a huge house*), and **an** if the 'h' is silent (*an honest answer/ an hour's delay*).
- He received **a** honourable discharge from the army.
 He received **an** honourable discharge from the army.
- (ii) We use **an** before an abbreviation (*an M. Sc/ or letter* (*an 's'*) beginning with a vowel sound and **a** before an abbreviation (*a B. Sc / a 'u'*) or letter beginning with a consonant sound. We use **an** before a number (an '11') beginning with a vowel sound and **a** before a number (a '12') beginning with a consonant sound.
- His name starts with a 'R'.
 His name starts with an 'R'.

Textual Support

1.
 - A) I should have desisted and come back in a hour or more.
 - B) I should have desisted and come back in an hour or more.
2.
 - A) He had never been inside a hospital before.
 - B) He had never been inside an hospital before.
3.
 - A) Have you ever seen an hopper swarm on the march?
 - B) Have you ever seen a hopper swarm on the march?
4.
 - A) It will be an honour, sir, to be your son.
 - B) It will be a honour, sir, to be your son.

Note: Nowadays, very few words begin with a silent 'h'. The most common are *heir*, *honest*, *honour*, *hour*, and all the words which come from these, e.g. *heiress*, *honorary*, *honourable*, *hourly*. Some people still pronounce *hotel*, *historian* and *habitual* with a silent 'h', but this usage is disappearing.

UHS Past Papers

1.
 - A) Her father is a SP in the Punjab Police.
 - B) Her father was a SP in the Punjab Police.
 - C) Her father is an SP in the Punjab Police.
 - D) Her father are a SP in the Punjab Police.
- (2012)

Rule 4.

- (i) If there is an adjective or an adverb-adjective combination before the noun, *a(an)* should agree with the first sound in the adjective or the adverb-adjective combination.
 - Theirs was **an** one-way relationship.
 - Theirs was **a** one-way relationship.
- (ii) When we need to emphasize 'how many', we use **one**. (NOT *a/an*) Compare:
 - Luckily, only one **saucer** was broken. (not two, three, etc.)
 - Luckily, only a **saucer** was broken. (not a cup, plate, etc.)
- (iii) We use article *a/an* when we want to use a person's name that is unknown to both writer/speaker and reader/listener.
 - We sent the package to **an Mr. Green** and the letter to **an Mrs. Harrison**.
 - We sent the package to **a Mr. Green** and the letter to **a Mrs. Harrison**.

Textual Support

1.
 - A) They found a flimsy rocket frame rusting in an empty shop.
 - B) They found an flimsy rocket frame rusting in an empty shop.
2.
 - A) This time it was an old man who offered himself for treatment.
 - B) This time it was a old man who offered himself for treatment.

3.
A) More thankless than a serpent's tooth is ungrateful child.
B) More thankless than a serpent's tooth is an ungrateful child.
4.
A) It's an old-fashioned shop, crowded with stuff not usually found in barber shops.
B) It's old-fashioned shop, crowded with stuff not usually found in barber shops.
5.
A) When Chips entered in the midst of the uproar there was a instant hush.
B) When Chips entered in the midst of the uproar there was an instant hush.
6.
A) He reached into an inside coat pocket and withdrew a small sealed envelope.
B) He reached into an inside coat pocket and withdrew small sealed envelope.

Rule 5.

Little and *few* are quantifiers meaning 'some'. *Little* and *few* have negative meanings. We use them to mean 'not as much as may be expected or wished for'. We use article *a* to make them give a positive meaning.

- There was *little* money saved up besides.
There was *a little* money saved up besides.
- He exchanged *few* words with the boys when they greeted him.
He exchanged *a few* words with the boys when they greeted him.

Textual Support

1.
A) I had seen the beauty of many wild flowers, few rock cliffs, and many species of hard and soft-wood trees.
B) I had seen the beauty of many wild flowers, a few rock cliffs, and many species of hard and soft-wood trees.
2.
A) It was on this steep slope that my father once made me a little wooden plough.
B) It was on this steep slope that my father once made me little wooden plough.
3.
A) Some of the boys were nervous; few were able to be attentive.
B) Some of the boys were nervous; a few were able to be attentive.
4.
A) The desert was intensely hot during the day, with few water wells and a little vegetation.
B) The desert was intensely hot during the day, with few water wells and little vegetation.
5.
A) One evening, few days later, someone knocked at the door.
B) One evening, a few days later, someone knocked at the door.
6.
A) I made another path that was a little steeper.
B) I made another path that was little steeper.

7.

- A) Just a few steps in front of him a fox squirrel crossed the path and ran up a hickory tree.
B) Just few steps in front of him a fox squirrel crossed the path and ran up a hickory tree.

8.

- A) Tonight, all my children will get a special treat, little raw sugar with bread.
B) Tonight, all my children will get a special treat, a little raw sugar with bread.

Rule 6.

- (i) We use **the** while using ordinal numbers such as **the first, the second, the third, the next, the last, the previous, the following, the penultimate, etc.**

- It was, nevertheless, a good school of **a second** rank.
It was, nevertheless, a good school of **the second** rank.
- And **a next** day would be Christmas.
And **the next** day would be Christmas.

- (ii) We don't use **the** before ordinal number when they are used as **adverbs**, or **show specific periods of time** (**next** spring) or **refer to prizes** (first prize).

- **The first**, place the flour in the bowl. **The next**, add milk. Finally, mix in sugar.
First, place the flour in the bowl. **Next**, add milk. Finally, mix in sugar.

Textual Support

1.

- A) I ploughed this mountain with cattle the first time it was ever ploughed.
B) I ploughed this mountain with cattle first time it was ever ploughed.

2.

- A) He died in the first week of following month.
B) He died in the first week of the following month.

3.

- A) As he came to first he looked up for a moment with a slightly sad expression towards the royal platform.
B) As he came to the first he looked up for a moment with a slightly sad expression towards the royal platform.

4.

- A) They were the first to give Christmas gifts.
B) They were first to give Christmas gifts.

5.

- A) Such coats are found in large bundles at the second hand clothes' shops.
B) Such coats are found in large bundles at second hand clothes' shops.

6.

- A) Up to second floor Della ran, and stopped to get her breath.
B) Up to the second floor Della ran, and stopped to get her breath.

7.

- A) The Girl looks to the First Man who stands behind the Second Man.
B) The Girl looks to First Man who stands behind the Second Man.

- 8.
- A) The third Abd-al-Rahman, like his illustrious predecessor, was a young man.
 - B) Third Abd-al-Rahman, like his illustrious predecessor, was a young man.

- 9.
- A) Last I saw of London was the long line of electric lamps.
 - B) The last I saw of London was the long line of electric lamps.

Rule 7.

We can use *by the* to say how something is measured such as *by the kilogram, by the dozen, by the bucketful, by the score, by the liter, by the meter etc.*

- Boats can be hired by *day*.
Boats can be hired by *the day*.
- Carpets are sold by *square metre*.
Carpets are sold by *the square metre*.

Textual Support

- 1.
- A) But to see boys by the dozen take jobs lasting from six o'clock in the evening till two in the morning is a heartrending spectacle.
 - B) But to see boys by dozen take jobs lasting from six o'clock in the evening till two in the morning is a heartrending spectacle.

- 2.
- A) It was common practice in many cities to bring water by the bucketful for household use.
 - B) It was common practice in many cities to bring water by bucketful for household use.

Rule 8.

Use *the* with superlatives (*the best*) and the comparative when there is a pair of them, or in expressions like *of the / out of the*.

Article '*a*' and '*the*' both can represent *the whole class*.

- *Dog* is a faithful animal.
A/The dog is a faithful animal.
- Harder you work, better it is.
The harder you work, the better it is.

Textual Support

- 1.
- A) The more unjust the king is, more troubled his country will be.
 - B) The more unjust the king is, the more troubled his country will be.
- 2.
- A) Once he raised a hand to touch the lowest of the swings.
 - B) Once he raised a hand to touch lowest of the swings.
- 3.
- A) They hadn't the foggiest notion of what happened to this town or its people.
 - B) They hadn't foggiest notion of what happened to this town or its people.
- 4.
- A) I took the prescription to a nearest chemist's and handed it in.
 - B) I took the prescription to the nearest chemist's and handed it in.

[illegible]

(2018)

Do not use articles when generalizing uncountable nouns and plural countable nouns. However, we use **the** when the meaning is more specific.

- Rule 10.**

We use **the** with the names of: Oceans, seas, coasts, rivers, archipelagos, collections of lakes (the Great Lakes), mountain chains, deserts, references on the globe (the Equator, the North Pole), geographic regions (the Northwest, the Middle East) bridges (except Tower Bridge), hotels, theaters, museums, institutes, skyscrapers, the Sun, the Moon, extraordinary works of art or architecture (the Great Wall of China, and the Taj Mahal) We also use article **the** with many newspaper titles (**The Times**), currencies (**The pound**) when we talk about their general value.

- I will go on a cruise down **Nile**.
I will go on a cruise down **the Nile**.
- U.S. dollar has risen against **yen** but fallen against **euro**.
The U.S. dollar has risen against **the yen** but fallen against **the euro**.

1.

- A) Scarcely had Mustafa Kamal entered the Black Sea than the authorities of Istanbul became suspicious of his intentions.
- B) Scarcely had Mustafa Kamal entered Black Sea than the authorities of Istanbul became suspicious of his intentions.

2.

- A) Six days later the advance guard of Turkish National forces drew within sight of the Mediterranean.
- B) Six days later the advance guard of Turkish National forces drew within sight of Mediterranean.

3.

- A) On the 12th the Greeks crossed Sakarya and began to retire steadily.
B) On the 12th the Greeks crossed the Sakarya and began to retire steadily.

4.

- A) Los Angeles has solved the problem by bringing water to the city from Colorado River.
B) Los Angeles has solved the problem by bringing water to the city from the Colorado River.

5.
A) The river Niger is in the extreme south of the great desert.
B) River Niger is in the extreme south of the great desert.
6.
A) Hitch-hiking was the mode of travel that Robert Christopher decided to adopt in Sahara.
B) Hitch-hiking was the mode of travel that Robert Christopher decided to adopt in the Sahara.
7.
A) I remember going to the British Museum one day to read up the treatment for some slight ailment.
B) I remember going to British Museum one day to read up the treatment for some slight ailment.
8.
A) This was the only place on the mountain where the sun could shine to the ground.
B) This was the only place on the mountain where sun could shine to the ground.
9.
A) The malign and mysterious influence of moon caused lunacy.
B) The malign and mysterious influence of the moon caused lunacy.
10.
A) We put an ad in The O.K. by-the-Sea Gull.
B) We put an ad in The O.K. by-Sea Gull.
11.
A) Grayson's father had sailed on the Titanic.
B) Grayson's father had sailed on Titanic.
12.
A) Chips was taken to Great Exhibition as a toddling child.
B) Chips was taken to the Great Exhibition as a toddling child.
13.
A) He had never visited the Lake District since.
B) He had never visited Lake District since.
14.
A) He liked short leading articles in Times.
B) He liked short leading articles in the Times.

Rule 11.

Nouns referring to musical instruments can be used in the singular with '*the*' when we are talking about someone's ability to play a particular kind of instrument.

- She plays *piano* for hours.
She plays *the piano* for hours.

Textual Support

1. A) The sons were playing songs on **flutes** and pipes.
B) The sons were playing songs on **the flutes** and pipes.

Rule 12.

Nouns referring to living things can be used in *the singular* with '*the*' when we are making a statement about every member of a species. *The eagle* has long, narrow wings. (It means that all eagles have long, narrow wings.)

- *Rose* can grow abundantly on chalk banks.
The rose can grow abundantly on chalk banks.
- Australia is the home of *Kangaroo*.
Australia is the home of *the Kangaroo*.

Rule 13.

A noun referring to a part of the human body can be used with '*the*' to refer to that part of anyone's body.

- Arteries supply *heart* with blood.
Arteries supply *the heart* with blood.

Textual Support

1.

- A) He kissed head and eyes of the boy.
- B) He kissed the head and eyes of the boy.

2.

- A) The woman still held him by the neck in the middle of her room.
- B) The woman still held him by neck in the middle of her room.

3.

- A) That is the reason hearts of all the Muslims are perplexed.
- B) That is the reason the hearts of all the Muslims are perplexed.

Rule 14.

We use *the* with the names of governmental bodies (*the FBI*), titles of officials (*the President*), invention (*The computer*).

- *Queen* had dinner with the President.
The Queen had dinner with the President.

Textual Support

1.

- A) The President of the United State wants to know all about you.
- B) President of the United State wants to know all about you.

2.

- A) The Governors would, of course, agree to your being adequately pensioned.
- B) Governors would, of course, agree to your being adequately pensioned.

3.

- A) The Summer burned the canals dry.
- B) Summer burned the canals dry.

4.

- A) Chatteris fell ill during winter of '17.
- B) Chatteris fell ill during the winter of '17.

- 5.
- A) The Sultan and the Central Government are in enemy hands.
 - B) Sultan and Central Government are in enemy hands.
- 6.
- A) Mustafa Kamal was declared President and General Ismat Inonu, Prime Minister.
 - B) Mustafa Kamal was declared the President and General Ismat Inonu, the Prime Minister.

Rule 15.

Generally, articles are not used with the names of illnesses or diseases. But, there are some illnesses such as *The measles, the flu, the mumps, the bubonic plague* which require *The*.

- *The Cholera* I had with severe complications.
Cholera I had with severe complications.
- *Mumps* is an acute contagious disease.
The mumps is an acute contagious disease.

Textual Support

- 1.
- A) I had Bright's disease in the modified form.
 - B) I had the Bright's disease in the modified form.
- 2.
- A) The gout, in its most serious, had seized me without my being aware of it.
 - B) Gout, in its most serious, had seized me without my being aware of it.

Rule 16.

If a direction (*north, west, southeast, left, and right*) directly follows a verb, we do not use an article with the direction. If a direction follows a preposition, we use *the*. We use *the* with compass directions when referring to them as special geographic or cultural regions.

- Swallows migrate **the south** in winter.
Swallows migrate **south** in winter.

Textual Support

- 1.
- A) Abdul Rehman found one friend there and set off again toward west.
 - B) Abdul Rehman found one friend there and set off again toward the west.
- 2.
- A) Christopher discovered that a desert truck was leaving for the south shortly.
 - B) Christopher discovered that a desert truck was leaving for south shortly.
- 3.
- A) He was able to continue his hitch-hike to the south in the leisurely manner.
 - B) He was able to continue his hitch-hike to south in the leisurely manner.

4.
 - A) Afoot, friendless and penniless, he set out the south-westward.
 - B) Afoot, friendless and penniless, he set out south-westward.
5.
 - A) Balanguernon would continue the south on the primitive road towards Agades.
 - B) Balanguernon would continue south on the primitive road towards Agades.
6.
 - A) From Agades he travelled north to meet Balanguernon.
 - B) From Agades he travelled the north to meet Balanguernon.
7.
 - A) The Umayyad dynasty was wiped out in East.
 - B) The Umayyad dynasty was wiped out in the East.
8.
 - A) Sovereignty in the Muslim world, West or East, was unstable.
 - B) Sovereignty in the Muslim world, the West or the East, was unstable.

Rule 17.

- (i) *The* can be used with plural family names to refer to the family as a group.
 - **Parkers** are coming for dinner tonight.
The Parkers are coming for dinner tonight.
- (ii) We can use *the* before some adjectives of nationality and before some other adjectives to make generalizations.
 - *English* traditionally have afternoon tea.
The English traditionally have afternoon tea.
 - *Poor* are the people who suffer a lot due to inflation.
The poor are the people who suffer a lot due to inflation.

Textual Support

1.
 - A) The Bitterings are emigrants who join the other Earth people to escape nuclear war on the planet Earth.
 - B) Bitterings are emigrants who join the other Earth people to escape nuclear war on the planet Earth.
2.
 - A) James Dellingham Youngs were very proud of two things.
 - B) The James Dellingham Youngs were very proud of two things.
3.
 - A) In 1860, the French Academy offered a prize for the solution of the problem.
 - B) In 1860, French Academy offered a prize for the solution of the problem.

4.
A) He imparted his discoveries to the English brewers as well as to the French.
B) He imparted his discoveries to English brewers as well as to French.
5.
A) Flemings were becoming a medical family.
B) The Flemings were becoming a medical family.
6.
A) The children, small seeds, might at any instant be sown to all Martian climes.
B) The children, small seeds, might at any instant be sown to all the Martian climes.
7.
A) This planet is meant for the Martians.
B) This planet is meant for Martians.
8.
A) On the 21st August, 1921, the Greeks attacked.
B) On the 21st August, 1921, Greeks attacked.

Rule 18.

- (i) We do not use *the* with the names of most countries unless the name contains a word such as *States, Kingdom, Republic, United, Union, etc.*
- He left Pakistan to live in *the France*.
He left Pakistan to live in *France*.
 - He bade farewell to *United States* and went back to his homeland.
He bade farewell to the *United States* and went back to his homeland.
- (ii) *The* is used with "*the Netherlands*" as well as with many nations which are island chains, such as *the Philippines, the Maldives, the Bahamas, etc.* Additionally, in the past, *The* was used with certain countries such as "the Sudan", "the Gambia", and "the Congo"; this usage is becoming less common.
- He lives in *Netherlands*.
He lives in *the Netherlands*.
 - I visited *Bahamas* last year.
I visited *the Bahamas* last year.

Textual Support

1.
A) Some diseased native in Congo?
B) It could be some diseased native in the Congo?

Rule 19.

We do not use article with the names of languages, used as nouns. But, if the name of language is used as an adjective *The* is used.

- I want to learn *the French*.
I want to learn *French*. (Correct)

Textual Support

1.

- A) We were considered such dunces that we could learn only English language.
- B) We were considered such dunces that we could learn only the English language.

2.

- A) Naturally I am biased in favour of boys learning English.
- B) Naturally I am biased in favour of boys learning the English.

Rule 20.

The is often used in the pattern "*the ... of ...*" such as *The University of Colorado*, *The Temple of Ranakpur*, etc.

- **Statue** of Liberty is more than a monument.
The Statue of Liberty is more than a monument.

Textual Support

1.

- A) At the age of twenty-six Pasteur became Deputy Professor of Chemistry in University of Strasburg.
- B) At the age of twenty-six Pasteur became Deputy Professor of Chemistry in the University of Strasburg.

Rule 21.

We do not use any article or determiner "*a*" after *type, sort, and kind*.

- What sort of **a bird** is that?
What sort of **bird** is that?

Textual Support

1.

- A) The great throne-room had been turned into a kind of gymnasium.
- B) The great throne-room had been turned into a kind of a gymnasium.

2.

- A) A pretty sort of a doctor you must be!
- B) A pretty sort of doctor you must be!

3.

- A) But if it had not been this sort of a school it would probably not have taken Chips.
- B) But if it had not been this sort of school it would probably not have taken Chips.

- 4.
- A) Many boys of finest character are doing just this kind of thing.
 - B) Many boys of finest character are doing just this kind of a thing.

Rule 22.

We use article “*a*” with “*more*” and “*most*” when it means very.

- You must develop *most* sincere interest in studies.
You must develop *a most* sincere interest in studies.

Textual Support

- 1.
- A) Mr. Somervell – a most delightful man – taught us English.
 - B) Mr. Somervell – the most delightful man – taught us English.
- 2.
- A) Gorgious hit on most extraordinary ambition.
 - B) Gorgious hit on a most extraordinary ambition.

Rule 23.

We use article “*the*” with proper, abstract and material noun to make some reference.

- *The* kindness never goes unrewarded.
Kindness never goes unrewarded.
- He is *Ghalib* of our times.
He is *the Ghalib* of our times.

Textual Support

- 1.
- A) Young Branksome tells me that his uncle was Major Collingwood—Collingwood we had here in nought-two.
 - B) Young Branksome tells me that his uncle was Major Collingwood—the Collingwood we had here in nought-two.
- 2.
- A) For another Colley had just arrived—son of the Colley who was a son of the first Colley.
 - B) For another Colley had just arrived—son of Colley who was a son of the first Colley.

6 UNIT

ADJECTIVE

Adjective describes a person, place or thing.

Following are the points you need to check when you have *adjectives*:

- Degrees of an adjective
- Possessive adjectives and verbal nouns (Gerund)
- Faulty comparison
- Important pairs of adjectives

Rule 1.

The comparative (*2nd degree*) and superlative (*3rd degree*) degrees of adjectives are normally formed by adding “er” and “est” respectively to the positive (*1st degree*) degree of the adjective. The *syllable division* can be a good idea to work with in this regard.

- That wasn't the **most happiest** choice of words. (**Incorrect**)
That wasn't the **happiest** choice of words. (**Correct**)

Textual Support

1.

- A) Expenses had been greater than she had calculated.
- B) Expenses had been more great than she had calculated.

2.

- A) Of all who give gifts, these two were the wisest.
- B) Of all who give gifts, these two were wise.

3.

- A) My dear fellow, you're more fit than I am.
- B) My dear fellow, you're fitter than I am.

4.

- A) Chatteris was even younger than Ralston had been.
- B) Chatteris was even more young than Ralston had been.

5.

- A) She got up more early than usual to make Arthur's breakfast.
- B) She got up earlier than usual to make Arthur's breakfast.

UHS Past Papers

He is better than all the boys in the class, in studies as well as in sports, and bags big prizes in

A
various fields.
D

B

C

(2009)

Rule 2.

The **comparative** and **superlative** degrees of some adjectives are formed by adding ‘more’ and ‘most’ respectively to the first degree of the adjective.

- She is far **intelligent** than her sister. (**Incorrect**)
She is far **more intelligent** than her sister. (**Correct**)

UNIT - 6

ADJECTIVE

Textual Support

1.
 - A) We are also critical in our thinking than our ancestors.
 - B) We are also more critical in our thinking than our ancestors.
2.
 - A) It was not that he was less active.
 - B) It was not that he was more less active.
3.
 - A) Della knew her hair was more beautiful than any queen's jewels and gifts.
 - B) Della knew her hair was beautiful than any queen's jewels and gifts.
4.
 - A) Chips was getting warmer and passionater.
 - B) Chips was getting warmer and more passionate.
5.
 - A) I gained no advantage from the alphabet than from the wider sphere of letters.
 - B) I gained no more advantage from the alphabet than from the wider sphere of letters.
6.
 - A) He was both more and less experienced than the youngest boy at the School.
 - B) He was both more and little experienced than the youngest boy at the School.

Rule 3.

Irregular adjectives such as **good, bad, little** don't follow any rule for the formation of comparative and superlative degrees.

- As he aged, his memory got **more bad. (Incorrect)**
As he aged, his memory got **worse. (Correct)**

Textual Support

1.
 - A) One could see the dirty vest which was in an even more bad state than the sweater.
 - B) One could see the dirty vest which was in an even worse state than the sweater.
2.
 - A) She had looked at them without the least hope of owning them.
 - B) She had looked at them without the most little hope of owning them.

Rule 4.

Some adjectives such as **unique, perfect, complete, ideal, round, circular, dead, different, preferable etc.** don't have comparative or superlative degrees.

- Air coolers are **the most ideal** solution for the summer. **(Incorrect)**
Air coolers are **the ideal** solution for the summer. **(Correct)**

Textual Support

1.
 - A) The ideal is to keep the patient's skin free from germs.
 - B) The most ideal is to keep the patient's skin free from germs.
2.
 - A) Isn't it perfect, Jim? I haunted all over the shops.
 - B) Isn't it the most perfect, Jim? I haunted all over the shops.

3.

- A) Many of our boys of finest character and the most excellent ability are doing just this kind of thing.
B) Many of our boys of finest character and excellent ability are doing just this kind of thing.

4.

- A) I had a feeling that it was impossible to explain the thing.
B) I had a feeling that it was the most impossible to explain the thing.

Rule 5.

Certain adjectives such as **polite, simple, feeble, gentle, narrow, cruel, common, handsome, pleasant, stupid, etc.** take either **er** and **est** or **more** and **most**.

- He's **handsomest** man I've ever seen. (**Incorrect**)
He's **the handsomest** man I've ever seen. (**Correct**)
He's **the most handsome** man I've ever seen. (**Correct**)

Textual Support

1.

- A) Boys were a more politer race.
B) Boys were a politer race.

2.

- A) The people of the two cities of Japan passed through the cruelest period of their lives.
B) The people of the two cities of Japan passed through most cruel period of their lives.

3.

- A) He had been left a vision that grew more clearer with each year.
B) He had been left a vision that grew clearer with each year.

Rule 6.

Use of double comparative and superlative is wrong.

- Usain Bolt has been **the most fastest** runner in the race so far. (**Incorrect**)
Usain Bolt has been **the fastest** runner in the race so far. (**Correct**)

Textual Support

1.

- A) This is the cleanest patch I've ever seen.
B) This is the most cleanest patch I've ever seen.

2.

- A) I knew what he was thinking, and it made me worse.
B) I knew what he was thinking, and it made me more worse.

Rule 7.

Before verbal nouns (*Gerunds*) we use possessive adjectives (*my, our, your, her, his, their, etc.*) and not possessive pronouns (*mine, ours, theirs, his, etc.*).

- He wouldn't hear of **me** walking home alone. (**Incorrect**)
He wouldn't hear of **my** walking home alone. (**Correct**)

Textual Support

1.
 - A) The angel said he remembered mine doing so.
 - B) The angel said he remembered my doing so.
2.
 - A) She had put it aside in her careful buying of meat and other food.
 - B) She had put it aside in hers careful buying of meat and other food.
3.
 - A) What is the reason for your planting this patch up here?
 - B) What is the reason for yours planting this patch up here?
4.
 - A) It would be all right, of course, her coming to Brookfield.
 - B) It would be all right, of course, hers coming to Brookfield.
5.
 - A) The king thinks he will recover his health only through me slaying.
 - B) The king thinks he will recover his health only through my slaying.

Rule 8.

- (i) When we compare two descriptions (saying that one is more suitable or accurate than another), we use more; comparatives with -er are not possible.
 - He is **lazier** than stupid. (**Incorrect**)
He is **more lazy** than stupid. (**Correct**)
- (ii) Any comparison between two items must have three characteristics: completeness, consistency and clarity.
 - I think it is **harder** to understand Freud's theory than **Watson**. (**Incorrect**)
I think it is **harder** to understand Freud's theory than **Watson's**. (**Correct**)
 - Slavery in the United States was much worse than in **Europe**. (**Incorrect**)
Slavery in the United States was much worse than **it was in Europe**. (**Correct**)

Textual Support

1.
 - A) The wire was very thin, little thicker than a human.
 - B) The wire was very thin, little thicker than a human hair.
2.
 - A) A few stars are known which are hardly bigger than the earth's.
 - B) A few stars are known which are hardly bigger than the earth.
3.
 - A) The number of people who are born in any year is greater than the number who die.
 - B) The number of people who are born in any year is greater than who die.
4.
 - A) Then Maulvi Abul said that, perhaps to reassure himself more than his wife.
 - B) Then Maulvi Abul said that, perhaps to reassure himself more than his wife's.

Rule 9.

Generally, we do not use article with the comparative degree of adjectives. But, we use *the* with the expressions such as a **pair of comparative degree/of the/out of the**. Superlative degree of adjectives are always used with **the**. We use 'a' with the words '**more**' and '**most**' when used as '**very**'

- The more dangerous it is, **more** I like it. (Incorrect)
The more dangerous it is, **the more** I like it. (Correct)

Textual Support

1. A) Of the two, El Golea is the better place to visit.
B) Of the two, El Golea is better place to visit.
2. A) Whatever his motive was, he hit on most extraordinary ambition.
B) Whatever his motive was, he hit on a most extraordinary ambition.
3. A) It is a most extraordinary thing, but I never read a patent medicine advertisement without being impelled to the conclusion.
B) It is the most extraordinary thing, but I never read a patent medicine advertisement without being impelled to the conclusion.
4. A) The more the disease was cured, the more it became painful.
B) More the disease was cured, more it became painful.

Rule 10.

Ordinal adjectives such as **first, second, next** are used with **the**, whereas cardinal adjectives are not used with *the*. However, we do not use *the* in the expressions such as **first prize/position/language**. With ordinal adverbs, we do not use article *the*.

- **First** four runners were well ahead of the others. (Incorrect)
The first four runners were well ahead of the others. (Correct)

Textual Support

1. A) Linford lived in Shropshire, and he was first of his family at Brookfield.
B) Linford lived in Shropshire, and he was the first of his family at Brookfield.
2. A) Up to the second floor Della ran, and stopped to get her breath.
B) Up to second floor Della ran, and stopped to get her breath.
3. A) The Magi were first to give Christmas gifts.
B) The Magi were the first to give Christmas gifts.
4. A) Hubert died in first week of the following month.
B) Hubert died in the first week of the following month.

UNIT - 6

ADJECTIVE

- 5.
- A) It must have taken him more than sixty years to do it, since first he came by that strange ambition of his.
 - B) It must have taken him more than sixty years to do it, since the first he came by that strange ambition of his.
- 6.
- A) But I never loved the second plough as I did the first one.
 - B) But I never loved second plough as I did first one.

UHS Past Papers

The three Abd-al-Rahman, like his illustrious predecessor, was a young man when he took office.
A) B) C) D) (2014)

Rule 11.

If two adjectives are used after the verb (predicatively) or if these two adjectives show some colours, they are used with **and**.

- This dress comes in **red black**. (Incorrect)
This dress comes in **red and black**. (Correct)

Textual Support

- 1.
- A) Great curtains of red and gold were hung along the walls.
 - B) Great curtains of red gold were hung along the walls.
- 2.
- A) They reflect hot, red, golden colours which in dim lantern light look like bombs.
 - B) They reflect hot, red and golden colours which in dim lantern light look like bombs.
- 3.
- A) There were seven patches of bared soil, yellow colour and pink.
 - B) There were seven patches of bared soil, yellow colour, pink.

Rule 12.

- (i) When we put two qualitative adjectives in front of a noun, we put '**and**' or '**comma**' between the adjectives. However, when two adjectives relate to different classifying systems, we do not put "**and**" or "**comma**" between them.

- This is an **expensive ill-planned wasteful** project. (Incorrect)
This is an **expensive, ill-planned, wasteful** project. (Correct)

- (ii) After the superlative adjective, we don't normally use preposition '**of**' before a singular name of a place or group.

- She is the tallest girl **of** the class. (Incorrect)
She is the tallest girl **in** the class. (Correct)

UNIT – 6

ADJECTIVE

Textual Support

1.
 - A) The Mayor, a stout serious man, was waiting for Hubert.
 - B) The Mayor, a stout, serious man, was waiting for Hubert.
2.
 - A) The manager was a grave, calm man.
 - B) The manager was a grave calm man.
3.
 - A) The accountant was a tall cool devil.
 - B) The accountant was a tall, cool devil.
4.
 - A) When I arrived, I was met by the mother, a big startled looking woman.
 - B) When I arrived, I was met by the mother, a big, startled looking woman.
5.
 - A) The good, old, red-faced squire was shovelling out plum pudding to the crowd of grateful villagers.
 - B) The good old red-faced squire was shovelling out plum pudding to the crowd of grateful villagers.
6.
 - A) A small, lean, white cat shivering with cold rubbed against his legs and mewed.
 - B) A small lean white cat shivering with cold rubbed against his legs and mewed.
7.
 - A) The young man was wearing underneath only an old cotton sweater which was all in holes.
 - B) The young man was wearing underneath only an old, cotton sweater which was all in holes.
8.
 - A) She had blue flashing eyes and freckled cheeks and smooth straw-colored hair.
 - B) She had blue, flashing eyes and freckled cheeks and smooth straw-colored hair.

Rule 14.

Latin Adjectives (**senior, junior, inferior, superior, prior, posterior, anterior, etc.**) and some other adjectives (**accustomed, adjacent, allergic, adverse, close, conducive, devoted, injurious, similar, etc.**) are followed by 'to'

- I was allergic **with** the perfume they used. (**Incorrect**)
I was allergic **to** the perfume they used. (**Correct**)

Textual Support

1.
 - A) You have been sent here by another civilization for the express purpose of reconnoitering prior to invasion.
 - B) You have been sent here by another civilization for the express purpose of reconnoitering prior from invasion.
2.
 - A) Indigenous machines are superior than foreign equipment.
 - B) Indigenous machines are superior to foreign equipment.

UNIT – 6

ADJECTIVE

Rule 15.

Some adjectives (**concerned, assigned, worth + V-ing**) are usually used after the noun, but when these adjectives are used **before a noun**, they have a **different meaning**.

- This is the **worth-watching** movie. (**Incorrect**)
This is the movie **worth-watching**. (**Correct**)
- The letters have been dispatched to the **concerned** persons. (**Incorrect**)
The letters have been dispatched to the persons **concerned**. (**Correct**)

UHS Past Papers

1.

- A) His addled brain refuse to think clearly and solve the problem.
- B) His addle brain refused to think clearly and solve the problem.
- C) His addle brain refuse to think clearly and solve the problem.
- D) His addled brain refused to think clearly and solve the problem. (2013)

Rule 16.

Adjective clause must be written immediately after the noun it qualifies.

- The chair is on the roof **that I bought yesterday**. (**Incorrect**)
The chair **that I bought yesterday** is on the roof. (**Correct**)

Textual Support

1.

- A) Most of them were wearing overcoats which were of every kind.
- B) Most of them which were of every kind were wearing overcoats.

2.

- A) The cook boy ran to beat the old ploughshare, hanging from a tree branch, which was used to summon labourers.
- B) The cook boy ran to beat the old ploughshare, hanging from a tree branch, who was used to summon labourers.

3.

- A) The man wins the race who keeps on.
- B) The man who keeps on wins the race.

4.

- A) A young man who had gone away from the village, came back and opened a small cloth shop.
- B) A young man from the village who had gone away, came back and opened a small cloth shop.

Rule 17.

Few represents a negative quantity or shortage. **A few** represents a positive quantity, whereas **the few** represents the total number. But, these expressions can only be used with countable nouns.

- I have few friends. (I have no friends).
- I have a few friends.
- The few friends I have are very sincere to me.
- He feels lonely as he has **a few** friends in the city. (**Incorrect**)
He feels lonely as he has **few** friends in the city. (**Correct**)
- **A few** people can speak a foreign language perfectly. (**Incorrect**)
Few people can speak a foreign language perfectly. (**Correct**)

UNIT - 6

ADJECTIVE

Textual Support

1.
 - A) The following were the few things which were found in the various pockets of his overcoat.
 - B) The following were a few things which were found in the various pockets of his overcoat.
2.
 - A) He had a little diary in which the names and addresses of few people were noted.
 - B) He had a little diary in which the names and addresses of a few people were noted.
3.
 - A) You can't satisfy your conscience by writing a cheque for a few guineas.
 - B) You can't satisfy your conscience by writing a cheque for a little guineas.
4.
 - A) The few pence a week pocket-money we received was to be put into a money box and saved.
 - B) A few pence a week pocket-money we received was to be put into a money box and saved.
5.
 - A) Among a very few who escaped was a youth of twenty named Abd-al-Rahman.
 - B) Among the very few who escaped was a youth of twenty named Abd-al-Rahman.

Rule 18.

Like *few* and *a few*, the quantifiers *little* and *a little* represent negative and positive quantities respectively. Always use *little* with non-countable nouns.

- She had *little* interest in history. (no interest)
- There is *a little* sauce left. (some)
- Unfortunately, I have *a little* interest in politics. **(Incorrect)**
Unfortunately, I have *little* interest in politics. **(Correct)**

Textual Support

1.
 - A) His pension was adequate, and there was little money saved up besides.
 - B) His pension was adequate, and there was a little money saved up besides.
2.
 - A) Today babies are born in hospitals where there is a little likelihood of their getting a disease.
 - B) Today babies are born in hospitals where there is little likelihood of their getting a disease.
3.
 - A) Bahemed assured him that it would be a good thing to mix a little wine with his water.
 - B) Bahemed assured him that it would be a good thing to mix little wine with his water.
4.
 - A) He was a little pale when he sat down afterward, aware that he had done something unusual.
 - B) He was little pale when he sat down afterward, aware that he had done something unusual.

UHS Past Papers

- A) There was a little money saved up beside.
- B) There was little money saved in besides.
- C) There was little money saved up beside.
- D) There was a little money saved up besides.

(2016)

Rule 19.

We use **much too** with **adjectives**, whereas **too much** is used with **nouns**. **Elder** is used with **persons**, whereas **older** can be used with both persons and things. **Older** is used with **than**, whereas elder isn't.

- The soup is **too much** salty. (Incorrect)
- The soup is **much too** salty. (Correct)

Textual Support

1.
 - A) I shouldn't be going like this because you are too much upset to even think any more about it.
 - B) I shouldn't be going like this because you are much too upset to even think any more about it.
2.
 - A) Chaudhri Fateh Dad tried to negotiate with a couple of elders.
 - B) Chaudhri Fateh Dad tried to negotiate with a couple of olders.
3.
 - A) I shall try to remember those older faces of yours.
 - B) I shall try to remember those elder faces of yours.

Rule 20.

The most usual sequence of adjectives is:

- | | |
|-----------------------------|--|
| 1. Opinion: | nice, wonderful, excellent, lovely, terrible, awful, etc |
| 2. Size: | large, small, long, short, tall, etc |
| 3. Quality: | clear, busy, famous, important, quiet, etc |
| 4. Age: | old, new |
| 5. Shape: | round, square, fat, thin, wide, narrow, etc |
| 6. Colour: | red, white, blue, green, etc |
| 7. Participle forms: | covered, furnished, broken, running, missing, etc |
| 8. Origin: | British, Italian, American, etc |
| 9. Material: | brick, paper, plastic, wooden, etc |
| 10. Type: | human, chemical, domestic, electronic, money (problems), etc |
| 11. Purpose: | alarm (clock), tennis (court), walking (boots) |

The mnemonic **OSASCOMP** can be used to help remember the order in which adjectives should appear:

O **S** **A** **S** **C** **O** **M** **P**
Opinion, size, age, shape, color, origin, material, purpose

- There are two **round small** disks on the table. (Incorrect)
- There are two **small round** disks on the table. (Correct)

Textual Support

1.
 - A) She had blonde magnificent hair, in profusion.
 - B) She had magnificent blonde hair, in profusion.
2.
 - A) You are the one who will bring merriment to the tired old human heart.
 - B) You are the one who will bring merriment to the old tired human heart.
3.
 - A) A silk white scarf was knotted at his neck.
 - B) A white silk scarf was knotted at his neck.
4.
 - A) The sharp icy gusts of wind struck like steel.
 - B) The icy sharp gusts of wind struck like steel.
5.
 - A) He was lying on a white marble table.
 - B) He was lying on a marble white table.
6.
 - A) I used to lie waiting for that ominous tread on the attic uncarpeted stairs.
 - B) I used to lie waiting for that ominous tread on the uncarpeted attic stairs.
7.
 - A) She put on her old brown coat.
 - B) She put on her brown old coat.
8.
 - A) The only possible container to bring up the water was a metal small teapot.
 - B) The only possible container to bring up the water was a small metal teapot.
9.
 - A) Take this ten dollars and buy yourself some suede blue shoes.
 - B) Take this ten dollars and buy yourself some blue suede shoes.

7 UNIT

PRONOUN

Pronoun is a word that is used instead of a noun or noun phrase.

Primarily there are four things you need to check out when you have pronouns:

- Do they use the right case?
- Are they ambiguous?
- Do they agree?
- Are they in correct order?

Rule 1.

We use subjective cases of pronouns (I, we, you, they, he, she, it) after "**be**" verb. **be, is, am, are, was, were**, etc.

- Don't spare anybody, be **her** or anybody else. (**Incorrect**)
Don't spare anybody, be **she** or anybody else.
- It was **them** who said so. (**Incorrect**)
It was **they** who said so.

Textual Support

1.
 - A) It is not we who are stupid but you.
 - B) It is not us who are stupid but you.
2.
 - A) Happy is him who already belonged to history in his own life-time.
 - B) Happy is he who already belonged to history in his own life-time.
3.
 - A) It was him who made his way to Spain.
 - B) It was he who made his way to Spain.
4.
 - A) On Sundays in Chapel it was he who now read out the tragic list.
 - B) On Sundays in Chapel it was him who now read out the tragic list.
5.
 - A) It was she who suggested that a team from the mission should come up to Brookfield.
 - B) It was her who suggested that a team from the mission should come up to Brookfield.

Rule 2.

If **than** compares one **subject** with the other **subject**, we use subjective case of a pronoun after **than**. If **than** compares one **object** with the other **object**, we use the objective case of a pronoun after **than**. **Than** is also used to compare possession.

- We are more advanced than our forefathers' were. (**Incorrect**)
We are more advanced than our forefathers were. (**Correct**)

Textual Support

1.
 - A) They weren't telling me more than them had to.
 - B) They weren't telling me more than they had to.
2.
 - A) I'll bet she's smarter than you are.
 - B) I'll bet she's smarter than yours are.
3.
 - A) There's nobody ever been more popular than you were.
 - B) There's nobody ever been more popular than your were.
4.
 - A) His income was more than he needed to spend.
 - B) His income was more than him needed to spend.
5.
 - A) She had a clever brain than his.
 - B) She had a clever brain than he.
6.
 - A) I hope you'll do better than I did.
 - B) I hope you'll do better than me did.
7.
 - A) My dear fellow, you are fitter than I.
 - B) My dear fellow, you are fitter than me.

Rule 3.

After **action verbs** and prepositions, we use objective case of a pronoun (*me, us, you, them, him, her, it, whom*)

- I think it's a good idea for you and **I** to meet soon. (**Incorrect**)
I think it's a good idea for you and **me** to meet soon. (**Correct**)

Textual Support

1.
 - A) I could hear him behind me.
 - B) I could hear he behind me.
2.
 - A) Ask he about moving that thing off my rose bed.
 - B) Ask him about moving that thing off my rose bed.
3.
 - A) When he was about to be drowned, they pulled he back to the boat.
 - B) When he was about to be drowned, they pulled him back to the boat.
4.
 - A) You remain quiet, and leave this fellow to me
 - B) You remain quiet, and leave this fellow to I.
5.
 - A) He would smile and shake hands with them in the porch.
 - B) He would smile and shake hands with theirs in the porch.

6.
A) He must show that there was no nonsense about he.
B) He must show that there was no nonsense about him.
7.
A) At any moment the Martian air might draw his soul from he.
B) At any moment the Martian air might draw his soul from him.
8.
A) I tied a blanket round her neck and struck her with a mallet.
B) I tied a blanket round her neck and struck hers with a mallet.

Rule 4.

Possessive adjectives (*my, our, your, their, his, her, its*) cannot be used independently; they are followed by nouns or verbal nouns/gerunds.

- Would you mind **mine** siting here? (**Incorrect**)
Would you mind **my** siting here? (**Correct**)

Textual Support

1.
A) What is the reason for your planting this patch up here?
B) What is the reason for yours planting this patch up here?
2.
A) I followed him from him clearing in the sky, down a new path, toward the deep valley below.
B) I followed him from his clearing in the sky, down a new path, toward the deep valley below.
3.
A) I was compelled to dig her grave!
B) I was compelled to dig hers grave!
4.
A) Most of theirs foods had to be produced on their own farms.
B) Most of their foods had to be produced on their own farms.
5.
A) Ours talk at the Club one day was of opportunity and determination.
B) Our talk at the Club one day was of opportunity and determination.
6.
A) The angel said that he remembered my doing so.
B) The angel said that he remembered mine doing so.

Rule 5.

Possessive pronouns (*ours, yours, its, theirs, hers, mine*) are used independently; they are not followed by any noun or verbal noun/gerund.

- I have nothing to do with **yours** problems. (**Incorrect**)
I have nothing to do with **your** problems. (**Correct**)

Textual Support

1.
 - A) And now the combs were her, but her hair was gone.
 - B) And now the combs were hers, but her hair was gone.
2.
 - A) I happen to know that that gown of yours is a subject of continual amusement throughout the School.
 - B) I happen to know that that gown of your is a subject of continual amusement throughout the School.
3.
 - A) The bracelets and the gold nose-ring are hers but not the pendants.
 - B) The bracelets and the gold nose-ring are her but not the pendants.
4.
 - A) That book of your, I suppose, contains all the good action.
 - B) That book of yours, I suppose, contains all the good action.

UHS Past Papers

Although he is not a close relative of me, yet I was greeted with a show of deep cordiality.

A B C D (2012)

Rule 6.

Do not add an apostrophe to possessive pronouns (*ours, yours, theirs, hers, its, etc.*) However, *one's, someone's, somebody's, others', other's, etc.* do not follow this rule.

- My work is no business of **yours'**. (Incorrect)
My work is no business of **yours**. (Correct)

Textual Support

1.
 - A) I shall try to remember those older faces of yours'.
 - B) I shall try to remember those older faces of yours.
2.
 - A) This Zabda of ours has suddenly grown up.
 - B) This Zabda of ours' has suddenly grown up.
3.
 - A) It is, as far as I know, the only one of its kind growing in our country.
 - B) It is, as far as I know, the only one of its' kind growing in our country.

Rule 7.

'Who' is used as a subject pronoun whereas "*Whom*" is used as an object pronoun. In order to choose who or whom, replace them with he and him respectively.

- **Whom**, do you think, has stolen my bag? (**Incorrect**)
Who, do you think, has stolen my bag? (**Correct**)

Textual Support

1.
 - A) To who should I complain against you?
 - B) To whom should I complain against you?
2.
 - A) He would take rooms across the road, with the excellent Mrs. Wickett who had once been linen-room maid.
 - B) He would take rooms across the road, with the excellent Mrs. Wickett whom had once been linen-room maid.
3.
 - A) There were some who he found suitable.
 - B) There were some whom he found suitable.
4.
 - A) Whomever enlarged it is at fault.
 - B) Whoever enlarged it is at fault.
5.
 - A) You will not make me believe that Mr. Manana, who is a man of worthy credence, mistook the cord for a pocketbook.
 - B) You will not make me believe that Mr. Manana, whom is a man of worthy credence, mistook the cord for a pocketbook.

Rule 8.

Sometimes, the use of a pronoun creates confusion as to which noun the pronoun is referring. To avoid such confusion, repeat the noun or use expressions like *the latter/the former* instead of using a pronoun.

- The *supervisors* told the *workers* that *they* would get the bonus. (**Incorrect**)
The *supervisors* told the *workers* that the *workers* would get the bonus. (**Correct**)

Textual Support

1.
 - A) Chips saw Cartwright and old Buffles. Buffles was called "Roddy".
 - B) Chips saw Cartwright and old Buffles. He was called "Roddy".

Rule 9.

The order of different personal pronouns in a sentence is as follows:

2nd person + 3rd person + 1st person (in positive sense)

1st person + 3rd person + 2nd person (in negative sense)

- *You, I and he* have finished the work.
You, he and I have finished the work. (Pleasant sense)
- *You, he and I* are to be blamed.
I, he and you are to be blamed. (Unpleasant sense)

Textual Support

1.

- A) They and you are looking back to the past.
- B) You and they are looking back to the past.

Rule 10.

All pronouns except **I/me** normally come before a noun.

- He loves me and Aslam. (**Incorrect**)
He loves Aslam and me. (**Correct**)
- Sam and you are going to eat pizza for lunch. (**Incorrect**)
You and Sam are going to eat pizza for lunch. (**Correct**)

Textual Support

1.

- A) We began here, Mr. Meldrum and I—in—umph—in 1870.
- B) We began here, I and Mr. Meldrum —in—umph—in 1870.

2.

- A) It's like the land I and your mother used to farm here.
- B) It's like the land your mother and I used to farm here.

3.

- A) During our early childhood Lionel, Sylvia and I never had anything to spend for ourselves.
- B) During our early childhood Lionel, I and Sylvia never had anything to spend for ourselves.

4.

- A) After all, General, we're not machines, You and I.
- B) After all, General, we're not machines, I and you.

Rule 11.

Reflexive Pronouns (*yourself, yourselves, himself, herself, itself, themselves, myself*) are used after *busy, devout, adjust, pride, content, avail, absent, avenge, enjoy, etc.* if there is no object after these words.

- He later **avenged on** his brother's killer. (**Incorrect**)
He later **avenged himself on** his brother's killer. (**Correct**)

Textual Support

1.

- A) The odds were heavily against his being able to better himself by moving elsewhere.
- B) The odds were heavily against his being able to better him by moving elsewhere.

2.

- A) One did find oneself at last standing by the trunks and suitcases.
- B) One did find one at last standing by the trunks and suitcases.

3.

- A) Go in there, and dry your eyes and fix you up.
- B) Go in there, and dry your eyes and fix yourself up.

UNIT – 7

PRONOUN

4. A) When God calls Himself All Seeing, it restrains a person from doing wrong.
B) When God calls Him All Seeing, it restrains a person from doing wrong.
5. A) He found that his pride in Brookfield reflected back, giving him cause for pride in him and his position.
B) He found that his pride in Brookfield reflected back, giving him cause for pride in himself and his position.
6. A) He devoted himself to help the people.
B) He devoted himself to helping the people.
7. A) He absented himself from the class.
B) He absented from the class.

Rule 12.

Reciprocal pronoun **each other** is usually used for two, whereas **one another** for more than two.

- The people said hello to **each other**.
The people said hello to **one another**.

Textual Support

1. A) We both sat down and looked at one another.
B) We both sat down and looked at each other.
2. A) For an hour both men abused one another.
B) For an hour both men abused each other.
3. A) Delia and Jim had great love for each another and could not think of celebrating Christmas without presenting the gifts.
B) Delia and Jim had great love for one other and could not think of celebrating Christmas without presenting the gifts.
4. A) The Turks and the Greek never hated one another.
B) The Turks and the Greek never hated each other.
5. A) Both the teams played hard against each another.
B) Both the teams played hard against one other.

UHS PAST PAPERS

1. A) They both looked to one another, startled by all they had just finished saying.
B) They both looked to each another, startled by all they had just finish saying.
C) They both looked to each another, startle by all they had just finish saying.
D) They both looked to each other, startled by all they had just finished saying. (2016)

Rule 13.

The relative pronoun **Who** is used for persons, **Which** for things, whereas **That** is used for both persons and things.

- The boy **which** met you was an athlete. (**Incorrect**)
The boy **who** met you was an athlete. (**Correct**)
- He is the **boy which** sang the solo hit. (**Incorrect**)
He is the **boy that** sang the solo hit. (**Correct**)

Textual Support

1.

- A) Another type of boy which does not try is the very bright boy.
- B) Another type of boy who does not try is the very bright boy.

2.

- A) It was a tramp who had other things to think about.
- B) It was a tramp which had other things to think about.

3.

- A) Today we are better able to explain happenings who used to be considered strange and mysterious.
- B) Today we are better able to explain happenings which used to be considered strange and mysterious.

4.

- A) Maynard found the page, which was some way ahead, and began shrilly.
- B) Maynard found the page, who was some way ahead, and began shrilly.

UHS PAST PAPERS

- A) A person which job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
- B) A person who job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
- C) A person whose job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
- D) A person whose job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen are called actuary. (2013)

Rule 14.

We prefer **that** to **which** / **who** in the following expressions:

all/ none/ nothing, superlative, the same/ whole/ only, After human beings, animals

- All **which** glitters is not gold. (**Incorrect**)
All **that** glitters is not gold. (**Correct**)
- This is the best **which** we can offer. (**Incorrect**)
This is the best **that** we can offer. (**Correct**)

Textual Support

1.
 - A) There was something which charmed his heart because it was old.
 - B) There was something that charmed his heart because it was old.
2.
 - A) It was one of the best days that I ever had in my life.
 - B) It was one of the best days which I ever had in my life.
3.
 - A) Chips was remembering something which had happened long before the boy was born.
 - B) Chips was remembering something that had happened long before the boy was born.
4.
 - A) I stand in good relation to all which is beautiful.
 - B) I stand in good relation to all that is beautiful.
5.
 - A) I stand in good relation to all that is fruitful.
 - B) I stand in good relation to all who is fruitful.

UHS Past Papers

"All is well what ends well," said the father when he had finished the story.

- A) B) C) D) (2014)

Rule 15.

Faulty/ vague pronoun reference errors occur when the antecedent of pronoun is not clear, or it is functioning as an adjective in the given sentences.

- The candy dish was empty, but we were tired of eating *it* anyway. (**Incorrect**)
The candy dish was empty, but we were tired of eating *candies* anyway. (**Correct**)
- *They say* style is the man himself. (**Incorrect**)
It is said that style is the man himself. (**Correct**)

Textual Support

1.
 - A) They say that a great flood in its great wrath carried away the people and all their belongings.
 - B) It is said that a great flood in its great wrath carried away the people and all their belongings.
2.
 - A) It is said that the king also recovered within a week.
 - B) They say that the king also recovered within a week.
3.
 - A) It says in the paper that over two million volumes have been presented to the troops.
 - B) They say in the paper that over two million volumes have been presented to the troops.

Rule 16.

With certain expressions such as (one of, some of, few of, both of, etc.), we use the first form of verb.

UHS PAST PAPERS

1.

The study of population growth indicates one of the greatest paradox of our time.

- A) B) C) D) (2010)

2.

- A) Bill Gates is one of the wealthiest person in the world.
B) Bill Gates is one of the wealthy person in the world.
C) Bill Gates is one of the wealthiest persons in the world.
D) Bill Gates is one of the more wealthy person in the world. (2012)

4.

- A) This is one of the bifurcated road.
B) This is one of the bifurcated roads.
C) This is one of them bifurcated road.
D) This is one off the bifurcated road. (2013)

5.

- A) The study of population growth indicates one of the greatest paradox of our time.
B) The study of population growth indicate one of the greatest paradox of our time.
C) The study of population growth indicates one of the greatest paradoxes of our time.
D) The study of population growth indicates one of the greatest paradox of our time. (2015)

8 UNIT

VERB

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

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

Rule 1.

The regular verbs (*raise, lay, hang, reach, arrive, emphasize*) take "ed" to form their 2nd and 3rd form, whereas irregular verbs (*lie, cling, fling, swing, swim, say, tell*) do not follow this rule.

- Tom's life hung in the balance for two weeks as he **laid** in coma. (**Incorrect**)
Tom's life hung in the balance for two weeks as he **lay** in coma. (**Correct**)

Textual Support

1. A) I bent down and picked dates off some of them.
B) I bended down and picked dates off some of them.
2. A) A taxi also drew near him and the driver looked at him enquiringly.
B) A taxi also drew near him and the driver looked at him enquiringly.
3. A) Norma almost hung up but restrained herself.
B) Norma almost hanged up but restrained herself.
4. A) The wind blowed as if to flake away their identities.
B) The wind blew as if to flake away their identities.
5. A) Della had known they cost too much for her to buy them.
B) Della had known they costed too much for her to buy them.
6. A) The door was closed and the ambulance drove away.
B) The door was closed and the ambulance droved away.
7. A) The bank swam before my eyes.
B) The bank swum before my eyes.
8. A) Arthur tore it in half and tossed the pieces onto the table.
B) Arthur teared it in half and tossed the pieces onto the table.
9. A) The examiners sought to expose my ignorance.
B) The examiners seeked to expose my ignorance.

10.

- A) What a host of emotions clinged to him!
B) What a host of emotions clung to him!

11.

- A) If you do not dig it, you will be hung.
B) If you do not dig it, you will be hanged.

UHS PAST PAPERS

Rubber tires upon which children had swing in backyards hung suspended like stopped

- A) clock pendulums in the blazing air. (2014)
B)
C)
D)

Rule 2.

Transitive verbs are followed by an object (noun / pronoun), whereas intransitive verbs are not followed by an object (noun/pronoun). Intransitive verbs may be followed by a preposition. We do not use preposition after a transitive verb.

<i>Transitive</i>	Tell	Reach	Raise	Fell	Lay	Set
<i>Intransitive</i>	Say	Arrive	Rise	Fall	Lie	Sit

- He had barely **arrive** the door when he collapsed. (**Incorrect**)
He had barely **reached** door when he collapsed. (**Correct**)

Textual Support

1.

- A) They had reached the big cross-roads near the General Post Office.
B) They had reached to the big cross-roads near the General Post Office.

2.

- A) Atom bombs hit New York.
B) Atom bombs hit on New York.

3.

- A) Mr. Bittering gazed the Earth settlement.
B) Mr. Bittering gazed at the Earth settlement.

4.

- A) Norma sat on her chair and spoke after a moment.
B) Norma sat her chair and spoke after a moment.

5.

- A) The route lay across an apparently trackless desert.
B) The route laid across an apparently trackless desert.

6.

- A) Five bombs had fallen in and around Brookfield.
B) Five bombs had felled in and around Brookfield.

7.

- A) He then struck the man himself a similar blow, which fell him to the earth like a log.
B) He then struck the man himself a similar blow, which felled him to the earth like a log.

8.
A) The smoke was rising from myriads of fires.
B) The smoke was raising from myriads of fires.
9.
A) He arrived the method of attenuating germs.
B) He arrived at the method of attenuating germs.
10.
A) Five years later a rocket felled out of the sky.
B) Five years later a rocket fell out of the sky.
11.
A) We reached the limbless trunks of these tall straight pines.
B) We arrived the limbless trunks of these tall straight pines.

UHS PAST PAPERS

1.
A) In North Africa, he barely escaped assassination at the hand of the governor of the province.
B) In North Africa, he barely escaped assassination from the hands of the governor of the province.
C) In North Africa, he barely escaped assassination from the hand of the governor of the province.
D) In North Africa, he barely escaped assassination at the hands of the governor of the province. (2014)

Rule 3.

Get/have + object + V-ing means make somebody/something start and 'cause somebody to be doing something respectively.

- Don't get him **talk** about his illnesses. (Incorrect)
Don't get him **talking** about his illnesses. (Correct)
- He had us **to laugh** all through the meal. (Incorrect)
He had us **laughing** all through the meal. (Correct)

Textual Support

1.
A) Get the kettle **go**. It's a thirsty work.
B) Get the kettle **going**. It's a thirsty work.

Rule 4.

Get + object + infinitive means 'make sb/sth do something' or 'persuade sb/sth to do sth: there is often an idea of difficulty.

- I can't get that child **go** to bed. (Incorrect)
I can't get that child **to go** to bed. (Correct)
- See if you can get the car **start**. (Incorrect)
See if you can get the car **to start**. (Correct)

Textual Support

1.
 - A) Ain't you got anybody home to tell you to wash your face?
 - B) Ain't you got anybody home tell you to wash your face?
2.
 - A) I want to get my father come home again.
 - B) I want to get my father to come home again.

Rule 5.

Get /have+ object + past participle can mean 'cause something to be done by somebody else'. The past participle has a passive meaning.
I must get my car washed. (= I want my car to be washed.)

- I must get my watch **repair**. (Incorrect)
I must get my watch **repaired**. (Incorrect)

Textual Support

1.
 - A) Mansoor feels pleased to ge his head cut off.
 - B) Mansoor feels pleased to get his head to cut off
2.
 - A) He still had to get the post create.
 - B) He still had to get the post created.
3.
 - A) No wonder you had the door locked!
 - B) No wonder you had the door lock!
4.
 - A) Old Smith had had his crop to eat to the ground.
 - B) Old Smith had had his crop eaten to the ground.
5.
 - A) I had my hair cut off and sell it.
 - B) I had my hair cut off and sold it.
6.
 - A) You got your ideas well stuck in those days.
 - B) You got your ideas well stick in those days.

Rule 6.

- (i) *Have + object + infinitive without to* can mean 'cause somebody to do something'. This is mostly used in American English, to talk about giving instructions or orders.

- The manager had everybody **to fill** out a form. (Incorrect)
The manager had everybody **fill** out a form. (Correct)

- (ii) *I won't have + object + verb form* can mean 'I won't allow'.

- I won't **have** you **told** me what to do. (Incorrect)
I won't **have** you **telling** me what to do. (Correct)
- I won't **have** my house **turn** into a hotel. (Incorrect)
I won't **have** my house **turned** into a hotel. (Correct)

Textual Support

1.

- A) You plan to have Wozzeck pretend he has found a pearl in the oyster.
 B) You plan to have Wozzeck to pretend he has found a pearl in the oyster.

Rule 7.

After **make + object**, we use the **infinitive without to**. In **passive** structures, the infinitive **with to** is used.

- I can't make the washing machine **to work**. (Incorrect)
 I can't make the washing machine **work**. (Correct)
- She was made **repeat** the whole story. (Incorrect)
 She was made **to repeat** the whole story. (Correct)

Textual Support

1.

- A) It took me thirty years to improve these old worn-out acres to make them to do this!
 B) It took me thirty years to improve these old worn-out acres to make them do this!

2.

- A) How our hounds would make the rabbits circle!
 B) How our hounds would make the rabbits circled!

3.

- A) It makes me yearn to borrow a collecting box and go round doing good myself.
 B) It makes me yearned to borrow a collecting box and go round doing good myself.

4.

- A) They would be made to feel uncomfortable.
 B) They would be made felt uncomfortable.

UHS PAST PAPERS

- A) He made me to write the sum on a slip and to sign my name in a book.
 B) He made me write the sum on a slip and sign my name in a book.
 C) He made me to write the sum on a slip and sign my name in a book.
 D) He made me to write the sum in a slip and sign my name in a book. (2015)

Rule 8.

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

- I don't speak good French, but I can make myself **understand**. (Incorrect)
 I don't speak good French, but I can make myself **understood**. (Correct)

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

- She made everybody **welcomed**. (Incorrect)
 She made everybody **welcome**. (Correct)

Textual Support

1.

- A) There were times when I tried to make myself faint.
 B) There were times when I tried to make myself fainted.

Rule 9.

Certain verbs (*demand, insist, recommend, suggest*) and adjectives (*essential, important, vital, etc.*) are followed by 'that' + subjunctive (mandative subjunctive) to indicate that something must be done (directive aspect).

- People demand that the troops **are** withdrawn. (**Incorrect**)
 People demand that the troops **be** withdrawn. (**Correct**)
- It is important that everyone **is** registered. (**Incorrect**)
 It is important that everyone **be** registered. (**Correct**)

Textual Support

1.

- A) I suggest you do a bit of cooperating.
 B) I suggest you did a bit of cooperating.

2.

- A) Are you suggesting we must play a trick on Clay?
 B) Are you suggesting we play a trick on Clay?

3.

- A) He suggested that it should sit in the upland town of Ankara.
 B) He suggested that it sits in the upland town of Ankara.

4.

- A) He proposed that the Sultanate is to be abolished.
 B) He proposed that the Sultanate should be abolished.

Rule 10.

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

- It's time you **go** to bed. You'll have to get up early tomorrow. (**Incorrect**)
 It's time you **went** to bed. You'll have to get up early tomorrow. (**Correct**)
- It's high time I **buy** a new pair of jeans. (**Incorrect**)
 It's high time I **bought** a new pair of jeans. (**Correct**)

Rule 11.

The “- **ing**” form used as a noun is called **Gerund**, and it is used to show some process, activity, or action.

He stopped smoking. (Previously, he used to do this activity, but now he has stopped that activity.)

- I still remember **to buy** my first bicycle. (**Incorrect**)
 I still remember **buying** my first bicycle. (**Correct**)

Textual Support

1.
 - A) Isn't it too hot for you to do much walking?
 - B) Isn't it too hot for you to do much walk?
2.
 - A) He said that he remembered my do so.
 - B) He said that he remembered my doing so.
3.
 - A) I remember going to the Museum to read up the treatment for some slight ailment.
 - B) I remember go to the Museum to read up the treatment for some slight ailment.

Rule 12.

The "to + V-I" is called an infinitive and it is used to show purpose or priority.

- He stopped **to smoke**. What was the purpose? He stopped why-? To smoke
- He hopes **winning** the match. (Incorrect)
He hopes **to win** the match. (Correct)

Textual Support

1.
 - A) One of the doctors had told him not to walk the length of a city block.
 - B) One of the doctors had told him not walking the length of a city block.
2.
 - A) I went on, as if I had been prompted to lie about it.
 - B) I went on, as if I had been prompted lying about it.
3.
 - A) You are going remembering Mrs. Luella Bates Washington Jones.
 - B) You are going to remember Mrs. Luella Bates Washington Jones.
4.
 - A) Chips went across the road to live at Mrs. Wickett's.
 - B) Chips went across the road living at Mrs. Wickett's.
5.
 - A) Norma tried to lift it off, but it was locked in place.
 - B) Norma tried lifting it off, but it was locked in place.

Rule 13.

We use bare infinitive (*infinitive* without 'to') with *had better, let, modals (needn't/dare etc.), subjunctives, etc.*

- You had better **turned** that music down. (Incorrect)
You had better **turn** that music down. (Correct)

Textual Support

1.
 - A) I had better sharpened my pencil.
 - B) I had better sharpen my pencil.
2.
 - A) You needn't to look for it.
 - B) You needn't look for it.
3.
 - A) He let the dirt run between his fingers.
 - B) He let the dirt to run between his fingers.
4.
 - A) Let the water ran until it gets warm.
 - B) Let the water run until it gets warm.
5.
 - A) We thought you had better look her over and tell us what the matter is.
 - B) We thought you had better looked her over and tell us what the matter is.

UHS Past Papers

1. We were ten miles up the highway when I happened to saw this classified advertisement in the newspaper.
 - A) B) C) D)
 (2014)
2.
 - A) The government should accrue taxes for strengthen the economy of the country.
 - B) The government should accrue taxes in strengthen the economy of the country.
 - C) The government should accrue taxes to strengthen the economy of the country.
 - D) The government should accrue taxes by strengthen the economy of the country.
 (2011)
3.
 - A) Shelley is consider to be an idealist poet.
 - B) Shelley is considering to be an idealist poet.
 - C) Shelley is considers to be an idealist poet.
 - D) Shelley is considered to be an idealist poet.
 (2013)
4.
 - A) It was hard to him to speak out loud, but he managed to murmur something.
 - B) It was hard on him to speak out loud, but he managed to murmur something.
 - C) It was hard for him to speak out loud, but he managed to murmur something.
 - D) It was hard upon him to speak out loud, but he managed to murmur something.
 (2016)

Rule 14.

We use '**infinitive**' without '**to**' after **would rather/sooner**, but when there is another **subject** (other than I, We) after **would rather**, we use past form of verb.

- I would rather **met** him here on my own home ground. (**Incorrect**)
- I would rather **meet** him here on my own home ground. (**Correct**)

Textual Support

1.
 - A) I'd rather not discuss it anymore, if you don't mind.
 - B) I'd rather not discussed it anymore, if you don't mind.
2.
 - A) I'd rather he didn't know I was around.
 - B) I'd rather he doesn't know I was around.

Rule 15.

Verbs of perceptions (*hear, see, watch, notice, etc.*) are used with *infinitive* without 'to' or "V-ing" with a change in meaning.

- He saw me **picked** up this string here. (Incorrect)
 He saw me **pick** up this string here. (Correct)
 He saw me **picking** up this string here. (Correct)

Textual Support

1.
 - A) The man felt his hair flutter and the tissues of this body draw tight.
 - B) The man felt his hair fluttered and the tissues of this body draw tight.
2.
 - A) An orchestra could be heard to play in one of the restaurants.
 - B) An orchestra could be heard playing in one of the restaurants.

UHS Past Papers

1. The man felt his hair flutter and the tissues of his body drew tight as if he were standing at the centre of a vacuum.
 A) B) C) D)
 (2008)
2. His guests found it fun to watch him to make tea — missing careful spoonful from different caddies.
 A) B) C) D)
 (2015)

Rule 16.

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

- I look forward to hear from you. (Incorrect)
 I look forward to hearing from you. (Correct)

Textual Support

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

Rule 17.

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

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

Textual Support

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

Rule 18.

Linking verbs such as **be, seem, look, taste, sound, smell, etc.** take adjective after them. Don't use an **'-ly'** adverb with these words.

- The soup smells deliciously. (Incorrect)
The soup smells **delicious**. (Correct)
- The weather became awfully. (Incorrect)
The weather became **awful**. (Correct)

Textual Support

1. A) He looked incredulous.
B) He looked incredulously.
2. A) This time the driver and greaser seemed reluctant to take him.
B) This time the driver and greaser seemed reluctantly to take him.
3. A) Maulvi Abul sounded excitedly as he called out to his wife.
B) Maulvi Abul sounded excited as he called out to his wife.
4. A) The old man in his brilliant uniform was appearing there for the crowning of his life's work.
B) The old man in his brilliant uniform appeared there for the crowning of his life's work.
5. A) Wait until my tomatoes are ripe. You'll never be tasting sweeter tomatoes in your life.
B) Wait until my tomatoes are ripe. You'll never taste sweeter tomatoes in your life.

Rule 19.

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

- He knows **playing** this game. (Incorrect)
He knows **how to play** this game. (Correct)
- My mother has taught me **doing it**. (Incorrect)
My mother has taught me **how to do it**. (Correct)

Textual Support

1. A) He knew to keep their favour by generous pay.
B) He knew how to keep their favour by generous pay.
2. A) I know exposing a throat for inspection.
B) I know how to expose a throat for inspection.
3. A) We have learned how to provide ourselves with a variety of foods throughout the year.
B) We have learned to provide ourselves with a variety of foods throughout the year.
4. A) Mr. Somervell knew how to do it.
B) Mr. Somervell knew doing it.
5. A) George claimed to have found the pocket book, but not knowing reading he had given it to his employer.
B) George claimed to have found the pocket book, but not knowing how to read he had given it to his employer.
6. A) I don't know how to give a poodle haircut, but even if I know how, I wouldn't do it.
B) I don't know to give a poodle haircut, but even if I know how, I wouldn't do it.

9 UNIT

ADVERB

Adverb is a word that adds more meaning to a **verb**, an **adjective**, another **adverb**, or the whole sentence. Following are the things you need to check out when you have adverbs.

- Adverb and adjective confusion with an “-ly”
- Adverb with punctuation marks
- Order of Adverbs
- Spelling errors of Adverbs

Rule 1.

- (i) Generally, we form an adverb of manner by adding an “-ly” to an adjective. However, some adjectives do not take an “-ly”. The verbs (*seem, look, appear, sound, prove, turn, grow, become, etc.*) take adjectives rather than adverbs.
- The idea sounds **greatly**. (**Incorrect**)
The idea sounds **great**. (**Correct**)
- (ii) Every word ending in an “-ly” is not an adverb. The “-ly” suffix is added to nouns to form adjectives (*miserly, cowardly, friendly, deadly, manly, fatherly, etc.*).
- She behaved **cowardly** when she saw a stranger. (**Incorrect**)
She behaved **in a cowardly manner** when she saw a stranger. (**Correct**)

Textual Support

1.
 - A) She dashed blindly onto the porch.
 - B) She dashed blind onto the porch.
2.
 - A) She could easily see him out of the corner of her eye if she wanted to.
 - B) She could easier see him out of the corner of her eye if she wanted to.
3.
 - A) Rarely did he read more than a page of it before sleep came swiftly and peaceful.
 - B) Rarely did he read more than a page of it before sleep came swiftly and peacefully.
4.
 - A) Speaking quiet and slow I approached the child again.
 - B) Speaking quietly and slowly I approached the child again.
5.
 - A) He walked slowly in his pointed shoes and leaned on a gilded stick.
 - B) He walked slow in his pointed shoes and leaned on a gilded stick.
6.
 - A) The child was full dressed and sitting on her father's lap.
 - B) The child was fully dressed and sitting on her father's lap.
7.
 - A) She did not move and seemed, inwardly, quiet.
 - B) She did not move and seemed, inward, quiet.
8.
 - A) This time the driver and greaser seemed reluctant to take him.
 - B) This time the driver and greaser seemed reluctantly to take him.

UNIT - 9

ADVERB

9.
A) The authorities of Istanbul became suspiciously of Kamal's intentions.
B) The authorities of Istanbul became suspicious of Kamal's intentions.
10.
A) He seemed so peaceful that they did not disturb him to say good night.
B) He seemed so peacefully that they did not disturb him to say good night.
11.
A) But now I also had grown furiously - at a child.
B) But now I also had grown furious - at a child.
12.
A) The population is not now growing so *fast*.
B) The population is not now growing so *fastly*.
13.
A) It's shut tightly; it's alive and there's a pearl in it.
B) It's shut tight; it's alive and there's a pearl in it.
14.
A) Wetherby treated Mr. Chips in a fatherly manner.
B) Wetherby treated Mr. Chips fatherly.

UHS Past Papers

1.
A) They felt bad while leaving their friends.
B) They felt badly about leaving their friends.
C) They felt very badly about leaving their friends.
D) They felt badly while leaving their friends. (2009)
2.
A) The lovely sentiments we go through repeating!
B) The lovely sentiments we go about repeating!
C) The lovely sentiments we go in repeating!
D) The lovely sentiments we go for repeating! (2016)

Rule 2.

Generally, the adverb ending in an "ly" is used with some adjective (past participle or the third form).

- Everybody was **extreme** annoyed with Julian. (Incorrect)
Everybody was **extremely** annoyed with Julian. (Correct)

Textual Support

1.
A) They look surprising peaceful.
B) They look surprisingly peaceful.
2.
A) It was unbearably stifling in the driver's cabin.
B) It was unbearable stifling in the driver's cabin.
3.
A) Superstitious people's lives are *greatly* influenced by such signs.
B) Superstitious people's lives are *great* influenced by such signs.
4.
A) I came to that country and they were wonderful friendly.
B) I came to that country and they were wonderfully friendly.

6.

- A) The child was fully dressed and sitting on her father's lap
- B) The child was full dressed and sitting on her father's lap.

Rule 3.

Enough is an adjective as well as an adverb. After adjectives **enough** will act as an adverb, whereas before nouns **enough** will act as an adjective.

- This shirt isn't **enough big**. (Incorrect)
This shirt isn't **big enough**. (Correct)

Textual Support

1.

- A) You are old enough to understand it what I am saying to you.
- B) You are enough old to understand it what I am saying to you.

2.

- A) He was kind without being soft and understood them enough well.
- B) He was kind without being soft and understood them well enough.

3.

- A) A flask of cold water became enough hot to make tea.
- B) A flask of cold water became hot enough to make tea.

4.

- A) When I came here I was old enough to know a good thing when I saw it.
- B) When I came here I was enough old to know a good thing when I saw it.

5.

- A) Well, the tide hardly ever gets low enough for a fellow to get around to the ocean side of Black Rock.
- B) Well, the tide hardly ever gets enough low for a fellow to get around to the ocean side of Black Rock.

6.

- A) You can get Clay around to the truth easy enough just as soon as he gets his father home.
- B) You can get Clay around to the truth enough easy just as soon as he gets his father home.

7.

- A) Even fifty years is not time enough to enjoy it fully.
- B) Even fifty years is not enough time to enjoy it fully.

8.

- A) Katherine was twenty-five—young enough to be Chips's daughter.
- B) Katherine was twenty-five— enough young to be Chips's daughter.

Rule 4.

Adverbs of time should be used in ascending order.

- The result will be announced **this week on Monday at 7a.m.** (Incorrect)
The result will be announced **at 7a.m on Monday this week.** (Correct)
- He visited me at 7 o' clock **in July on Monday** in 2017. (Incorrect)
He visited me at 7 o' clock **on Monday in July** in 2017. (Correct)

(ii) Adverbs of Manner (M) place (P) and Time (T) should be used according to MPT formula.

- He was welcomed **yesterday at the station nicely.** (Incorrect)
He was welcomed **nicely at the airport yesterday.** (Correct)

- (iii) Adverbs of frequency (*often, always, ever, never, etc.*) don't usually go after the verb phrase.
- We go *hardly* there. (Incorrect)
We *hardly* go there. (Correct)
 - I *enjoyed often* the actual classroom work. (Incorrect)
I *often enjoyed* the actual classroom work. (Correct)
- (iv) In case of two or more adverbials at the end of a sentence the usual order is *duration* (how long-?), *frequency* (how often-?) and *time* (when-?)
- We went to Karachi *last year (time) three times (frequency)*. (Incorrect)
We went to Karachi *three times (frequency) last year (time)*. (Correct)
 - I shall visit kalam *in March (time) for a few days (duration)*. (Incorrect)
I shall visit kalam *for a few days (duration) in March (time)*. (Correct)
- (v) Unless there is a reason for using a different order, we put a shorter adverbial before a longer adverbial: *word + phrase + clause*
- They arrived *back while I was sleeping at one o'clock*. (Incorrect)
They arrived *back at one o'clock while I was sleeping*. (Correct)

Textual Support

- A) I remained three times as long as anyone else in the Third.
B) I remained in the third three times as long as anyone else.
- A) The gay songs that usually accompany wedding ceremonies were not sung.
B) The gay songs that accompany usually wedding ceremonies were not sung.
- A) Those who were usually content to live with their loneliness, emerged from their hide-outs to join the gaiety of the streets.
B) Those who usually were content to live with their loneliness, emerged from their hide-outs to join the gaiety of the streets.
- A) She had fought to keep me from knowing her secret valiantly.
B) She had fought valiantly to keep me from knowing her secret.
- A) She said often little prayers quietly, about simple everyday things.
B) She often said little prayers quietly, about simple everyday things.
- A) I have often thought of keeping a diary.
B) I often have thought of keeping a diary.

Rule – 5

If the adverbs of emphasis (*no sooner, hardly, seldom, etc.*) occur at the beginning of the sentence, we normally reverse (invert) the subject – verb word order.

- Seldom **he had** seen such a beautiful scenery. (Incorrect)
Seldom **had he** seen such a beautiful scenery. (Correct)

Some other adverbs of emphasis are:

no sooner, hardly, rarely, only, seldom, not once, never, again, etc.

Textual Support

1.
 - A) Nor the interests of the founder of the Umayyad regime were limited to the material welfare of his people.
 - B) Nor were the interests of the founder of the Umayyad regime limited to the material welfare of his people.
2.
 - A) Honor had been granted him, but only now came love.
 - B) Honor had been granted him, but only now love came.
3.
 - A) Never again shall I give myself up for a doctor.
 - B) Never again I shall give myself up for a doctor.

Rule 6,

Always use a semicolon before and comma after the conjunctive adverbs (*therefore, however, etc.*) when separating two independent clauses.

- It was hot, therefore, we went swimming. **(Incorrect)**
 It was hot; therefore, we went swimming. **(Correct)**
 OR
 It was hot. Therefore, we went swimming. **(Correct)**

Textual Support

1.
 - A) However the organization is of international scope.
 - B) However, the organization is of international scope.
2.
 - A) Nonetheless that is the proposition.
 - B) Nonetheless, that is the proposition.
3.
 - A) We seem to have strength, but it is only the appearance of strength; otherwise, we are weak and without motion.
 - B) We seem to have strength, but it is only the appearance of strength; otherwise we are weak and without motion.

Rule 7.

When the third form of verb (past participle) is a part of a passive verb, we can use *much/very much* but not *very* only. When *the third form of verb* is used as an adjective, we use *very*. This rule is also applicable to the words referring to mental states, feelings and reactions.

- He is *very* appreciated by his students. **(Incorrect)**
 He is *much* appreciated by his students. **(Correct)**

Rule 8.

Beware of frequent spelling errors of *adverbs* (*quite, extremely, separately, truly, sincerely, completely, etc.*).

- It happened *quiet* accidentally. **(Incorrect)**
 It happened *quite* accidentally. **(Correct)**
- I am *truely* sorry for what happened. **(Incorrect)**
 I am *truly* sorry for what happened. **(Correct)**

Textual Support

1.
 - A) He had been roaming about for quite a long time.
 - B) He had been roaming about for quiet a long time.
2.
 - A) The marriage, however, was extremely happy.
 - B) The marriage, however, was extremely happy.
3.
 - A) Now truly she was furious. She had been on the defensive before.
 - B) Now truly she was furious. She had been on the defensive before.
4.
 - A) It was a service that gave him freedom to be supremely and completely himself.
 - B) It was a service that gave him freedom to be supremely and completely himself.
5.
 - A) Pasture suggested collecting the eggs laid by each moth separately.
 - B) Pasture suggested collecting the eggs laid by each moth seperately.

Rule 9.

Before a *that*-clause of result, we use *so*+ *adjective/adverb* (*NOT very/too*+ *adjective/adverb*). When a *that*-clause of result comes after a noun phrase, the noun phrase begins with *such* (*NOT very/so*). Also note the pattern *so* + *much/many*.

- He was *very* tired that he fell asleep in the chair. (**Incorrect**)
He was *so* tired that he fell asleep in the chair. (**Correct**)
- I laughed *very* much that my sides began to ache. (**Incorrect**)
I laughed *so* much that my sides began to ache. (**Correct**)
- I was having *very* good time that I stayed an extra day. (**Incorrect**)
I was having *such* a good time that I stayed an extra day. (**Correct**)
- It was *so* an amazing story that nobody believed it. (**Incorrect**)
It was *such* an amazing story that nobody believed it. (**Correct**)
- She had *too* many children that she didn't know what to do. (**Incorrect**)
She had *so* many children that she didn't know what to do. (**Correct**)

Textual Support

1.
 - A) He tied up the woman's throat, and struck the swollen part with so much force that the poor old creature instantly expired.
 - B) He tied up the woman's throat, and struck the swollen part with too much force that the poor old creature instantly expired.
2.
 - A) The ground was so stiff and hard that he made slow progress.
 - B) The ground was very stiff and hard that he made slow progress.
3.
 - A) The volte-face was too complete that the authorities were taken unawares and found themselves consenting to the dangerous experiment.
 - B) The volte-face was so complete that the authorities were taken unawares and found themselves consenting to the dangerous experiment.

Rule 10.

Before a *to*-clause, we use *too* + adjective: (NOT *very*/so)

- Unfortunately, I was *very* old *to* enter the competition. (Incorrect)
- Unfortunately, I was *too* old *to* enter the competition. (Correct)

Textual Support

1.

- A) He wore his gown till it was almost too tattered to hold together.
- B) He wore his gown till it was almost very tattered to hold together.

2.

- A) And suddenly, in a torrent of thoughts so pressing to be put into words, Chips made answer to himself.
- B) And suddenly, in a torrent of thoughts too pressing to be put into words, Chips made answer to himself.

3.

- A) At times the sand became too soft to bear the weight of the heavy truck.
- B) At times the sand became very soft to bear the weight of the heavy truck.

4.

- A) Sometimes, it all seemed too good to be true.
- B) Sometimes, it all seemed so good to be true.

5.

- A) Isn't it very hot for you to do much walking?
- B) Isn't it too hot for you to do much walking?

Rule 11.

- (i) Before the base form of an adjective, we normally use *very*. *Much* is used before the comparative form of an adjective:

- He is in a *very* better mood than usual. (Correct)
- He is in a *much* better mood than usual. (Incorrect)

- (ii) *Too* is normally used before predicative adjectives. We do not use *too* before an adjective that is followed by a noun. In this position, we use *very*: 'However, *very* does not have the same meaning as *too*.

- It was a *too small table*. (Incorrect)
- The table was *too small*. (Correct)
- It was a *too difficult question*. (Incorrect)
- The question was *too difficult*. (Correct)

Note: In very formal styles we sometimes use the structure: *too* + adjective + a/an + noun: It was *too difficult a question* to answer.

- (i) The structure *too* + adjective/adverb + *to*-infinitive has a negative meaning. In a negative context, we use *any*, *anything*, etc. NOT *some*, *something*, etc.

- She was *too frightened* to say *something*. (Incorrect)
- She was *too frightened* to say *anything*. (Correct)
- My parents were *too poor* in those days to give me *some* money. (Incorrect)
- My parents were *too poor* in those days to give me *any* money. (Correct)

Textual Support

1.
 - A) It takes much less time to use indigenous equipment.
 - B) It takes very less time to use indigenous equipment.
2.
 - A) He felt much fit, and the actual work was not taxing.
 - B) He felt very fit, and the actual work was not taxing.
3.
 - A) Chips had been at Brookfield for forty-two years, and had been much happy there.
 - B) Chips had been at Brookfield for forty-two years, and had been very happy there.
4.
 - A) The young man seemed to be very happy in his overcoat.
 - B) The young man seemed to be much happy in his overcoat.
5.
 - A) Your father wasn't much better, either.
 - B) Your father wasn't very better, either.
6.
 - A) She was a much old woman, who must have died shortly.
 - B) She was a very old woman, who must have died shortly.

Rule 12.

- (i) *Altogether* is an adverb and means completely or in total, whereas *all together* are two words that mean to be together in one group.
 - He was an **all together** milder and less ferocious animal. (Incorrect)
 - He was an **altogether** milder and less ferocious animal. (Correct)
- (ii) *Already* is an adverb and means before a particular time, whereas *all ready* are two words that mean all are ready.
 - The students are **all ready** acquainted with the work of Shakespeare. (Incorrect)
 - The students are **already** acquainted with the work of Shakespeare. (Correct)
 - We are **already** to leave for holidays. (Incorrect)
 - We are **all ready** to leave for holidays. (Correct)
 - It was **all ready** here as God had made it. (Incorrect)
 - It was **already** here as God had made it. (Correct)
- (iii) *Some* and *still* are used in positive sentence, whereas *any* and *yet* are used in negative and interrogative sentence.
 - I don't want *some* bread. (Incorrect)
 - I don't want *any* bread. (Correct)
 - We have not got acclimate to village life *still*. (Incorrect)
 - We have not got acclimate to village life *yet*. (Correct)

Textual Support

1.
 - A) He had, in fact, all ready begun to sink into that creeping dry rot of pedagogy.
 - B) He had, in fact, already begun to sink into that creeping dry rot of pedagogy.
2.
 - A) I therefore had to throw them away or wipe them off the map altogether.
 - B) I therefore had to throw them away or wipe them off the map all together.
3.
 - A) In the West women have not yet succeeded in obtaining all these benefits.
 - B) In the West women have not still succeeded in obtaining all these benefits.
4.
 - A) The protesters marched altogether to the White House.
 - B) The protesters marched all together to the White House.
5.
 - A) Those who have already departed from this life do not know if we are frustrated or not.
 - B) Those who have all ready departed from this life do not know if we are frustrated or not.
7.
 - A) We were all thinking of that, though no one had as still spoken of the thing.
 - B) We were all thinking of that, though no one had as yet spoken of the thing.
8.
 - A) It was ten shillings all together.
 - B) It was ten shillings altogether.

Rule 13.

Like and *instead of* always take an object after them, whereas *alike* and *instead* do not need an object after them.

- Though John and Andrew look exactly *like*; they act quite differently. (**Incorrect**)
Though John and Andrew look exactly *alike*; they act quite differently. (**Correct**)
- The authorities used quiet persuasion *instead* the big stick. (**Incorrect**)
The authorities used quiet persuasion *instead of* the big stick. (**Correct**)

Textual Support

1.
 - A) She was immensely popular with boys and masters like.
 - B) She was immensely popular with boys and masters alike.
2.
 - A) Summer moved alike flame upon the meadows.
 - B) Summer moved like flame upon the meadows.
3.
 - A) Instead of chemicals heat was used to sterilize instruments.
 - B) Instead chemicals heat was used to sterilize instruments.
4.
 - A) But instead of replying, she silently lifted a corner of the quilt to expose Umdatunnisa's small, bare feet.
 - B) But instead replying, she silently lifted a corner of the quilt to expose Umdatunnisa's small, bare feet.
5.
 - A) The members and the Padishah himself were alike eager to collaborate.
 - B) The members and the Padishah himself were like eager to collaborate.

Rule 14.

Late (either an adverb or an adjective) means after a particular time, whereas *lately* (adverb) means recently.

- His parents won't allow him to stay out *lately*. (**Incorrect**)
His parents won't allow him to stay out *late*. (**Correct**)

Textual Support

1.

- A) She told him about her job in a hotel beauty shop that stayed open lately.
- B) She told him about her job in a hotel beauty shop that stayed open late.

Rule 15.

Fairly is used with favorable adjectives and adverbs, whereas *rather* is chiefly used in this sense before unfavorable adjectives and adverbs.

- I walk *rather* fast but Ann walks *fairly* slowly. (**Incorrect**)
I walk *fairly* fast but Ann walks *rather* slowly. (**Correct**)

Textual Support

1.

- A) I'd rather not discuss it anymore, if you don't mind.
- B) I'd fairly not discuss it anymore, if you don't mind.

2.

- A) Mr. Chips was an old man, still fairly active for his years.
- B) Mr. Chips was an old man, still rather active for his years.

Rule 16.

(i) *Wholly* is an adverb which means entirely, whereas *as a whole* (idiom) means as a single unit and not as separate parts.

- He was *as a whole* inattentive to the needs of his children. (**Incorrect**)
He was *wholly* inattentive to the needs of his children. (**Correct**)

(ii) *Until* is used for time, whereas *unless* is used for condition/situation.

- Most dogs will not attack *until* provoked. (**Incorrect**)
Most dogs will not attack *unless* provoked. (**Correct**)

(iii) *Good* (Adjective) is used with noun, whereas *Well* (adverb) is used with verbs.

- You have to do *good* academically to get into medical school. (**Incorrect**)
You have to do *well* academically to get into medical school. (**Correct**)

Textual Support

1.

- A) The writer was not wholly wrong in concluding that he was suffering from almost all diseases.
- B) The writer was not as a whole wrong in concluding that he was suffering from almost all diseases.

2.

- A) Churchill did not do well in examinations.
- B) Churchill did not do good in examinations.

3.
 - A) The parent asserted that God put those tonsils in his son's throat for some well purpose.
 - B) The parent asserted that God put those tonsils in his son's throat for some good purpose.
4.
 - A) The driver assured him that it would be a good thing to mix a little wine with his water.
 - B) The driver assured him that it would be a well thing to mix a little wine with his water.
5.
 - A) He was a well athlete when he came by his wild idea.
 - B) He was a good athlete when he came by his wild idea.

Rule 17.

Ago is used for a defined period of time (e.g. five years ago), whereas *before* is generally used with undefined period of time (e.g. before the doctor arrived).

- Some two thousand million years *before* this rare event took place. (Incorrect)
- Some two thousand million years *ago* this rare event took place. (Correct)

Textual Support

1.
 - A) If you had been born two hundred years before, you would have had about one chance in eight of living to be one year old.
 - B) If you had been born two hundred years ago, you would have had about one chance in eight of living to be one year old.
2.
 - A) People who lived a century ago probably enjoyed eating as much as we do today.
 - B) People who lived a century before probably enjoyed eating as much as we do today.
3.
 - A) She had been on the defensive before but now she attacked.
 - B) She had been on the defensive ago but now she attacked.

Rule 18.

- (i) *Sometime* is used for an unknown point of time noun, whereas *sometimes* is used to show the frequency (e.g. more than one time).

- I shall share all the details *sometimes*. (Incorrect)
- I shall share all the details *sometime*. (Correct)

- (ii) *Hard*, as an adverb, means *with a great deal of effort* and comes after the verb. On the other hand, *hardly*, as an adverb, means *almost not* and comes before the verb.

- If you study *hardly*, you will be able to speak English well. (Incorrect)
- If you study *hard*, you will be able to speak English well. (Correct)
- Jenny has the flu, so she *hard* ate anything. (Incorrect)
- Jenny has the flu, so she *hardly* ate anything. (Correct)

Textual Support

1.
 - A) Auden was educated at Oxford and taught in England and Scotland for sometime.
 - B) Auden was educated at Oxford and taught in England and Scotland for sometimes.
2.
 - A) There was so much water that they hard know what to do with it.
 - B) There was so much water that they hardly know what to do with it.
3.
 - A) He sometimes took his watch out and looked at it only when no one could see him do it.
 - B) He sometime took his watch out and looked at it only when no one could see him do it.
4.
 - A) Sometimes, unconsciously, Abul repeated the same chapter twice in the same part of prayer.
 - B) Sometime, unconsciously, Abul repeated the same chapter twice in the same part of prayer.
5.
 - A) I could hardly believe that three strenuous school terms had indeed rolled away
 - B) I could hard believe that three strenuous school terms had indeed rolled away
6.
 - A) It was hardly to believe that my father and mother had cleared this mountain slope.
 - B) It was hard to believe that my father and mother had cleared this mountain slope.
7.
 - A) It would be hard to think of a less appetizing drink than the greenish fluid.
 - B) It would be hardly to think of a less appetizing drink than the greenish fluid.

Rule 19.

We use *ago* with a past tense and a time expression to count back from the present.

- I met that woman in Scotland three years ago. (NOT... three years before/ before three years.)

We can use *before* in the same way (with a past perfect tense) to count back from a past moment:

When we got talking, I found out that I had been at school with her husband ten years before. (NOT ... ten years ago)

Although we teach that *ago* is a signal word for simple past, we sometimes use it with past perfect. When the action of the second sentence clearly takes place before the first one. As: Last week we came back from a class trip to New York. We had planned that trip half a year ago.

- A) It was heavily censored, but conveyed **any** news. (Incorrect)
- B) It was heavily censored, but conveyed **some** news. (Correct)

Textual Support

1.
 - A) Music of some kind could not be allowed in his house.
 - B) Music of any kind could not be allowed in his house.
2.
 - A) If he ever received some extra money, this bonus would usually be locked up in a tin box.
 - B) If he ever received any extra money, this bonus would usually be locked up in a tin box.
3.
 - A) They hoped it would rain very soon, to spring a new grass.
 - B) They hoped it would rain very soon, to spring some new grass.
4.
 - A) What shall we do if we meet any striker?
 - B) What shall we do if we meet some striker?
5.
 - A) Most of them do not find any serious interest in life.
 - B) Most of them do not find some serious interest in life.

In grammar, preposition is a non-inflecting function word which is used before a noun or a pronoun or a noun phrase, connecting it to another word, in an adverbial or adjectival sense.

There are a few things about prepositions to check out:

- Omission of prepositions
- Commission of prepositions
- Overlapping of prepositions

Rule: 1.

We use '*in*' for longer period of time:

- *month or year* (in January, in 1985, etc.)
- *particular time of day or month or year* (in the morning, in the evening, in the first week of January, in summer, in winter etc.)
- *century or specific time in the past etc.* (in the 21st century, in the Stone Age, in the past, in the future, in the present etc.).
- One evening *on January* a young man turned to Charing Cross. (**Incorrect**)
One evening *in January* a young man turned to Charing Cross. (**Correct**)
- Waking up *on the morning* was a dismal experience on a Monday. (**Incorrect**)
Waking up *in the morning* was a dismal experience on a Monday. (**Correct**)
- Chips, you live too much *with the past*. (**Incorrect**)
Chips, you live too much *in the past*. (**Correct**)

Note: If morning, evening, night or month is specified by some determiner, we use *on* instead of *in*. (on a morning of Monday, on the evening of Friday, on a September morning)

Textual Support

1.
 - A) Sir John had said, on that morning in 1908, taking Chips by the arm.
 - B) Sir John had said, in that morning in 1908, taking Chips by the arm.
2.
 - A) He died in the first week of the following month.
 - B) He died on the first week of the following month.
3.
 - A) One walked home from school in a Friday afternoon with the tread of an escaped prisoner.
 - B) One walked home from school on a Friday afternoon with the tread of an escaped prisoner.

4. A) China has resolutely stood by us in every crisis as in 1965 and 1971 during our wars with India.
B) China has resolutely stood by us in every crisis as on 1965 and 1971 during our wars with India.
5. A) I thought if I could watch them on a Saturday I might understand them better.
B) I thought if I could watch them in a Saturday I might understand them better.
6. A) A single famine swept North China at the last century.
B) A single famine swept North China in the last century.
7. A) I remember the great bonfire we had at Mafeking night.
B) I remember the great bonfire we had on Mafeking night.
8. A) To wake up on a Thursday morning gave a pleasant feeling to the writer.
B) To wake up in a Thursday morning gave a pleasant feeling to the writer.
9. A) And once, in a night of full moonlight, the air-raid warning was given.
B) And once, on a night of full moonlight, the air-raid warning was given.
10. A) If people were smarter they wouldn't be out on a night like this.
B) If people were smarter they wouldn't be out in a night like this.

Rule: 2.

We use '**on**' with **day** (on Monday), **date** (on 5th of March, March 5), and **a particular day** (on Independence Day, on my birthday).

Note: We use '**at**' with festivals (**at Christmas, at Easter, at Eid-ul-Fitr, etc.**), but **on** Christmas day, **on** Eid day.

- There was a kind of rissole on the School menu **at Mondays**. (Incorrect)
There was a kind of rissole on the School menu **on Mondays**. (Correct)
- Jerome K. Jerome was born **in 2nd May, 1859**. (Incorrect)
Jerome K. Jerome was born **on 2nd May, 1859**. (Correct)

Textual Support

1. A) We got holidays at Easter and at Christmas.
B) We got holidays on Easter and on Christmas.
2. A) On Sundays in Chapel it was he who now read out the tragic list.
B) In Sundays in Chapel it was he who now read out the tragic list.

- 3.
- A) They had died on the same day, the mother and the child just born; in April 1, 1898.
 - B) They had died on the same day, the mother and the child just born; on April 1, 1898.
- 4.
- A) Mustafa Kamal sailed on the 15th of May, 1919.
 - B) Mustafa Kamal sailed at the 15th of May, 1919.
- 5.
- A) These were blessed breaks in routine, but not, of course, comparable to the holidays we got at Christmas.
 - B) These were blessed breaks in routine, but not, of course, comparable to the holidays we got on Christmas.

Rule: 3.

We use '**at**' with **time of clock** (at 5 O'clock, at 7:30 PM), **short and precise time** (at noon, at sunset, at lunch time, at bed time, at the moment, at the same time, at dawn, at dusk)

- **On the same time**, I have a feeling I ought to stay. (**Incorrect**)
At the same time, I have a feeling I ought to stay. (**Correct**)

Textual Support

- 1.
- A) Mr. Steward will call on you at 8.00 P.M.
 - B) Mr. Steward will call on you on 8.00 P.M.
- 2.
- A) At five, he would glance at the clock and ask them to leave.
 - B) On five, he would glance at the clock and ask them to leave.
- 3.
- A) It lay with Mr. Bittering and Mrs. Bittering, a third unbidden partner on every midnight talk, on every dawn awakening.
 - B) It lay with Mr. Bittering and Mrs. Bittering, a third unbidden partner at every midnight talk, at every dawn awakening.
- 4.
- A) I could not remember them at the time in their entirety.
 - B) I could not remember them on the time in their entirety.

Rule: 4.

Since refers to a point in time while **for** refers to periods of time.

- They have been living in Oxford since four years. (**Incorrect**)
They have been living in Oxford **for** four years. (**Correct**)
- I have been here **for last Sunday**. (**Incorrect**)
I have been here **since last Sunday**. (**Correct**)

Textual Support

1.
 - A) He had been keen on them ever since the first thrills of Sherlock.
 - B) He had been keen on them ever for the first thrills of Sherlock.
2.
 - A) I've been there since the beginning of term with measles.
 - B) I've been there from the beginning of term with measles.
3.
 - A) Half a million years ago the population of the world was very small but from then it has gradually increased.
 - B) Half a million years ago the population of the world was very small but since then it has gradually increased.
4.
 - A) At any rate, I've been here for last Sunday.
 - B) At any rate, I've been here since last Sunday.
5.
 - A) They have walked and climbed for a week.
 - B) They have walked and climbed since a week.
6.
 - A) And it had been like that, with other incidents, since centuries.
 - B) And it had been like that, with other incidents, for centuries.
7.
 - A) Della had seen the combs in a shop window and loved for a long time.
 - B) Della had seen the combs in a shop window and loved a long time.

Rule: 5.

'In' is usually used for place which have some boundary (boundary may be physical or virtual) (in school, in a building, in a box, in a car, in library, in garden, in America, in the room, in the cupboard).

- There was half a walnut cake *into* the cupboard. (Incorrect)
There was half a walnut cake *in* the cupboard. (Correct)
- Did you see that shape *on the twisted trees*? (Incorrect)
Did you see that shape *in the twisted trees*? (Correct)

Textual Support

1.
 - A) He became Deputy Professor of Chemistry on the University of Strasburg.
 - B) He became Deputy Professor of Chemistry in the University of Strasburg.
2.
 - A) Practically every family set aside the best room in the house for the rearing and tending of silkworms.
 - B) Practically every family set aside the best room at the house for the rearing and tending of silkworms.

3.
 - A) Arthur was in the living room, reading.
 - B) Arthur was on the living room, reading.
4.
 - A) She put the package at a bottom cabinet.
 - B) She put the package in a bottom cabinet.
5.
 - A) I could not consume them leaf by leaf on my small study fire.
 - B) I could not consume them leaf by leaf in my small study fire.
6.
 - A) Norma joined Arthur in the elevator.
 - B) Norma joined Arthur on the elevator.
7.
 - A) There was a small man in the hallway.
 - B) There was a small man at the hallway.

Rule: 6.

'On' is used for surface (on a table, on the blackboard, on a page, on the wall, on the roof, on a map, on the route, on the menu, on the beach, on the shore, on the island, etc.)

On is also used for a group or team of people. Like on the committee, agenda, panel, staff, council, crew, jury etc.

Do not use 'on', before 'this', that 'last', next

- An outpost was found **in** one of Christopher's **maps**. (**Incorrect**)
An outpost was found **on** one of Christopher's maps. (**Correct**)
- They set out to find a well which was **in** their **route**. (**Incorrect**)
They set out to find a well which was **on** their route. (**Correct**)
- The school reopened **on** last Tuesday. (**Incorrect**)
The school reopened **last** Tuesday. (**Correct**)

Textual Support

1.
 - A) Mustafa Kamal's small ship staggered towards the landing stage at Samsun on the coast of Anatolia.
 - B) Mustafa Kamal's small ship staggered towards the landing stage at Samsun in the coast of Anatolia.
2.
 - A) This second star must have raised tides at the surface of the sun.
 - B) This second star must have raised tides on the surface of the sun.
3.
 - A) I used to lie waiting for that ominous tread on the uncarpeted attic stairs.
 - B) I used to lie waiting for that ominous tread at the uncarpeted attic stairs.
4.
 - A) I could not toast them above the gas-cooker.
 - B) I could not toast them on the gas-cooker.

5.
A) Sweat popped out on the boy's face.
B) Sweat popped out in the boy's face.
6.
A) A Spanish guitar was hanging at the wall.
B) A Spanish guitar was hanging on the wall.
7.
A) He stands looking at Harry's junk onto the shelves.
B) He stands looking at Harry's junk on the shelves.
8.
A) ON a long table, attractively displayed, were the latest hit songs.
B) AT a long table, attractively displayed, were the latest hit songs.
9.
A) He went in for the entrance examination in Paris and came out fourteenth on the list.
B) He went in for the entrance examination in Paris and came out fourteenth at the list.

Rule: 7.

'At' is used for specific place (*at the entrance, at the bottom of glass, at front of the chair, at a bus stop, at the edge of the roof, at the door, at the roundabout, etc.*).

- Suddenly he stopped *in the edge* of the meadow. (Incorrect)
Suddenly he stopped *at the edge* of the meadow. (Correct)

Textual Support

1.
A) There were holes at the heels.
B) There were holes on the heels.
2.
A) He replied that he had been present at the performance.
B) He replied that he had been present on the performance.
3.
A) I'd end up with my family on the country poor farm.
B) I'd end up with my family at the country poor farm.
4.
A) Pasteur was sent to school in the Communal College.
B) Pasteur was sent to school at the Communal College.
5.
A) AT the door, Spelding speaks in a low voice to Powers.
B) On the door, Spelding speaks in a low voice to Powers.
6.
A) Shelley died in a storm at sea after visiting Lord Byron.
B) Shelley died in a storm in sea after visiting Lord Byron.
7.
A) One week in this school has knocked me for a loop.
B) One week at this school has knocked me for a loop.

UNIT – 10

PREPOSITION

Rule: 8.

Between refers to two. *Among* is used for three or more.

- I tried to get the wooden tongue depressor *among* her teeth. (**Incorrect**)
I tried to get the wooden tongue depressor *between* her teeth. (**Correct**)

Textual Support

1. A) A black leather pocket-book was lost on the road between 9.00 and 10.00 in the morning.
B) A black leather pocket-book was lost on the road among 9.00 and 10.00 in the morning.
2. A) The room is comfortably balanced among the expensively decorated and the homely.
B) The room is comfortably balanced between the expensively decorated and the homely.
3. A) I have made a number of very warm enemies among the parents of college students.
B) I have made a number of very warm enemies between the parents of college students.
4. A) Between the very few who escaped was a youth of twenty, Abd-al-Rahman.
B) Among the very few who escaped was a youth of twenty, Abd-al-Rahman.
5. A) This caused consternation not only between the Allies but in Istanbul itself.
B) This caused consternation not only among the Allies but in Istanbul itself.
6. A) Among the Greeks there was little enthusiasm for the Anatolian adventure.
B) Between the Greeks there was little enthusiasm for the Anatolian adventure.
7. A) The old man in his brilliant uniform appeared among the doors.
B) The old man in his brilliant uniform appeared between the doors.

Rule: 9.

'Into' indicates movement of something, while *'in'* is static, which shows the presence of something in some place.

- Harry Bittering moved *in* the metal shop. (**Incorrect**)
Harry Bittering moved *into* the metal shop. (**Correct**)
- Abd-al-Rahman dashed *in* the river. (**Incorrect**)
Abd-al-Rahman dashed *into* the river. (**Correct**)

Note: Some verbs (put, fall, jump, dive, plunge, throw, etc.) may be followed by *in* as an adverb.

- She dived in and swam out to the boat.

Textual Support

1.
 - A) The sergeant ordered the slave to be thrown in the water.
 - B) The sergeant ordered the slave to be thrown into the water.
2.
 - A) A wave of fragrance flowed into the house.
 - B) A wave of fragrance flowed in the house.
3.
 - A) One of his hands was slipped into a pocket of his overcoat.
 - B) One of his hands was slipped amidst a pocket of his overcoat.
4.
 - A) He walked into the hall and pulled open the door.
 - B) He walked onto the hall and pulled open the door.
5.
 - A) She struggled to her feet and walked in the kitchen numbly.
 - B) She struggled to her feet and walked into the kitchen numbly.
6.
 - A) The Ottoman troops were hurriedly withdrawn at barracks.
 - B) The Ottoman troops were hurriedly withdrawn into barracks.
7.
 - A) A few lazy bluffers drift into college and usually drift out again.
 - B) A few lazy bluffers drift to college and usually drift out again.

Rule: 10.

We use '**to**' when we are talking about movement in the direction of a point, place, or position often with a combination of '**from**' ... '**to**', talking about moving from one point to another.

- Sa'di travelled **to** India in the East **to** Tripoli in the West. (**Incorrect**)
Sa'di travelled from India in the East to Tripoli in the West. (Correct)

Textual Support

1.
 - A) I had just finished walking a half mile uphill from my home to his.
 - B) I had just finished walking a half mile uphill from my home towards his.
2.
 - A) The Professor would drive south in his jeep from Tamanrasset till a well at in Abbangarit.
 - B) The Professor would drive south in his jeep from Tamanrasset to a well at in Abbangarit.
3.
 - A) Water had to be carried a considerable distance from the well to the home.
 - B) Water had to be carried a considerable distance from the well by the home.
4.
 - A) Armies clenched in deadlock from the sea to Switzerland.
 - B) Armies clenched in deadlock by the sea to Switzerland.

5.
 A) From Spain the art of tanning and embossing leather was carried at Morocco.
 B) From Spain the art of tanning and embossing leather was carried to Morocco.
6.
 A) She was going from one shop till another, to find a gift for Jim.
 B) She was going from one shop to another, to find a gift for Jim.

Rule: 11.

There is a difference in the use of *to* and *towards*. '*To*' is used to describe the direction for a destination, whereas '*towards*' describes a direction.

- Tonga-wallas whipped up their horses and raced *to* him. (Incorrect)
 Tonga-wallas whipped up their horses and raced *towards* him. (Correct)

Textual Support

1.
 A) In a heavy storm Mustafa Kamal's small ship staggered to the landing stage at Samsun.
 B) In a heavy storm Mustafa Kamal's small ship staggered towards the landing stage at Samsun.
2.
 A) Maulvi Abul looked first towards his eldest daughter, then towards the row of children.
 B) Maulvi Abul looked first towards his eldest daughter, then to the row of children.
3.
 A) He looked up for a moment with a slightly sad expression towards the royal platform.
 B) He looked up for a moment with a slightly sad expression with the royal platform.
4.
 A) He hastened toward her, but in doing so slipped himself and wrenched his ankle.
 B) He hastened to her, but in doing so slipped himself and wrenched his ankle.
5.
 A) In politics she was a radical, with leanings to the views of people like Bernard Shaw and William Morris.
 B) In politics she was a radical, with leanings toward the views of people like Bernard Shaw and William Morris.

Rule: 12.

The opposite of *above* is *below*, and the opposite of *over* is *under*. When we use *above* as a preposition, it means '*higher than something*'. Its meaning is close to that of the preposition *over*. We do not use *over* to mean '*higher level*'.

- Most of the race is 500 metres *over* sea level. (Incorrect)
 Most of the race is 500 metres *above* sea level. (Correct)
- The pines *over* us looked as if they were fondling the clouds. (Incorrect)
 The pines *above* us looked as if they were fondling the clouds. (Correct)
- We use *over* when one thing touches or covers another.

- Pour some cream *above* the tart and serve it warm. (**Incorrect**)
Pour some cream *over* the tart and serve it warm. (**Correct**)

We use *over* with numbers.

- *Above* 100 people complained about the programme. (**Incorrect**)
Over 100 people complained about the programme. (**Correct**)

Textual Support

- A) In the quiet autumn Mr. Bittering stood upon the slope above his villa, looking at the valley.
 - B) In the quiet autumn Mr. Bittering stood upon the slope over his villa, looking at the valley.
- A) The gilded tip of his cap used to shine brightly over the turban.
 - B) The gilded tip of his cap used to shine brightly above the turban.
- A) Palm-trees that once lifted their branches high above the dunes are now like bushes.
 - B) Palm-trees that once lifted their branches high over the dunes are now like bushes.
- A) Forrester was about four feet high above his muddy football boots.
 - B) Forrester was about four feet high over his muddy football boots.
- A) When the bell rang for call-over, he would go to the window and look across the road and above the School fence.
 - B) When the bell rang for call-over, he would go to the window and look across the road and over the School fence.
- A) Merivale was there, stooping over him and smiling.
 - B) Merivale was there, stooping on him and smiling.
- A) A tree down the slope leaned over and settled heavily to the ground.
 - B) A tree down the slope leaned by and settled heavily to the ground.

Rule: 13.

We use '*below*' as a preposition meaning '*lower than something*'. It has a similar meaning to '*under*'. We **do not** use *below* when one thing touches or covers or hides something else; we usually use *under*, instead.

- He pointed down toward the deep valley *under*. (**Incorrect**)
He pointed down toward the deep valley *below*. (**Correct**)
- When we talk about numbers, amounts or statistics being at a *lower level*, we use *below* more commonly than *under*:

- He didn't care whether it was 97 in the shade or 16 **under** zero. (Incorrect)
He didn't care whether it was 97 in the shade or 16 **below** zero. (Correct)

Textual Support

1. A) He pointed down from the upper rim of the clearing toward the deep valley below.
B) He pointed down from the upper rim of the clearing toward the deep valley down.
2. A) I looked at the vast mountain slope beneath where my mother and father had farmed.
B) I looked at the vast mountain slope below where my mother and father had farmed.
3. A) Her hair reached underneath her knee and made itself almost a dress for her.
B) Her hair reached below her knee and made itself almost a dress for her.
4. A) The sprinkling of water which falls drop by drop on the leaves below creates music which is sweet to hear.
B) The sprinkling of water which falls drop by drop on the leaves under creates music which is sweet to hear.

Rule: 14.

Beneath has a meaning similar to **under** and **below**, but we do not use it with numbers:

- We bought it for just **beneath** 200 pounds. (Incorrect)
We bought it for just **under** 200 pounds. (Correct)

Textual Support

1. A) I'll sell you that metal for below five hundred dollars.
B) I'll sell you that metal for under five hundred dollars.

Rule: 15.

We use **beneath**, not **under**, to talk about things which are at a **lower level** in terms of a person's abilities, status or expectations. We often use **beneath** not **under** when someone feels that they are too important or too intelligent to do something:

- The courses were good but maybe a bit **under** my expectations. (Incorrect)
The courses were good but maybe a bit **beneath** my expectations. (Correct)

Textual Support

1.
 - A) Later nothing remained but a faint luminosity buried under darkness.
 - B) Later nothing remained but a faint luminosity buried beneath darkness.
2.
 - A) They stand most straight who learn to walk beneath a weight.
 - B) They stand most straight who learn to walk under a weight.

Rule: 16.

Different meanings of an adjective often require different prepositions:

Peter is very **good to** his mother. (= kind)

Apples are **good for** you. (= a beneficial)

Helen is **good at** languages. (= proficient)

Sohail is very **good with** his hands. (= skillful)

The tyres are **good for** another six months. (= usable)

Textual Support

1.
 - A) Chips could find it in his heart to feel a little sorry for Ralston.
 - B) Chips could find it in his heart to feel a little sorry about Ralston.
2.
 - A) Be good for me, because I sold it for you.
 - B) Be good to me, because I sold it for you.
3.
 - A) What is good for camels is not good for poor old men and women.
 - B) What is good at camels is not good for poor old men and women.
4.
 - A) All the while he stuck on his one idea.
 - B) All the while he stuck to his one idea.
5.
 - A) Their car had become stuck at a sand dune.
 - B) Their car had become stuck in a sand dune.
6.
 - A) You got your ideas well stuck in those days.
 - B) You got your ideas well stuck into those days.
7.
 - A) I admit that I don't agree with the new pronunciation.
 - B) I admit that I don't agree to the new pronunciation.
8.
 - A) A truck full with bricks came from behind like a gust of wind.
 - B) A truck full of bricks came from behind like a gust of wind.
9.
 - A) The door struck me full in the face.
 - B) The door struck me full at the face.

UNIT – 10

PREPOSITION

Rule: 17.

When an adjective has just one meaning, different contexts may require different prepositions:

- I was annoyed **with** John. (= with someone)
I was annoyed **about** the delay. (= about something)
- He was too **angry over** her. (**Incorrect**)
He was too **angry with** her. (**Correct**)

Rule: 18.

Familiar to is usually used for person, whereas **familiar with** is used for things.

- (i) I was now getting **familiar to** the local area. (**Incorrect**)
I was now getting **familiar with** the local area. (**Correct**)

Textual Support

1.

- A) Your language is still not familiar with me.
- B) Your language is still not familiar to me.

Rule: 19.

When the original material is still recognizable, we use **made of**.

- The table is **made from** wood. (**Incorrect**)
The table is **made of** wood. (**Correct**)

When the original material is no longer recognizable, we use **made from**:

- Paper is **made of** wood. (**Incorrect**)
Paper is **made from** wood. (**Correct**)

Textual Support

1.

- A) He saw two huge, bodiless legs made from stone.
- B) He saw two huge, bodiless legs made of stone.

2.

- A) That's a very smart uniform but I prefer the once made of metal.
- B) That's a very smart uniform but I prefer the once made from metal.

3.

- A) We seem to be only puppets made from straw.
- B) We seem to be only puppets made of straw.

Rule: 20.

We don't use **to** or **with** after **marry**, but we use **to**, not **with**, after **get married** + direct object and **be married** + direct object:

- Katherine married **to** Chips. (Incorrect)
Katherine married **with** Chips. (Incorrect)
Katherine **married** Chips. (Correct)
- She got married **with** her cousin. (Incorrect)
She **got married to** her cousin. (Correct)
She **was married to** her cousin. (Correct)

Textual Support

1. A) One of his sisters married a Darvel doctor, and another a veterinary surgeon.
B) One of his sisters married to a Darvel doctor, and another a veterinary surgeon.
2. A) Pasteur was married the daughter of the Rector of the Strasburg Academy.
B) Pasteur was married to the daughter of the Rector of the Strasburg Academy.

Rule: 21.

In passive voice, we use '**by**' for the agent, and '**with**' for the tool.

- The boy was beaten **by** a club **from** his step mother. (Incorrect)
The boy was beaten **with** a club **by** his step mother. (Correct)

Textual Support

1. A) The sun was blotted out with a fresh onrush of locusts.
B) The sun was blotted out by a fresh onrush of locusts.
2. A) His thin moustache seemed to have been drawn by a pencil.
B) His thin moustache seemed to have been drawn with a pencil.
3. A) The guide's slave killed it with a stone.
B) The guide's slave killed it by a stone.
4. A) In the new world created by him there was no need for the old tides and nobilities.
B) In the new world created through him there was no need for the old tides and nobilities.

Rule: 22.

Some words (attack, fight, love, control, desire, interest, etc.) are nouns as well as verbs; they take prepositions when used as nouns and no preposition when used as verbs.

- The young man had found little to **interest to** him. (Incorrect)
The young man had found little to **interest** him. (Correct)
- She **controlled over** the class easily. (Incorrect)
She **controlled** the class easily. (Correct)

- She has great *control* the students. (**Incorrect**)
She has great *control over* the students. (**Correct**)

Textual Support

1. A) The Gulistan translated into Latin and English, became love by the people.
B) The Gulistan translated into Latin and English, became love for the people.
2. A) Nobody could ever count my love with you.
B) Nobody could ever count my love for you.
3. A) It was a pleasure to attack her.
B) It was a pleasure to attack on her.
4. A) The attack of locusts is a natural calamity.
B) The attack for locusts is a natural calamity.
5. A) On hearing these words he could not control his tears.
B) On hearing these words he could not control on his tears.
6. A) The most difficult thing to achieve is a desire into individuals to limit the size of the family.
B) The most difficult thing to achieve is a desire among individuals to limit the size of the family.
7. A) The Ottoman capital itself was to be an international centre under the control of Britain.
B) The Ottoman capital itself was to be an international centre under the control by Britain.
8. A) There was much cheering and singing, and a bread fight the Dining Hall.
B) There was much cheering and singing, and a bread fight across the Dining Hall.

Rule: 23.

Some verbs (*pay, search, enter, ask, believe, approve, etc.*) take a preposition only when they are used in different meanings.

- Have you **paid** the fee yet?
- Samuel **paid for** my drinks.
- Not that I *believe in* a word of what you told us. (**Incorrect**)
Not that I *believe* a word of what you told us. (**Correct**)
- We *believe* one God. (**Incorrect**)
We *believe in* one God. (**Correct**)

Textual Support

1.
 - A) Pasture entered the competition.
 - B) Pasture entered for the competition.
2.
 - A) But I do believe that you are the biggest fool of the lot!
 - B) But I do believe in that you are the biggest fool of the lot!
3.
 - A) She believed that women ought to be admitted to the universities.
 - B) She believed in that women ought to be admitted to the universities.
4.
 - A) A long line of decorated cars entered into Izmir on the 9th of September, 1922.
 - B) A long line of decorated cars entered Izmir on the 9th of September, 1922.
5.
 - A) Superstitious people believe signs of good or bad luck.
 - B) Superstitious people believe in signs of good or bad luck.
6.
 - A) One of the animals entered a melon-field.
 - B) One of the animals entered into a melon-field.

Rule: 24.

Some verbs (emphasise, discuss, attack, enter, sign, avoid, resemble, reach, etc.) do not take preposition.

- His speech *emphasized on* the importance of industry to the town. (**Incorrect**)
- His speech *emphasized* the importance of industry to the town. (**Correct**)

Textual Support

1.
 - A) I'd rather not discuss on it anymore.
 - B) I'd rather not discuss it anymore.
2.
 - A) He made me write the sum on a slip and sign on my name in a book.
 - B) He made me write the sum on a slip and sign my name in a book.
3.
 - A) We reached the limbless trunks of these tall straight pines.
 - B) We reached at the limbless trunks of these tall straight pines.
4.
 - A) The question was then discussed whether he should continue his education or go back to the land.
 - B) The question was then discussed about whether he should continue his education or go back to the land.

Rule: 25.

Some verbs (*listen to, depend on/upon, knock at/on, laugh at, suffer from, agree to/with/on, long for, provide with/for, etc.*) are prepositional verbs and always take some preposition.

- She was not *listened* wherever she went. (Incorrect)
She was not *listened to* wherever she went. (Correct)

Textual Support

1. A) They were listening to silence though the music was foreign.
B) They were listening in silence though the music was foreign.
2. A) The prosperity of the people depends on/upon the virtues of the ruler.
B) The prosperity of the people depends at the virtues of the ruler.
3. A) The First Man walks to the door where the Girl has gone and knocks to it.
B) The First Man walks to the door where the Girl has gone and knocks on/at it.
4. A) Fleming was suffering from catarrh, and began to examine his own nasal secretions.
B) Fleming was suffering catarrh, and began to examine his own nasal secretions.
5. A) I longed desperately of a tricycle.
B) I longed desperately for a tricycle.
6. A) We have learned how to provide ourselves a variety of foods throughout the year.
B) We have learned how to provide ourselves with a variety of foods throughout the year.

Rule: 26.

Blind to means not to notice or realize, and *blind in* means to be unable to see.

- He was *blind of* one eye. (Incorrect)
He was *blind in* one eye. (Correct)
- She was *blind from* the danger. (Incorrect)
She was *blind to* the danger. (Correct)

Rule: 27.

Consist of means to be formed from people or things mentioned, whereas *consist in* means to have something as the main or only part or feature.

- The crew *consists in* five men. (Incorrect)
The crew *consists of* five men. (Correct)

Textual Support

1. A) Their living power consisted of their being able to reproduce themselves.
B) Their living power *consisted in* their being able to reproduce themselves.

- 2.
- A) Most of the area had for countless years consisted of immense stretches of barren sand.
 - B) Most of the area had for countless years consisted in immense stretches of barren sand.
- 3.
- A) The only building is a bordj, which is a simple mud structure consisting in a roof and four walls.
 - B) The only building is a bordj, which is a simple mud structure consisting of a roof and four walls.

Rule: 28.

Some verbs (comprise, compose, possess) do not take any preposition in active voice, but in passive voice they take 'of'.

- Writers and artists *possess* of almost similar qualities. **(Incorrect)**
 Writers and artists *possess* almost similar qualities. **(Correct)**
 Writers and artists *are possessed of* almost similar qualities. **(Correct)**

Textual Support

- 1.
- A) A son of a farmer was discovered to possess the qualities mentioned by the doctors.
 - B) A son of a farmer was discovered to possess with the qualities mentioned by the doctors.
- 2.
- A) National machines and equipment possess a number of foreign features.
 - B) National machines and equipment possess by a number of foreign features.
- 3.
- A) The chorus was comprised an excellent example of a hexameter.
 - B) The chorus was comprised of an excellent example of a hexameter.
- 4.
- A) The human brain comprises two hemispheres.
 - B) The human brain comprises of two hemispheres.

Rule: 29.

We use *as* not *like* with a noun to refer to the role or purpose of a person or thing:

- The quack presented himself *like* a great doctor. **(Incorrect)**
 The quack presented himself *as* a great doctor. **(Correct)**

Note: We do not use *as* + *noun* to mean 'similar to'. We use *like* + *noun*:

Textual Support

- 1.
- A) Ralston was trying to run Brookfield as a factory.
 - B) Ralston was trying to run Brookfield like a factory.

UNIT – 10

PREPOSITION

- 2.
- A) The number of people in the world is rapidly increasing rather like a gigantic snowball.
 - B) The number of people in the world is rapidly increasing rather as a gigantic snowball.
- 3.
- A) The camel-man felled him to the earth like a log.
 - B) The camel-man felled him to the earth as a log.
- 4.
- A) Fleming was to take a job like a clerk in a shipping firm.
 - B) Fleming was to take a job as a clerk in a shipping firm.

Rule: 30.

As is also used as a conjunction, whereas the use of *like* as a conjunction is informal.

- Instead of taking off full blast *like* he had hoped, the boy fell on his back.
Instead of taking off full blast *as* he had hoped, the boy fell on his back. (Correct)

Textual Support

- 1.
- A) He couldn't even say that as he turned at the foot of the barren stoop.
 - B) He couldn't even say that like he turned at the foot of the barren stoop.
- 2.
- A) A British Officer took the old gentleman's umbrella like he entered the vehicle.
 - B) A British Officer took the old gentleman's umbrella as he entered the vehicle.
- 3.
- A) Only twice did my father stop to wipe the sweat from his eyes as he climbed the second steep bluff.
 - B) Only twice did my father stop to wipe the sweat from his eyes like he climbed the second steep bluff.

Rule: 31.

We use '*by*' not '*with*' with transportation as: *by train* (or 'on the train'), *by bus* (or 'on the bus'), *by car or taxi* (in a car or taxi), *by plane* (or on a plane), *by bicycle* (on a bicycle), *by air*, *by road*, etc.

- There were a lot of tourists *at* the train. (Incorrect)
There were a lot of tourists *on* the train. (Correct)

Note: We also use *on/in + determiner + mode of transport*
I will have to go *on the 5 am train*.

Textual Support

- 1.
- A) He had never traveled on air.
 - B) He had never traveled by air.

2.

- A) There was indeed too much dust to be raised by a small jeep.
B) There was indeed too much dust to be raised with a small jeep.

Rule: 32.

We use *by* + *V-ing* form to describe how to do something:

- *With pressing* this button, you turn on the alarm system. (Incorrect)
By pressing this button, you turn on the alarm system. (Correct)

Rule: 33.

When we walk, we say *on foot* not *by foot*:

- It takes me just 20 minutes to get to work *by foot*. (Incorrect)
It takes me just 20 minutes to get to work *on foot*. (Correct)

Textual Support

1.

- A) He could not ride it (the camel) for some time, but had to follow it by foot.
B) He could not ride it (the camel) for some time, but had to follow it on foot.

Rule: 34.

We use *by* not *with* to talk about measurements, and increases and decreases in amounts:

- We only sell it *with* the metre. (Incorrect)
We only sell it *by* the metre. (Correct)
- It was common practice in many cities to bring water *with* the bucketful for household use.
It was common practice in many cities to bring water *by* the bucketful for household use.
- The price of fuel has increased *to* 12% this year. (Incorrect)
The price of fuel has increased *by* 12% this year. (Correct)

Textual Support

1.

- A) But to see boys by the dozen undergoing transfusion of blood is a heartrending spectacle.
B) But to see boys with the dozen undergoing transfusion of blood is a heartrending spectacle.

Rule: 35.

We use *with*, not *by*, to refer to the object or instrument that we use to do something!

- He broke the window *to* a rock. (Incorrect)
He broke the window *with* a rock. (Correct)

Textual Support

1.

- A) Harry begins to shave by a straight-edge razor.
 B) Harry begins to shave with a straight-edge razor.

Rule: 36

The difference between **upward** and **up** is that **upward** is in a direction from lower to higher; whereas, **up** is away from the centre of the earth or the centre of other points.

- Sometimes the journey is a **up** climb; sometimes it runs steadily on. (Incorrect)
 Sometimes the journey is a **upward** climb; sometimes it runs steadily on. (Correct)

Rule: 37.

During and **while** express a period in which an event, activity or situation took place.
 We use **during** + a noun or phrase and **while** + subject + verb:

- We men and women have been working **in** the last six weeks. (Incorrect)
 We men and women have been working **during** the last six weeks. (Correct)

Textual Support

1.

- A) He tries to recall what-ever good he had done while his life time.
 B) He tries to recall what-ever good he had done during his life time.

2.

- A) So you sit down while I fix up something to eat.
 B) So you sit down during I fix up something to eat.

3.

- A) The books contains all the good actions that we men and women have been doing during the last six weeks.
 B) The books contains all the good actions that we men and women have been doing while the last six weeks.

Rule: 38.

Before is used, a particular point arrives, the action must already be completed:
 I need to have the letter **before** Friday.

By is used to refer to a particular point when some action is completed:
 Can we finish this meeting **by** 5 pm.

Till or **until** is used when an action starting before that time and continuing up to that point.
 I'll be out of the office **until** 17th May.

- Kreton could not get away **by** yesterday. (Incorrect)
 Kreton could not get away **until** yesterday. (Correct)
- What is time **on** your watch? (Incorrect)
 What is time **by** your watch? (Correct)
- He is late **from** college **of** five minutes. (Incorrect)
 He is late **for** college **by** five minutes. (Correct)

Textual Support

1.
 - A) That had before then become a habit with him.
 - B) That had by then become a habit with him.
2.
 - A) Both parents of Gorgios were until then long dead.
 - B) Both parents of Gorgios were by then long dead.
3.
 - A) A man does not realize the worth of safety from the misfortune until he has tasted it.
 - B) A man does not realize the worth of safety from the misfortune unless he has tasted it.
4.
 - A) Till his marriage he had been a dry and rather neutral sort of person.
 - B) By his marriage he had been a dry and rather neutral sort of person.

Rule: 39.

On is used to refer to the mode of fuel (*on petrol, on gasoline, on diesel, etc.*).

On is also used to show a part of a group of people.

- I am a bit low *in* petrol. (Incorrect)
I am a bit low *on* petrol. (Correct) (= I do not have much petrol)
- This jeep runs *with* diesel. (Incorrect)
This jeep runs *on* diesel. (Correct)
- He is *in* the panel. (Incorrect)
He is *on* the panel. (Correct)

Rule: 40.

Different words may take different prepositions in a sentence.

- He has great *liking* and *interest in* his work. (Incorrect)
He has great *liking for* and *interest in* his work. (Correct)

Punctuation is a use of spacing, conventional signs, and certain typographical devices as aids to the understanding and the correcting reading, both silent and aloud, of hand-written and printed texts. There are a few things about preposition to check out:

- Erroneous apostrophe
- Unnecessary quotation marks
- Unnecessary Commas / too many commas
- Hyphen (-) vs dash (—)
- Comma splice
- Semicolon (;) vs Colon (:

1. CAPITALIZATION

Rule 1.

The first letter of a sentence is always capital.

- (i) After dinner Arthur went into the living room. **(Incorrect)**
 After dinner Arthur went into the living room. **(Correct)**

Rule 2.

The first letter of a proper noun is always capital.

- (i) "It won't take long to explain," replied Mr. steward. **(Incorrect)**
 "It won't take long to explain," replied Mr. Steward. **(Correct)**

Rule 3.

The first letter of reported speech (that is within inverted commas) is always capital.

- (i) Norma shrugged, "fine with me." **(Incorrect)**
 Norma shrugged, "Fine with me." **(Correct)**

Rule 4.

In case reporting speech is between two reported speeches, the first letter of the second reported speech should start with a small letter.

- (i) "if you push the button," Mr. Steward told him, "Somewhere in the world someone you don't know will die." **(Incorrect)**
 "If you push the button," Mr. Steward told him, "somewhere in the world someone you don't know will die." **(Correct)**

"I" as a personal pronoun is always capital:

- (ii) "Well, *i* wasn't. When *i* talked about Europe, a cottage on the island-----" **(Incorrect)**
 "Well, *I* wasn't. When *I* talked about Europe, a cottage on the island-----" **(Correct)**

Rule 5.

Capitalize the person's title when it follows the name on the address or signature line.

- (i) He wrote at the end of the letter, "Sincerely, Mr. Ali, chairperson." (**Incorrect**)
Sincerely, Mr. Ali, Chairperson (**Correct**)

Rule 6.

Capitalize the titles of high-ranking government officials when used with or before their names.

- (i) lieutenant governor ishaq, attorney general kiani, and senators aitzaz (**Incorrect**)
Lieutenant Governor Ishaq, Attorney General Kiani, and Senators Aitzaz (**Correct**)

2. FULL STOP (TERMINATION MARK)**Rule 1.**

Use a Full Stop at the end of a command. In case of quotation marks, *full stop* is placed before quotation marks.

- (i) "See this steep hill *slope*" (**Incorrect**)
"See this steep hill *slope*." (**Correct**)

Rule 2.

Use a Full Stop at the end of an indirect question.

- (i) Margaret was wondering what she could do to *help*? (**Incorrect**)
Margaret was wondering what she could do to *help*. (**Correct**)

Rule 3.

Use a Full Stop with abbreviations:

- (i) *Mr* and *Mrs* Arthur Lewis are the two main characters in the story. (**Incorrect**)
Mr. and *Mrs.* Arthur Lewis are the two main characters in the story. (**Correct**)

Rule 4.

Acronyms (abbreviations which are usually made up of the first letter from a series of words] which we pronounce as words, not a series of letters) usually do not require Full Stops:

NATO, WASA, MEPCO, LASER, and NASA.

- (i) *N.A.T.O* troops were tasked with keeping the peace. (**Incorrect**)
NATO troops were tasked with keeping the peace. (**Correct**)

Rule 5.

Abbreviations we pronounce by spelling out the letters may use Full Stops.
U.S.A., B.A., M.A., etc.

- (i) These days, he is trying to get the citizenship in the *USA*. (**Incorrect**)
These days, he is trying to get the citizenship in the *U.S.A.* (**Correct**)

3. QUESTION MARK

Rule 1.

Use the question mark after direct questions, and the question mark should be placed within the inverted commas, if there are any.

- (i) "What are you trying to sell," she said. (Incorrect)
 "What are you trying to sell?" she said. (Correct)
- (ii) "What are you talking about," Arthur asked him. (Incorrect)
 "What are you talking about?" Arthur asked him. (Correct)

Rule 2.

A sentence having an interrogative tone may be converted into a direct question.

- (i) "Mrs. Lewis," he inquired politely. (Incorrect)
 "Mrs. Lewis?" he inquired politely. (Correct)

Rule 3.

Use a question mark when a sentence is half statement and half question.

- (i) You do care, don't you. (Incorrect)
 You do care, don't you? (Correct)

4. COMMA

Rule 1.

Use a comma to separate the elements in a series (three or more things), including the last two.

- (i) Norma picked it up unlocked the door and went into the apartment. (Incorrect)
 Norma picked it up, unlocked the door, and went into the apartment. (correct)

The Joining Comma

The joining comma is only slightly different from the listing comma. It is used to join two complete sentences into a single sentence, and it must be followed by a suitable connecting word. The connecting words which can be used in this way are coordinating conjunctions i.e. FANBOYS.

F	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So

- (i) I did not really doubt his care but it is always pleasant to chat about one's self. (Incorrect)
 I did not really doubt his care, but it is always pleasant to chat about one's self. (correct)
- (ii) She looked at him and he seemed almost as young as their eldest son. (Incorrect)
 She looked at him, and he seemed almost as young as their eldest son. (correct)

(iii) Some of their doors were open *so* he knew he and the woman were not alone.
(Incorrect)

(iv) Some of their doors were open, *so* he knew he and the woman were not alone.
(Correct)

The Bracketing commas

Bracketing commas (also called isolating commas) a pair of bracketing commas is used to mark off a weak interruption of the sentence i.e. an interruption which does not disturb the smooth flow of the sentence.

(i) I have *with just a little help* done all the work. (Incorrect)
I have, *with just a little help*, done all the work. (Correct)

Rule 2.

Use a comma to set off introductory elements, as in "

(i) *After dinner* Arthur went into the living room. (Incorrect)
After dinner, Arthur went into the living room. (Correct)

Rule 3.

Use a comma to separate quoted elements from Reporting speech.

(i) *Arthur shrugged* "Could be." (Incorrect)
Arthur shrugged, "Could be." (Correct)

Rule 4.

Use a comma to separate dependent clauses.

(i) *After she put the lamb chops in the broiler* she sat down to open the package.
(Incorrect)
After she put the lamb chops in the broiler, she sat down to open the package.
(Correct)

Note: Dependent clause may begin with after, before, when while, although, etc.

Rule 5.

Use a comma to separate the title or name to be addressed.

(i) "But *Jess* " He almost whispered. (Incorrect)
"But, *Jess*," He almost whispered. (Correct)
(ii) "*Norma* we will," he said. (Incorrect)
"*Norma*, we will," he said. (Correct)

Rule 6.

Use a comma to separate expressions yes, no, oh from rest of the sentence.

(i) "Yes I did," I answered. (Incorrect)
"Yes, I did," I answered. (Correct)

Rule 7.

Use a comma to separate tag Question from rest of the sentence.

- (i) You did hear the news, the other day *didn't you?* **(Incorrect)**
You did hear the news, the other day, *didn't you?* **(Correct)**

Rule 8.

Use a comma when an *-ly* adjective is used with other adjectives.

- (i) Ali was a *lonely* young boy. **(Incorrect)**
Ali was a *lonely*, young boy. **(Correct)**
- (ii) I get headaches in *brightly*, lit rooms. **(Incorrect)**
I get headaches in *brightly* lit rooms. **(Correct)**

(Brightly is not an adjective because it cannot be used alone with rooms; therefore, no comma is used between brightly and lit.)

Rule 9.

Use a comma to separate the day of the month from the year and after the year.
If any part of the date is omitted, leave out the comma.

- (i) They met in *December*, 2003 in Mill Valley. **(Incorrect)**
They met in *December* 2003 in Mill Valley. **(Correct)**

Rule 10.

Use a comma after phrases of more than three words that begin a sentence. If the phrase has fewer than three words, the comma is optional.

- (i) To apply for this *job* you must have previous experience. **(Incorrect)**
To apply for this *job*, you must have previous experience. **(Correct)**

Rule 11.

Use a comma to separate contrasting parts of a sentence.

- (i) That is my *money* not yours. **(Incorrect)**
That is my *money*, not yours. **(Correct)**

Rule 12.

Use commas surrounding words such as *therefore* and *however* when they are used as interrupters.

- (i) I would *therefore* like a response. **(Incorrect)**
I would, *therefore*, like a response. **(Correct)**
- (ii) I would be happy *however* to volunteer for the Red Cross. **(Incorrect)**
I would be happy, *however*, to volunteer for the Red Cross. **(Correct)**

- (iii) Pasteur was devoured by anxiety about the results, *however*, the boy was cured. (Incorrect)
 Pasteur was devoured by anxiety about the results. *However*, the boy was cured. (Correct)
 Pasteur was devoured by anxiety about the results; *however*, the boy was cured. (Correct)

5. SEMI COLON

Rule 1.

Use a semicolon in place of a full stop to separate two sentences where the conjunction has been left out.

- (i) Call me *tomorrow*, I will give you my answer then. (Incorrect)
 Call me *tomorrow*; I will give you my answer then. (Correct)

Rule 2.

Use the semicolon to separate units of a series when one or more of the units contain commas.

- (i) Chips remembered an April evening, windy and rainy, the fourth form construing Virgil, not very intelligently, young Grayson, a nervous boy. (Incorrect)
 Chips remembered an April evening, windy and rainy; the fourth form construing Virgil, not very intelligently; young Grayson, a nervous boy. (Correct)

Rule 3.

Use the semicolon between two sentences that are joined by a conjunction but already have one or more commas within the first sentence.

- (i) When I finish here, I will be glad to help *you*, and that is a promise I will keep. (Incorrect)
 When I finish here, I will be glad to help *you*; and that is a promise I will keep. (Correct)

6. COLON

Rule 1.

Use a colon before a list or an explanation that is preceded by a clause that can stand by itself. Think of the colon as a gate, inviting one to go on.

- (i) The following things were found from the pockets of his *overcoat*; a small black comb, a handkerchief, six annas. (Incorrect)
 The following things were found from the pockets of his *overcoat*: a small black comb, a handkerchief, six annas. (Correct)

7. QUOTATION MARKS

Rule 1.

Use quotation marks to set off material that represents quoted or spoken language.

- (i) *But, Jess,* He almost whispered, anything grown in new ground like this has a better flavor. **(Incorrect)**
"But, Jess," He almost whispered, "anything grown in new ground like this has a better flavor." **(Correct)**

Colon can also be used in the place of comma to separate quoted elements.

- (ii) But the gongs were still beating, the men still shouting, and Margaret *asked*;
 "Why do you go on with it, then?"
 But the gongs were still beating, the men still shouting, and Margaret *asked*:
 "Why do you go on with it, then?"

8. APOSTROPHE

Rule 1.

We use it for contractions.

I am = I'm	it is = it's	let us = let's	would have = would've
you are = you're	do not = don't	who is = who's	they had = they'd
she is = she's	she would = she'd	she will = she'll	

- (ii) *"Youve* broken my mirror." **(Incorrect)**
"You've broken my mirror." **(Correct)**

Rule 2.

We use apostrophe to show possession.

- (i) There was no use of Mr. *Huberts* protesting, for nobody believed him. **(Incorrect)**
 There was no use of Mr. *Hubert's* protesting, for nobody believed him. **(Correct)**

Rule 3.

To show plural possession, make the noun plural first. Then immediately use the apostrophe.

- (i) Two *boy's* hats. **(Incorrect)**
 Two *boys'* hats. **(Correct)**
- (ii) Two *women'* hats. **(Incorrect)**
 Two *women's* hats. **(Correct)**
- (iii) Two *actresses* hats. **(Incorrect)**
 Two *actresses'* hats. **(Correct)**

Rule 4.

With a singular compound noun, show possession with 's at the end of the word.

- (i) My *mother's-in-law* hat. **(Incorrect)**
 My *mother-in-law's* hat. **(Correct)**

Rule 5.

Use the apostrophe and *s* after the second name only if two people possess the same item.

- (i) *Cesar's and Maribel's* home is constructed of redwood. **(Incorrect)**
Cesar and Maribel's home is constructed of redwood. **(Correct)**

Cesar's and Maribel's job contracts will be renewed next year. (Indicates separate ownership)
 Cesar and Maribel's job contracts will be renewed next year. (Indicates joint ownership of more than one contract)

Rule 6.

Never use an apostrophe with possessive pronouns: *his, hers, its, theirs, ours, yours, and whose*. They already show possession, so they do not require an apostrophe.

- (i) Sincerely *your's*. **(Incorrect)**
 Sincerely *yours*. **(Correct)**

Rule 7.

The only time an apostrophe is used for *it's* is when it is a contraction for *it is* or *it has*.

- (i) *Its* a nice day. **(Incorrect)**
It's a nice day. **(Correct)**
- (ii) *Its* your right to refuse the invitation. **(Incorrect)**
It's been great getting to know you. **(Correct)**

Rule 8.

The plurals for capital letters and numbers used as nouns are not formed with apostrophes.

- (i) She consulted with three *M.D.'s*. **(Incorrect)**
 She consulted with three *M.D.s*. **(Correct)**
- (ii) She went to three *M.D.s* offices. **(Incorrect)**
 She went to three *M.D.s'* offices. **(Correct)**
 (The apostrophe is needed here to show plural possessive.)

Exception:

Use apostrophes with capital letters and numbers when the meaning would be unclear otherwise.

Please dot your *I's*. You don't mean *Is*.

Ted couldn't distinguish between her *6's* and *0's*. You don't mean *Os*.

Rule 9.

Use the possessive case in front of a gerund (-ing word).

- (i) *Alex* skating was a joy to behold. **(Incorrect)**
Alex's skating was a joy to behold. **(Correct)**

- (ii) This does not stop *Joans* inspecting of our facilities next Thursday. (**Incorrect**)
(iii) This does not stop *Joan's* inspecting of our facilities next Thursday. (**Correct**)

9. ELLIPSIS (...)

Three dots mean that the omission, pause or unfinished thought is within the sentence. The three dots follow any punctuation within a sentence and a space is left before the series of dots and after the last dot, before the next word in the sentence.

Four dots indicate that the omission, pause or unfinished thought is between sentences. The fourth dot is actually a period ending the sentence.

Ellipsis Dots are used:

Rule 1.

To signify an omission: Ellipsis is the term for omission of words or paragraphs from a quotation. It is indicated by the use of three period dots. (...)

- (i) If you are selling *something*. (**Incorrect**)

If you are selling *something...* (**Correct**)

Rule 2.

To signify **Faltering or Interrupted Speech**

"Look, what you've done. The nice *man...*" (**Incorrect**)

"Look, what you've done. The nice *man....*" (**Correct**)

10. THE EXCLAMATION MARK (!)

Rule 1.

Use an exclamation point at the end of an emphatic declaration, interjection or command.

- (i) "*No*" he yelled. "Do it now!" (**Incorrect**)

"*No!*" he yelled. "Do it now!" (**Correct**)

An exclamation mark may be used to close questions that are meant to convey extreme emotion or surprise

- (i) "See that, *Jess*," he shouted. (**Incorrect**)

"See that, *Jess!*" he shouted. (**Correct**)

11. THE DASH (-)

Rule 1.

Use a Dash to interrupt a thought or explanation. An appositive can also be punctuated between dashes:

- (i) The package was lying by the front *door*, a cube-shaped carton. (**Incorrect**)

The package was lying by the front *door* – a cube-shaped carton. (**Correct**)

Rule 2.

Use a dash at the end of a sentence to introduce an afterthought or a summary of part of the sentence:

- (i) Then came a sharp crack from the *bush-a* branch had snapped off. (**Incorrect**)
Then came a sharp crack from the *bush* — a branch had snapped off. (**Correct**)

Rule 3.

Use a dash in place of commas to emphasize the word or phrase:

- (i) I think *-well-* you misunderstood me. (**Incorrect**)
I think – *well* – you misunderstood me. (**Correct**)

12. HYPHEN (-)

Rule 1.

Creating compound words, particularly modifiers before nouns (the well-known actor, my six-year-old daughter, the out-of-date curriculum)

- (i) The package was lying by the front door – a *cube shaped* carton. (**Incorrect**)
The package was lying by the front door – a *cube-shaped* carton. (**Correct**)

Rule 2.

Writing numbers twenty-one to ninety-nine and fractions (five-eighths, one-fourth) creating compounds on-the-fly or when a prefix comes before a capitalized word or the prefix is capitalized, use a hyphen (non-English, A-frame, I-formation). The prefixes *self-*, *all-*, and *ex-* nearly always require a hyphen (ex-husband, all-inclusive, self-control), and when the prefix ends with the same letter that begins the word, you will often use a hyphen (anti-intellectual, de-emphasize), but not always (unnatural, coordinate, cooperate).

- (i) I saw a clearing not more than *threefourths* of an acre. (**Incorrect**)
I saw a clearing not more than *three-fourths* of an acre. (**Correct**)

13. Parentheses ()

Rule 1.

Use parentheses to enclose words or figures that clarify or are used as an aside.

- (i) He finally answered *after taking five minutes to think* that he did not understand the question.
He finally answered (*after taking five minutes to think*) that he did not understand the question.

Rule 2.

Full stop goes inside parentheses only if an entire sentence is inside the parentheses.

- (i) Please read the analysis (I enclosed it as Attachment *A*). (**Incorrect**)
Please read the analysis (I enclosed it as Attachment *A.*). (**Correct**)
(ii) Please read the analysis (Attachment *A.*). (**Incorrect**)
Please read the analysis (Attachment *A*). (**Correct**)

DICTION MISTAKES

DICTION OR WORD CHOICE

By diction, we mean the choice and use of words and phrases in speech or writing.

1. ACCEDE: to agree, to allow

- (i) He graciously *exceeded* to our request. (Incorrect)
- He graciously *acceded* to our request. (Correct)

EXCEED: to go beyond, to surpass

- (i) Drivers who *acceded* the speed limit are asking for hefty fines. (Incorrect)
- Drivers who *exceed* the speed limit are asking for hefty fines. (Correct)

2. ADAPT: to adjust

- (i) Some people cannot *adopt* to new surroundings. (Incorrect)
- Some people cannot *adapt* to new surroundings. (Correct)

ADEPT: skilled

- (i) He is very *adapt* at dodging awkward questions. (Incorrect)
- He is very *adept* at dodging awkward questions. (Correct)

ADOPT: to take as your own

- (i) He tends to *adept* the attitudes of those around him. (Incorrect)
- He tends to *adopt* the attitudes of those around him. (Correct)

3. ADVERSE: inauspicious, hostile

- (i) Taxes are having an *averse* effect on production. (Incorrect)
- Taxes are having an *adverse* effect on production. (Correct)

AVERSE: disinclined, repelled

- (i) I'm much *adverse* to making an arduous journey under such weather conditions. (Incorrect)
- I'm much *averse* to making an arduous journey under such weather conditions. (Correct)

4. ADVICE: noun (guidance)

- (i) My *advise* is to see your doctor. (Incorrect)
- My *advice* is to see your doctor. (Correct)

ADVISE: verb

- (i) His *advise* was that we should *advise* everybody to stay away. **(Incorrect)**
His *advice* was that we should *advise* everybody to stay away. **(Correct)**

5. **AFFECT:** verb

- (i) Bad weather will *effect* the quality of the fruit. **(Incorrect)**
Bad weather will *affect* the quality of the fruit. **(Correct)**

EFFECT: effect is more usually a noun

- (i) The *affect* of bad weather is a reduction in fruit quality. **(Incorrect)**
The *effect* of bad weather is a reduction in fruit quality. **(Correct)**

6. **ALLUSION:** an indirect reference or hint

- (i) Her novels are packed with literary *illusions*. **(Incorrect)**
Her novels are packed with literary *allusions*. **(Correct)**

ILLUSION: deception or mirage

- (i) A large mirror in a room can create the *allusion* of space. **(Incorrect)**
A large mirror in a room can create the *illusion* of space. **(Correct)**

7. **AMORAL:** someone who has no morals

- (i) The client pays for the *immoral* expertise of the lawyer. **(Incorrect)**
The client pays for the *amoral* expertise of the lawyer. **(Correct)**

IMMORAL: someone with low morals

- (i) The council judged the film to be *amoral* and obscene. **(Incorrect)**
The council judged the film to be *immoral* and obscene. **(Correct)**

8. **APPRAISE:** to assess or estimate

- (i) There is a need to *apprise* existing techniques. **(Incorrect)**
There is a need to *appraise* existing techniques. **(Correct)**

APPRISE: to inform or notify

- (i) I will *appraise* everybody of my conclusions. **(Incorrect)**
I will *apprise* everybody of my conclusions. **(Correct)**

9. ASCENT: an upward movement

- (i) She made her first successful *assent* of Everest last year. **(Incorrect)**
She made her first successful *ascent* of Everest last year. **(Correct)**

ASSENT: agreement

- (i) She nodded her *ascent* to the proposal. **(Incorrect)**
She nodded her *assent* to the proposal. **(Correct)**

10. ASSURE: to guarantee

- (i) I *ensure* you there's no call for alarm. **(Incorrect)**
I *assure* you there's no call for alarm. **(Correct)**

ENSURE: to make sure

- (i) To *assure* your crockery doesn't get broken, wrap it all in bubble wrap. **(Incorrect)**
To *ensure* your crockery doesn't get broken, wrap it all in bubble wrap. **(Correct)**

INSURE: to protect against loss or damage

- (i) In case of loss, you should *ensure* everything with a good insurance company. **(Incorrect)**
In case of loss, you should *insure* everything with a good insurance company. **(Correct)**

11. A WHILE: used after a preposition (noun)

- (i) I coached the team for *awhile*. **(Incorrect)**
I coached the team for *a while*. **(Correct)**

AWHILE: for a short time, briefly.

- (i) I coached the team *a while*. **(Incorrect)**
I coached the team *awhile*. **(Correct)**

12. ACCESS: availability; approach; admittance

- (i) I have an *excess* to the Minster. **(Incorrect)**
I have an *access* to the Minster. **(Correct)**

EXCESS: too much; more than needed

- (i) *Access* of everything is bad. **(Incorrect)**
Excess of everything is bad. **(Correct)**

13. **ARTIST:** a person skilled in fine arts.

- (i) A famous *artiste* has drawn this picture. (**Incorrect**)
A famous *artist* has drawn this picture. (**Correct**)

ARTISTE: a professional singer or dancer

- (i) She was famous TV *artisan* before she became a film actress. (**Incorrect**)
She was famous TV *artiste* before she became a film actress. (**Correct**)

14. **BORROW:** the money that you take from some body.

- (i) He had *burrowed* a car from one of his colleagues. (**Incorrect**)
He had *borrowed* a car from one of his colleagues. (**Correct**)

BURROW: a hole or tunnel in the ground for rabbits.

- (i) The little penguins dig out long *burros* to use as nests. (**Incorrect**)
The little penguins dig out long *burrows* to use as nests. (**Correct**)

BURRO: a small donkey used for carrying heavy loads.

- (i) Usman has a *burrow* for loading heavy material. (**Incorrect**)
Usman has a *burro* for loading heavy material. (**Correct**)

15. **BREATH:** an intake of air

- (i) Before you dive in, take a very deep *breathe*. (**Incorrect**)
Before you dive in, take a very deep *breath*. (**Correct**)

BREATHE: to draw air in and give it out.

- (i) It is difficult to *breath*. (**Incorrect**)
It is difficult to *breathe*. (**Correct**)

16. **BAITED:** refers to traps or snares

- (i) She watched with *bated* breath. (**Incorrect**)
She watched with *baited* breath. (**Correct**)

BATED: When the reference is to someone who is hardly daring to breathe, the correct word is always *bated*

- (i) I used a hook *baited* with fat. (**Incorrect**)
I used a hook *bated* with fat. (**Correct**)

17. **BESIDE:** by the side of

- (i) Our school was built right *besides* a river. (Incorrect)
Our school was built right *beside* a river. (Correct)

BESIDES: in addition to

- (i) Do you play any other sports *beside* basketball? (Incorrect)
Do you play any other sports *besides* basketball? (Correct)

18. **BIANNUAL:** happening twice a year

- (i) The committee has just published its *biennial* report. (Incorrect)
The committee has just published its *biannual* report. (Correct)

BIENNIAL: every two years

- (i) Both annual and *biannual* screening intervals were considered. (Incorrect)
Both annual and *biennial* screening intervals were considered. (Correct)

19. **BLONDE:** a feminine

- (i) Her little girl has a mass of *blond* curls. (Incorrect)
Her little girl has a mass of *blonde* curls. (Correct)

BLOND: a masculine

- (i) His hair was sandy *blonde*, his skin golden. (Incorrect)
His hair was sandy *blond*, his skin golden. (Correct)

20. **BORE:** a boring or tiresome person, or something that you don't like doing

- (i) I was so *boarded* that I slept through the second half of the film. (Incorrect)
I was so *bored* that I slept through the second half of the film. (Correct)

BOAR: a male pig

- (i) Bears, wild *bore* and deer exist in these lands. (Incorrect)
Bears, wild *boar* and deer exist in these lands. (Correct)

BOOR: a vulgar person.

- (i) I'm sick of your *borais* behavior. (Incorrect)
I'm sick of your *boorish* behavior. (Correct)

21. **BORN:** always the beginning of life

- (i) I was *borne* in the middle of a particularly severe winter. (**Incorrect**)
I was *born* in the middle of a particularly severe winter. (**Correct**)

BORNE: carried

- (i) The logs were *born* down the river to the mill. (**Incorrect**)
The logs were *borne* down the river to the mill. (**Correct**)

22. **BRAKE:** to stop

- (i) The driver suddenly put on his *breakes*. (**Incorrect**)
The driver suddenly put on his *brakes*. (**Correct**)

BREAK: to smash

- (i) Take an egg and *brake* it into the bowl. (**Incorrect**)
Take an egg and *break* it into the bowl. (**Correct**)

23. **BRIDAL:** to do with brides and weddings

- (i) The magazine had a section on *bridle* wear. (**Incorrect**)
The magazine had a section on *bridal* wear. (**Correct**)

BRIDLE: as a noun means a halter or restraint; as a verb it means to restrain or to draw oneself up in anger.

- (i) Fatima saddled and *bridaled* her favourite horse. (**Incorrect**)
Fatima saddled and *bridled* her favourite horse. (**Correct**)

24. **CANVAS:** cloth or fabric

- (i) I love sleeping under *canvass*. (**Incorrect**)
I love sleeping under *canvas*. (**Correct**)

CANVASS: to seek votes, to survey, to sell door-to-door

- (i) I've been out *canvasing* for the Labour Party every evening this week. (**Incorrect**)
I've been out *canvassing* for the Labour Party every evening this week. (**Correct**)

25. **CEREAL:** a breakfast food made from grain

- (i) Please give me a bowl of *serial*. (**Incorrect**)
Please give me a bowl of *cereal*. (**Correct**)

SERIAL: something in a series that continues one after another

- (i) No one likes him because he is a *cereal* killer. **(Incorrect)**
 No one likes him because he is a *serial* killer. **(Correct)**

26. **CENSOR:** to officially inspect and make deletions or changes

- (i) The report was approved by the military *sensors*. **(Incorrect)**
 The report was approved by the military *censors*. **(Correct)**

SENSOR: something that senses

- (i) The engineers used electronic *censors* to monitor each wheel. **(Incorrect)**
 The engineers used electronic *sensors* to monitor each wheel. **(Correct)**

27. **COARSE:** rough-textured or scratchy, large

- (i) His voice was *course* and scratchy, filled with malice and hunger. **(Incorrect)**
 His voice was *coarse* and scratchy, filled with malice and hunger. **(Correct)**

COURSE: track, plan of action

- (i) The new fleet changed *coarse* to join the other ships. **(Incorrect)**
 The new fleet changed *course* to join the other ships. **(Correct)**

28. **COLLABORATE:** to work with someone

- (i) He *corroborated* with him on numerous hotel projects. **(Incorrect)**
 He *collaborated* with him on numerous hotel projects. **(Correct)**

CORROBORATE: to establish the truth of something

- (i) The witness had *collaborated* the boy's account of the attack. **(Incorrect)**
 The witness had *corroborated* the boy's account of the attack. **(Correct)**

29. **COMPLIMENT:** praise or congratulate

- (i) He paid me an enormous *complement*. **(Incorrect)**
 He paid me an enormous *compliment*. **(Correct)**

COMPLEMENT: to supplement, round out

- (i) At the moment, we have a full *compliment* of staff. **(Incorrect)**
 At the moment, we have a full *complement* of staff. **(Correct)**

30. **CONTINUAL:** something that happens frequently, with breaks between occurrences

- (i) *Continuous* interruptions distract me from writing. (**Incorrect**)
Continual interruptions distract me from writing. (**Correct**)

CONTINUOUS: something that happens without stopping!

- (i) The *continual* noise of the motor mower distracts me from writing. (**Incorrect**)
The *continuous* noise of the motor mower distracts me from writing. (**Correct**)

31. **CREDIBLE:** believable

- (i) Few people found his story *creditable*. (**Incorrect**)
Few people found his story *credible*. (**Correct**)

CREDITABLE: praiseworthy or deserving credit

- (i) There are four very *credible* designs in the exhibition. (**Incorrect**)
There are four very *creditable* designs in the exhibition. (**Correct**)

32. **CEASE:** to end

- (i) Will you please *seize* making those sounds? (**Incorrect**)
Will you please *cease* making those sounds? (**Correct**)

SEIZE: to take hold of

- (i) *Cease* him by the collar as he comes around the corner. (**Incorrect**)
Seize him by the collar as he comes around the corner. (**Correct**)

33. **CHECK:** to control

- (i) The auditors have *chequed* the accounts of our firm. (**Incorrect**)
The auditors have *checked* the accounts of our firm. (**Correct**)

CHEQUE: an order on a bank for payment.

- (i) He has given me a *check* for Rs. 5,000/-. (**Incorrect**)
He has given me a *cheque* for Rs. 5,000/-. (**Correct**)

34. **COUNSEL:** a government representative; to advise;

- (i) Elderly people always give a good *council*. (**Incorrect**)
Elderly people always give a good *counsel*. (**Correct**)

COUNCIL: an assembly;

- (i) The city *counsel* enacts local laws and regulations. (**Incorrect**)
The city *council* enacts local laws and regulations. (**Correct**)

CONSUL: a government representative

- (i) Foreigners abroad should keep in touch with their *councils*. (Incorrect)
Foreigners abroad should keep in touch with their *consuls*. (Correct)

35. **DEFER:** to postpone;

- (i) *Defer* this decision for the time being. (Incorrect)
Defer this decision for the time being. (Correct)

DIFFER: to disagree

- (i) I *defer* from you in your contention. (Incorrect)
I *differ* from you in your contention. (Correct)

36. **DECENT:** suitable; refined; nice

- (i) The *descent* thing to do is to admit your fault. (Incorrect)
The *decent* thing to do is to admit your fault. (Correct)

DESCENT: going down; slope;

- (i) The *dissent* into the cave was treacherous. (Incorrect)
The *descent* into the cave was treacherous. (Correct)

DISSENT: disagreements.

- (i) There was a *descent* among the members. (Incorrect)
There was a *dissent* among the members. (Correct)

37. **DIE:** to cease to live; to become dead

- (i) They *dye* not who *dye* for a great cause. (Incorrect)
They *die* not who *die* for a great cause. (Correct)

DYË: to color; to stain

- (i) He *dies* his hair black every week. (Incorrect)
He *dyes* his hair black every week. (Correct)

38. **DESERT:** to abandon, a wasteland

- (i) We feel our public representatives have *desserted* us. (Incorrect)
We feel our public representatives have *deserted* us. (Correct)

DESSERT: the sweet course of a meal

- (i) Custard is a perfect *desert* for a summer day. (Incorrect)
Custard is a perfect *dessert* for a summer day. (Correct)

39. DEVICE: a gadget

- (i) It would be helpful for the people because it is a measuring *devise*. **(Incorrect)**
It would be helpful for the people because it is a measuring *device*. **(Correct)**

DEVISE: to invent or plot

- (i) A training programme should be *deviced*. **(Incorrect)**
A training programme should be *devised*. **(Correct)**

40. DISCREET: respectful, prudent

- (i) We made some *discrete* inquiries. **(Incorrect)**
We made some *discreet* inquiries. **(Correct)**

DISCRETE: separate or detached from others

- (i) Speech sounds are produced as a continuous sound signal rather than *discreet* units. **(Incorrect)**
Speech sounds are produced as a continuous sound signal rather than *discrete* units. **(Correct)**

41. ELICIT: to extract or draw out

- (i) I tried to *illicit* a smile from his joke. **(Incorrect)**
I tried to *elicit* a smile from his joke. **(Correct)**

ILLICIT: not legal

- (i) Drugs are illegal and *elicit*. **(Incorrect)**
Drugs are illegal and *illicit*. **(Correct)**

42. EMINENT: distinguished, famous

- (i) This award is very prestigious, and is often awarded to *imminent* people. **(Incorrect)**
This award is very prestigious, and is often awarded to *eminent* people. **(Correct)**

IMMINENT: near, close at hand

- (i) They were in *eminent* danger of being swept away. **(Incorrect)**
They were in *imminent* danger of being swept away. **(Correct)**

43. FLOOR: covered ground

- (i) Do not sit on the *flour* as it is quite dirty. **(Incorrect)**
Do not sit on the *floor* as it is quite dirty. **(Correct)**

FLOUR: milled grain

- (i) *Floor* is obtained from wheat. (**Incorrect**)
Flour is obtained from wheat. (**Correct**)

44. **FAIR:** average, good-looking, pale, unbiased

- (i) The group has achieved *fare* and equal representation for all its members. (**Incorrect**)
The group has achieved *fair* and equal representation for all its members. (**Correct**)

FARE: the money you pay to go somewhere or to do something

- (i) We should go to London, but we cannot afford the air *fair*. (**Incorrect**)
We should go to London, but we cannot afford the air *fare*. (**Correct**)

45. **FARTHER:** physical distance

- (i) The *further* we walked, the more hostile the terrain became. (**Incorrect**)
The *farther* we walked, the more hostile the terrain became. (**Correct**)

FURTHER: non-physical distance

- (i) I promised to give the plan *farther* thought. (**Incorrect**)
I promised to give the plan *further* thought. (**Correct**)

46. **FAZE:** to fluster or confuse someone

- (i) Nothing *phases* my mother, who can produce a meal for unexpected guests at a moment's notice. (**Incorrect**)
Nothing *fazes* my mother, who can produce a meal for unexpected guests at a moment's notice. (**Correct**)

PHASE: in reference to a stage in someone's life

- (i) Like most children, Ali is going through a *faze* of refusing to eat his vegetables. (**Incorrect**)
Like most children, Ali is going through a *phase* of refusing to eat his vegetables. (**Correct**)

47. **FLARE:** to flash or blaze

- (i) The *flair* of the match lit up his face. (**Incorrect**)
The *flare* of the match lit up his face. (**Correct**)

FLAIR: ability or skill

- (i) She had a *flare* for languages. (**Incorrect**)
She had a *flair* for languages. (**Correct**)

48. **FORBEAR:** to refrain from

- (i) He modestly *forebears* to include his own work. (**Incorrect**)
He modestly *forbears* to include his own work. (**Correct**)

FOREBEAR: an ancestor or forefather

- (i) Generations of his *forbears* had lived in London. (**Incorrect**)
Generations of his *forebears* had lived in London. (**Correct**)

FOREWORD: a short introduction to a book

- (i) In the *forward* to his latest book, the author apologizes to his readers. (**Incorrect**)
In the *foreword* to his latest book, the author apologizes to his readers. (**Correct**)

FORWARD: ahead, near the front

- (i) He started up the engine and the car moved *foreword*. (**Incorrect**)
He started up the engine and the car moved *forward*. (**Correct**)

49. **FOUL:** dishonorable, disgusting, entangle

- (i) No one likes *fowl* games now-a-days. (**Incorrect**)
No one likes *foul* games now-a-days. (**Correct**)

FOWL: a bird

- (i) I saw different kinds of *fouls* in the zoo yesterday. (**Incorrect**)
I saw different kinds of *fowls* in the zoo yesterday. (**Correct**)

50. **FOUND:** the past tense of find

- (i) The remains of a headless body had been *founded*. (**Incorrect**)
The remains of a headless body had been *found*. (**Correct**)

FOUNDED: started

- (i) My great grandfather *found* this company nearly a hundred years ago.
(**Incorrect**)
My great grandfather *founded* this company nearly a hundred years ago.
(**Correct**)

51. **HAIL:** to greet or to come from, frozen raindrops

- (i) He *hales* from Texas. (**Incorrect**)
He *hails* from Texas. (**Correct**)

HALE: healthy or to haul

- (i) He's only just sixty, very *hail* and hearty. (**Incorrect**)
He's only just sixty, very *hale* and hearty. (**Correct**)

52. **HANGED:** to kill someone with a rope (A criminal is always hanged)

- (i) He was *hung* yesterday at dawn. (**Incorrect**)
He was *hanged* yesterday at dawn. (**Correct**)

HUNG: to fix something to a wall (a picture is hung)

- (i) We *hanged* the portrait where everybody could see it. (**Incorrect**)
We *hung* the portrait where everybody could see it. (**Correct**)

53. **HERD:** a group of animals

- (i) I saw a *herd* of elephants in the jungle. (**Incorrect**)
I saw a *herd* of elephants in the jungle. (**Correct**)

HEARD: the past tense of hear

- (i) He *herd* very well. (**Incorrect**)
He *heard* very well. (**Correct**)

54. **HOARD:** to stockpile, a cache of stockpiled stuff

- (i) He came back to rescue his little *horde* of gold. (**Incorrect**)
He came back to rescue his little *hoard* of gold. (**Correct**)

HORDE: a large group

- (i) Ali saw a *hoard* of people in the procession last morning. (**Incorrect**)
Ali saw a *horde* of people in the procession last morning. (**Correct**)

55. **HEALTHFUL:** good for one's health

- (i) Vegetables are *healthy* foods. (**Incorrect**)
Vegetables are *healthful* foods. (**Correct**)

HEALTHY: in a good condition of health

- (i) All of his children are *healthful*. (**Incorrect**)
All of his children are *healthy*. (**Correct**)

56. **INCITE:** to stir up; encourage

- (i) They conspired to *insight* riots. (**Incorrect**)
They conspired to *incite* riots. (**Correct**)

INSIGHT: intuition; awareness; understanding

- (i) His work provides important *incites* into language use. (Incorrect)
His work provides important *insights* into language use. (Correct)

57. **LATER:** afterwards

- (i) *Latter* that day we went for a walk. (Incorrect)
Later that day we went for a walk. (Correct)

LATTER: the second of two things

- (i) We have two choices. The *later* is the more reliable, but the former would be cheaper. (Incorrect)
We have two choices. The *latter* is the more reliable, but the former would be cheaper. (Correct)

58. **LEAD:** (pronounced led) a heavy metal

- (i) In the periodic table, *Led* is a heavy metal. (Incorrect)
In the periodic table, *Lead* is a heavy metal. (Correct)

LED: (pronounced led) the past tense of lead.

- (i) He opened the door for me and I *lead* the guests upstairs to their rooms. (Incorrect)
He opened the door for me and I *led* the guests upstairs to their rooms. (Correct)

59. **LIABLE:** subject to, answerable for or likely

- (i) He is *libel* to sudden attacks of ill temper for no apparent reason. (Incorrect)
He is *liable* to sudden attacks of ill temper for no apparent reason. (Correct)

LIBEL: untruths about someone.

- (i) Ali sued the newspaper for *liable*. (Incorrect)
Ali sued the newspaper for *libel*. (Correct)

60. **LIGHTENING:** making lighter or brighter

- (i) We were able to see where we were through *lightning*. (Incorrect)
We were able to see where we were through *lightening*. (Correct)

LIGHTNING: what comes out of the sky. (a crack of thunder)

- (i) A tremendous flash of *lightening* came out of the sky last night. (Incorrect)
A tremendous flash of *lightning* came out of the sky last night. (Correct)

61. LOSE: mislaying or dropping something

- (i) If the fastening on your wrist-watch is loose (slack), you may *lose* your watch. (Incorrect)
If the fastening on your wrist-watch is loose (slack), you may *lose* your watch. (Correct)

LOOSE: slack or free

- (i) If the fastening on your wrist-watch is *lose* (slack), you may lose your watch. (Incorrect)
If the fastening on your wrist-watch is *lose* (slack), you may lose your watch. (Correct)

62. LIKE: a preposition

- (i) He used to have a car *alike* mine. (Incorrect)
He used to have a car *like* mine. (Correct)

ALIKE: is an adverb

- (i) The brothers were very much *like*. (Incorrect)
The brothers were very much *alike*. (Correct)

63. LOST: unable to find.

- (i) Drivers should plan long journeys so as not to get *last*. (Incorrect)
Drivers should plan long journeys so as not to get *lost*. (Correct)

LAST: an adjective that comes at the end, as a verb means to continue

- (i) I went to a party *latest* night. (Incorrect)
I went to a party *last* night. (Correct)

LATEST: is an adjective means quite recent.

- (i) This is the *last* news. (Incorrect)
This is the *latest* news. (Correct)

64. MINOR: Inferior in importance; one who has not yet mature.

- (i) *Miners* have no right to vote in the general election. (Incorrect)
Minors have no right to vote in the general election. (Correct)

MINER: a worker in mine

- (i) The life of a *minor* of a coal mine is always danger. (Incorrect)
The life of a *miner* of a coal mine is always danger. (Correct)

65. **MANNER:** method, appearance, class, character

- (i) Your *manors* are your beauty. (**Incorrect**)
Your *manners* are your beauty. (**Correct**)

MANOR: strictly a large, stately house

- (i) This is one of the beautiful *manners* in the city. (**Incorrect**)
This is one of the beautiful *manors* in the city. (**Correct**)

66. **MAYBE:** perhaps (It is a Sentence adverb)

- (i) *May be* you could explain this to us a little clearer. (**Incorrect**)
Maybe you could explain this to us a little clearer. (**Correct**)

MAY BE: modal verb+ base form of verb

- (i) It *maybe* a good idea to give us a clearer explanation of this. (**Incorrect**)
It *may be* a good idea to give us a clearer explanation of this. (**Correct**)

67. **MOAT:** a deep, wide ditch surrounding a castle, fort or town

- (i) Surrounding a castle, a protective *mote* filled with rainwater. (**Incorrect**)
Surrounding a castle, a protective *moat* filled with rainwater. (**Correct**)

MOTE: a tiny piece of substance

- (i) *Moats* of dust were everywhere in this market. (**Incorrect**)
Motes of dust were everywhere in this market. (**Correct**)

68. **MUTE:** to silence or quieten down

- (i) Ali sat *moot* because he was very disturbed. (**Incorrect**)
Ali sat *mute* because he was very disturbed. (**Correct**)

MOOT: debatable

- (i) It is a *mute* point whether it would have succeeded or not. (**Incorrect**)
It is a *moot* point whether it would have succeeded or not. (**Correct**)

69. **PASSED:** the past tense of pass

- (i) Time *past* and we all forgot the incident. (**Incorrect**)
Time *passed* and we all forgot the incident. (**Correct**)

PAST: a time that has gone

- (i) In times *passed* it was the custom for women to wear hats in church. (**Incorrect**)
In times *past* it was the custom for women to wear hats in church. (**Correct**)

70. **PEEK:** look quickly or furtively

- (i) She sneaked a *pique* at the map. (Incorrect)
She sneaked a *peek* at the map. (Correct)

PIQUE: stiff fabric, to excite or irritate

- (i) She was *peeked* by his friends. (Incorrect)
She was *piqued* by his friends. (Correct)

PEAK: the summit or tip

- (i) He was at his *peek* as a cricketer. (Incorrect)
He was at his *peak* as a cricketer. (Correct)

71. **POUR:** stream, roll

- (i) Water *pored* off the roof. (Incorrect)
Water *poured* off the roof. (Correct)

PORE: to study something

- (i) I spent hours *pouring* over Intermediate books. (Incorrect)
I spent hours *poring* over Intermediate books. (Correct)

72. **PRAY:** what you do when you talk to God

- (i) The whole family are *preying* for Ali. (Incorrect)
The whole family are *praying* for Ali. (Correct)

PREY: to hunt, to stalk, the subject of the hunt

- (i) He was easy *pray* for the two men. (Incorrect)
He was easy *prey* for the two men. (Correct)

73. **PREMISE:** assumption, supposition

- (i) If the *premises* is true, the conclusion must be true. (Incorrect)
If the *premise* is true, the conclusion must be true. (Correct)

PREMISES: an apartment, house or building and its grounds

- (i) Smoking is not allowed on the *premise*. (Incorrect)
Smoking is not allowed on the *premises*. (Correct)

74. **PRINCIPAL:** chief or main, the amount borrowed in a loan

- (i) The *principle* reason for the company's failure was lack of money. (**Incorrect**)
The *principal* reason for the company's failure was lack of money. (**Correct**)

PRINCIPLE: regulations or ideals

- (i) She is completely without *principals* and would steal from her own mother. (**Incorrect**)
She is completely without *principles* and would steal from her own mother. (**Correct**)

75. **SHORE:** brace or support, a beach

- (i) Along the *sure* of the lake, tall trees rise to the sky. (**Incorrect**)
Along the *shore* of the lake, tall trees rise to the sky. (**Correct**)

SURE: certain, confident

- (i) I'm *shore* I've seen that dress before. (**Incorrect**)
I'm *sure* I've seen that dress before. (**Correct**)

76. **SITE:** location or place

- (i) We will *cite* the house to take advantage of the panoramic views. (**Incorrect**)
We will *site* the house to take advantage of the panoramic views. (**Correct**)

SIGHT: vision

- (i) We *sited* two horsemen coming over the hill. (**Incorrect**)
We *sighted* two horsemen coming over the hill. (**Correct**)

CITE: summon, source

- (i) He *sited* in his defence an incident in which these same people were involved. (**Incorrect**)
He *cited* in his defence an incident in which these same people were involved. (**Correct**)

77. **SOME TIME:** a period of time

- (i) *Sometimes* ago you promised to introduce me to your brother. (**Incorrect**)
Some time ago you promised to introduce me to your brother. (**Correct**)

SOMETIME: at some time not specified

- (i) *Some time* when you're not busy we must do this again. (**Incorrect**)
Sometime when you're not busy we must do this again. (**Correct**)

SOMETIMES: occasionally

- (i) I *sometime* have to work late. (**Incorrect**)
I *sometimes* have to work late. (**Correct**)

78. **STATIONARY:** standing still

- (i) A car collided with a *stationery* vehicle. (**Incorrect**)
A car collided with a *stationary* vehicle. (**Correct**)

STATIONERY: refers to writing paper

- (i) *Stationary* products are available in the market. (**Incorrect**)
Stationery products are available in the market. (**Correct**)

79. **STATUE:** a carved or moulded likeness

- (i) The bronze *statute* has already been cast. (**Incorrect**)
The bronze *statue* has already been cast. (**Correct**)

STATUTE: law

- (i) Immunities granted to trade unions by *statue*. (**Incorrect**)
Immunities granted to trade unions by *statute*. (**Correct**)

STATURE: height or status

- (i) She was small in *statute*. (**Incorrect**)
She was small in *stature*. (**Correct**)

80. **STRAIGHT:** without bends

- (i) Motorists are ignoring the speed limit because it is a long *strait* road. (**Incorrect**)
Motorists are ignoring the speed limit because it is a long *straight* road. (**Correct**)

STRAIT: a passage of water

- (i) The Persians sent their navy into the narrow *straight*. (**Incorrect**)
The Persians sent their navy into the narrow *strait*. (**Correct**)

81. **VANE:** direction the wind is blowing

- (i) The wind or air rising through the turbine turns the *vain* in the turbine. (**Incorrect**)
The wind or air rising through the turbine turns the *vanes* in the turbine. (**Correct**)

VAIN: useless, too concerned

- (i) I took several deep breaths in a very *vane* attempt to calm myself. (**Incorrect**)
I took several deep breaths in a very *vain* attempt to calm myself. (**Correct**)

VEIN: a blood vessel, a channel

- (i) There are many *vanes* in our body. (**Incorrect**)
There are many *veins* in our body. (**Correct**)

82. **VENAL:** dishonest, dishonorable

- (i) Their generosity had been at least partly *venial*. (**Incorrect**)
Their generosity had been at least partly *venal*. (**Correct**)

VENIAL: forgivable, unimportant

- (i) Everything I've disclosed up to now can be seen as *venal*. (**Incorrect**)
Everything I've disclosed up to now can be seen as *venial*. (**Correct**)

83. **VICIOUS:** savage, cruel

- (i) The dog was *viscous* and likely to bite. (**Incorrect**)
The dog was *vicious* and likely to bite. (**Correct**)

VISCOUS: glue-like, adhesive

- (i) Various *vicious* liquids were used in the heating process to emulsify the rubber. (**Incorrect**)
Various *viscous* liquids were used in the heating process to emulsify the rubber. (**Correct**)

84. **WAIST:** the part of your body around which you fasten your belt

- (i) He put an arm around her *waste*. (**Incorrect**)
He put an arm around her *waist*. (**Correct**)

WASTE: to squander, stuff that's thrown away

- (i) We can't afford to *waist* electricity. (**Incorrect**)
We can't afford to *waste* electricity. (**Correct**)

85. **WARY:** careful

- (i) Dogs which have been mistreated often remain very *weary* of strangers. (**Incorrect**)
Dogs which have been mistreated often remain very *wary* of strangers. (**Correct**)

WEARY: tired

- (i) He gave a long, *weary* sigh. (**Incorrect**)
He gave a long, *wary* sigh. (**Correct**)

86. **WAVE:** a breaker on the beach, to flap your hand in farewell

- (i) He *waived* to me from the train. (**Incorrect**)
 He *waved* to me from the train. (**Correct**)

WAIVE: to give up one's rights or claim

- (i) Her tuition fees would be *waved*. (**Incorrect**)
 Her tuition fees would be *waived*. (**Correct**)

87. **WEAK:** the opposite of strong

- (i) She was recovering from flu, and was very *week*. (**Incorrect**)
 She was recovering from flu, and was very *weak*. (**Correct**)

WEEK: seven days, Sunday to Saturday

- (i) He'd cut the grass a *weak* ago. (**Incorrect**)
 He'd cut the grass a *week* ago. (**Correct**)

88. **WEATHER:** meteorological conditions, climate

- (i) The launch had twice been postponed due to bad *whether*. (**Incorrect**)
 The launch had twice been postponed due to bad *weather*. (**Correct**)

WHETHER: a conjunction of condition

- (i) He seemed undecided *weather* to go or stay. (**Incorrect**)
 He seemed undecided *whether* to go or stay. (**Correct**)

WETHER: a castrated sheep

- (i) They brought with them 45 *wethers*. (**Incorrect**)
 They brought with them 45 *weathers*. (**Correct**)

89. **WET:** to pour liquid on something

- (i) She followed, slipping on the *whet* rock. (**Incorrect**)
 She followed, slipping on the *wet* rock. (**Correct**)

WHET: to sharpen or stimulate

- (i) She took out her dagger and began to *whet* its blade in even, rhythmic strokes. (**Incorrect**)
 She took out her dagger and began to *wet* its blade in even, rhythmic strokes. (**Correct**)

90. **YOKE:** to bind or confine, coupling

- (i) The *yolk* was fastened to the pole with a complex of knots. (**Incorrect**)
 The *yoke* was fastened to the pole with a complex of knots. (**Correct**)

YOLK: the yellow part of an egg

- (i) Mix the egg *yoke*, milk, sugar and potato flour together in a small saucepan. (**Incorrect**)
 Mix the egg *yolk*, milk, sugar and potato flour together in a small saucepan. (**Correct**)

12 UNIT

SPELLING RULES

SOME FASCINATING FACTS ABOUT VOCABULARY

Walk through the following facts about spelling.

1. "Sneaky e", "magic e", or "silent e" at the end of the word usually makes the preceding vowel sound long. **ate, Pete, dime, rose, cute etc.**
2. At the end of one-syllable words and after one short vowel sound, use -ck for /k/. **black, peck, pick, dock, pluck etc.**
3. At the end of one-syllable words and after one short vowel sound, use -tch for /ch/. **match, sketch, witch, blotch, crutches** (Exceptions include such, much, which, rich).
4. Use -dge at the end of one-syllable words for /j/ after one short vowel sound. **badge, ledge, bridge, lodge, budge etc.**
5. With a one-syllable word, double the final consonant l, f, s, or z after one short vowel sound. **mall, pass, staff, jazz, smell, mess, pill, stiff, kiss, fizz, doll, toss, off, fluff, fuss, puff, fuzz etc.**
6. A single vowel in the middle of the word is usually short. (A closed syllable) **cab, met, picnic, hot, cut etc.**
7. A vowel at the end of a syllable is usually long. **va/ca/tion, be/cause, pilot, location, elocution etc.**
8. A vowel is almost always short if it comes before a double consonant. **dinner, diner, --super, supper -- latter, later etc.**
9. When two consonants are between two vowels, divide between the two consonants. **nap/kin, ten/nis, spin/ner, blot/ter, flut/ter etc.**
10. When one consonant is between two vowels, it may belong to the first or second syllable. **grav/el, be/long, lem/on, re/bel, reb/el etc.**
11. If there are three consonants between two vowels, divide the syllables between a blend and the other consonant. **mon/ster, pump/kin etc.**
12. Prefixes and suffixes are separated as syllables. **ex/pect/a/tion.**
13. The letter c has the sound of /s/ if followed by e, i, or y. **century, city, policy etc.**
14. The letter c has the sound of /k/ if followed by a, o, or u. **cake, comb, cubicle etc.**
15. The letter g has the sound of /j/ if followed by e, i, or y. **gingerly, age, apology.**
16. The letter g has the sound of /g/ if followed by a, o, or u. **game, ago, guilty etc.**
17. When adding a suffix beginning with a vowel (-ing, -y, or -ed) in a one-syllable word with one short vowel and ending in one consonant, double the final consonant. **drip: dripping, dripped, drippy-- wet: wetter, wettest --win: winner, winning etc.**
18. When adding a suffix beginning with a vowel (-ing, -y, or -ed) to the final syllable in two or three-syllable words with one short vowel, if the final syllable is accented, and ending in one consonant, double the final consonant. **infer: inferring-- omit: omitted --begin: beginning-- happen: happening.**
19. Before adding a suffix beginning with a vowel, drop the final e. **dine: diner, late: later, fame: famous, invite: inviting etc.**
20. Before adding a suffix beginning with a consonant, keep the final e. **home: homeless, homely move: movement, shame: shameful, shameless etc.**

21. If a word ends in a consonant followed by a y, change the y to i when adding suffixes; unless, the suffix begins with i or the y has a vowel in front of it. dry: dried delay: delaying, delayed imply: implied, implying rely: reliable play: player **etc.**
22. Use i before e except after c, or when it says /a/ as in sleigh or neighbor. thief, relief, believe, receive, ceiling, weight **etc.**
23. When a word has two or more syllables, use c for the final /k/ sound. horrific, terrific, traffic, magic **etc.**
24. Use doubles after one short vowel sound in one-syllable words. brass, mess, dress **etc.**
25. Never end a word with a single z. Use double z after one short vowel sound in one-syllable words. fizz, jazz, buzz **etc.**
26. Use double -ze after a long vowel sound or a double vowel. craze, breeze **etc.**
27. "ai" is often followed by n, l, or d. brain, tail, raid **etc.**
28. "oa" is usually found in one-syllable words. roar, boast, coat. **etc.**
29. "q" is always followed by u and at least one other vowel. quick, quiet, queen, quail **etc.**
30. "v" and x are never doubled **etc.**
31. "x" is never followed by an s **etc.**
32. No words in English end in v. (They end in -ve and it does not matter if the vowel is long or short.) gave, have, love, give, home, drive **etc.**
33. To keep the /g/ sound in a word, follow the "g" with a "u" when it is used before an i or an e. guest, guidelines, guess **etc.**
34. "igh," "ough," and "augh" are usually followed by a "t". light, bought, caught **etc.**
35. Most words add an 's' to make the plural. cat: cats -- girl: girls -- light: lights **etc.**
36. Add -es to nouns ending in s, x, z, ch, tch, and sh to make them plural. dresses, boxes, churches, watches, dishes **etc.**
37. Nouns ending in a vowel + -y combination (-ay, -oy, -ey) are made plural by additions. birthday: birthdays boy: boys monkey: monkeys **etc.**
38. Nouns ending in a consonant + -y combination (-dy, -ny) are made plural by changing the y to i and adding -es. lady: ladies-- candy: candies-- pony: ponies **etc.**
39. Most nouns ending in f or fle form the plural by adding s. roof: roofs--sniffle: sniffles -- ruffle: ruffles **etc.**
40. Nouns ending in a vowel + -o combination are made plural by adding s. patio: patios, radio: radios, studio: studios **etc.**
41. Nouns ending in a consonant + -o combination are riddled with exceptions and should be looked up in the dictionary. tomato: tomatoes; tornado: tornadoes; piano: pianos **etc.**
42. Many common nouns in English have irregular plural forms. woman: women leaf: leaves mouse: mice tooth: teeth ox: oxen fish: fish mother-in-law mothers-in-law **etc.**
43. When in doubt, look it up.

Some spelling rules are worth learning; others are too complicated or have too many exceptions. Instead of learning ALL the rules, focus on learning rules which address your particular spelling problems. Following is some helpful information on the rules for building new words:

- Words for discussing spelling
- Ten common spelling rules
- Rules for British and American spelling

1. Words for discussing spelling

- **VOWELS**—a, e, i, o and u are vowels. **CONSONANTS**—the other 21 letters of the alphabet.
- **PREFIX**—element added to the front of a word (e.g. un/in=not, pre=before, anti=against)

UNIT - 12

SPELLING RULES

- **SUFFIX**—element added to the end of a word (e.g. -ing, -able, -ed, -ly, -ful, -ment, -tion)
- **SYLLABLE**—a word or section of a word with a single sound (e.g. read, fa_mous, dif_fi_cult)
- **STRESS**—the emphasis given to a syllable (see underlined syllables: famous, focus, occur, infer)

TEN COMMON SPELLING RULES

RULE	EXAMPLES	MEMORISE
1. 'ie' or 'ei' <ul style="list-style-type: none"> ➤ Write i before e, except after c ➤ Write ie after c for words with a shen sound. ➤ Write ei when the vowels sounds like an a as in 'weigh' 	<ul style="list-style-type: none"> ➤ achieve, believe, friend receive, receipt, perceive ➤ ancient, efficient, sufficient, conscience ➤ neighbour, vein, reign, rein, deign 	Exceptions: Words like <ul style="list-style-type: none"> ❖ counterfeit, either, neither, height, leisure, forfeit, foreign, science, species, seize, weird
2. 's' or 'es' <ul style="list-style-type: none"> ➤ Add es if a word ends in ch, sh, ss, x or z ➤ Add es for most words ending in o 	<ul style="list-style-type: none"> ➤ arch > arches, clash > clashes, class > classes, box > boxes, quiz > quizzes ➤ tomato > tomatoes, hero > heroes, go > goes, do > does, echo > echoes 	Exceptions: Words like <ul style="list-style-type: none"> ❖ altos, duos, pianos, radios, solos sopranos, studios, videos, typos
3. 'y' to 'i' or not <ul style="list-style-type: none"> ➤ For words ending in y preceded by a vowel, retain the y when adding s or a suffix. ➤ For words ending in y, retain the y when adding ing. ➤ For words ending in y, preceded by a consonant, change the y to i before any other suffix 	<ul style="list-style-type: none"> ➤ convey > conveys, employ > employer ➤ try > trying, justify > justifying, certify > certifying, study > studying ➤ try > tried, justify > justifies, certify > certifiable, mystify > mystified, laboratory > laboratories 	Exceptions: Words like dryness, shyness
4. drop the final 'e' <ul style="list-style-type: none"> ➤ DROP the e when the suffix starts with a vowel. ➤ DROP the e when the word ends in dge. ➤ DROP the final e when adding -ing 	<ul style="list-style-type: none"> ➤ save > savable, use > usable ➤ judge > judgment ➤ save > saving, manage > managing, trace > tracing, emerge > emerging 	Exceptions: DO NOT DROP <ul style="list-style-type: none"> ❖ the e if the word ends in ce or ge (e.g. manage manageable, trace > traceable)

UNIT - 12

SPELLING RULES

<p>5. 't' or 'tt' when adding -ing, -ed and some suffixes to verbs</p> <p>➤ DOUBLE the t for verbs of one syllable with a single vowel, or a short vowel sound.</p> <p>➤ DOUBLE the t for verbs of more than one syllable when the stress is on the last syllable.</p>	<p>➤ rot > rotting, rotted, rotten fit > fitting, fitted</p> <p>knot > knotting, knotted</p> <p>➤ abet > abetting, abetting allot > allotting, allotted</p> <p>commit > committing, committed</p> <p>emit > emitting, emitted</p> <p>forget > forgetting, forgotten (but forgetful)</p>	<p>Exceptions:</p> <p>DO NOT DOUBLE</p> <p>❖ the t for verbs of one syllable with a double vowel or a long vowel sound (e.g. treat > treating, treated; greet > greeting, greeted)</p>
<p>6. 'r' or 'rr' when adding -ing, -ed and some suffixes to verbs</p> <p>➤ DOUBLE the r for verbs of one syllable when the final r is preceded by a single vowel.</p> <p>➤ DOUBLE the r for words of more than one syllable when the stress does not fall on the first syllable.</p>	<p>➤ star > starring, starred, starry tar > tarring, tarred war > warring, warred (but warfare)</p> <p>scar > scarring, scarred</p> <p>stir > stirring, stirred</p> <p>➤ concur > concurring, concurred, concurrence occur > occurring, occurred, occurrence</p> <p>defer > deferring, deferred, (but deference)</p> <p>deter > deterring, deterring, deterrent</p> <p>infer > inferring, inferred, (but inference)</p> <p>prefer > preferred, preferring, (but preference)</p> <p>refer > referred, referring, referral</p>	<p>Exceptions:</p> <p>❖ DO NOT DOUBLE the r for verbs of one syllable when the final r is preceded by a double vowel (e.g. fear > fearing, feared)</p> <p>❖ DO NOT DOUBLE the r for words of more than one syllable, when the stress falls on the first syllable (e.g. prosper > prospered, prospering)</p>

UNIT – 12

SPELLING RULES

<p>7. 'l' or 'll' when adding -ing, -ed and some suffixes to verbs</p> <p>➤ DOUBLE the l when it is preceded by a single vowel.</p>	<p>➤ cancel > cancelling, cancelled, cancellation</p> <p>➤ enrol > enrolling, enrolled (but enrolment)</p> <p>➤ fulfil > fulfilling, fulfilled, fulfillment</p> <p>➤ level > levelling, levelled</p> <p>➤ travel > travelling, travelled, traveller</p>	<p>Exceptions:</p> <p>❖ DO NOT DOUBLE the l when it is preceded by a double vowel (e.g. conceal > concealing, concealed)</p>
<p>8. Dropping letters</p> <p>➤ Many words drop a letter when adding a suffix, but it is not always the final letter</p>	<p>➤ argue > argument;</p> <p>➤ proceed > procedure;</p> <p>➤ humour > humorous;</p> <p>➤ disaster > disastrous;</p> <p>➤ repeat > repetition;</p> <p>➤ administer > administration</p>	<p>❖ There is no reliable rule Covering these words, so they simply have to be memorised.</p>
<p>9. Word endings</p> <p>➤ such as able/ible, ant/ance; ent/ence</p>	<p>➤ negligible, incredible, invisible, sensible, admirable, preventable, suitable, dependable attendance, ignorance, nuisance, importance sentence, difference, independence, intelligence</p>	<p>❖ There is no reliable rule Covering these words, so they simply have to be memorised.</p>
<p>10. Silent letters</p> <p>➤ Some words include letters which are not pronounced when the word is spoken.</p>	<p>➤ advertisement, campaign, column, debt, design, doubt, gauge, ghetto, heir, knife, knowledge, island, mortgage, often, pneumatic, rhythm, solemn, subtle</p>	<p>❖ There is no reliable rule Covering these words, so they simply have to be memorised.</p>

3. Rules for British and American spelling

Examples

- -re/-er (use -re for spelling words e.g. theatre, litre, centre, calibre, sombre, fibre are **British** spelling— theater, liter, center are American spelling)
- -our/-or (use -our for spelling words e.g. colour, honour, neighbor are **British** spelling — color, honor, neighbor are American spelling)
- -ise/-ize (both are acceptable; but the **British** spelling preference is for -ise e.g. criticise rather than criticize)
- practice/practise (American spelling is practice, but **British** spelling requires practice [noun] practise [verb])
- other common words (e.g. aeroplane—NOT airplane; traveller—NOT traveler; defence—NOT defense)

13 UNIT

PARTS OF SPEECH

Words are divided in different classes according to their functions they perform and these words are called word class or parts of speech.

Many words in English can have more than one job, or be more than one part of speech. For example, "work" can be a verb and a noun; "but" can be a conjunction and a preposition; "well" can be an adjective, an adverb and an interjection. In addition, many noun can act as adjectives. To analyze the part of speech, ask yourself: "What **job** is this word doing in this sentence?"

In fact, if you look in a good dictionary you will see that the word but has six jobs to do such as: Verb, noun, adverb, pronoun, preposition and conjunction!

Note: Always remember that it is the function or use that determines to which part of speech a word belongs in a given sentence.

- NOUN** = **Def:** - Name of person, place or thing.
= **Exp:** - Ali teaches English in Lahore.
- ADJECTIVE** = **Def:** - A word added to the meanings of a noun.
= **Exp:** - Good students.
- PRONOUN** = **Def:** - word used instead of a noun.
= **Exp:** - He teaches it there.
- VERB** = **Def:** - A word that shows action or state.
= **Exp:** - (1) He jumps. (2) He is ill.
- ADVERB** = **Def:** - A word added to a verb, an adjective or another adverb.
= **Exp:** - He jumped nicely.
- PREPOSITION** = **Def:** - A word that shows link, relation or position.
= **Exp:** - The book is on the table.
- CONJUNCTION** = **Def:** - Joining words are called conjunction.
= **Exp:** - Teachers and students are here.
- INTERJECTION** = **Def:** - A word that expresses sudden feeling.
= **Exp:** - Hurrha! We have won.

UNIT - 13

PARTS OF SPEECH

Here are some sentences made with different English parts of speech.

Verb
Stop!

noun	verb
John	works.

noun	verb	Verb
John	is	working.

pronoun	verb	noun
She	loves	animals

noun	verb	adjective	noun
Animals	like	kind	people

noun	verb	noun	adverb
Tara	speaks	English	well.

noun	verb	adjective	noun
Tara	speaks	good	English

pronoun	verb	preposition	Adjective	noun	adverb
She	ran	to	The	station	quickly

pronoun	verb	adjective	noun	conjunction	pronoun	verb	pronoun
She	likes	big	snakes	but	I	Hate	them.

Here is a sentence that contains every part of speech.

interjection	pronoun	conjunction	Adjective	noun	verb	Prep.	noun	adverb
Well,	she	and	Young	John	walk	to	school	Slowly.

Name the part of speech to which each word belongs in the following sentence:

1. I expected better of him.

I	expected	better	to	him
Pronoun	Verb	Noun	Preposition	Pronoun

2. She gave a little laugh.

She	gave	a	little	laugh.
Pronoun	Verb	Article	Adjective	Noun

UNIT – 13

PARTS OF SPEECH

3. Whoever acts contrary to nature does not go unpunished.

I	Whoever	acts	contrary	to	nature	does	Not	go	unpunished
	pronoun	verb	adjective	prep.	noun	verb	adv.	verb	adjective

4. The accident resulted in the death of five people.

The	accident	resulted	in	the	death	of	five	people
Article	Noun	verb	prep.	article	noun	prep.	adj.	noun

5. The Atlantic Ocean separates European from America

The	Atlantic	ocean	separates	European	from	America
article	adjective	noun	Verb	noun	prep.	noun

6. Industry is the key to success.

Industry	is	the	key	of	success
noun	verb	article	noun	prep.	noun

7. He is too miserly to spend his money.

He	is	too	Miserly	to spend	his	money
pronoun	verb	adverb.	Adjective.	infinitive (verb)	adjective.	noun

IDENTIFICATION TOOLS

According to the classical division, there are eight parts of speech. (NAP VAPCI)

1	Noun	2	Adjective	3	Pronoun	4	Verb
5	Adverb	6	Preposition	7	Conjunction	8	Interjection

But, the modern grammarians include determiners among parts of speech. Determiners are the words like; a, an, the, this, that, these, those, each, every, any, some, my, one, two, etc.

IDENTIFICATION OF NOUN

Definition Name of person, place or thing is called noun.

Examples: - Amir, Lahore, Notes.

Nouns can be identified in different ways such as ending letters, placement and function.

1. By ending letters

Generally, Nouns end at **tion, sion, ment, ing**

Examples: Station, Revision, Refreshment, Smoking,

2. By Placement

We can also identify the Nouns by their placements (position) in the sentence.

➤ Noun may be used in the beginning of a sentence

Example: - Smoking is a bad habit.

➤ Nouns may be used at the end of the sentence.

Example: - The doctor forbade smoking

➤ The words written after **my, our, your, their, his, her, its,** are nouns

Example: - She minded my coming late

3. By Function

Nouns can be identified by the function they perform in the sentence.

➤ **As a Subject.** Example: - The **children** are playing

➤ **As an object.** Example: - He teaches the **students**.

➤ **As a complement.** Example: - He is a **teacher**.

➤ **Showing Possession** Example: - This book is **Ali's**.

IDENTIFICATION OF ADJECTIVE

Definition

The word that we use before or after noun to describe or add meaning to noun is called an adjective.

Examples: - Good, Interesting etc.

Adjectives can be identified in the following ways:

1. By the ending letter.

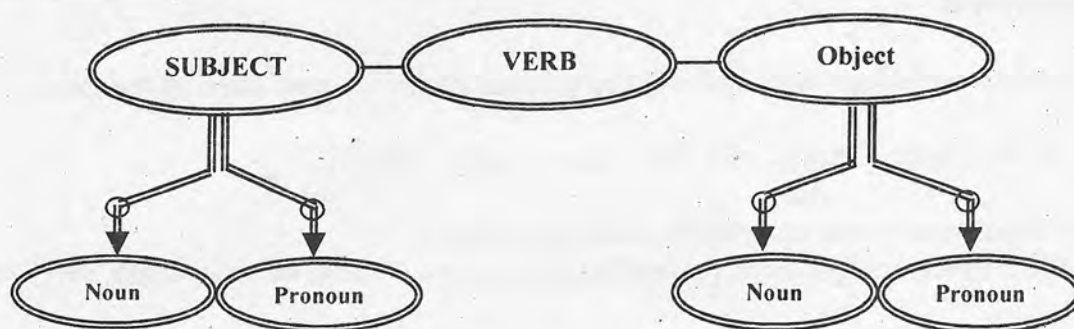
Generally, Adjectives end at **ive, ic, able, ous, less, ful, en, ing**

Examples: Collective, fantastic, Readable, Luxurious, careless, beautiful, written, interesting.

2. By the placement in the sentence.

➤ Generally, an adjective is written before a noun.

Example: Breaking News
Adj N



First, try to identify the subject with the help of question words who (person) or what (thing). These words act as subjects (Noun or pronoun). The whole part of sentence other than subject is called predicate, and the predicate usually starts with a verb.

Verb can be identified with the help of following ways:

1. By ending letters

Generally, a verb ends at: s, sh, ch, x, o, z, iate, ed, en, ing.

Examples: miss, finish, catch, fix, initiate, walked, strengthen, moving.

2. By Placement

Generally, the first word of a predicate is verb.

SUBJECT	PREDICATE
He	Teaches us English daily.

- Verb includes all the four forms, Helping and Model verbs.
- The word after “to” may a verb. e.g To err is human.

IDENTIFICATION OF ADVERB

Definition

It is a qualifying word used to explain verb or an adjective or another adverb is called an adverb.

Examples: -

- (i) Juliet runs **quickly**.
(ii) Susan prepared a **very** delicious fruit dish.
(iii) He played **very well**.
The words in bold are adverbs.

1. By ending letters

- Generally, Adverb of Manner ends at “ly” e.g Nicely, loudly

Note: - After verbs of senses (see, sound, smells, touch, taste), **ly** is not used.

2. By placement

Generally, Adverbs are written after verb but this position doesn't remain same all the times.

Examples: - i) He went down. ii) This pen write better.
v Ad v Ad

➤ There are some other words that may be used as an adverb:
always, often, never, seldom, ever, perhaps, quite, too, just, almost, rather, enough, very, so.

3. By question words

The words that answer the question words such as **how, where, when** etc. may be adverbs.

Example: - He welcomed us warmly there yesterday.
How.? Where.? When.?

IDENTIFICATION OF PREPOSITION

Definition

The word use to describe relation, position or function of things is called preposition.

Examples: - in, on, at, to, for, between, among, up, below, under, over, into, onto, upon, with.

Generally the word before Noun or Pronoun may be preposition.

Examples: - i) This is good about Ali.
Prep N
ii) This is good about him.
Prep Pron

IDENTIFICATION OF CONJUNCTION

Definition

The word used as connector is called conjunction

Examples: - You **and** I are fast friends.

Following are words that may be called conjunctions.

both, and, but, still, yet, however therefore, for, so, or, nor, until, when before, unless, because, whether, if, that, after, although, as if.

IDENTIFICATION OF INTERJECTION

The word that expresses a sudden and unexpected feeling is called an interjection

Examples: - Hurrah!, Alas!, Vow!, What a!, Bravo! Well done!

WORDS WITH MORE THAN ONE JOB

Name the underlined parts of speech in the following sentences:

1	I have been working <u>all</u> day.	adjective
2	<u>All</u> is not lost yet.	Pronoun
3	Do you live <u>all</u> alone?	Adverb
4	<u>All</u> of them were found guilty	Pronoun

Name the underlined parts of speech in the following sentences:

1	Sit down and rest a <u>while</u> .	Noun
2	I will watch <u>while</u> you sleep.	Conjunction
3	They <u>while</u> away their evenings with books and games.	Verb
4	He kept the <u>fast</u> for a week.	Noun
5	Muslims <u>fast</u> in the month of Ramzan.	Verb

THE SAME WORD USED AS DIFFERENT PART OF SPEECH

ABOUT	Adverb	They wandered about in sheepskins and goatskins.
	Preposition	There is something pleasing about him.
ABOVE	Adverb	The heavens are above .
	Preposition	The moral law is above the civil.
	Adjective	Analyze the above sentence.
	Noun	Our blessings come from above .
AFTER	Adverb	They arrived soon after .
	Preposition	He takes after his father.
	Adjective	In after days, he remained peaceful.
	Conjunction	We went away after they had left.
ALL	Adjective	All men are mortal.
	Adverb	He was all -alone when I saw him.
	Pronoun	All spoke in his favor.
	Noun	He lost his all in speculation.
ANY	Adjective	Are there any witnesses present?
	Pronoun	Does any of you know anything about it?
	Adverb	Is that any better?

UNIT – 13

PARTS OF SPEECH

AS	Adverb	We walked as fast as we could.
	Conjunction	As he was poor, I helped him.
	Relat. Pron.	She likes the same color as I do.
BEFORE	Adverb	I have seen you before .
	Preposition	He came before the appointed time.
	Conjunction	He went away before I came.
BETTER	Adjective	I think yours is a better plan.
	Adverb	I know better .
	Noun	Give place to your better .
	Verb	I will better my work.
BOTH	Adjective	You cannot have it both ways.
	Pronoun	Both of them are dead.
	Conjunction	Both the cashier and accountant are Hindus.
BUT	Adverb	It is but (=only) right to admit our faults.
	Preposition	None but (=except) the brave deserves the fair.
	Conjunction	We tried hard, but did not succeed.
	Relat. pron	There is no one but likes him (=who does not like him.)
	Noun	Let's have no buts about it.
DOWN	Adverb	Down went the man.
	Preposition	The fire engine came rushing down the hill.
	Adjective	The porter was killed by the down train.
	Noun	He has seen the ups and downs of life.
	Verb	Down with the tyrant!
EITHER	Adjective	Either bat is good enough.
	Pronoun	Ask either of them.
	Conjunction	He must either work or starve.
ELSE	Adjective	I have something else for you.
	Adverb	Shall we look anywhere else ?
	Conjunction	Make haste, else you will miss the train.
ENOUGH	Adjective	There is time enough and to spare.
	Adverb	You know well enough what I mean.
	Noun	I have had enough of this.
EVEN	Adjective	The chances are even .
	Verb	Let us even the ground.
	Adverb	Does he even suspect the danger?
EXCEPT	Verb	If we except Ali, all are to be blamed.
	Preposition	All were present except Ali.
	Conjunction	I will not let them go except (= unless) you ask me.

FOR	Preposition	I can shift for myself.
	Conjunction	Give thanks unto the Lord; for He is good.
LESS	Adjective	You are paying less attention to your studies.
	Adverb	The population of Pakistan is less than that of China.
	Noun	He won't be satisfied with less .
	Preposition	A salary of 30,000 less tax and insurance.
LIKE	Adjective	They are men of like build and nature.
	Preposition	Do not talk like that.
	Adverb	Like as a father pitied his own children.
	Noun	We shall not see his like again.
	Verb	Children like sweets.
	Conjunction	I didn't turn out like (as well as) I intended.
LITTLE	Adjective	There is little danger in going there.
	Noun	Man wants but little here below.
	Adverb	He eats very little .
MORE	Adjective	We want more men like him.
	Pronoun	More of us die in bed than out of it.
	Adverb	You should talk less and work more .
MUCH	Adjective	There is much sense in what he says.
	Pronoun	Much of it is true.
	Adverb	He boasts too much .
NEAR	Adverb	Draw near and listen.
	Preposition	His house is near the Masque.
	Adjective	He is a near relation.
	Verb	The time near s.
NEEDS	Noun	My needs are few.
	Verb	It needs to be done with care.
	Adverb	He needs must come.
NEITHER	Conjunction	Give me neither poverty nor riches.
	Adjective	Neither accusation is true.
	Pronoun	It is difficult to negotiate where neither will trust.
NEXT	Adjective	I shall see you next Monday.
	Adverb	What next ?
	Preposition	He was sitting next to her.
	Noun	I shall tell you more about it in my next .
NO	Adjective	It is no joke.
	Adverb	He is no more.
	Noun	I will not take a no .
ONCE	Adverb	I was young once .
	Conjunction	Once he hesitates we have him.
	Noun	Please help me for once .

UNIT - 13

PARTS OF SPEECH

ONE	Adjective	One day I met him in the street.
	Pronoun	The little one cried for joy.
	Noun	One would think he was mad.
ONLY	Adjective	It was his only chance.
	Adverb	He was only foolish.
	Conjunction	Take what I have, only (= but) let me go.
OVER	Adverb	Read it over carefully.
	Noun	In one over he took three wickets.
	Preposition	At thirty, a change came over him.
RIGHT	Verb	That is a fault that will right itself.
	Adjective	He is the right man for the position.
	Noun	I ask it as a right .
	Adverb	He stood right in my way.
ROUND	Adjective	A square peg in a round hole.
	Noun	The evening was a round of pleasures.
	Adverb	He came round to their belief.
	Preposition	The earth revolves round the sun.
	Verb	We shall round the city.
SINCE	Preposition	Since that day I have not seen him.
	Conjunction	Since there's no help, come, let us go away.
	Adverb	I have not seen him since .
SO	Adverb	I am so sorry.
	Conjunction	He was poor, so they helped him.
SOME	Adjective	We must find some way out of it.
	Pronoun	Some say one thing and others another.
	Adverb	Some thirty boys were present.
STILL	Verb	With his name the mother's still their babies.
	Adjective	Still water run deep.
	Noun	Her sobs could be heard in the still of night.
	Adverb	He is still in business.
SUCH	Adjective	Don't be in such a hurry.
	Pronoun	Such was not my intention.
THAT	Demonst Adj.	What is that noise?
	Demonst.Pron	That is what I want.
	Adverb	I have done that much only.
	Relative Pron.	The evil that men do lives after them.
	Conjunction	He lives so that he may eat.

UNIT - 13

PARTS OF SPEECH

THE	Def. Article	The cat loves comfort.
	Adverb	The wiser he is the better.
TILL	Preposition	Never put off till tomorrow what you can do to-day.
	Conjunction	Do not start till I give the word.
UP	Adverb	Prices are up .
	Preposition	Let us go up the hill.
	Adjective	The next up train will leave here at 12:30.
	Noun	They had their ups and downs of life.
WELL	Noun	Let well alone.
	Adjective	I hope you are now well .
	Adverb	Well begun is half done.
	Interjection	Well , who would have thought it?
WHAT	Interrogative Adjective	What evidence have you got.
	Interjection	What! You don't mean to say so?
	Pronoun	What does he want?
	Relative Pronoun	Give me what you can.
	Adverb	What by fire and what by sword, the country was laid waste.
WHILE	Noun	Sit down and rest a while .
	Verb	They while away their evenings with books and games.
	Conjunction	While a great poet, he is a greater novelist.
WHY	Inter. Adverb	Why did you do it?
	Relative. Adv	I know the reason why he did it.
	Interjection	Why , it is surely you!
	Noun	This is not the time to go into the why .
YET	Adverb	There is more evidence yet to be offered.
	Conjunction	He is willing, yet unable.

14 UNIT

ACTIVE AND PASSIVE

TENSE (OR MODAL) + BASE	ACTIVE VOICE	PASSIVE VOICE
SIMPLE PRESENT TENSE	Take Takes	<i>Am taken Is taken/ Are taken</i>
PRESENT CONTINUOUS	Am taking Is taking Are taking	<i>Am being taken Is being taken Are being taken</i>
PRESENT PERFECT TENSE	Has taken Have taken	<i>Has been taken Have been taken</i>
SIMPLE PAST TENSE	Took	<i>Was taken Were taken</i>
PAST CONTINUOUS TENSE	Was taking Were taking	<i>Was being taken Were being taken</i>
PAST PERFECT TENSE	Had taken	<i>Had been taken</i>
SIMPLE FUTURE TENSE	Will take Shall take	<i>Will be taken Shall be taken</i>
FUTURE PERFECT TENSE	Shall have taken Will have taken	<i>Shall have been taken Will have taken</i>
CAN/COULD/SHOULD/WOULD	Can take	<i>Can be taken</i>
MUST/MIGHT/MAY/USED TO	Must take	<i>Must be taken</i>
IMPERATIVE SENTENCE	Take it	<i>Let it be taken</i>
IMPERATIVE NEGATIVE	Don't take it	<i>Don't let it be taken</i>
INTERROGATIVE SENTENCE	Who takes it?	<i>By whom is it taken?</i>

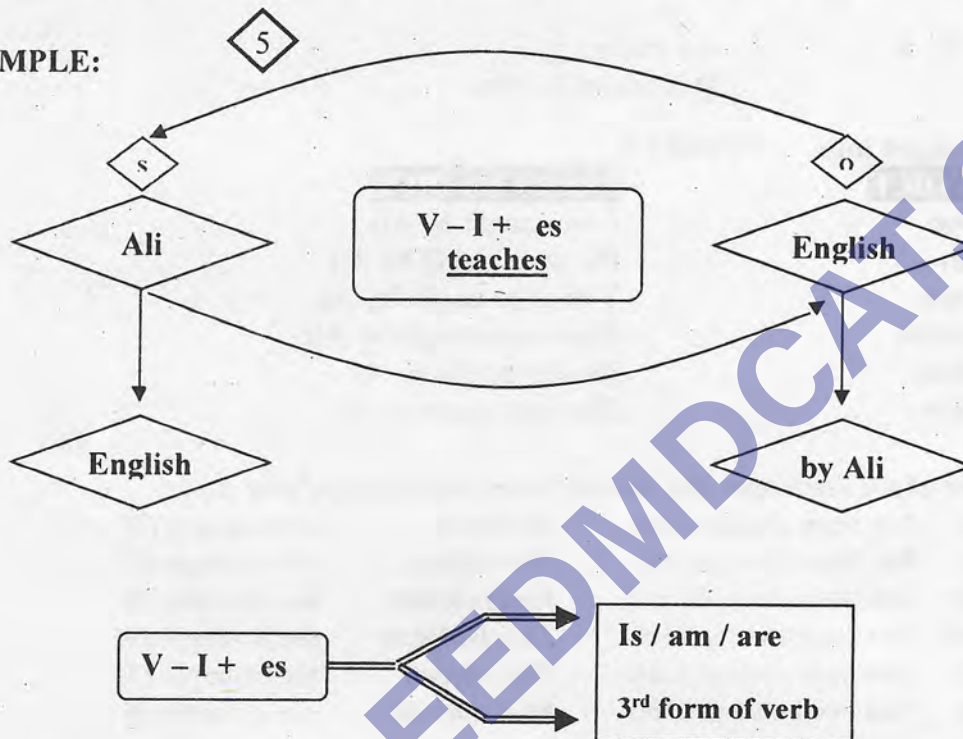
BASIC ACTIVE AND PASSIVE VOICE

➤ While changing Active into passive voice, we use the following changes.

- (i) Object is changed into subject.
- (ii) Passive voice helping verb.
- (iii) Third form of verb.
- (iv) By
- (v) Subject is changed into object.

Note: (Step is left when subject is unnecessary to mention)

EXAMPLE:



1.	Ali	teaches	English.	Active
	English	is taught	by Ali.	Passive

NOTE: - In the above example, the subject and object both are nouns but these may be pronouns. While changing the object into subject, we should change the case of pronoun according to the position of the pronoun (subject or object) where it is being used.

CHANGE – 1: CHANGE OF PRONOUN

If the object of Active voice sentences is some pronoun, we change the objective case of pronouns into the subjective cases of pronouns in the following way.

1.	I	→	me	Ali teaches <u>me</u> .	A.V
				<u>I</u> am taught by Ali.	P.V
2.	We	→	us	Ali teaches <u>us</u> .	A.V
				<u>We</u> are taught by Ali.	P.V
3.	They	→	them	Ali teaches <u>them</u> .	A.V
				<u>They</u> are taught by Ali.	P.V

- | | | | | | |
|----|-----|---|-----|------------------------------|-----|
| 4. | He | → | him | Ali teaches <u>him</u> . | A.V |
| | | | | <u>He</u> is taught by Ali. | P.V |
| 5. | She | → | her | Ali teaches <u>her</u> . | A.V |
| | | | | <u>She</u> is taught by Ali. | P.V |
| 6. | You | → | you | Ali teaches <u>you</u> . | A.V |
| | | | | <u>You</u> are taught by Ali | P.V |
| 7. | It | → | it | Ali teaches <u>it</u> . | A.V |
| | | | | <u>It</u> is taught by Ali. | P.V |

OBJECT is changed into SUBJECT

ACTIVE VOICE

1. Ali taught me.
2. Ali taught us.
3. Ali taught you.
4. Ali taught them.
5. Ali taught him.
6. Ali taught her.

PASSIVE VOICE

1. I was taught by Ali
2. We were taught by Ali
3. You were taught by Ali
4. They were taught by Ali
5. He was taught by Ali
6. She was taught by Ali

While changing the above sentences into passive voice, we observed that how;

- | | | | | |
|----|----------------------|-----------------------|-----------------------|-----------------|
| 1. | <u>me</u> (object) | has been changed into | <u>I</u> (subject) | see example (1) |
| 2. | <u>us</u> (object) | has been changed into | <u>We</u> (subject) | see example (2) |
| 3. | <u>you</u> (object) | has been changed into | <u>You</u> (subject) | see example (3) |
| 4. | <u>them</u> (object) | has been changed into | <u>They</u> (subject) | see example (4) |
| 5. | <u>him</u> (object) | has been changed into | <u>He</u> (subject) | see example (5) |
| 6. | <u>her</u> (object) | has been changed into | <u>She</u> (subject) | see example (6) |

CHART CASES OF PERSONAL PRONOUNS

PERSON	SUBJECTIVE CASE	POSSESSIVE CASE	OBJECTIVE CASE
1 st	I	my --- mine	me
	We	our --- ours	us
2 nd	You	your --- yours	you
3 rd	They	their --- theirs	them
	She	her --- hers	her
	He	his --- his	him
	It	Its	it

IF THE SUBJECT IS SOME PRONOUN

If the object of Active voice sentences is some pronoun, we change the subjective case of pronouns into the objective cases of pronoun in the following way.

- | | | | | | |
|----|------|----|------|---------------------------------|-----|
| 1. | I | by | me | <u>I</u> teach Ali | A.V |
| | | | | Ali is taught by <u>me</u> . | P.V |
| 2. | We | by | us | <u>We</u> teach Ali. | A.V |
| | | | | Ali is taught by <u>us</u> . | P.V |
| 3. | They | by | them | <u>They</u> teach Ali. | A.V |
| | | | | Ali is taught by <u>them</u> . | P.V |
| 4. | He | by | him | <u>He</u> teaches Ali. | A.V |
| | | | | Ali is taught by <u>him</u> . | P.V |
| 5. | She | by | her | <u>She</u> teaches Ali. | A.V |
| | | | | Ali is taught by <u>her</u> . | P.V |
| 6. | you | by | you | <u>You</u> teach Ali. | A.V |
| | | | | Ali is taught by <u>you</u> . | P.V |
| 7. | it | by | it | <u>It</u> comforts Ali. | A.V |
| | | | | Ali is comforted by <u>it</u> . | P.V |

SUBJECT is changed into **OBJECT**

ACTIVE VOICE

1. *I* taught Ali
2. *We* taught Ali
3. *You* taught Ali
4. *They* taught Ali
5. *He* taught Ali
6. *She* taught Ali

PASSIVE VOICE

- Ali was taught by *me*
 Ali was taught by *us*
 Ali was taught by *you*
 Ali was taught by *them*
 Ali was taught by *him*
 Ali was taught by *her*

While changing the above sentences into passive voice, we observed that how;

- | | | | | |
|----|-----------------------|-----------------------|----------------------|-----------------|
| 1. | <i>I</i> (subject) | has been changed into | <i>me</i> (object) | see example (1) |
| 2. | <i>We</i> (subject) | has been changed into | <i>us</i> (object) | see example (2) |
| 3. | <i>You</i> (subject) | has been changed into | <i>you</i> (object) | see example (3) |
| 4. | <i>They</i> (subject) | has been changed into | <i>them</i> (object) | see example (4) |
| 5. | <i>He</i> (subject) | has been changed into | <i>him</i> (object) | see example (5) |
| 6. | <i>She</i> (subject) | has been changed into | <i>her</i> (object) | see example (6) |

CHANGE - 2 CHANGE OF VERBS

1. V - I + s/es is changed into is/am/are + V - III

Examples

- | | | |
|----|--------------------------------------|-----|
| 1. | The boys <u>play</u> hockey. | A.V |
| | Hockey <u>is played</u> by the boys. | P.V |
| 2. | The boy <u>plays</u> hockey. | A.V |
| | Hockey <u>is played</u> by the boy. | P.V |
| 3. | Ali <u>teaches</u> English. | A.V |
| | English <u>is taught</u> by Ali. | P.V |

2. Do / Does is changed into is/am/are + V - III

Examples

- | | | |
|----|--|-----|
| 1. | Ali <u>does</u> not teach English. | A.V |
| | English <u>is not taught</u> by Ali. | P.V |
| 2. | The boys <u>do</u> not play hockey. | A.V |
| | Hockey <u>is not played</u> by the boys. | P.V |

3. Did is changed into was/were + V - III

Examples

- | | | |
|----|---|-----|
| 1. | The girl <u>did</u> not <u>sing</u> a song. | A.V |
| | A song <u>was not sung</u> by the girl. | P.V |

Addition of "- being"

4. Is/am/are is changed into is being/am being/are being + V - III

- | | | |
|----|---|-----|
| 1. | The boy <u>is singing</u> a song. | A.V |
| | A song <u>is being sung</u> by the boy. | P.V |
| 2. | Ali <u>is teaching</u> me. | A.V |
| | I <u>am being taught</u> by Ali. | P.V |
| 3. | The girls <u>are singing</u> songs. | A.V |
| | Songs <u>are being sung</u> by the girls. | P.V |

5. Was/were + V - ing is changed into was/were + being V - III

- | | | |
|----|--|-----|
| 1. | The boy <u>was making</u> a noise. | A.V |
| | A noise <u>was being made</u> by the boy. | P.V |
| 2. | The girls <u>were making</u> excuses. | A.V |
| | Excuses <u>were being made</u> by the girls. | P.V |

Addition of "- been EN"

6. Has / Have + V - III is changed into Has been / Have been + V - III

- | | | |
|----|---|-----|
| 1. | The boy <u>has broken</u> the toy. | A.V |
| | The toy <u>has been broken</u> by the boy. | P.V |
| 2. | The students <u>have purchased</u> the notes. | A.V |
| | The notes <u>have been purchased</u> by the students. | P.V |

7. Had + V - III is changed into had + been + V - III

- | | |
|----|---|
| 1. | The teacher <u>had announced</u> the prize. |
| | The prize <u>had been announced</u> by the teacher. |

Addition of "be"

The modal auxiliary verbs (*may, might, must, can, could, should, would*) of Active Voice are followed by *be+V-III* in Passive Voice.

UNIT – 14

ACTIVE AND PASSIVE VOICE

ACTIVE VOICE

1. The girls **may** sing a song.
2. The farmer **might** kill the snake.
3. The Muslims **must** observe fasts.
4. The crane **can** lift heavy weight.
5. The old man **could** catch the fish.
6. The students **should** attend the lecture.
7. The cat **would** kill the rat.

“TO” followed by TO be + V-III

“To” of active voice is followed by **to be + v-iii** in passive voice.

PASSIVE VOICE

A song **may be sung** by the girls.
The snake **might be killed** by the farmer.
Fasts **must be observed** by the Muslims.
Heavy weight **can be lifted** by the crane.
The fish **could be caught** by the old man.
The lecture **should be attended** by the students.
The rat **would be killed** by the cat.

ACTIVE VOICE

1. He **is to** write an essay.
2. I **am to** write an essay
3. You **are to** write an essay.
4. She **was to** write an essay.
5. They **were to** write an essay.
6. He **has to** write an essay.
7. They **have to** write an essay.
8. He **had to** write an essay.
9. He **will have to** write an essay.
10. I **shall have to** write an essay.
11. He **used to** write an essay.
12. They **ought to** help the poor.

PASSIVE VOICE

An essay **is to be written** by him.
An essay **is to be written** by me.
An essay **is to be written** by you.
An essay **was to be written** by her.
An essay **was to be written** by them.
An essay **has to be written** by him.
An essay **has to be written** by them.
An essay **had to be written** by him.
An essay **will have to be written** by him.
An essay **will have to be written** by me.
An essay **used to be written** by him.
The poor **ought to be helped** by them.

IDENTIFICATION OF TENSES WITH HELPING VERB AND FORM OF VERB

CHART-1 ACTIVE VOICE TENSES

Tenses	Simple	Continuous	Perfect	Perfect Continuous
Present	V-I + s/es Do, Does(V-I)	Is, Am, Are -ing form	Has, Have V – III	Has been, Have been, -ing form
Past	V-II Did + V – I	Was, Were -ing form	Had V – III	Had been, -ing form
Future	Shall, Will V – I	Shall be, Will be -ing form	Shall have, Will have, V – III	Shall have been, will have been, -ing form

UNIT – 14

ACTIVE AND PASSIVE VOICE

CHART – 2 PASSIVE VOICE TENSES

Tenses	Simple	Continuous	Perfect	Perfect Continuous
<i>Present</i>	Is, Am, Are	Is, am, are + being	Has, have + been	no change
Past	Was, Were	Was, were + being	Had been	no change
Future	Shall be, will be	no change	Shall have been Will Have been	no change

CHART – 3 CASES OF PERSONAL PRONOUNS

Person	Subjective Case	Possessive Case	Objective Case
1 st	I	my --- mine	me
	We	our --- ours	us
2 nd	You	your --- yours	you
3 rd	They	their --- theirs	them
	She	her --- hers	her
	He	his --- his	him
	It	Its	it

CHANGE # 3 PASSIVE VOICE HELPING VERB + 3rd FORM OF VERB

ACTIVE VOICE

- The players *play* hockey.
- The typist *types* the notes
- An experienced teacher *teaches* me
- The thief *does not speak* the truth.
- The girls *do not keep* the promises.
- The host *welcomed* the guests.
- The guests *did not eat* the food.
- Our team *will win* the match.
- I *shall write* a mail
- The class *is learning* English
- I *am teaching* the class.
- The students *are asking* questions.

PASSIVE VOICE

- Hockey *is played* by the players.
- The notes *are typed* by the typist.
- I am *taught* by an experienced teacher.
- The truth *is not spoken* by the thief.
- The promises *are not kept* by the girls.
- The guests *were welcomed* by the host.
- The food *was not eaten* by the guests.
- The match *will be won* by our team.
- A mail *will be written* by me.
- English *is being learnt* by the class.
- The class *is being taught* by me.
- Questions *are being asked* by the students.

UNIT – 14

ACTIVE AND PASSIVE VOICE

13. The man *was writing* a letter.
14. The players *were earning* money.
15. The student *has solved* the paper.
16. The singers *have sung* the songs.
17. The girls *had completed* the work.
18. He *will have* served the order.
19. I *shall have* placed the order.
20. The boys *will be* learning a poem.
21. He *has been taking* the medicine.
22. We *have been repairing* the roads.
23. He *had been watering* the plants.
24. He *will have been saying* the prayers.

- A letter *was being written* by the man.
 Money *was being earned* by the players.
 The paper *has been solved* by the student.
 The songs *have been sung* by the singers.
 The work *had been completed* by the girls.
 The order *will have been served* by the him.
 The order *will have been placed* by me.
 A poem *will be learnt* by the boys.
 The medicine *has been taken* by him.
 The roads *have been repaired* by us.
 The plants *had been watered* by him.
 The prayers *will have been said* by him.

1. *A close look at the above table shows the following results;*
2. *V-I(+s/es)* is changed into *is/am/are +3rd form*
3. *Does/do* is changed into *is/am/are +3rd form*
4. *V-II* is changed into *was/were +3rd form*
5. *Did* is changed into *was/were +3rd form*
6. *Will/shall* is changed into *will/shall be +3rd form*
7. *Is/am/are* is changed into *is /am /are being +3rd form*
8. *Was/were* is changed into *was /were being +3rd form*
9. *Has/have* is changed into *has /have been +3rd form*
10. *Had* is changed into *had been +3rd form*
11. *Will/shall have* is changed into *will/shall have been +3rd for*

INTERROGATIVE IN PASSIVE VOICE

There are two types of Interrogative sentences:

- The interrogative with some *helping verb*.
- The interrogative with question word *Who*

ACTIVE VOICE

1. *Do* they respect you?
2. *Does* she speak the truth?
3. *Did* you break her heart?
4. *Will* you accompany him?
5. *Are* you deceiving them?
6. *Am* I not speaking the truth?
7. *Is* it not destroying her?
8. *Was* Ali teaching English?
9. *Were* you teasing them?
10. *Has* he taught this topic?
11. *Have* you revised all the lectures?
12. *Had* he given the syllabus?
13. *When will* he *be completing* it?
14. *Where has* he been searching her?

PASSIVE VOICE

- Are* you respected by them?
Is the truth spoken by her?
Was her heart broken by you?
Will he be accompanied by you?
Are they being deceived by you?
Is the truth not being spoken by me?
Is she not being destroyed by it?
Was English being taught by Ali?
Were they being teased by you?
Has this topic been taught by him?
Have all the lectures been revised by you?
Had the syllabus been given by him?
When will it be completed by him?
Where has she been searched by him?

UNIT – 14

ACTIVE AND PASSIVE VOICE

15. *Why have* they been cheating you? *Why have* you been cheated by them?
16. *How had* she been stealing money? *How had* money been stolen by her?
17. *Why will* she *have been* calling them? *Why will* they *have been* called by her?
- 1) Like *Active Voice*, the place of helping verbs in the *Passive Voice* remains in the beginning; it means only the **helping verbs are changed** but their **place is not changed**
- 2) *Are, am, is, was, were*, take only *being* after them in the *Passive Voice*. (See 5,6,7,8,9)
- 3) (*Has, have, had*, take only *been* after them in the *Passive Voice*. (See 10, 11, and 12)
- 4) Neither the question **words** nor their places are changed. (See 13,14,15,16,17)
- 5) *Future Continuous, Present /Past / Future perfect continuous* tenses remain unchanged. (See 13, 14, 15, 16, and 17)

INTERROGATIVE WITH “WHO”

While changing the active voice interrogative sentences with “*who*” into passive voice, we follow the followings steps:

- 1) *Who is* changed into *By whom*
- 2) *Passive voice* helping verbs. 3) The *third form* of verb.

ACTIVE VOICE

PASSIVE VOICE

1. *Who* opens the door? *By whom* is the door opened?
2. *Who* opened the door? *By whom* was the door opened?

THE IMPERATIVE IN VOICE

The sentence that shows some command etc. is called an imperative sentence.

Generally an imperative sentence begins with the *first form* of verb.

To change an **Active Imperative** into **Passive Imperative**, we use the following steps:

1. *Let is used in the beginning.*
2. Object.
3. Be
4. The third form of verb.

ACTIVE VOICE

PASSIVE VOICE

1. *Open* the door. Let the door be opened.
2. *Learn* this poem. Let this poem be learnt
3. *Do it* Let it be done.

THE IMPERATIVE IN VOICE

ACTIVE VOICE

PASSIVE VOICE

1. *Don't* open the door. *Don't* let the door be opened.
2. *Don't* learn this poem. *Let not* this poem be learnt.
3. *Don't* do it *Let* it not be done.

We can change active imperative negative into passive voice in three different way:

- 1) *Don't + let + object + be + v-iii.* (See sentence-1)
- 2) *Let not + object + be + v-iii.* (See sentence-2)
- 3) *Let + object + not + be + v-iii.* (See sentence-3)

PREPOSITION IN VOICE

- Before **person**, we use **by** whereas, before **things** we use **with**.

Examples

ACTIVE VOICE

1. The painting covered the hole
2. A farmer killed a snake

PASSIVE VOICE

- The hole was covered **with** the painting
A snake was killed **by** a farmer.

○ **Verb + Preposition + object**

If there is some preposition after the verb, *preposition* remains *attached with the verb* in the passive voice.

Examples

ACTIVE VOICE

1. We should *look after* the orphans.
2. The rich *laughed at* the poor

PASSIVE VOICE

- The orphans should be *looked after* by us.
The poor were *laughed at* by the rich

TWO OBJECTS IN VOICE

If the sentence has both the direct object (**things**) and indirect object (**person**), we can make the sentences in two ways:

A) WITH INDIRECT OBJECT:

1. Write the **indirect object (some person)**.
2. *Passive Voice Helping Verb.*
3. *Third form* of verb.
4. *Direct object (some thing).*
5. *By + subject*

Examples:

ACTIVE VOICE

1. Ali teaches *us English*.
2. He gave *me gifts*
3. I sent *you messages*.

PASSIVE VOICE

- We* are taught *English* by Ali
I was given *gifts* by him.
You were sent *messages* by me.

B) WITH DIRECT OBJECT:

1. Write **direct object (some thing)**
2. *passive Voice helping verb.*
3. *third form* of verb.
4. *to + indirect object (some person)*
5. *by + subject*

Examples:

ACTIVE VOICE

1. Ali teaches *us English*.
2. He gave *me gifts*
3. I sent *you messages*.

PASSIVE VOICE

- English* is taught *to us* by Ali.
Gifts were given *to me* by him.
Messages were sent *to you* by me.

APPENDIX SPECIAL RULES

SUBJECT+VERB+OBJECT+VERB-I

In expressions like SUBJECT+VERB+OBJECT+VERB-I

ACTIVE VOICE

PASSIVE VOICE

1. We watched the players *play*

➤ *First of all change the S+V+O according to the rules of basic passive voice.*

- The players were watched.(by us)
- *Omit by +subject*
- The players were watched.
- *Verb-I is changed into to+v-i*
- The players were watched to play.

ACTIVE VOICE

PASSIVE VOICE

1. We watched the players *play*

The players were watched to play

TO + VERB – I

- If there is no object after *to+ v-i* ,this expression remains unchanged.

ACTIVE VOICE

PASSIVE VOICE

1. They told us *to write*

We were told to write

Note:

You might have noticed that there is no object after the expression *to write*, that's why it remains unchanged in the passive voice. We omit by+subject in such sentences.

- If there is an object after *to+ v-i*

ACTIVE VOICE

PASSIVE VOICE

1. She wished me *to write a poem.*

- i) **We divide the sentence into two parts:**

She wished me to write a poem

- ii) **Omit the object in the first part:**

She wished to write a poem

- iii) **Write the object of second part in the first part:**

She wished a poem to write

- iv) **Change the active infinitive(to+v-i) into passive infinitive(to be +v-iii):**

She wished a poem to be written

Note: Omit by + subject in sentences like this:

ACTIVE VOICE

PASSIVE VOICE

1. She wished me *to write a poem.*

She wished a poem to be written.

Note: This rule is also applicable to some other verbs like: *want, love, like, etc.*

THE VERB ADVISE

If there is a verb like **advise** in the first part of sentence:

Example

1. They advised to complete the work.
2. They advised completing the work.

➤ You might have noticed that the second part of such sentences can be in two forms:

a) to +V-I+.....

b) V+ing +.....

To change these sentences into passive voice, we follow the following steps:

1. The first part remains unchanged i.e *They advised.*
2. Use **that** to join both parts i.e They advised **that**
3. The **object** of the second part i.e They advised that **the work.**
4. **Should be+ V-III** i.e They advised that the work **should be completed.**

ACTIVE VOICE**PASSIVE VOICE**

1. They advised completing the work They advised **that the work should be completed.**

Note: This rule is also applicable to the other verbs such as :

agree, advise, arrange, decide, demand, insist, propose, recommend, suggest, etc.

THE VERB SAY

If there is a verb like **say** in the first part of the sentence:

ACTIVE VOICE**PASSIVE VOICE**

1. People say that he is a Wali.

➤ Break the sentence into two parts:

People say that he is a Wali.

➤ The **first part** of sentence is **changed** into **it is /was/will be +V-III**
(depending upon the sense of the verb in the first part)

➤ It is said. that he is Wali.

ACTIVE VOICE**PASSIVE VOICE**

1. People say that he is a Wali.

It is said that he is a Wali.

Note:- This rule is also applicable to: **assume, believe, find, claim, estimate, think, understand, know, suppose, say, report etc.**

THE CONDITIONAL SENTENCES

➤ These sentences have two parts:

1) If part

2) the other part **after comma**

Example: If she comes, I shall welcome her.

➤ Generally the **if -part** of sentence is not changed into passive voice
If she comes.

➤ The **other part of the sentence** is changed according to the rules of basic passive voice. (S+V+O).

I shall welcome her. (A.V)

She will be welcomed. (P.V)

➤ **By + subject is omitted.**

UNIT - 14

ACTIVE AND PASSIVE VOICE

ACTIVE VOICE

1. If she comes, *I shall welcome her.*

PASSIVE VOICE

If she comes, *she will be welcomed.*

THE COMPOUND SENTENCES

ACTIVE VOICE

1. **They had won the match** when I reached. **The match had been won** when I reached

PASSIVE VOICE

Note: Generally **the time clause** is not changed into passive voice.

- There are a few Intransitive verbs which, even in Active form, are sometimes used in a Passive sense; as,

Example:

ACTIVE VOICE

1. At least the play reads well.
2. The rose smells sweet
3. Mangoes taste sour

PASSIVE VOICE

At least the play affects the reader when it is read
The rose is sweet when it is smelt
The mangoes are sour when they are tasted.

Verbs of Liking/Wishing/Wanting/Loving + Object + Infinitive.

We form their Passive with the passive infinitive:

Example

ACTIVE VOICE

1. I want someone to take photographs

PASSIVE VOICE

I want photographs **to be taken**

Verbs of Command/Request/Advice/Invitation + Indirect Object + Infinitive

We form the passive by using the passive form of the main verb.

Example:

ACTIVE VOICE

1. He invited me to go

PASSIVE VOICE

I **was invited** to go

Advise/Beg/Order/Recommended/Urge + Indirect Object + Infinitive + Object

We can form the passive of above formulated construction in two ways:

- (i) **By making the main verb passive**

Example:

ACTIVE VOICE

1. He urged the council to reduce the rates.

PASSIVE VOICE

The council **was urged** to reduce the rates.

- (ii) **By urge etc + that.....should + Passive infinitive.**

Examples:

ACTIVE VOICE

1. He urged the council to reduce the rates.

PASSIVE VOICE

He **urged that** the rates **should be reduced.**

Advice/Propose/Recommended/Suggest + Gerund + Object

To form passive of the above-formulated construction, we use the same pattern

that....should as in the previous example.

Example:

ACTIVE VOICE

1. He recommended using glasses.

PASSIVE VOICE

He **recommended that** glasses **should be**

used

NOTE: -

Other gerund combinations are expressed in the passive by the passive gerund.

Example:

ACTIVE VOICE**PASSIVE VOICE**

1. I remember them taking me to the zoo

I remember being taken to the zoo.

➤ *There are a few Intransitive verbs which, even in Active form, are sometimes used in a Passive sense; as,*

Example:

ACTIVE VOICE**PASSIVE VOICE**

1. At least the play read well.

At least the play affects the reader when it is read.

2. The rose smells sweet

The rose is sweet when it is smelt

3. Mangoes taste sour

The mangoes are sour when they are tasted.

Verbs of Liking/Wishing/Wanting/Loving + Object + Infinitive.

We form their Passive with the passive infinitive:

ACTIVE VOICE**PASSIVE VOICE**

1. I want someone to take photographs

I want photographs to be taken

Verbs of Command/Request/Advice/Invitation + Indirect Object + Infinitive

We form the passive by using the passive form of the main verb.

ACTIVE VOICE**PASSIVE VOICE**

1. He invited me to go

I was invited to go

Advise/Beg/Order/Recommended/Urge + Indirect Object + Infinitive + Object

We can form the passive of above formulated construction in two ways:

(i) By making the main verb passive

ACTIVE VOICE**PASSIVE VOICE**

1. He urged the council to reduce the rates.

The council was urged to reduce the rates.

(ii) By urge etc + that.....should + Passive infinitive.

ACTIVE VOICE**PASSIVE VOICE**

1. He urged the council to reduce the rates.

He urged that the rates should be reduced.

Advice/Propose/Recommended/Suggest + Gerund + Object

To form passive of the above-formulated construction, we use the same pattern **that...should** as in the previous example.

ACTIVE VOICE**PASSIVE VOICE**

1. He recommended using glasses.

He recommended that glass should be used

NOTE: -

Other gerund combinations are expressed in the passive by the passive gerund.

ACTIVE VOICE**PASSIVE VOICE**

1. I remember them taking me to the zoo

I remember being taken to the zoo.

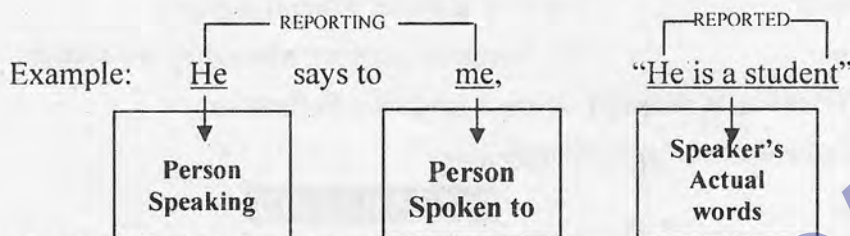
NARRATION

Examination forms of question Change the Narration.

INDIRECT The Indirect Narration gives the sense of speaker's speech in the writer's own words.

Direct Example: He says that he is a student. (Indirect Narration)

The direct Narration is the expression of the speaker's actual words.



REPORTING SPEECH The part of sentence that tells us about the person speaking and

REPORTED SPEECH The person spoken to. This part of sentence is without inverted commas.

The part of sentence that tells us about the actual words of the speaker. This part of sentence is within inverted commas.

Change the narration.

1. He said, "Where does she live?"
2. The doctor said, "Do not miss the medicine"
3. The teacher advised us not to waste your time.
4. He said, "Are you interested in my book?"
5. My friend said, "May you live long!"

RULES FOR THE CHANGE OF NARRATION

1. USE OF CONJUNCTION "that"

Example

1. The scientist says, "The earth revolves around the sun."

Direct

The scientist says that the earth revolves around the sun.

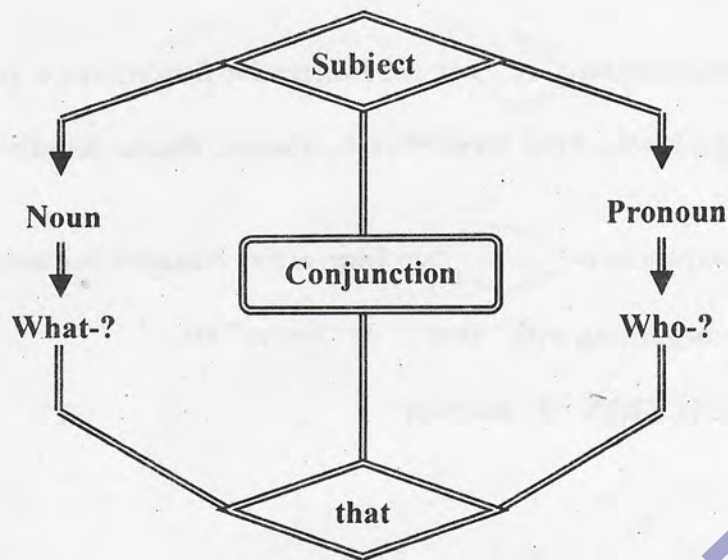
INDIRECT

2. The scientist says, "It revolves around the sun."

Direct

The scientist says that it revolves around the sun.

Indirect

**CONCLUSION**

We use conjunction "that" Indirect Narration if the reported speech begins with:

- (i) Some Noun
- (ii) Some Pronoun
- (iii) Some Subject
- (iv) Universal Truth

2. USE OF CONJUNCTION "to" and "not to"**EXAMPLES**

- | | | |
|----|---|----------|
| 1. | The commander <u>says</u> , "Fire." | Direct |
| | The commander <u>orders</u> to fire. | Indirect |
| 2. | The commander <u>says</u> , " Don't fire." | Direct |
| | The commander <u>orders</u> not to fire. | Indirect |
| 3. | The teacher <u>says</u> , "Always speak the truth." | Direct |
| | The teacher <u>advises</u> to speak the truth always. | Indirect |
| 4. | The teacher <u>says</u> , " Never tell a lie." | Direct |
| | The teacher <u>advises</u> not to tell a lie. | Indirect |
| 5. | The women <u>says</u> , " Please help her." | Direct |
| | The woman <u>requests</u> to help her. | Indirect |

CONCLUSION

- We use conjunction **to** in the Imperative Sentences i.e. the sentences beginning with the First form of verb, Always, Please, Kindly etc.
- We use conjunction **not to** in Imperative Negative sentences i.e. the sentences beginning with "Don't" or "Never" etc.

3. USE OF CONJUNCTION "if / whether"

EXAMPLES

1. He says, "Will she come?" **Direct**
 He asks **if** she will come. **Indirect**

2. He says, "Will she come?" **Direct**
 He asks **whether** she will come. **Indirect**

CONCLUSION

We use conjunction **if** or **whether** in the Interrogative Sentences beginning with some Helping Verb or some Modal Verb such as.

Do, Does, Did, Shall, Will, Is, Am, Are, was, were, Has, Have, Had, Can, May, Should, would etc.

4. USE OF NO CONJUNCTION

EXAMPLES

1. She says, "Who opens the door?"
 She asks **who** opens the door.
2. She says, "What are they doing?"
 She asks **what** they are doing.

CONCLUSION

We do not use any conjunction in the Interrogative Sentences beginning with some question word such as: Who – whose – whom – which – where – when – why – what – how – etc.

REVISION ON CHANGE WITH CONJUNCTIONS

Consider the following Examples: -

DIRECT

1. He says to me, "He is a student"
2. He says, "The sun rises in the east"
3. He says to me, "Get out"
4. He says to me, "Don't get out"
5. He says to me, "Who opens the door?"
6. He says to me, "Will he go?"

INDIRECT

- He tells me **that** he is a student.
 He says **that** the sun rises in the east.
 He orders me **to** get out.
 He orders me **not to** get out.
 He asks me who opens the door.
 He asks me **if/whether** he will go.

SOME CONCLUSIONS

1. If the Reported Speech begins with some subject (Noun or Pronoun), use Conjunction **that**. The same holds true for universal truths. See Sentence no. (1, 2)
2. If the Reported Speech begins with V-I, Please, Always, use **to** (See Sentence 3)
3. For the First form of verb, change **say** into **order**, for **please**, change **say** into **request** for **always** change **say** into **advise** etc.
4. If the Reported speech begins with **Don't**, use **not to** (see sentence no. 4)
5. If the Reported speech begins with some Question word, no Conjunction. (See 5)
6. If the Reported speech begins with some H.V, use conjunction **if/whether**. (See 6)
7. From Direct into Indirect Narration, Question Construction (H.V+S) is changed into simple (S+H.V) and question mark is changed into full stop. (See 6)
8. In the Indirect Narration, we begin the first word of Reported Speech with writing letter. However, the 1st letter will remain capital if it's some proper noun.
9. **Say** is changed into **tell** if there is an object, otherwise it remains unchanged. (see 1,2)
10. **Say** is followed by **to** but **tell, ask, advise, order, request** etc. are not followed by **to**.

CHANGE OF PRONOUNS

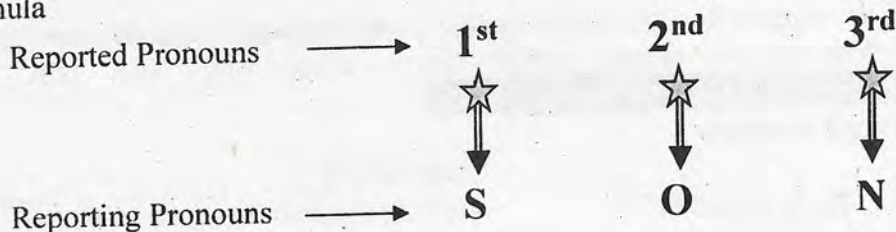
SUBJECTIVE CASES OF PRONOUNS		POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS	OBJECTIVE CASES OF PRONOUNS
1 st	I	My	Mine	Me
	We	Our	Ours	Us
2 nd	You	Your	Yours	You
3 rd	They	Their	Theirs	Them
	He	His	His	Him
	She	Her	Hers	Her
	It	Its	Its	It

By the change of pronouns, I mean to say that the pronouns in the Reported speech are changed according to the pronouns of Reporting speech. However, the pronouns in the reporting speech are not changed.

UNIT - 15

DIRECT AND INDIRECT

SON formula



Explanation:

The first person pronouns (**I, we**) in the Reported speech are changed according to the subject of the Reporting speech.

Example: -

1. **S** **They** say, **1st** **"We** are students"
They say that **they** are students. Direct
Indirect

Example: -

2. They say to **me**, **"They** come to **you**."
They tell me that they come to me. Direct
Indirect
3. We say, **"They** are students."
We say that **they** are students. Direct
Indirect

To sum up,

- 1st person pronouns of Reported speech change according to the **subject** of Reporting Speech.
- 2nd person pronouns of Reported Speech change according to the **object** of Reporting Speech.
- 3rd person pronouns are not changed.

Note: If reported **subject** or **object** is 2nd person and reporting object is missing, they can be changed into 1st person or 3rd person.

CHANGE OF 1ST PERSON PRONOUNS

1. **S** **1st**
He says to me, **"I** am a student."
I - my - mine - me
He - his - his - him
He tells me that **he** is a student
2. **S** **1st**
He says to me, **"They** are **my** teachers."
I - **my** - mine - me
He - **his** - his - him
He tells me that they are **his** teachers.
S **1st**

3. He says to me, "The house is **mine**."

I	–	my	–	mine	–	me
He	–	his	–	his	–	him

He tells me that the house is **his**

4. ^SHe says to me, "They will come to ^{1st}**me**."

I	–	my	–	mine	–	me
He	–	his	–	his	–	him

He tells me that they will come to **him**.

CHANGE OF 2nd PERSON PRONOUNS

1. He says to ^O**me**, "^{2nd}**You** are a student."

You	–	your	–	yours	–	you
I	–	my	–	mine	–	me

He tells me that **I** am a student.

2. He says to ^O**him**, "^{2nd}He is **your** teacher."

You	–	your	–	yours	–	you
He	–	his	–	his	–	him

3. He tells him that he is his teacher.

He says to ^O**us**, "^{2nd}The house is **yours**."

You	–	your	–	yours	–	you
We	–	our	–	ours	–	us

4. He tells us that the house is **ours**.

He says to **them**, "He will call **you**."

You - your - yours -

They - their - theirs -



He says that he will call **them**.

SOME CONCLUSIONS

1. If there is no object in the Reporting speech, write your own objective case of pronoun (1st or 3rd third person) in bracket and then the 2nd person pronouns in the Reported speech will be changed according to your supposed object. (see sentence 8)
2. If the Reporting subject is some plural noun like **people, boys, girls** etc., these words are replaced by **they**. (see sentence 5, 10)
3. If the Reporting subject is some singular noun, like **Ali, Sanam**, etc., it is replaced by **He, She**, or **it** accordingly. (see sentence no. 2, 6)
4. If the reporting subject is **Each, Every, Neither, None, some one, some body** etc., they are replaced by **He**.

RULES FOR THE CHANGE OF VERBS

Application

If the repeating speech is in the past tense, we change the verb in the following way.

1. V - I + s/es of the **Reported Speech** is changed into V - II

1. They said, "They walk daily"
(Past)

They said that they walked daily.

2. He said, "He walks daily"
(Past)

He said that he walked daily.

3. He said, "He go+es"
(Past)

He said that he went.

2. V - II is changed into had + V - III

He said,
(Past)

"He

walked"

He said that he

had walked.

3. Had + V - III remains same

He said,
(Past)

"He

had walked"

He said that he

had walked.

CONCLUSION V - I + s/es → V - II → had + V-III → X

4. Do / Does is changed into Did

1.

She said,
(Past)

"She

does

not sing"

She said that she

did

not sing.

2.

They said,
(Past)

"They

do

not sing"

They said that they

did

not sing.

5. Did + V - I is changed into had + V - III

1.

He said,
(Past)

"He

did

not walk"

He said that he

had

not walked.

6. Had + V - III is not changed.

1.

He said,
(Past)

"He

had

not walked"

He said that he

had

not walked.

CONCLUSION

Do / does → did → had + V - III → X

7. Is / Am / Are is change into was / were

1. He said, "He is ill"
(Past)
He said that he was ill.

2. He said, "I am ill"
(Past)
He said that he was ill.

3. They said, "They are ill"
(Past)
He said that they were ill.

8. Was / Were is changed into had + been

1. He said, "He was ill"
(Past)
He said that he had been ill.

2. They said, "They were ill"
(Past)
They said that they had been ill.

CONCLUSION

Is / Am / Are → Was / Were → had been → X

9. Has / have → had → X

1. He said, "He has walked"
(Past)
He said that he had walked.

2. He said, "They have walked"
(Past)
He said that they had walked.

3. He said , "They had walked"
(Past)
He said that they had walked.

10. Shall / will is changed into Should / would

1. He said , "I shall go"
(Past)
He said that he should go.

2. He said , "They will go"
(Past)
He said that they would go.

11. Can in changed into could

1. He said , "He can go"
(Past)
He said that he could go.

12. May in changed into might

1. He said , "He may come"
(Past)
He said that he might come.

REVISION ON CHANGE OF VERB

1	1 st form → 2 nd form → had + 3 rd form → No Change
2	Do / Does → Did → had + 3 rd form → No Change
3	Is/Am/Are → Was/Were → had + 3 rd form → No Change
4	Has/Have → Had → No Change
5	Shall/Will → Should/Would → No Change
6	Can → Could → No Change
7	May → Might → No Change

CHANGE OF CERTAIN WORDS

Change into →	
Ago	Before
Thus	So
Here	There
Please	Request
These	Those
Now	Then
Hither	Thither
Hence	Thence
What a!	A very
This/It	That
Would that	Wish/urge

Change into →	
The day before yesterday	Two days before
The day after tomorrow	In two day's time
How + Adjective	A very
Good morning/noon	Greet
To day/tonight	That day/that night
Last week	Previous week
Yesterday	The previous day
Sir/Madam	Respectfully
Tomorrow	The next day
Hurrah!	Exclaim with joy
Alas!	Exclaim with sorrow

EXAMPLES ON CHANGE OF VERBS AND CERTAIN WORDS

DIRECT

1. He said, "He never eats meat."
2. He said, "He never ate meat."
3. He said, "He does not eat meat."
4. He said, "He did not eat meat."
5. He said, "I have eaten meat."
6. He said, "He is a vegetarian."
7. He said, "He was a vegetarian."
8. He said, "He will eat meat."
9. He said, "He can eat meat."
10. He said, "He may eat meat."
11. He said, "This is these boys."
12. He said, "He is here now."
13. They said, "Good morning, sir!"
14. They said, "what a fine day it is!"
15. They said, "How beautiful she looks!"
16. Ali said, "If you work, you will pass".
17. Ali said, "If you worked, you would pass".
18. Ali said, "If you had worked, you would have passed".

INDIRECT

- He said that he never ate meat.
 He said that he had never eaten meat.
 He said that he did not eat meat.
 He said that he had not eaten meat.
 He said that he had eaten meat.
 He said that he was a vegetarian.
 He said that he had been a vegetarian.
 He said that he would eat meat.
 He said that he could eat meat.
 He said that he might eat meat.
 He said (that) that was those boys.'
 He said that he was there then.
 They greeted respectfully.
 They exclaimed with joy that it was a very fine day.
 They exclaimed with wonder that she looked very beautiful.
 Ali said that if I worked, I would pass.
 Ali said that if I worked, I would pass"
 Ali said that if I had worked, I would have passed"

REMOVAL OF CERTAIN EXPRESSIONS

Inverted Commas, Questions Marks, Exclamation Marks, Yes, No, Hello, Well Sir, Madam, Please, Would that, What a, How, Alright, Good morning, Good noon, Good day, Never, Don't etc are removed in the Indirect Narration. **Note:** - Good-bye and good night are not changed.

DIRECT

1. Andrew said, "Well, she may go"
2. Marry said, "Good morning, Sir!"
3. The boy said, "Good-bye, Mr. Chips!"

INDIRECT

- Andrew said that she might go.
 Marry **greeted respect fully**.
 The boy said **good-bye** to Mr. Chips.

EXCEPTION TO GENERAL RULES

- **Past simple / past continuous tenses in time clauses don't change.**

He said, "When I lived in Multan, I played games".

DIRECT

He said that when he lived in Multan he played games.

INDIRECT

She said, "When I was enjoying youth I watched movies".

DIRECT

She said that when she was enjoying youth she watched movies.

INDIRECT

- **Unreal past tenses after, "wish, would rather/sooner and it is time" do not change**

The girls said, "We **wish** we **didn't** have to take exams".

DIRECT

The girls said that they **wished** they **didn't** have to take exams.

INDIRECT

She said, "Ali **wants** to go alone, but I **would** rather he **went** with a friend".

DIRECT

She said that Ali **wanted** to go alone but she **would** rather he **went** with a friend.

INDIRECT

The teacher said, "**It is** time we **went** to work".

DIRECT

The teacher said that **it was** time that they **went** to work.

INDIRECT

Juliet said, "They **had better** stay at home".

DIRECT

Juliet said that they **had better** stay at home.

INDIRECT

THIS and THESE

This used in time expressions is usually changed into **that**

DIRECT NARRATION

He said, "I am going **this** month"

INDIRECT NARRATION

He said that he was going **that** week.

- Other wise, **this** and **that** as adjectives generally change to **the**

DIRECT NARRATION

He said, "I have watched **this** movie"

INDIRECT NARRATION

He said that he had watched **the** movie.

He said, "I have revised **these** notes"

He said that he had revised **the** notes.

CHANGE OF THE OPTATIVE SENTENCES

A sentence in which there is some wish or prayer etc. is called an Optative sentence.

Examples: -

- i. He says, "May he pass!"

Direct

He

prays

that

he may

pass

Indirect

- ii. He said, "May he pass!"

Direct

He

prayed

that

he might

pass

Indirect

SOME CONCLUSIONS

1. The Optative sentences begin with May and end at sign (!)
2. If the Reporting Verb is in Present or Future, we follow the following Procedure:

- | | | |
|-------------------|--------|-----------------|
| 1. Say | —————→ | Pray |
| 2. Says | —————→ | Prays |
| 3. Shall/will say | —————→ | Shall/will Pray |
| 4. Said | —————→ | Prayed (for) |
| 5. Conjunction | —————→ | “that” |
| 6. May + Subject | | Subject + may |
| 7. Sign (!) | —————→ | full stop. |

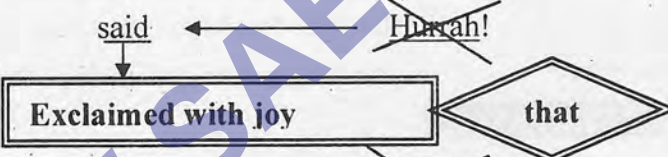
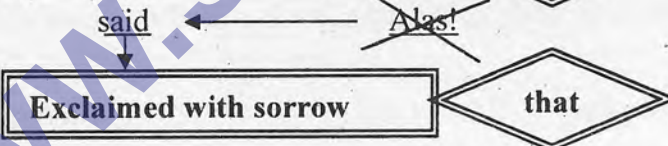
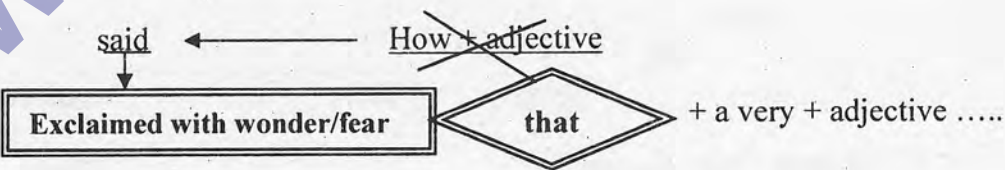
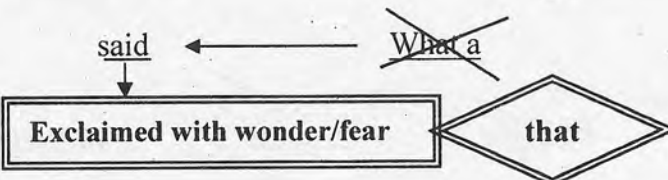
3. If the Reporting Verb is in Past, we use “might” in place of “may”

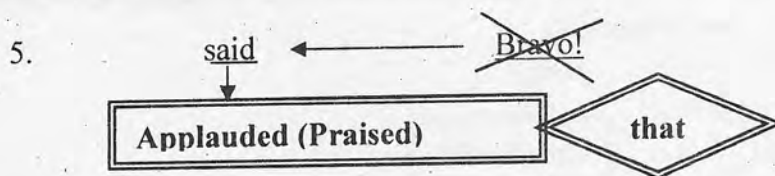
CHANGE OF THE EXCLAMATORY SENTENCES

Direct Narration

Indirect Narration

- | | |
|--|--|
| 1. He said, “Hurrah! I have won”. | He exclaimed with joy that he had won. |
| 2. He said, “Alas! I am undone”. | He exclaimed with sorrow that he was undone. |
| 3. They said, “How amazing it is!” | They exclaimed with wonder that it was very amazing. |
| 4. She said, “What a nice shot it is!” | She exclaimed with delight that it was a very nice shot. |
| 5. He said, “Bravo! He played well”. | He applauded (praised) that he had played well. |

1. 
2. 
3. 
4. 



SOME CONCLUSIONS

1. Exclamations become statement in **Indirect Narration** and the **exclamation mark** is changed into **full stop**. (see sentence # 3, 4)
2. Exclamations are changed in the following way.

- | | | |
|-----------------------------|---|------------------------------------|
| 1. Hurrah! | → | exclaim with joy |
| 2. Alas! | → | exclaim with sorrow |
| 3. How, what a | → | exclaim with delight/wonder/horror |
| 4. Bravo! Marvelous!, Good! | → | applaud |

Let us, Let him/them

Let us, let him, let them usually express a suggestion and are reported by **suggest** in Indirect Narration. Consider the following examples.

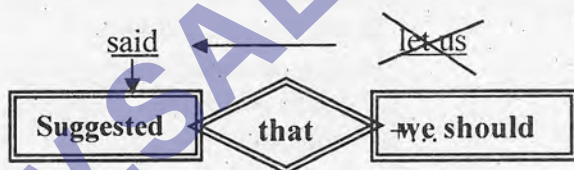
DIRECT NARRATION

1. He said, "Let us start now".
2. He said, "Let us not quarrel".
3. She said, "Let him go."
4. She said, "Let him/her work".
5. She said, "Let there be no ill will".
6. He said, "Let me go".

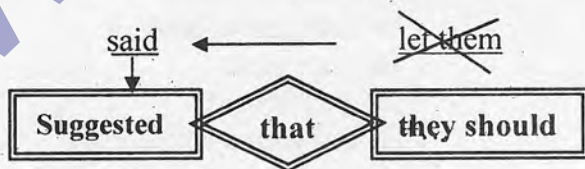
INDIRECT NARRATION

- He suggested that they/we should start then.
 He suggested that they/we should not quarrel
 She suggested that he should go.
 She suggested that he/she should work.
 She wished that there should be no ill will.
 He asked to let him go.

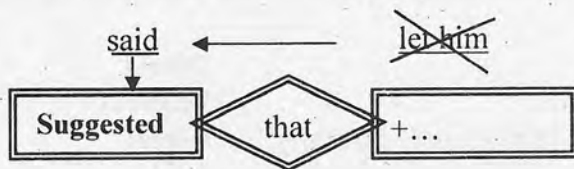
1. Let us/Let's → Suggestion

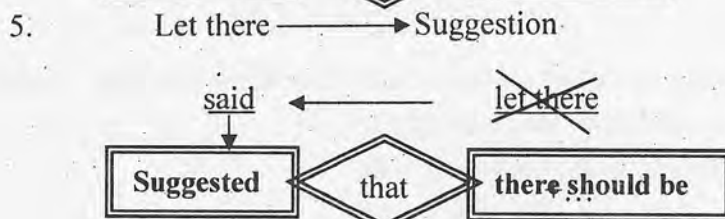
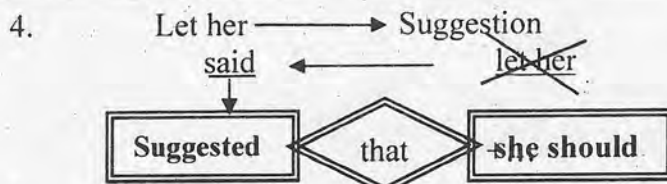


2. Let them → Suggestion



3. Let him → Suggestion





Note: - We don't change the verb in "Let" sentences

SOME CONCLUSIONS

1. Let us/Let's usually expresses a suggestion. Its **said** is changed into **suggested** and **Let's** is changed into **They should/we should**. (see sentence # 1)
2. Similarly in Negative, **Let's not** is changed into **they/we should not** (see sentence 2)
3. **Let them** is changed into **they should** (as in sentence # 3) and **Let him** is changed into **he should** (as in sentence # 4)
4. **Let there be** is changed into **there should be** (as in sentence # 5)
5. **Let me** may give the meaning **allow/permit** (as in sentence # 6)

APPENDIX - 1

In **Direct Narration**, there is certain **Reported Speech** in which there are some exclamations only. These are reported as:

DIRECT NARRATION

1. He said, "Marvelous!"
2. He said, "Good!"
3. He said, "Splendid!"
4. He said, "Thank you!"
5. He said, "Good luck!"
6. He said, "Congratulations!"
7. He said, "Liar!"
8. He said, "welcome!"
9. He said, "Ugh!"
10. He said, "Sorry!"
11. He said, "No!"
12. He said, "Yes!"
13. He said, "Please!"
14. He said, "Well!"
15. He said, "Alas!"
16. He said, "Hurrah!"

INDIRECT NARRATION

- He applauded.
 He appreciated.
 He expressed pleasure.
 He thanked me.
 He wished me good luck.
 He congratulated me.
 He called me a liar.
 He welcomed me.
 He expressed disgust.
 He apologized.
 He refused/denied.
 He accepted/agreed.
 He requested.
 He encouraged.
 He exclaimed with sorrow.
 He exclaimed with joy.

APPENDIX - 2

The person addressed in the reported speech becomes the object of reporting speech in the Indirect Narration.

- | | |
|--|-----------------|
| 1. He said, "Students, be quiet!" | Direct |
| He ordered the students to be quiet! | Indirect |
| 2. The father said, "My sons, listen to my words carefully." | Direct |
| The father asked his sons to listen to his words carefully. | Indirect |

16 UNIT

CLAUSES AND PHRASES

CLAUSES AND PHRASES

A clause is a collection of words that has a predicate and a subject. Sometimes, subject is understood. Whereas, Phrase is collection of words in which sometimes Subject is missing, sometimes Predicate is missing and sometimes Subject and Predicate both are missing.

EXAMPLES

1. **They run.**

Subject = They

Predicate = run

2. **RUN**

Subject = you (understood)

Predicate = Run

Every sentence consists of one or more clauses.

EXAMPLES

1. [I shall help you]. (one clause)
2. [I shall help you] if [you come]. (two clauses)

Clauses are shown by square brackets [] and **Phrases** are shown by round brackets ()
Consider these examples:

CLAUSE

Consider the following example.

[cows eat grass].

This example is a clause, because it contains the subject "cows" and the predicate "eat grass".

PHRASE

Consider the following example.

(cows eating grass)

What about "cows eating grass"? This noun phrase could be a subject, but it has no predicate attached to it: the adjective phrase "eating grass" shows which cows the writer is referring but there is nothing here to show why the writer is mentioning cows in the first place.

CLAUSE

Consider the following example.

[Cows eating grass are visible from the highway]

This is a complete clause again. The subject "cows eating grass" and the predicate "are visible from the highway" make up a complete thought.

CLAUSE**[Run!]**

This single-word command is also a clause, even though it does seem to have a subject. With a direct command, it is not necessary to include the subject, since it is clearly the person or people you are talking to: in other words, the clause really reads "[You] run!". You should not usually use direct commands in your essays, except in quotations.

QUIZ ON PHRASES AND CLAUSES

1. **I love to eat mangoes**

- clause
- phrase

2. **The big, bad wolf**

- clause
- phrase

3. **Rode the bus to Islamabad**

- clause
- phrase

4. **They were thinking about the language**

- clause
- phrase

5. **The student considering everything when on this subject**

- clause
- phrase

6. **Stay on the motorway through Faisalabad**

- clause
- phrase

7. **After the morning rush hour**

- clause
- phrase

8. They hate politics

- clause
- phrase

9. Because of the cost which I bought from the pot pouri

- clause
- phrase

10. When the train arrived at the station

- clause
- phrase

ANSWERS AND EXPLANATION

Q.1. The correct answer is **clause**.

Explanation: This is a clause because it contains the subject “I” and the predicate “love to eat mangoes.”

Q.2. The correct answer is **phrase**.

Explanation: This passage names the wolf, but does not tell the reader what the wolf is doing or what state the wolf is in, since it does not have a predicate.

Q.3. The correct answer is **phrase**.

Explanation: Who “rode the bus to Islamabad”? This passage has a predicate, but no subject.

Q.4. The correct answer is **clause**.

Explanation: This passage is clearly a clause, since it expresses a grammatically complete thought – it has the pronoun “they” acting as its subject and the verb phrase “were thinking about the language issue” acting as its predicate.

Q.5. The correct answer is **phrase**.

Explanation: Both the word “considering” and the word “written” are participles made out of verbs (“consider” and “write”); in this passage, however, they are acting not as verbs, but as adjectives --- “considering” modifies the noun “student while “written” modifies the pronoun “everything” Since there is no verb acting as per predicate”, as a predicate, this is simply a phrase.

Q.6. The correct answer is **clause**.

Explanation: it is easy to see why you might have thought this passage was a phrase – after all, it has no visible subject. Remember that a direct command has the understood subject “you”, and that it is still a clause.

Q.7. The correct answer is **phrase**.

Explanation: Who did what after the morning rush hour? This passage consists only of the preposition "after" followed by its object; with no subject and no predicate, this passage must be a phrase.

Q.8. The correct answer is **clause**.

Explanation: There is nothing missing here – the pronoun "they" tells you who hates politics, and the predicate "hate politics" tells you what they do. Since there is a subject and a predicate, the passage is a clause

Q.9. The correct answer is **phrase**.

Explanation: What happened because of the coat? This is a very difficult passage -- "which I bought in the Pot Pouri" is a clause, with the subject "I" and the simple predicate "bought,; but that clause simply modifies the noun "coat," which is the object of the preposition "because of." A phrase is still a phrase, even if it has a clause inside.

Q.10. The correct answer is **clause**.

Explanation: you might have thought that this is a phrase because it is not a complete sentence; however, it does contain a subject ("the train") and a predicate ("arrived at the station") – the subordinating conjunction "when" simply show that it is dependent on something else in the sentence.

PHRASES

A part of sentence that lacks sometimes.

(i) a subject

(ii) a verb

(iii) Both – Subject And Verb

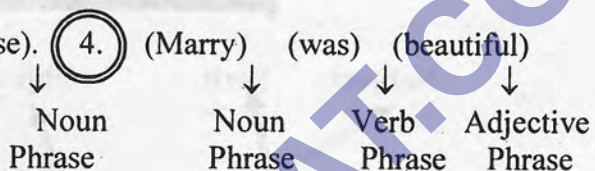
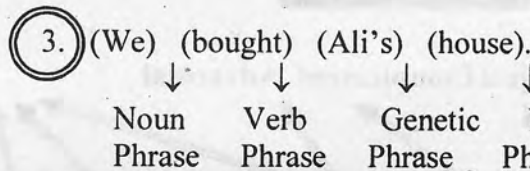
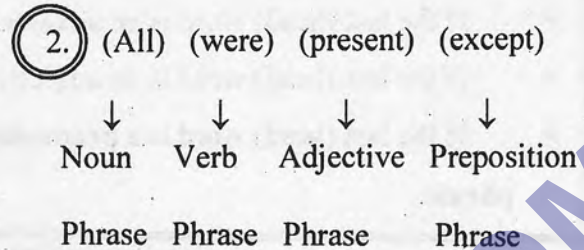
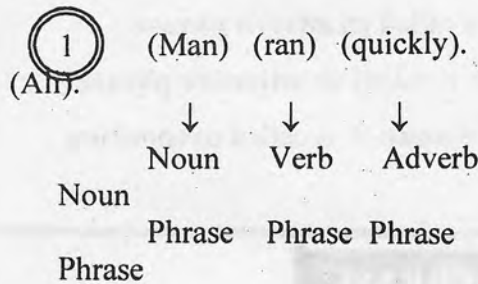
EXAMPLES

1. (Opening the gate) = Subject is missing.
2. (The angry man) = Verb is missing.
3. (in a second) = Subject and verb both are missing.

SIX PHRASES

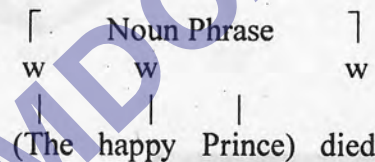
- (1) Noun Phrase (2) Verb Phrase (3) Adverb Phrase
- (4) Adjective Phrase (5) Preposition Phrase (6) Genitive Phrase

EXAMPLES

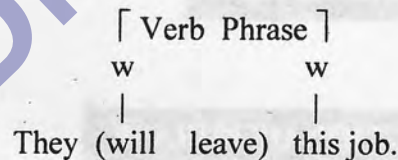


KINDS OF PHRASE

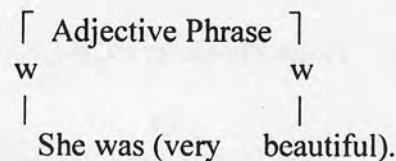
1. NOUN PHRASE {NP}



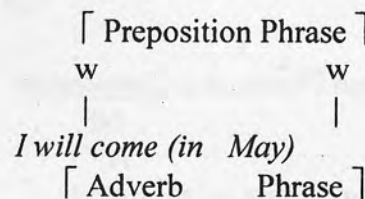
2. VERB PHRASE {VP}:



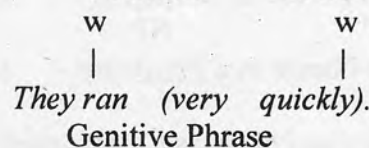
3. ADJECTIVE PHRASE {A_jP}:



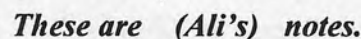
4. PREPOSITION PHRASE {PP}:



5. ADVERB PHRASE {A_vP}:

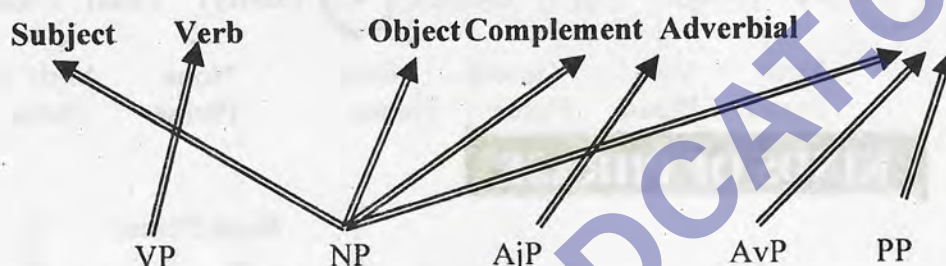


6. GENETIVE PHRASE {GP}:



- If the last (head) word is a **noun**, it is called **noun phrase**.
- If the last (head) word is a **verb**, it is called **verb phrase**.
- If the last (head) word is an **adverb**, it is called an **adverb phrase**.
- If the last (head) word is an **adjective**, it is called an **adjective phrase**.
- If the last (head) word is a **preposition + noun**, it is called **preposition phrase**.

FUNCTIONS OF PHRASE



EXPLANATION

FUNCTION OF PHRASE

S

(i) Noun Phrase as an Subject: - Example: - (The man) entered the house.
NP

O

(ii) Noun Phrase as an Object: - Example: - He killed (the man).
NP

C

(iii) Noun Phrase as a Complement: - Example: - His father is (a doctor).
NP

A

(iv) Noun Phrase as an Adverb: - Example: - The man died (last week).
NP

Verb Phrase as a Predicate: - Example:- He ^P (will leave) VP.

➤ Adjective Phrase as Complement: - Example: - Tea is ^C (very hot) AjP.

➤ Adverb Phrase as Adverbial: - Example: - They ran ^A (very quickly) AvP.

➤ Prepositional Phrase as an Adverbial: - Example: - She lives ^A (in town) PP.

➤ Genitive Phrase shows possession and can be used *both as a Subject and Object*:

Example: - (i) ^S(Ali's)_{GP} son came. (ii) He met ^O(Ali's)_{GP} son.

QUIZ - 1

A - Name the following Phrases:

- (Marry) (had) (a little lamb).
- (The fleece) (of the little lamb) (was) (as white) (as snow).
- (Everyone) (in town) (admires) (the whiteness) (of the fleece { } of) (Mary's) (little lamb).
- (This coffee) (is) (very hot).
- (He) (drinks) (his) (hot) (Coffee).
- (He) (has) (many problems) (with him).
- (Those books) (are) (yours).
- (The girl) (by the table) (with decorated legs) (stood) (quietly).
- (The house) (was) (quite empty).
- (We) (have bought) (the house).

ANSWER KEY

1	Np, Vp, Np	2	Np, Pp, Vp, Ajp, Np	3	Np, Pp, Vp, Ajp, Pp, Gp, Np
4	Np, Vp, Ajp	5	Np, Vp, Gp, Ajp, Np	6	Np, Vp, Np, Pp
7	Np, Vp, Gp	8	Np, Pp, Pp, Vp, Avp	9	Np, Vp, Ajp
		10	Np, Vp, Np		

QUIZ - 2

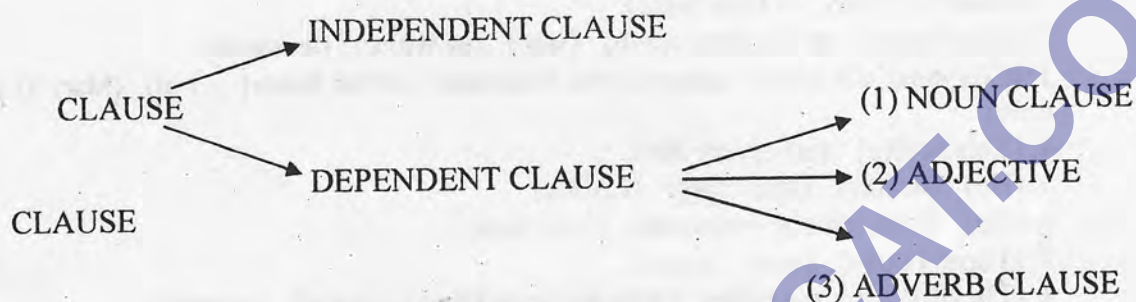
B - Now describe the function of each of the following Phrases in the sentences below (SVOCA):

- (This) (must be) (the house).
- (We) (walked) (five miles) (last week).
- (They) (welcomed) (the guests) (warmly) (in June).
- (The man's child) (was) (dumb).
- (The Players) (won) (the match) (by two runs).
- (The angry man) (died) (last night).
- (Many insects) (come) (in spring).
- (The boy) (misbehaved) (in the class).
- (We) (visited) (your friend) (last night).
- (I) (have completed) (my work) (satisfactorily).

ANSWER KEY

1	S, V, C	2	S, V, A, A	3	S, V, O, A, A	4	S, V, C	5	S, V, O, A
6	S, V, A	7	S, V, A	8	S, V, A	9	S, V, O, A	10	S, V, O, A

CLAUSES



KINDS OF CLAUSE

NOUN CLAUSE



NOUN CLAUSE acts as: (i). Subject (ii). Object and begins with the following

words:

- | | VERB | |
|--------------------------|------------|-------------------------------------|
| 1. When ⇒ Example: I | don't know | [<u>when</u> he discovered it.] |
| 2. Where ⇒ Example: I | don't know | [<u>where</u> he discovered it.] |
| 3. Why ⇒ Example: I | don't know | [<u>why</u> he discovered it.] |
| 4. How ⇒ Example: I | don't know | [<u>how</u> he discovered it.] |
| 5. Who ⇒ Example: I | don't know | [<u>who</u> discovered it.] |
| 6. Whose ⇒ Example: I | don't know | [<u>whose</u> discovery it was.] |
| 7. Whom ⇒ Example: I | don't know | [<u>whom</u> he discovered.] |
| 8. Which ⇒ Example: I | don't know | [<u>which</u> he discovered.] |
| 9. That ⇒ Example: I | don't know | [<u>that</u> he discovered it.] |
| 10. Whether ⇒ Example: I | don't know | [<u>whether</u> he discovered it.] |
| 11. What ⇒ Example: I | don't know | [<u>what</u> he discovered.] |
| 12. If ⇒ Example: I | don't know | [<u>if</u> he discovered it.] |

ADJECTIVE CLAUSE

Adjective Clause has relation with the noun written immediately before these words:

Noun

- | | | |
|----------|------------------------------|------------------------------------|
| 1. Who | ⇒ Example: This is the boy | [<u>who</u> met you.] |
| 2. Whose | ⇒ Example: This is the boy | [<u>whose</u> father you met.] |
| 3. Whom | ⇒ Example: This is the boy | [<u>whom</u> you met] |
| 4. Which | ⇒ Example: This is the lion | [<u>which</u> we saw in the zoo.] |
| 5. That | ⇒ Example: This is the book | [<u>that</u> you read.] |
| 6. When | ⇒ Example: This is the time | [<u>when</u> we leave.] |
| 7. Where | ⇒ Example: This is the place | [<u>where</u> we met.] |

NOTE: -

You might have noticed that the same words are recognition of Noun Clause and the same word are recognition of Adjective Clause. To make a difference between Noun and Adjective clause we may say that if these words are after verb or before verb (as a subject or an object), the clause will be Noun Clause. If a clause begins with these words written immediately after Noun, it will be an Adjective Clause.

ADVERB CLAUSE

ADVERB CLAUSES begins with the following words:

After, by the time, until, as, when, before, since, whenever, as soon as, till, while, as if, as though, because, since, as long as, so that, although, yet, while, though, whereas, even though, unless, in that case, under what condition, in case that,

Provided that, where.

EXAMPLES: -

1. She fainted [as I told the news.]
2. They had gone out [before/when I reached there.]
3. She speaks [as if/as though she were the British.]
4. Most stars are white [while/whereas some are colored.]
5. You can't pass [unless you work hard.]

Short Question. What do you understand by an independent clause?

Answer. A clause that can stand alone is called an independent clause.

Short Question. What do you understand by a dependent clause?

Answer. A clause that cannot stand alone is called a dependent clause.

Example.	<u>If he works hard</u>	,	<u>he will pass the exams.</u>
	↓		↓
	(Dependent clause)		(Independent clause)

QUIZ ON KINDS OF CLAUSES

- 1 Some people buy expensive cars simply because they can.
- noun clause
 - adjective clause
 - adverb clause
- 2 Many people hope that Pakistan can resolve its economic problems.
- noun clause
 - adjective clause
 - adverb clause
- 3 The bankers need to know what they should do.
- noun clause
 - adjective clause
 - adverb clause
- 4 Which one is the person who stole your car?
- noun clause
 - adjective clause
 - adverb clause
- 5 Wherever there is a large Pakistani city, there will be poverty.
- noun clause
 - adjective clause
 - adverb clause
- 6 The books, which the professor assigned, were very expensive.
- noun clause
 - adjective clause
 - adverb clause
- 7 Canada might give up its marketing boards if the USA gives up its grain subsidies.
- noun clause
 - adjective clause
 - adverb clause
- 8 That is the place where Mughal and British armies fought.
- noun clause
 - adjective clause
 - adverb clause
- 9 Unless the crown can make a better case, the accused murderer will not be icted.
- noun clause
 - adjective clause
 - adverb clause
- 10 It is important to ask whether the wedding is formal or or semi-formal.
- noun clause
 - adjective clause
 - adverb clause

ANSWERS QUIZ ON KINDS OF CLAUSES

Q.1 The correct answer is adverb clause.

Explanation: This clause answers the question “why,” showing cause, so it is an adverb clause. It does not act as a subject or object, and it does not modify a noun or pronoun.

Q.2 The correct answer is noun clause.

Explanation: The clause answers the question “why,” and acts as the direct object of the verb “hope.”

Q.3 The correct answer is noun clause.

Explanation: This clause does not tell you which bankers need to know, but rather it tells you what they need to know – since it answers the question “what?” (and acts as the direct object of “to know”), it is a noun clause.

Q.4 The correct answer is Adjective clause.

Explanation: The relative pronoun “who” might have confused you here. However the clause itself does not answer the question “who”, but the question “which person?”, showing that it modifies the noun “person” and is acting as an adjective clause.

Q.5 The correct answer is Adverb clause.

Explanation: This clause tells where poverty will exist, and specifying a location is the function of an adverb or (in this case) of an adverb clause.

Q.6 The correct answer is Adjective clause.

Explanation:

This clause modifies the noun “books,” and modifying a noun or pronoun is the function of an adjective or (in this case) of an adjective clause.

Q.7 The correct answer is Adverb clause.

Explanation:

This clause provides the conditions under which Canada might give up its marketing boards, and it is an adverb or an adverb clause which answer the question “under what conditions?”

Q.8 The correct answer is Adjective clause.

This is a very tricky example, and the subordinating conjunction "where" could have fooled you. In

fact, the clause does not answer "where?". This is an adjective clause, modifying the noun "place"

Q.9 The correct answer is Adverb clause.

Explanation:

This clause provides the conditions under which the accused murderer will not be convicted,

so it must be an adverb clause

Q.10 The correct answer is noun clause.

Explanation:

This is the direct object clause the infinitive "to ask," answering the question "what is it

important to ask?"

17 UNIT

SENTENCE AND ITS KINDS

What Is a sentence?

A sentence is a group of words that you use to say something. Most sentences have a subject and a verb.

SUBJECT	VERB
Judy	is thinking.
The earth	rotates.
People	will gossip
It	was raining

Kinds of sentence

There are four main kinds of sentence: declarative, interrogative, exclamatory, and imperative.

▪ Declarative sentences

A **declarative sentence** makes a **statement**, for example:

- The telephone rang.
- Everyone sat down.

A written declarative sentence usually begins with a capital letter and ends with a full stop.

Interrogative sentences

An interrogative sentence asks a question, for example:

- What is happening?
- Are you laughing or crying?

A written question usually begins with a capital letter and ends with a question mark

Exclamatory sentences

An **exclamatory sentence** is in the form of an **exclamation**:

- What lovely weather!
- What an idiot I am!

A written exclamatory sentence usually begins with a capital letter and ends with an exclamation mark.

Exclamations are independent sentences, but do not necessarily have a subject and verb.

- How stupid of me!
- Well, what a surprise!

Short communications and good wishes that you use in conversation are similar to exclamations because they can stand independently. They are often called **interjections**.

Cheers!	Good morning!	Goodbye!
Hallo!	Hi!	No problem!
No.	Of course!	Oh!
Really?	Sorry!	Ssh!
Thanks!	Yes.	You're welcome!
Happy birthday!	Good luck!	A happy new year to everyone!

Imperative sentences

An **imperative sentence** gives an order, for example:

- Come in.
- Please sit down.
- Tell me the truth.
- Speak up!
- Don't tell lies.

A written imperative sentence usually begins with a **capital letter** and ends either with a **full stop** or an **exclamation mark**.

Notice that there is usually **no subject** in an imperative sentence. The subject is understood as the person who is being addressed. But sometimes the speaker adds **you** at the beginning, and often adds **please** or **do**:

- Do stop walking about, Matt.
- Do take a sandwich.
- Please watch carefully.
- Jane, you wait here, please, and Karen, you come with me.

You use **do not** and **don't** to tell someone not to do something:

- **Don't** tell lies.
- **Do not** remove luggage trolleys from the station.
- **Don't** be so silly!

Sometimes **you** is informally added into a negative command:

- **Don't you** worry about a thing - everything's organized.

SIMPLE, COMPOUND, COMPLEX AND 93 COMPOUND-COMPLEX SENTENCES

Simple sentences

A sentence that consists of one clause is called a simple sentence. The following are examples of

Simple sentences:

- James buckled his belt firmly round his waist.
- The garden is looking beautiful.

Compound sentences

A sentence that has two main clauses is called a compound sentence. The two main clauses are called co-ordinate clauses and are joined together most commonly by one of the co-ordinating conjunctions and, but, or. Certain other conjunctions are also used to join co-ordinate clauses:

- The sun is shining, **and** there's scarcely a breath of wind.
- We found a stray dog, **so** we took it to the police station.

A compound sentence may consist of more than two co-ordinate clauses:

- It was already dark, and I didn't want to walk home alone along the canal, so I turned into the main street and caught a bus to my part of town. (4 co-ordinate clauses)
- I turned the key in the lock, opened the door, and stepped into the apartment, **but** a sudden sound made me freeze with terror. (4 co-ordinate clauses, with a comma between the first two)

Complex sentences

A sentence that has a main clause and a subordinate clause is called a complex sentence. The subordinate clause may be an adverbial clause, a noun clause or a relative clause.

- Once Dad has had his operation, we can think about moving house.
- His ribs hurt whenever he laughed or coughed.

SENTENCE AND ITS KINDS

BASED ON FUNCTION	BASED ON STRUCTURE
<ul style="list-style-type: none"> • Declarative Sentence • Affirmative / Assertive • Negative Sentence • Interrogative Sentence • Imperative Sentence • Exclamatory Sentence • Optative Sentence 	<ul style="list-style-type: none"> • Simple Sentence • Compound Sentence • Complex Sentence • Compound Complex

1. **Sentence:**

A group of words that makes a complete sense.

Example: Ali teaches us English daily.

2. **Interrogative Sentence:**

A sentence that asks some question.

Example: what is your name?

4. **Imperative Sentence:**

A sentence that shows some command or request etc.

Example: Get out.

5. **Exclamatory Sentence:**

A sentence that shows some sudden and strong feelings.

Example: Hurrah! We have won the match

6. **Declarative Sentence:**

A sentence that declares some statement.

Example: The captain declared the innings.

7. **Affirmative Sentence:**

A sentence that makes some positive statement.

Example: I teach English.

8. **Negative Sentence:**

A sentence that makes some negative statement.

Example: I do not tell a lie.

9. **Assertive sentence:**

A sentence that makes some assertion.

Example: We must pray five times a day.

10. **Optative Sentence:**

A sentence that shows some prayer etc.

Example: May you live long!

11. **Kinds of sentence based on structure:**

There are three kinds of sentence based on structure

i) Simple ii) Compound iii) Complex

12. **Simple Sentence:**

A sentence that has only one subject and one predicate.

Example: Ali (Subject) teaches. (Predicate)

13. Compound Sentence:

A sentence made up of two or more independent clauses.

Example: Night came and we went to sleep.

14. Complex Sentence:

A sentence made up of independent and dependent clauses.

Example: If you work hard, you will pass the exams.

15. Clause:

A group of words that has at least one subject and one predicate.

Example: Ali (Subject) teaches. (Predicate)

16. Independent Clause:

A clause that can stand alone.

Example: You will pass the exams.

17. Dependent Clause:

A clause that cannot stand alone.

Example: If you work hard, you will pass the exams.

18. Phrase:

A group of words that does not convey complete sense.

Example: In the ground. (Subject and predicate both are missing)

CONDITIONAL SENTENCES

If + simple present → Simple Future

- Action in the if clause is likely to take place.
- If I learn, I'll pass the exam.
- If I learn, I won't fail the exam.
- If I don't learn, I will fail the exam.
- If I don't learn, I won't pass the exam.

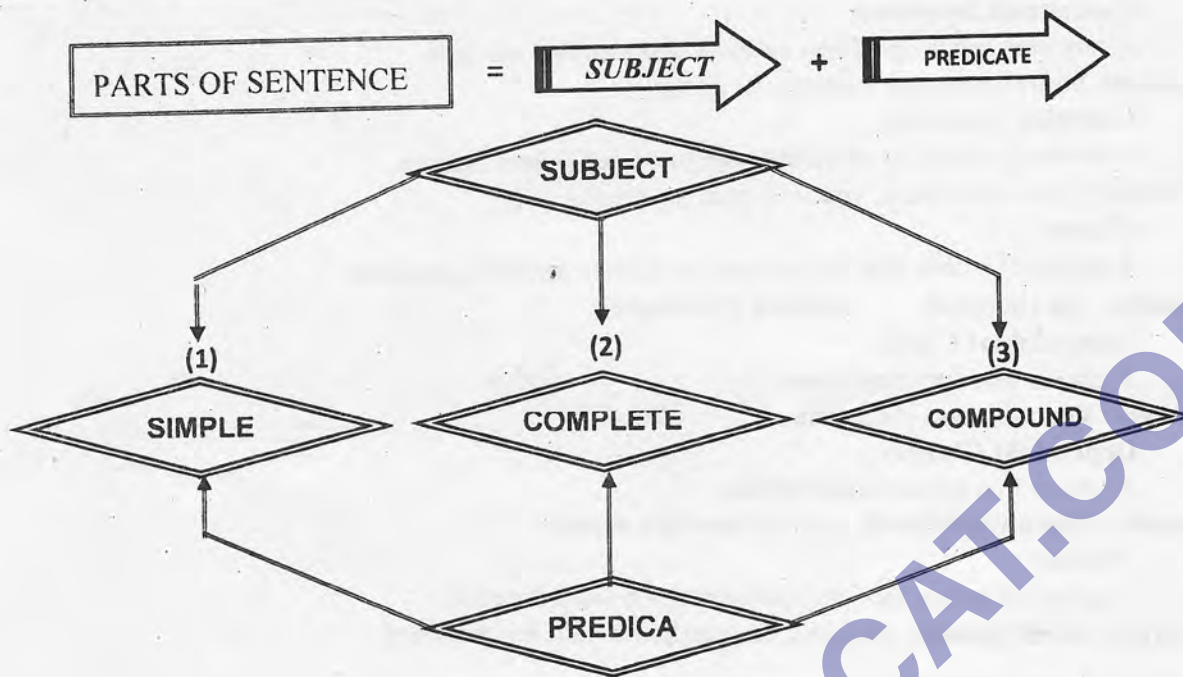
If + simple past → would + V – I

- Action in the if clause is not likely to take place
- If I learnt, I would pass the exam.
- If I learnt, I wouldn't fail the exam.
- If I didn't learn, I would fail the exam.
- If I didn't learn, I wouldn't pass the exam.

If + Past Perfect → would + have V – III

- Action in the if clause can't take place
- If I had learnt, I would have passed the exam.
- If I had learnt, I wouldn't have failed the exam.
- If I hadn't learnt, I would have failed the exam.
- If I hadn't learnt, I wouldn't have passed the exam.

Note: - 'would' can be replaced by 'could' or 'might' ('should', 'may' or 'must' are also possible)



IDENTIFICATION

Point out subject and predicate

SUBJECT

Name of person or thing we speak about

Example: Ali teaches us English daily.

SIMPLE SUBJECT

When subject is one noun or one pronoun only.

(1) **Students** laugh. (2) **They** laugh.

SIMPLE SUBJECT:

When the subject is a noun or a pronoun.

Example: Teacher

Example: He

COMPLETE SUBJECT

When subject is **Noun** plus **Attribute**.

Example: The students laugh.

COMPLETE SUBJECT:

When the subject is a noun plus attribute.

Example: The black dog

Example: Her doll house

Notes

- The most important word in the subject is called *subject word*.
- A word or a group of words added to the subject word is called *Attribute*.
- Subject word is usually some noun or pronoun.
- Attribute is usually some article or adjective.

COMPOUND SUBJECT

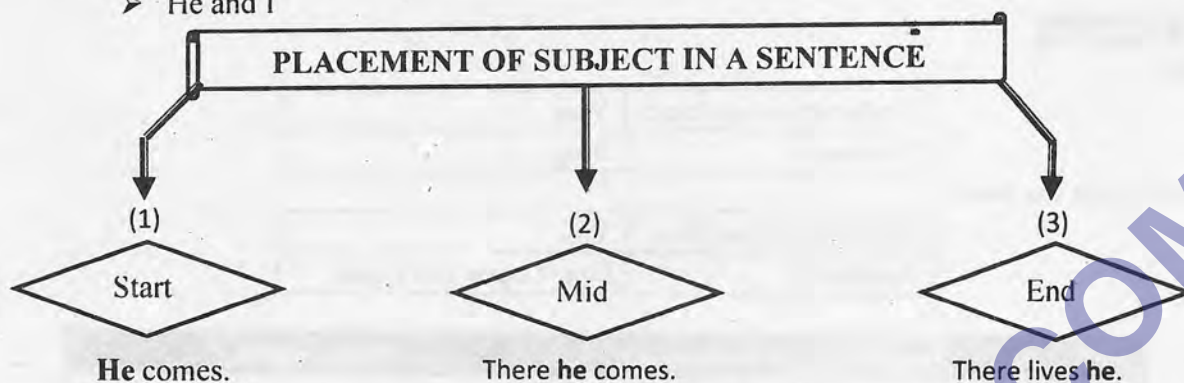
Two subjects joined by a conjunction.

Example: Students and teachers laugh.

Note: - Joining word is called conjunction.

Compound Subject two or more subjects joined by a conjunction.

- Teachers and students
- The teachers and the students
- He and I



PREDICATE SIMPLE PREDICATE

The part of sentence that tells us about the subject

Def: - when predicate is verb word only

Exp: - Ali teaches.

SIMPLE PREDICATE

A verb (any form of verb only or form of verb + any helping verbs)

- teach.
- has taught.
- has been teaching.
- has been being taught.

COMPLETE PREDICATE

Def: - when predicate is verb word plus attribute

Exp: - Ali teaches English.

COMPLETE PREDICATE A simple predicate plus attribute

- sit on the table.
- was singing nicely.
- could have danced across the room.

COMPOUND PREDICATE

Def: - when predicate is verb plus conjunction

Exp: - Ali teaches and writes.

COMPOUND PREDICATE Two or more predicates with the same subject

- was singing and smiling to him self.
- was teaching English and writing notes.
- sit on the couch or sit on the floor.

Notes: -

- All the sentences have subject and predicate both.
- Sometimes, subject is written and sometimes it is understood.
- Subject is understood in imperative sentences only.
- Imperatives sentence is a command that has an understood subject.
- The subject is **YOU** and it is understood.
- Subject is what we talk about where as subject word is the most important word in the subject and usually it is some noun or pronoun.

UNIT - 17

SENTENCE AND ITS KINDS

- Predicate is the whole part of sentence other than subject where as predicator is the verb word only.

EXAMPLES:

Stop.

Understood subject:	You
Predicate:	Stop

Don't open the book.

Understood subject:	You
Predicate:	Don't open the book.

	Simple	Complete	Compound
Subject	James	My friend James	James and I
Predicate	Jumped	Jumped on the bed	Jumped on the bed and fell on the floor

SUBJECT + PREDICATE =

- James jumped.
- James and I jumped.
- My friend James jumped on the bed.
- James jumped on the bed and fell on the floor.
- James and I jumped on the bed.

EXERCISE

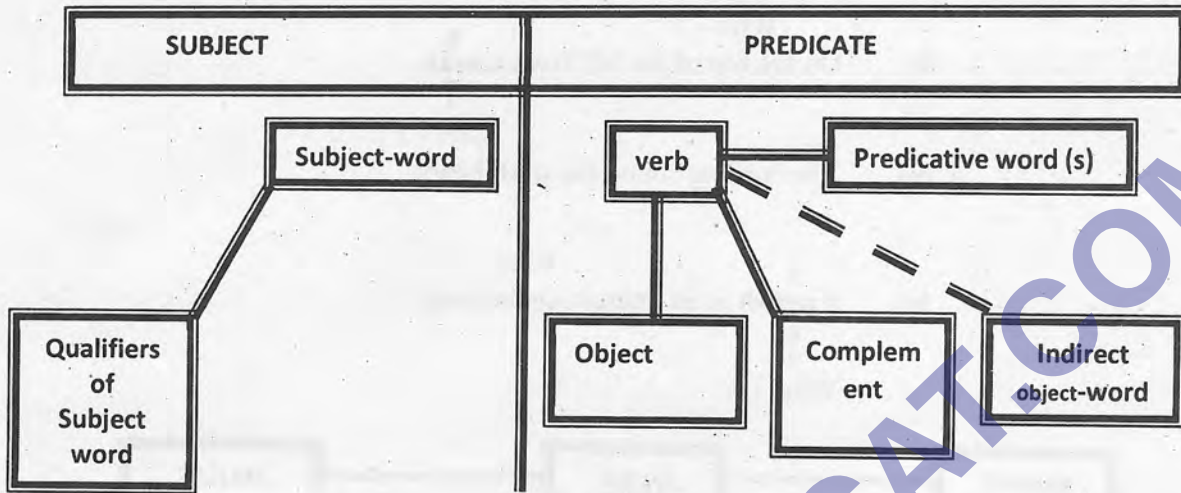
Separate the subject and the predicate in the following sentences: -

- All the words that answer *who* - ? and *what* - ? may be subject.
- The part of sentence beginning with some verb may be predicate.

- | | |
|---|--|
| 1. The cackling of geese saved Rome. | The early bird catches the worm. |
| 2. The boy stood on the burning deck. | A guilty conscience needs no excuse. |
| 3. Tubal Cain was a man of might. | We should profit by experience. |
| 4. Stonewalls do not make a prison. | The beautiful rainbow soon faded away. |
| 5. The singing of the birds delights us | All roads lead to Rome. |
| 6. Kitty was rude at the table one day. | All matter is indestructible. |
| 7. He has a good memory. | On the top of the hill lives a hermit. |
| 8. The earth revolves round the sun. | Islamabad is the capital of Pakistan. |
| 9. Nature is the best physician. | I shot an arrow into the air. |
| 10. Edison invented the phonograph. | A barking sound the shepherd hears. |
| 11. The sea has many thousand sands. | The dewdrops glitter in the sunshine. |
| 12. We cannot pump the ocean dry. | No man can serve two masters. |
| 13. Borrowed garments never fit well. | A sick room should be well aired. |

ANALYSIS OF SENTENCE (SVOCA)

ANALYSIS: Analysis of sentence means to divide the sentence into two main parts the subject and the predicate.



EXAMINATION FORM OF QUESTION

Say whether the underlined word in each sentence is subject, verb, object, complement or Adverbial.

1	<u>The child</u> is dead.	Subject.
2	She spoke <u>softly</u> .	Adverbial
3	We <u>watched</u> a movie.	Verb
4	His father is <u>a doctor</u> .	Complement
5	They deceived <u>him</u> .	Object

SVOCA

S = Subject, V = Verb, O = Object, C = Complement, A = Adverbial

SUBJECT: The person or thing about which something is said.

Example: Ali teaches.

SUBJECT WORD: The most important word (Noun or Pronoun) in the subject.

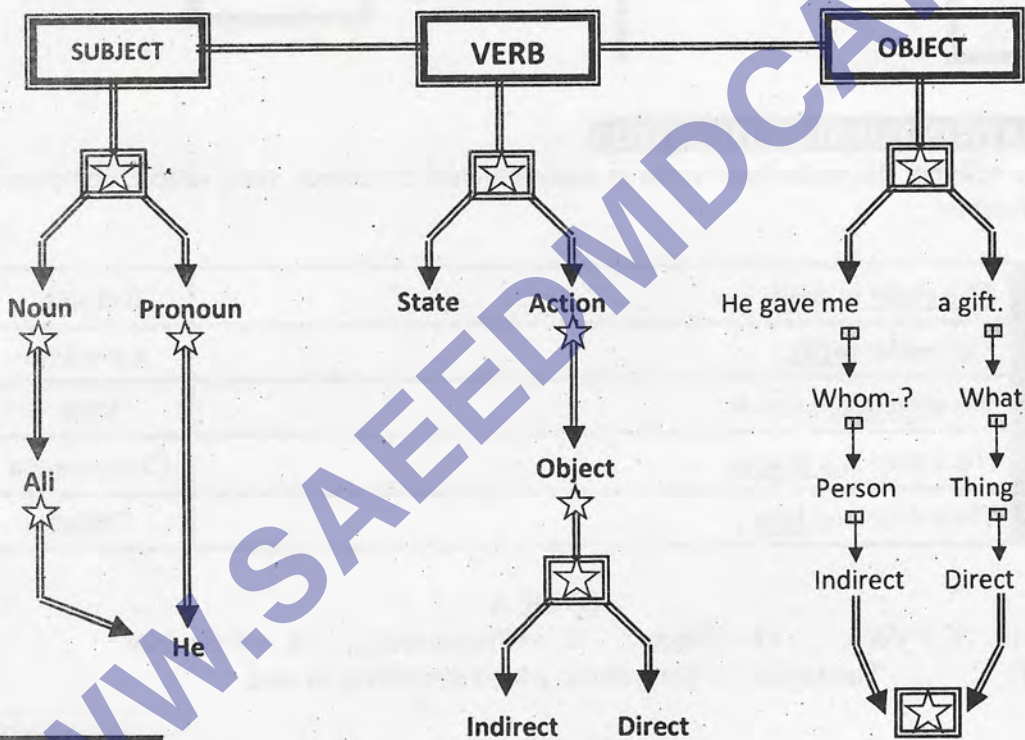
Example: The teacher is teaching.

ATTRIBUTE: A word or a group of words attached with the subject word.

Example: The teacher is teaching.

RECOGNITION: The words that answer question word “**who - ?**” or “**what - ?**”

- i) A ^Sman teaches us English.
Who - ?
- ii) On the top of the hill lives a ^Sman.
Who - ?
- iii) The barking sound the ^Sman hears.
Who - ?
- iv) ^SEnglish is an interesting language.
What - ?



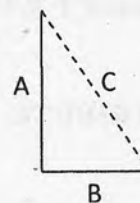
COMPLEMENT

A word or group of words that completes the sentence.

- i) The word, after verb, that answers question word “**what - ?**”

EXAMPLE:

Ali is a teacher.
C
↓
what -?



- ii) The words (Noun or Adjective) after **is, am, are, was, were, become, grow, appear, seem, look, turn, prove** etc may be complement.

Examples:

- (i) The man **seemed** worried.
- (ii) She **becomes** a woman.
- (iii) Earth **is** a Planet.
- (iv) The sky **grew** dark.
- (v) It **is** I

1. What is a subjective complement?

The complement of and intransitive verb that describe the subject.

Example: S C
Ali is a teacher.

- 2. What words can be used as a complement?**

Noun, Pronoun or some adjective can be used as complement

Examples: S C
He is Ali

3. What is an objective complement?

The compliment that refers to the object.

Example: The board made Shoaib Captain.

- 4. What is a predicative adjective?**

When a predicate is completed by an adjective.

Example: _____ She grew beautiful. ^{Adi.}

ADVERBIAL

- ### 1. What is an adverbial?

A word or group of words which is not adverb itself but acts as an adverb.

Example: I saw him in the room.

In this example, “*in the room*” consists of three words.

***in* = Preposition**

the = Article

room = Noun

None of the above three words is adverb but this group of words (*in the room*) is working as an adverb that why it is called an adverbial.

- ## 2. How do you recognize an adverbial?

The words that answer the question words “*when, where, how*” may be adverbial.

Examples

- i. He teaches nicely.
(How -?- nicely)
- ii. I saw him in the class. (Where -?- in the class)
- iii. I saw him yesterday.
(When -?- yesterday)

5. What is adverbial qualification / extension / enlargement?
An Adverb or adverb-equivalent added to some predicate-word.

Example: The boys sit *on earth*.

EXERCISE ON ANALYSIS OF SENTENCE

Say whether the underlined word, in the following sentences, is a noun, verb, adjective, adverb or preposition:

EXERCISE – 1

- | | |
|--|---|
| 1. Our <u>blessing</u> come from above. | 2. He came <u>before</u> the appointed time. |
| 3. He spoke very <u>softly</u> . | 4. These roses smell <u>sweet</u> in the bedroom. |
| 5. They <u>water</u> the plants daily. | 6. He spoke very <u>softly</u> . |
| 7. He came <u>before</u> the appointed time. | 8. He behaved <u>well</u> . |
| 9. They <u>polish</u> their shoes daily. | 10. <u>Wisdom</u> is not for sale |

EXERCISE – 2

- | | |
|---------------------------------------|---|
| 1. <u>The hour to go</u> has arrived. | 2. Earth is a <u>Planet</u> . |
| 3. He shot a <u>panther</u> . | 4. Birds <u>build</u> nests. |
| 5. This house is <u>to let</u> . | 6. <u>Talking overmuch</u> is sing of vanity. |
| 7. The dogs bark <u>at night</u> . | 8. My views are <u>quite different</u> . |
| 9. The jury found him <u>guilty</u> . | 10. They <u>water</u> the daily. |

TABULAR ANALYSIS OF SENTENCE

Question: Make tabular form of the following sentence:

- Example: (i) The flames spread everywhere.
(ii) Your book is here.
(iii) Our teacher teaches us English daily.

No.	SUBJECT		PREDICATE			
	subject-word	Attribute	verb	adverbial qualification	complement	object
	flames	The	spread	everywhere		
	book	Your	is	here		
	teacher	Our	teaches	daily	english	us

Example: He gave me flowers.

PREDICATE			
Subject	Verb	Indirect	Direct
He	Gave	Me	Flowers.

Note 1: When object is the name of a thing, it is called direct object.

Note 2: When object is the name of a person, it is called an indirect object.

EXAMPLES OF TABULAR ANALYSIS

- (i) The scientific society awarded the learned scholar its gold medal
 (ii) at its annual general meeting.
 (iii) This is the most entertaining play of the year.
 (iv) After a lot of trouble, we got the pump working efficiently.

SUBJECT		PREDICATE				
subject word	adjectives or adjective-phrases qualifying subject-word	verb	adverbs or adverb phrases modifying verb	object-word	adjectives or adjective-phrases qualifying object-word	predicative word + words qualifying/modifying predicative word
1. society	the scientific	awarded	at its annual general meeting	medal (d) scholar (i)	its gold the learned	
2. this		is				play (sc) + the most entertaining of the year
3. we		got	after a lot of trouble	pump (d)	the	working (oc) + efficiently

EXERCISE ON THE IDENTIFICATION OF SENTENCE

KINDS	EXAMPLES	MATCHES
1 DECLARATIVE	a What is your name?	1
2 AFFIRMATIVE	b Listen to me carefully.	2
3 ASSERTIVE	c What a beautiful flower this is!	3
4 NEGATIVE	d She is slow, but she is sure.	4
5 INTERROGATIVE	e Though he is poor, he helps others.	5
6 IMPERATIVE	f He is not going to school.	6
7 EXCLAMATORY	g Sunday is a holiday.	7
8 OPTATIVE	h If you work hard, you will pass the exam and I will give you a gift.	8
9 SIMPLE	i The sun rises in the east.	9
1 COMPOUND	j What a handsome boy he is!	1
1 COMPLEX	k Ali teaches.	1
1 COMPOUND COMPLEX	l May you get well soon.	1



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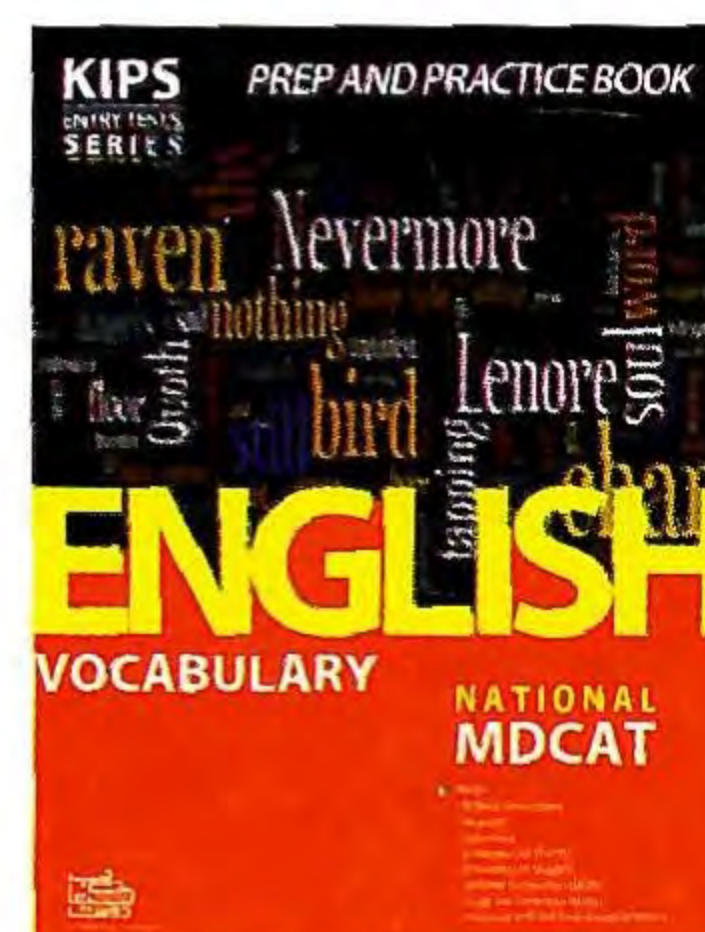
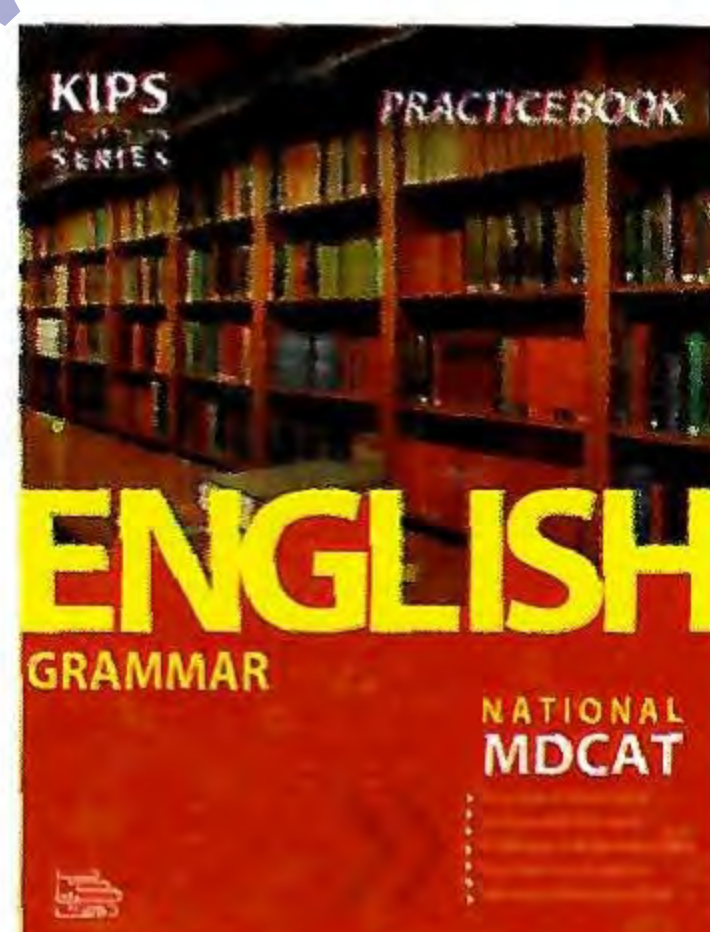
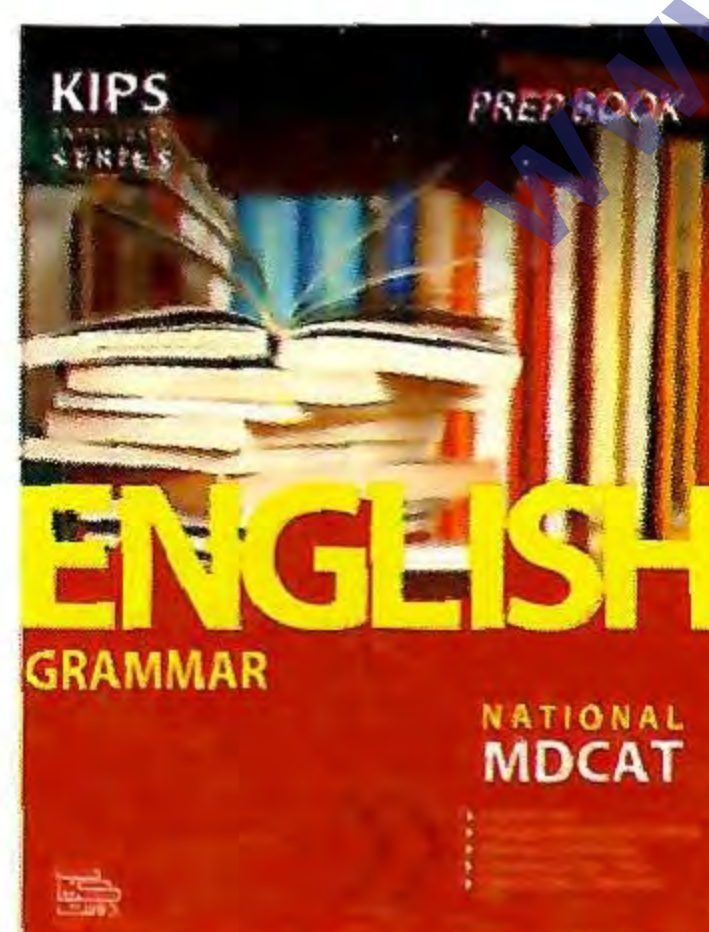
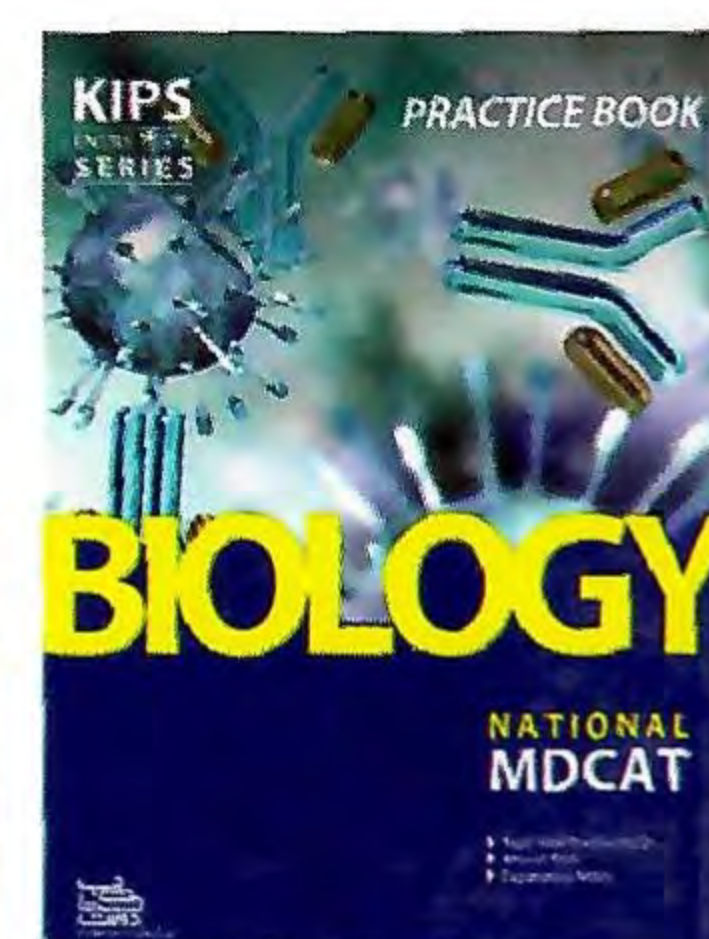
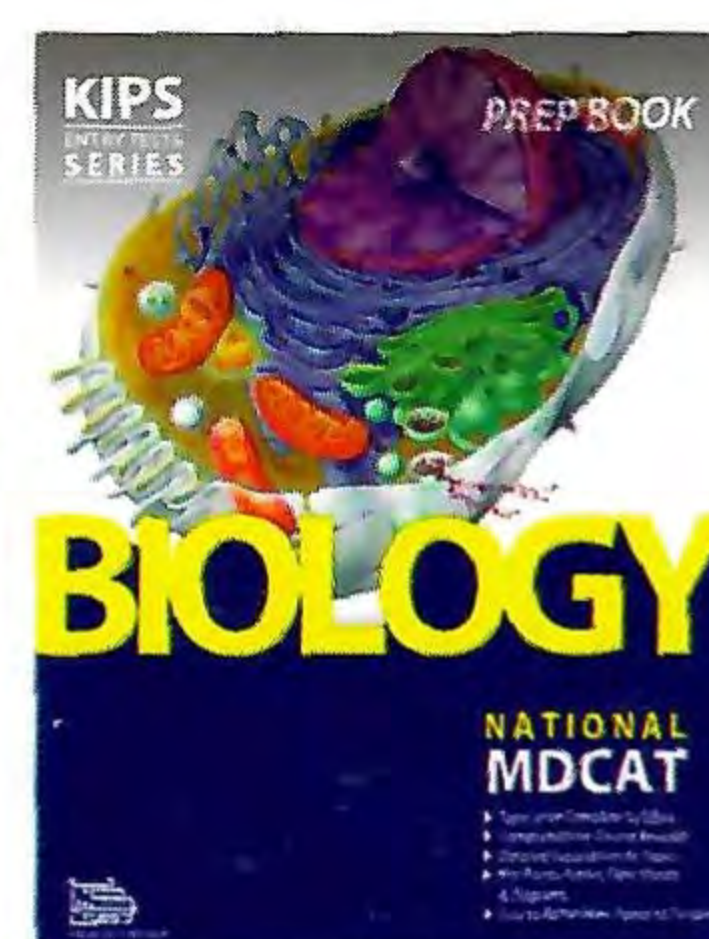
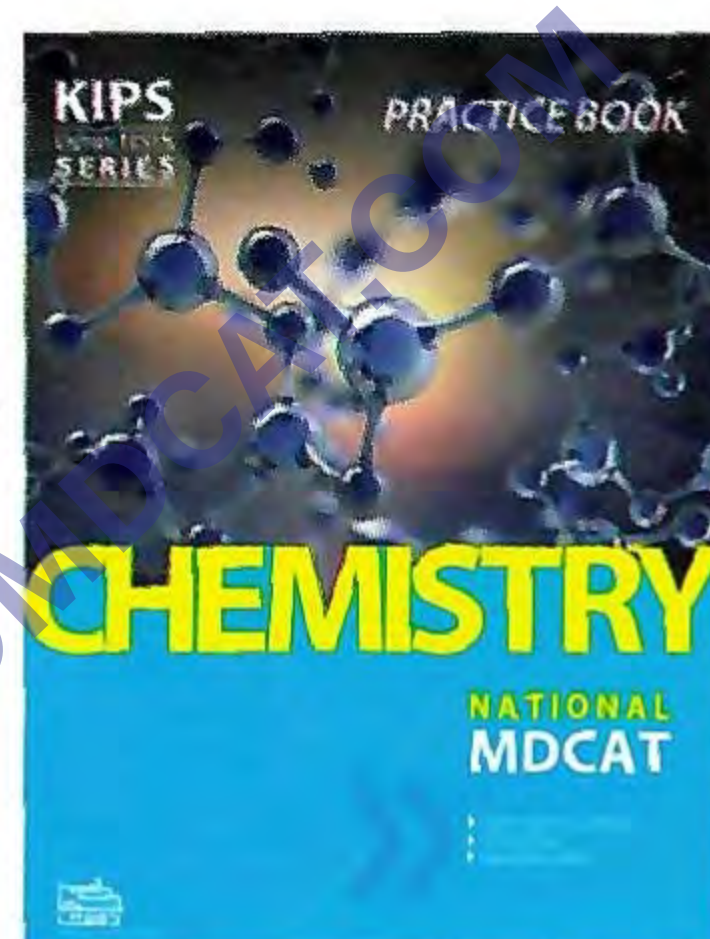
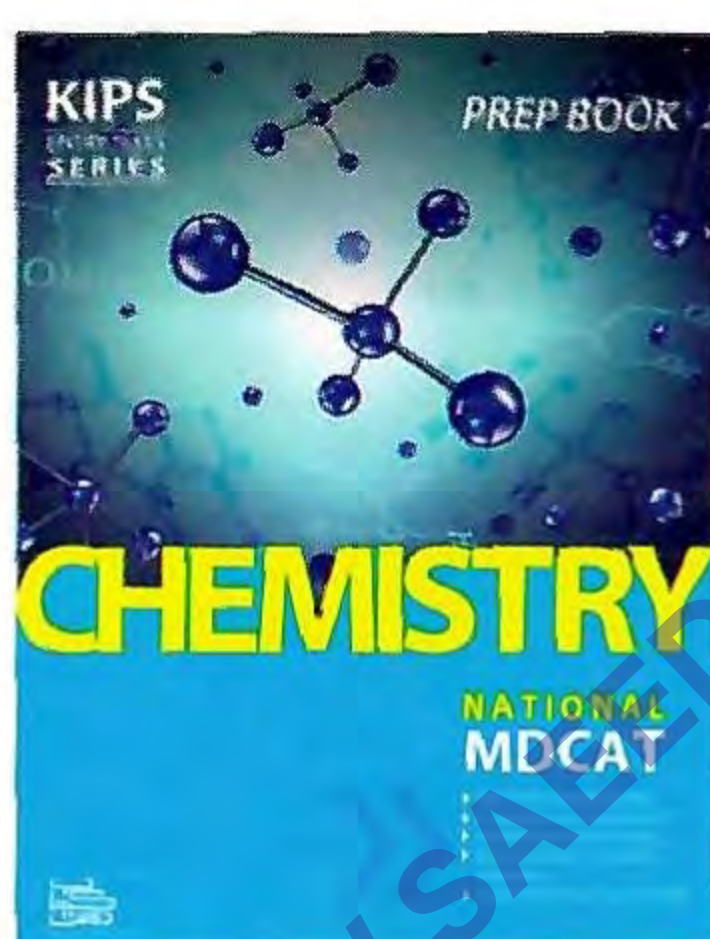
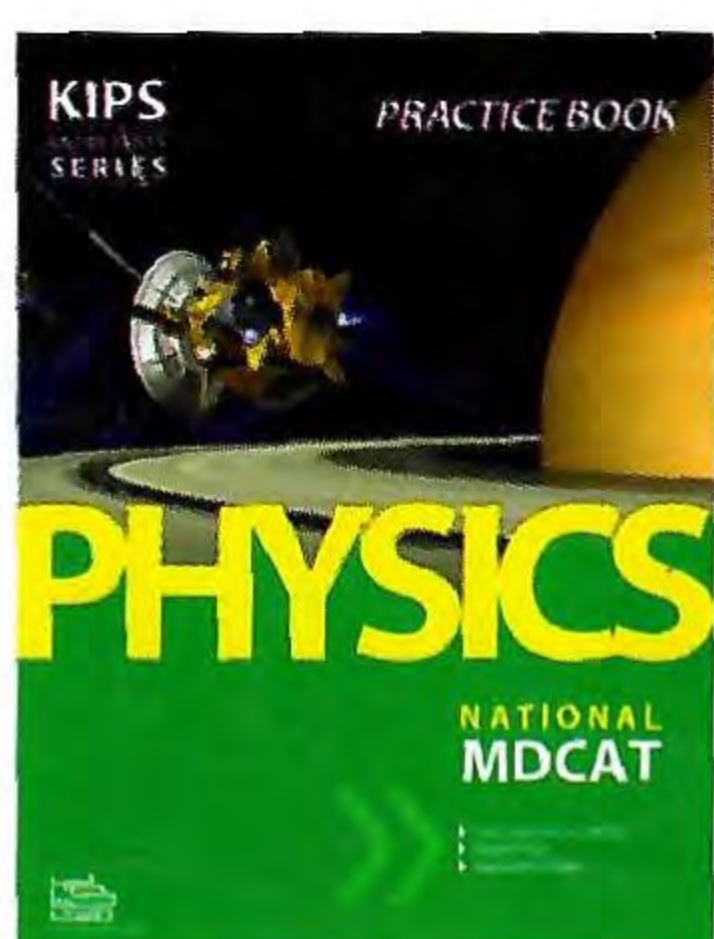
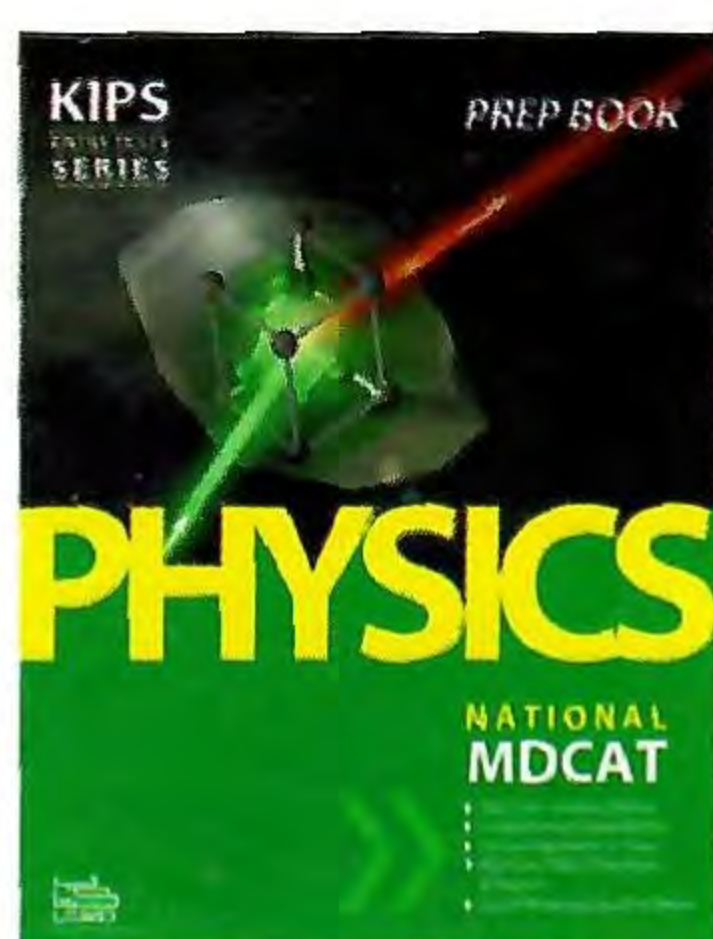
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