

According to the Latest PMC Syllabus

**WAK ETB Series**

# ENGLISH

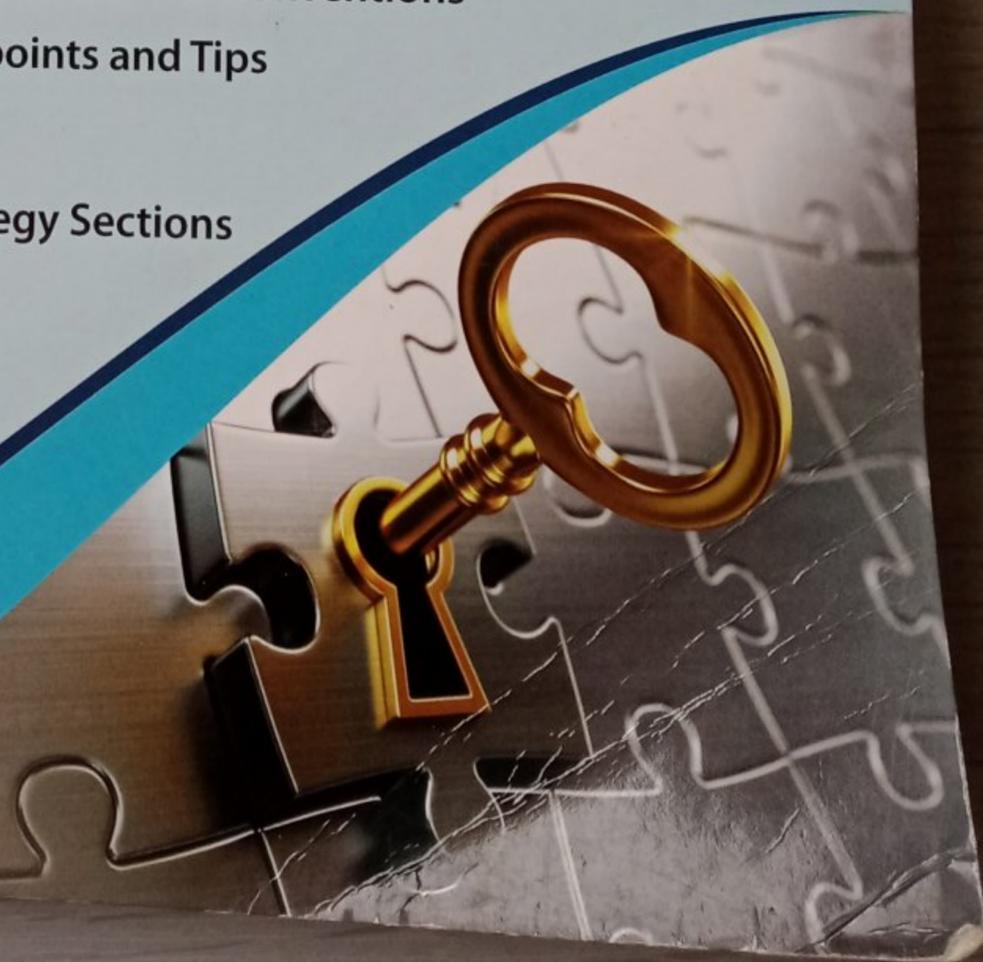
## For National MDCAT

The All in One Solution for Your Highest Score

### SALIENT FEATURES

- Topic Wise Explicit Classification of Types of Errors
- Authentic & Balanced Illustrations of Grammatical Conventions
- Tables, Sidebars, boxes for important points and Tips
- Topic Wise Quick Revision Templates
- Topic Wise Practical and Relevant Strategy Sections
- Ample Practice Material:  
Reinforcement & Review Exercises
- Learning Evaluation

**WAK PUBLISHERS**



**WAK Series**

According to PMC Syllabus

# **MDCAT** **ENGLISH**

**Written by**

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(STEM Institute)

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Hafiz Israr-ul-Haq (*Advocate High Court*)

**1<sup>st</sup> Edition**

Composed &  
Designed By  
**Sajid Ali Khan**



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# HOW TO MAKE THE MOST OF THIS BOOK?

In order to get the most from this book, I recommend you to consult it in the way as described follows:  
The book has two basic Sections as per the requirement of NMDCAT:

1. Grammar and Usage
2. Vocabulary and Comprehension

## Grammar & Usage

This section contains two types of topics

- Descriptive (Parts of speech, phrases, clauses, sentences)
- Instructive (Correct usage of the parts of speech and other standard conventions)

The scope of DESCRIPTIVE part from MDCAT point of view is the identification and introduction to basic terminologies. Questions related to identification of different parts of speech, phrases, clauses or sentences appear on the test from this section.

The scope of INSTRUCTIVE topics is wider as the standard conventions or rules given in this segment are used to solve following types of questions:

- Usage (Spot the Error)
- Correction (Choose the Best Option)
- Grammar Based Sentence Completion (Choose the Best Option)

The plan of both these sections is different.

THE OBJECTIVE OF DESCRIPTIVE SECTION is to enable the student to recognize certain elements of grammar so that he may be able to solve MCQ's related to the identification or definitions of these elements of grammar. Therefore, these topics are rich in description and I must mention the description given here is graded: adapted to the level and need of students.

As a student you are required to follow this strategy for this section

1. Give 3 readings to each of subtopics of this section. The most important tip is to read each topic to understand not to memorize
  - **First reading** is just introductory, to familiarize yourself with the topic.
  - **Second reading** is to understand what you have read already; paying attention to the terminologies, functions and structures described.
  - **Third reading** is the critical reading: You should read to distinguish what you have understood up till now and what you haven't. You can underline, highlight the part or segment that still needs clarity. Let your prior knowledge intervene during this reading.
2. Solve the Exercise. While solving exercises, it is possible that many or all of your questions get answered here.
3. If there are questions still unanswered then:
  - Discuss with your eligible classmate or friend.
  - Discuss with your teacher or any grammar literate person.
  - Re-read it after a pause.
4. It is recommended to proceed with this section along with Instructive section. Focusing solely on this section for a certain time is not recommended.

THE OBJECTIVE OF INSTRUCTIVE SECTION is to make students understand the standard conventions or rules for the correct use of certain grammatical elements so that:

- they may be able to identify a non-standard or incorrect use of these grammatical elements in a sentence.
- they may be able to correct the non-standard use to reach the best option.

In this section there are two types of topics

- A. Conventions of usage of Parts of Speech
- B. General Conventions (Punctuation and Capitalization, Contractions, Spellings)

### How to Make the Most of this Book?

- For all the topics of category A, you are required to consult these topics in the order as mentioned below:
1. Familiarize yourself with the types of errors at the start of every topic. A brief description with a typical example has been given.
  2. Read the standard conventions or rules given under each type of error. For Reading, the same spirit as recommended for the topics of DESCRIPTIVE section is highly recommended. However, you should pay attention to the following things while reading this section:

**Point to Remember box:** gives important information related to the concept

**Conceptual Clarity sidebar:** Clarifies the concept in discussion or allied concept in detail

**Tip's Quote:** offers a crisp angle to identify or correct an error

**Link box:** refers to another topic where the same point has been discussed

**Tables:** at many places tables have been used to provide information in a proper structural order or to demonstrate how the standard convention or rule is applicable in a sentence.

**Highlighted Word:** in each example whether given in the format of correct, incorrect sentence or just as an exemplary sentence or phrase, the important words have been highlighted.

3. Solve the Reinforcement exercise given within each topic at the end of a particular type of error. It will help you reinforce the concept you have just learnt.
4. Once the topic is complete, you must revise the whole topic with the QUICK REVIEW segment of that topic.

The purpose of this segment is to help you reconnect all your learning in the form of a mind map so that you may revise it on your finger tips if you want. Once you have done this after thorough understanding of the topic, you can revise your topic quite effectively for class tests or even before MDCAT.

5. After familiarizing yourself with the types of errors, learning how to correct them and revising what you have learnt, now is the time to test your learning to give you confidence about preparation. Solve each review exercise given at the end of every topic, to test your learning.

#### Vocabulary and Comprehension

The section contains:

- A. Word lists (HSSC or CIE Level)
- B. Sentence completion
- C. Reading Comprehension

Each topic contains:

- Strategy Segment
- Exercise Segment

The purpose of each strategy segment is to enable students:

- I. To familiarize the format, spirit and types of question that may appear on test from these topics
- II. To understand how to approach and solve various types of questions
- III. To get closest to the best option
- IV. To make an educated guess rather than a wild one in case of confusion

The students are required to:

- Read the strategy segment with the same spirit as recommended in the DESCRIPTIVE section of grammar. With proper reading and understanding of the strategy segment, solving the question is risky.
- Solve MCQ's as per the spirit recommended

I believe following these guidelines will make this book most useful for you and with usefulness is connected effectiveness.

#### IMPORTANT

Those students who will consult this book after or during taking an Entry Test Preparatory session from any worthy teacher are recommended to focus on structuring their learning as per this book. It would help them connect topics conveniently. Secondly, they must solve exercises in order to evolve learning into skill.

### SECTION 1: GRAMMAR & USAGE

In this section, you will find the preparation and practice material as per the following recommendations and requirements of PMC for NMDCAT test:

Objective	Benchmark	Contents
2. Demonstrate control of tenses and sentence structure	2.1 Use correct tenses and sentence structure in writing 2.2 Identify mistakes in the use of tenses and sentence structure in written texts	All present, past tenses Four types of sentences, Conditionals Types of clauses Fragments
3. Demonstrate ability to differentiate between correct and incorrect structure of sentences & Use of writing conventions of spelling, capitalization and Punctuation	3.1 Identify sentences with correct grammatical and style structures 3.2 Identify sentences with incorrect grammatical and style structures 3.3 Identify Use inappropriate capitalization and punctuation such as semi colons, commas in a series, apostrophes in possessives, proper nouns, and abbreviations	Use the texts prescribed/ used in HSSC or CIE for differentiating between correctly and incorrectly written sentences The test items to be selected from the type of texts written by HSSC and CIE students and from the contexts common to both the streams
4. Demonstrate correct use of subject-verb agreement & of articles and prepositions	4.1. use correct subject-verb agreement in written texts 4.2. Identify mistakes in the use of subject verb agreement in written texts 4.3. Use appropriate articles and prepositions in different written contexts 4.4. Identify mistakes in the use of articles and prepositions in sentences or short texts 4.5. Select the appropriate article or preposition for a particular context	Use the texts prescribed/ used in HSSC or CIE for selecting test items as well as determining the degree of their complexity The test items to be selected from the contexts common to the texts at HSSC and CIE level
5. Demonstrate ability to identify mistakes in sentences or short written texts. These errors could be of inappropriate word order, vocabulary etc.	5.1 Identify errors of word order, style, vocabulary etc. in sentences :	Use the texts and sentences prescribed/ used in HSSC or CIE for differentiating between correctly and incorrectly written sentences

## PARTS OF SPEECH

**Learning Outcomes:** This unit should enable you to:

- Identification of parts of speech
- Introduction to basic and important terminology
- Correction of error related to their identification

Traditional grammar classifies words into nine parts of speech according to the function they perform.

## 1 - NOUN

A **NOUN** names a person, a place, a thing, or an idea: singer, elephant, street, pencil, sorrow.

## FUNCTION OF A NOUN IN A SENTENCE

1. Clowns wear funny costumes.	As subject of a sentence
2. The hotel employed clowns.	As direct object of a sentence
3. They gave clowns new costumes	As indirect object of a sentence
4. Children were fond of clowns.	As a prepositional object
5. The center of attention was clowns.	As a subject complement
6. They made kids clowns.	As an object complement

A **COMMON NOUN** is a noun that names any person, place, thing, or idea:

- Children like video games.
- Students prepare tests.

A **PROPER NOUN** is a noun that names a specific person, place, thing, or idea:

- The Horse and Cattle Show is held in March in Lahore.
- The Quaid-i-Azam Library has a good collection of books on Ghalib.

A **CONCRETE NOUN** is a common noun that refers to material things:

- Look at that tree.
- Young children love toys.

An **ABSTRACT NOUN** names non tangible things or ideas. These things do not have physical existence:

- His bravery is proverbial.
- He won by determination.

A **COLLECTIVE NOUN** names a group of people, animals, or things that act as a unit:

- The class listens to the teacher.
- He is the only black sheep in the family.

A **COUNTABLE NOUN** names anything or anyone that can be counted. They have both singular and plural forms:

- Ten students applied for a leave.
- Both plans worked.

A **UNCOUNTABLE NOUN** names anything that cannot be counted. They don't have plurals form generally:

- Frustration drives us to mistakes.
- Nature can't be changed.

## PRACTICE EXERCISE - PREPOSITIONS

- Which is *not* a noun?  
(A) pail (B) dog  
(C) notebook (D) grow
- Which is *not* a noun?  
(A) homework (B) day  
(C) said (D) Sunday
- Which is an abstract noun?  
(A) computer (B) paper  
(C) pencil (D) dream
- Which is *not* a noun?  
(A) was (B) mother  
(C) July (D) money
- Which is collective noun?  
(A) army (B) clothes  
(C) gas (D) statistics
- Which is *not* an uncountable noun?  
(A) Information (B) philosophy  
(C) tennis (D) TV
- Which is *not* a proper noun?  
(A) Sunday (B) World Cup  
(C) Indus (D) president
- Which is a proper noun?  
(A) beans (B) restaurant  
(C) Pizza Hut (D) flower
- What is *not* the function of a noun in a sentence?  
(A) subject (B) connector  
(C) complement (D) object
- How many nouns are in the sentence?  
*Pat and Ken live with their mother and father?*  
(A) zero (B) one  
(C) two (D) four

## 2. ADJECTIVE

An **ADJECTIVE** is a word that modifies, or describes, a noun or pronoun.

- The shiny car stopped in front of the red carpet.
- The black dog hid its favorite bone.

The **positive form** of an adjective describes one noun and offers no comparison. It simply refers to the existence of a quality.

- Only an intelligent person will solve this puzzle.
- You can't help being moved by his sweet talk.

The **comparative form** of an adjective compares two things or people. You often add *-er* to an adjective to make the comparative form.

- This room is brighter than that one.
- Lahore is larger than Faisalabad.

The **superlative form** of an adjective compares more than two things or people. You often add *-est* to an adjective to make the superlative form.

- The Indus is the longest of all rivers in Pakistan.
- This is the strangest story I have ever heard.

A **PREDICATE ADJECTIVE** is an adjective that follows a linking verb. It describes, or modifies, the subject by telling what it is like:

- The race was exciting.
- The winner seemed charged.

A **PROPER ADJECTIVE** is an adjective formed from a proper noun. It always begins with a capital letter.

- The Friday dinner included Italian food.

A **DEMONSTRATIVE ADJECTIVE** is an adjective when it is used to modify a noun:

- this book      that road      these people      those crops

A **PARTICIPLE** is a verbal adjective. It can be used as an adjective to describe a noun or pronoun. It has two types: Present participle (V+ing) and Past participle (V+ed).

- Complaining people have fewer friends.
- Determined leaders never lose.

## PRACTICE EXERCISE - ADJECTIVE

- Which contains an adjective?  
(A) old man (B) on Tuesday  
(C) she said (D) and you
- Which contains an adjective?  
(A) Bill Clinton (B) the fire spread  
(C) made history (D) very busy
- Which does *not* contain an adjective?  
(A) cold water (B) until now  
(C) rainy day (D) great idea
- Which does *not* contain an adjective?  
(A) wait here (B) my friend  
(C) is hot (D) lucky day
- Which does *not* contain a possessive adjective?  
(A) its name (B) his shirt  
(C) it's a mess (D) my best friend
- Which adjective has a plural form?  
(A) big (B) happy  
(C) first (D) that
- Which is *not* correct?  
(A) sad news (B) hard life  
(C) big scars (D) those man
- Which does *not* contain a third person possessive adjective?  
(A) her choice (B) their plan  
(C) his name (D) that picture
- How many adjectives are in the sentence?  
*Old dogs were tired and dirty?*  
(A) three (B) four  
(C) two (D) one
- How many adjectives are in the sentence: *I ate blueberry muffins with my coffee?*  
(A) zero (B) one  
(C) two (D) three

## 3. ARTICLE

**ARTICLES** are determiners or noun markers that function to specify whether the noun is general or specific:

- He needs a new car. (it could be any type of new car)
- The book I read last night was very interesting. (this is the books I read)

A and AN are called **INDEFINITE ARTICLES** means "identifiable in general." The indefinite article, a/an, occurs or is used when the listener is not expected to be able to identify the object specifically. Use a before words beginning with a consonant sound. Use an before words beginning with a vowel sound. Indefinite articles are used for singular and common nouns.

*a vehicle*      *an umpire*      *a new building*      *an hour*

**THE** is called **DEFINITE ARTICLE**. It implies that a noun is "specifically identifiable." The use of the definite article, 'the' therefore, presupposes that the speaker and the listener can identify the noun that follows it:

- We took the table to **the** pool.
- There are no boats on **the** river now.

## PRACTICE EXERCISE - ARTICLES

- How many kinds of articles are there in English?
  - (A) zero (B) one
  - (C) two (D) three
- An article almost always comes with a/an:
  - (A) pronoun (B) adjective
  - (C) noun (D) verb
- An article is a kind of
  - (A) pronoun (B) conjunction
  - (C) noun (D) adjective
- Which is not correct?
  - (A) a ant (B) the dog
  - (C) an elephant (D) the monkey
- Which is not correct?
  - (A) a shirt (B) an hat
  - (C) the necktie (D) the pajamas
- Which is not correct?
  - (A) a mile (B) a kilometer
  - (C) a inch (D) a foot
- Which is not correct?
  - (A) an article (B) an object
  - (C) an adverb (D) an noun
- Which is not correct?
  - (A) I saw a cat. (B) I saw her cat.
  - (C) I saw cat. (D) I saw cat.
- How many articles are in the sentence?
 

*That was the best movie I have seen in a year.*

  - (A) zero (B) one
  - (C) two (D) three
- How many articles are in the sentence?
 

*I saw a monkey and an elephant at the zoo.*

  - (A) zero (B) one
  - (C) two (D) three

## 4. PRONOUN

A **PRONOUN** is used to replace a noun or more nouns.

- The friends went to the movies. They ate popcorn.*
- Zāra used Hira's pencil. She needed it to write a report.*

A **PERSONAL PRONOUN** refers to a person's name. We use personal pronouns as a substitute for a person's name:

- Ali is a good cricketer. He plays for our national team.*

A **SUBJECT PRONOUN** is a personal pronoun which is used as the subject of a sentence.

- They read in a group.*
- Nasir and I will start a new project.*

An **OBJECT PRONOUN** is a personal pronoun which is used as the object of a verb or of a preposition.

- They often advise me.*
- We invited them at lunch.*

A **POSSESSIVE PRONOUN** is a personal pronoun which is used as a pronoun that shows who or what has something. A possessive pronoun may take the place of a possessive noun.

- That bag is hers.*
- These notes are theirs.*

An **INDEFINITE PRONOUN** is a pronoun that does not refer to a particular person, place, or thing.

- Somebody is knocking at the door.*
- Many have denied these facts.*

A **REFLEXIVE PRONOUN** points the action of the verb back to the subject.

- The cat hid itself.*
- We made ourselves tea.*

An **INTENSIVE PRONOUN**, also called **EMPHATIC PRONOUN**, is a pronoun that adds emphasis to a noun or pronoun already named:

- He himself whitewashed his home.*
- Javed and Bashir themselves ate the whole cake.*

An **ANTECEDENT** is the noun or group of words to which a pronoun refers or for which a pronoun is used:

- She made an omelet. It was delicious.*

An **INTERROGATIVE PRONOUN** is the pronoun used to introduce an interrogative sentence:

- Who wrote the letter?*
- What do you want?*
- Whose watch is missing?*

A **DEMONSTRATIVE PRONOUN** is a pronoun when it stands alone in a sentence:

- These are mere excuses.*
- This is better than that.*

## PRACTICE EXERCISE - PRONOUNS

- A pronoun replaces
  - (A) a noun (B) a preposition
  - (C) an adjective (D) a subject
- Which is not a subject pronoun?
  - (A) we (B) it
  - (C) they (D) her
- Which is not a plural pronoun?
  - (A) you (B) it
  - (C) themselves (D) us
- Which is not a possessive pronoun?
  - (A) her (B) his
  - (C) yours (D) mine
- The form of the intensifying pronoun is the same as the \_\_\_\_\_ pronoun.
  - (A) personal (B) possessive
  - (C) reflexive (D) interrogative
- Which is not a 3rd person pronoun?
  - (A) themselves (B) it
  - (C) his (D) you
- What is the form of the 1st person plural object pronoun?
  - (A) my (B) ours
  - (C) us (D) we
- What is the form of the 3rd person singular feminine subject pronoun?
  - (A) they (B) mine
  - (C) she (D) her
- What is the form of the 2nd person singular possessive pronoun?
  - (A) hers (B) yours
  - (C) ours (D) his
- What is the form of the 1st person singular reflexive pronoun?
  - (A) they (B) myself
  - (C) hers (D) itself

## 5. VERB

A **VERB** is a word that describes an action, condition or experience. Some verbs express action. Other verbs link the subject with a word or words in the predicate.

- A wasp bit him on the neck.*
- She is always in a hurry.*

An **ACTION VERB** tells what the subject has or does. An action verb can express physical or mental action:

- PHYSICAL:** *Farmers harvest crops. Gardeners water plants.*
- MENTAL:** *Farmers love rain. They wish for rain.*

A **TRANSITIVE VERB** expresses action that has a direct object:

- The mechanic repaired the truck.*
- The owner paid the mechanic.*

The **DIRECT OBJECT** of a verb receives the action of the verb. It answers the question *who?* or *what?* after an action verb:

- She cooked some vegetables.* (she cooks what?)
- They demolished the old building.* (they demolished what?)

The **INDIRECT OBJECT** of a verb receives the direct object of a verb. It answers the question to or for *whom?* or for *what?* after an action verb:

- The teacher gave the class some work.* (the teacher gave some work to whom?)
- Haris brought his mother some flowers.* (Haris brought some flowers for whom?)

An **INTRANSITIVE VERB** does not have a direct object. There is no 'receiver' of the action:

- The truck was running well.*
- The driver turned left quickly.*

Some verbs can be used either transitively or intransitively:

- TRANSITIVE:** *He opened the window.*
- INTRANSITIVE:** *The window opened easily.*

**LINKING VERBS** are always intransitive. They do not express action and they cannot, therefore, have objects:

- The driver looked comfortable.*
- The trip became a pleasure.*

A **LINKING VERB** expresses no action; rather, they express a state or state of being. It connects the subject part with a noun or an adjective in the predicate part. It tells what the subject is or feels.

Some of the most common linking verbs are the forms of *be*, which include *is, am, are, was, and were, will be:*

- The team is ready to play.*
- Iqbal was a social reformer.*

The verbs *seem, appear, taste, feel, smell, grow, sound, look, become, and turn* can be used as linking verbs.

Many of these verbs can be used as action verbs also.

LINKING VERBS	ACTION VERBS
The toast turns brown.	The reader turns the page.
The children look tired.	A driver was looking for the keys.
The audience grows restless.	The farmer grows peas.
The popcorn tastes delicious.	The cook tastes the soup.

**PRINCIPAL FORMS OF VERBS**

Every verb has four principal forms. All tenses of a verb can be formed from these principal forms and helping verbs.

Base Form	Present participle	Past	Past participle
act	acting	acted	acted

Verbs have different tenses to express different aspects (*indefinite, continuous, perfect, perfect continuous*) of different times (*present, past, future*):

- PAST TENSE: Last week we rehearsed all day every day.
- PRESENT TENSE: Now we rehearse in the afternoons.
- FUTURE TENSE: Next week we will rehearse in the mornings.

A **HELPING VERB** or an **AUXILIARY** helps determine the tense and give specific meaning to the main verb as well.

HELPING VERBS	MAIN VERBS
Flowers are	blooming in Atif's garden.
Atif has been	planting flowers for years.
He should have been	trained as a florist.

**COMMON HELPING/AUXILIARY VERBS**

Be, am, is, are	have, has, had	can, could	will, would
was, were, been	do, does, did	shall, should	may, might

Forms of *be, have, and do* can be used as both main verbs and helping verbs.

- MAIN: Omer is not tired. He has an athlete's strength.
- HELPING: He is running now. He has run eight miles.

A sentence is in the **ACTIVE VOICE** when the subject performs the action of the verb:

- The team played brilliantly. (the team is the subject)
- The council passed a new bill. (the council is the subject)

A sentence is in the **PASSIVE VOICE** when the subject receives the action of the verb or performer of action is either mentioned or mentioned next to by after the verb:

- The game was cancelled by the umpire.
- This story was told many times.

A **GERUND** is a verb form ending in *-ing* that is used as a noun that means it can perform the function of a noun:

- The players enjoy training. (training is the object of enjoy)
- Swimming is a good sport. (Swimming is the subject of is)

An **INFINITIVE** is *to + Base form of verb*. The infinitive is often used as a noun in a sentence:

- To win is the goal.
- The team tries not to lose.

**PRACTICE EXERCISE - VERBS**

- Which is *not* a past form of a verb?  
(A) was (B) had (C) looked (D) hear
- Which is *not* a present form of a verb?  
(A) are (B) saw (C) has (D) talk
- Which is *not* a plural form of a verb?  
(A) are (B) were (C) am (D) have
- Which verb is *not* a 3rd person singular form of a verb?  
(A) goes (B) has (C) was (D) are
- Which is *not* a modal?  
(A) must (B) is (C) should (D) can
- Which is a linking verb?  
(A) looked (B) swore (C) was (D) spoke
- The verb that has an object after it is?  
(A) helping verb (B) linking verb (C) transitive (D) intransitive
- Which verb helps determine the tense?  
(A) helping verb (B) infinitive (C) auxiliary (D) transitive
- When the subject receives the action of verb, the sentence is in?  
(A) active voice (B) present tense (C) passive voice (D) past tense
- The principal form of verb are?  
(A) three (B) four (C) six (D) five

**6. ADVERB**

An **ADVERB** modifies, or describes, an action verb, an adjective, or another adverb.

- We drove our motorbikes carefully. (carefully modifies drove)
- He bought a slightly damaged machine. (slightly modifies damaged)
- We welcomed our guests very cordially. (very modifies cordially)

Adverbs that tell us to what extent a quality exists are called **intensifiers**.

- The children surely enjoyed their trip.
- The train moves too slowly.

**COMMON INTENSIFIERS**

very	almost	somewhat	scarcely	wholly
quite	so	partly	hardly	slightly
too	surely	totally	barely	unusually

Use the **comparative form** of the adverb to compare two actions.

- He filled my glass fuller than his own. One horse ran faster than all other horses.

Use the **superlative form** of the adverb to compare more than two actions.

- She ran the fastest of all the runners in the race.
- He practised the hardest of all the members of his band.

**ADVERBS OF MANNER** provide information on how someone does something. Adverbs of manner are most often used with action verbs:

- Jack drives very carefully.
- He won the tennis match effortlessly.

**ADVERBS OF PLACE** tell us where something happened. They include words such as nowhere, anywhere, outside, everywhere, etc.

- Tom will go anywhere with his dog.
- She found the box outside.

**ADVERBS OF FREQUENCY** express how often something happens:

- |              |        |         |       |           |
|--------------|--------|---------|-------|-----------|
| always       | almost | usually | often | sometimes |
| occasionally | seldom | rarely  | never |           |
- He seldom takes a vacation.
  - Jennifer occasionally goes to the movies.

**ADVERBS OF TIME** provide information on when something happens:

- We'll let you know our decision next week.
- Yesterday, I received a letter from my friend in Quetta.

**ADVERBS OF DEGREE** provide information concerning how much of something is done:

- She decided that she doesn't enjoy watching TV at all.
- She nearly flew to Bahawalpur, but decided not to go in the end.

PRACTICE EXERCISE - ADVERBS

- Adverbs are most often used to give more information about
  - (A) pronouns
  - (B) verbs
  - (C) questions
  - (D) nouns
- Which kind of word can an adverb describe?
  - (A) article
  - (B) preposition
  - (C) adjective
  - (D) conjunction
- Which contains an adverb?
  - (A) full house
  - (B) three women
  - (C) was dirty
  - (D) very funny
- Which contains an adverb?
  - (A) rich man
  - (B) study hard
  - (C) one time
  - (D) easy job
- Which contains an adverb?
  - (A) went quickly
  - (B) friendly people
  - (C) good question
  - (D) fast food
- Which does not contain an adverb?
  - (A) very late dinner
  - (B) came too early
  - (C) early bird
  - (D) woke up early
- Which does not contain an adverb?
  - (A) sincerely yours
  - (B) drive safely
  - (C) ate fast
  - (D) my supply
- Which part of speech is used to describe an adverb?
  - (A) conjunction
  - (B) verb
  - (C) adverb
  - (D) adjective
- What is the most common ending for adverbs?
  - (A) -ive
  - (B) -ate
  - (C) -ly
  - (D) -tion
- Adverbs that tell us to what extent a quality exists are?
  - (A) adverb of frequency
  - (B) superlative
  - (C) intensifier
  - (D) adverb of manner

7. PREPOSITION

A **PREPOSITION** is a word used to link nouns, pronouns, or phrases to other words within a sentence. It shows the relationship between the noun, pronoun or phrase after it stands with the word/s before it:  
*The coffee is on the table beside you.* • *We went for a walk despite the rain.*

A **Prepositional Object** is the noun or pronoun that the preposition affects or describes:  
 • *I put the pizza on the table.* (on is the preposition and table is the object)  
 • *My dog ran into the park at 6 o'clock.* (into is a preposition and park is its object)  
 (at is the preposition and 6 o'clock is the object)

Prepositions indicate direction, time, location, and spatial relationships, as well as other abstract types of relationships.  
**Time:** We've been working since this morning. **Location:** We watched a movie at cinema.  
**Movement:** The dog hid under the table. **Direction:** Jim came tumbling down the mound.  
**Dependent Prepositions** are the prepositions that are naturally and frequently used with specific adjectives, verbs and nouns to consolidate their meanings.  
**ADJECTIVE FOLLOWED BY PREPOSITION:** fond of, famous for, confined to, indebted for  
**NOUNS FOLLOWED BY PREPOSITION:** desire for, acquaintance with, want of, access to  
**VERBS FOLLOWED BY PREPOSITION:** differ from, cope with, part with, agree to

PRACTICE EXERCISE - PREPOSITIONS

- What follows a preposition as a prepositional object?
  - (A) verb or adverb
  - (B) noun or pronoun
  - (C) conjunction
  - (D) article
- Prepositions naturally and frequently used before noun, adjectives or verbs are:
  - (A) direction
  - (B) place
  - (C) time
  - (D) dependent
- What type of preposition is it?  
*He pushed him into the pool.*
  - (A) movement
  - (B) location
  - (C) direction
  - (D) time
- What type of preposition is it?  
*I met him in the library.*
  - (A) movement
  - (B) location
  - (C) direction
  - (D) time
- What type of preposition is it?  
*They ran towards the canteen.*
  - (A) movement
  - (B) location
  - (C) direction
  - (D) time
- What type of preposition is it?  
*We'll meet again at the weekend.*
  - (A) movement
  - (B) location
  - (C) direction
  - (D) time
- Which is a preposition?  
*All the students in the class learned many new things.*
  - (A) all
  - (B) in
  - (C) class
  - (D) many
- Which is not a preposition?  
*The man at the club has a lot of money in his pocket.*
  - (A) at
  - (B) has
  - (C) of
  - (D) in

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- How many prepositions are in the sentence?  
*I will go to Utah next week if I have enough time and money.*
  - (A) zero
  - (B) one
  - (C) two
  - (D) three
- How many prepositions are in the sentence?  
*The student in the first row near the window got an A on the test.*
  - (A) zero
  - (B) one
  - (C) two
  - (D) three

8. CONJUNCTIONS

A **CONJUNCTION** is a word that joins other words or groups of words.  
 • *Roses and thorns grow side by side on the same plant.*  
 • *He plays volleyball and his brother plays basketball.*  
 A **COORDINATING CONJUNCTION** is a single word used to connect parts of a sentence such as words, phrases, or independent clauses. **and, but, or, for, so, yet and nor** are used as coordinating conjunctions.  
 • *I watched the blue sky and listened to the chirping of birds.*  
 • *It was peaceful, but suddenly it started raining.*  
**CORRELATIVE CONJUNCTIONS** are pairs of words used to connect parts of a sentence such as words, phrases, or clauses (independent/dependent). For example: **Either ... or, neither ... nor, not only ... but also, both ... and** etc.  
 • *Either we should start now, or we will start never.*  
 • *Both the bar and the bench denounced the new constitutional act.*  
 A **SUBORDINATING CONJUNCTION** is a word or group of words that joins a subordinate clause to a main clause in a sentence:  
 • *Power wears off when it is used carelessly.* • *Before I start talking, I should take a glass of water.*

PRACTICE EXERCISE - CONJUNCTIONS

- Which conjunction is used with the correlative neither?  
 (A) and (B) nor  
 (C) but (D) or
- Which conjunction fits best in the sentence?  
*I am hungry \_\_\_\_\_ I don't want to eat.*  
 (A) but (B) so  
 (C) for (D) nor
- Which conjunction fits best in the sentence?  
*He will eat \_\_\_\_\_ he gets home.*  
 (A) or (B) because  
 (C) when (D) and
- Which conjunction fits best in the sentence?  
*Do you want pizza \_\_\_\_\_ a hamburger?*  
 (A) or (B) so  
 (C) while (D) as
- Which conjunction fits best in the sentence?  
*I would tell you \_\_\_\_\_ I knew.*  
 (A) and (B) unless  
 (C) if (D) or
- Which conjunction fits best in the sentence?  
*Come \_\_\_\_\_ get it.*  
 (A) but (B) explain  
 (C) and (D) when
- Which conjunction fits best in the sentence?  
*He ate \_\_\_\_\_ he was hungry.*  
 (A) because (B) so  
 (C) if (D) although
- How many conjunctions are in the sentence?  
*After Ben and Sid come, we can leave*  
 (A) zero (B) one  
 (C) two (D) three
- Which one does a coordinating conjunction not connect?  
 (A) word (B) phrase  
 (C) independent clause (D) dependent clause
- Which one does a subordinating conjunction precede?  
 (A) word (B) phrase  
 (C) dependent clause (D) independent clause

9. INTERJECTION

An **INTERJECTION** is a word or a group of words that expresses strong feeling. An interjection has no grammatical connection to any other words in the sentence.

- (1) Joy ; as, *Hurrah ! huzza !* (2) Grief ; as, *alas !* (3) Surprise ; as, *ha ! what !*  
 (4) Approval ; as, *bravo !*
- *Fantastic!* • *How incredible!* • *Hey! Just look at that.*
  - *Ow, that really hurts!*

**PARTS OF SPEECH REVIEW EXERCISE**

Identify the grammatical status of the highlighted word in each of the following:

1. \_\_\_\_\_ The clown chased a dog **around** the ring.
2. \_\_\_\_\_ The geese **sluggishly** waddled across the intersection.
3. \_\_\_\_\_ **Yikes!** I'm late for class.
4. \_\_\_\_\_ Bruno's **shabby** dictionary tumbled out of his bag.
5. \_\_\_\_\_ Mr. Farid stamped out the fire **that** he started on his porch.
6. \_\_\_\_\_ Later that summer, she asked herself, "**What** was I thinking of?"
7. \_\_\_\_\_ They told me that they probably **wouldn't** come.
8. \_\_\_\_\_ I felt he was wrong **because** he couldn't convince me.
9. \_\_\_\_\_ **Everywhere** she went, she talked about her achievements.
10. \_\_\_\_\_ The manager **confidently** made his presentation.
11. \_\_\_\_\_ Frankenstein is the name of the scientist, not the monster.
12. \_\_\_\_\_ Her **greatest** fear is that she would die soon.
13. \_\_\_\_\_ That suitcase is **hers**.
14. \_\_\_\_\_ **Everyone** in the room cheered.
15. \_\_\_\_\_ The sun was shining as we set out for our first camping trip.
16. \_\_\_\_\_ Small children often insist that they **can** do things by themselves.
17. \_\_\_\_\_ Dust covered every surface in the **locked** bedroom.
18. \_\_\_\_\_ The census taker knocked loudly on **all** the doors.
19. \_\_\_\_\_ They wondered if there truly was honour **among** thieves.
20. \_\_\_\_\_ Exciting new products and effective marketing strategies will **guarantee** the company's success.

**ANSWER KEY**

**Practice Exercise – Preposition**

1	D	2	C	3	D	4	A	5	A	6	D	7	D	8	B	9	B	10	D
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---

**Practice Exercise – Adjective**

1	A	2	D	3	B	4	A	5	C	6	D	7	D	8	D	9	A	10	B
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---

**Practice Exercise – Articles**

1	C	2	C	3	D	4	A	5	B	6	C	7	D	8	C	9	C	10	D
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---

**Practice Exercise – Pronouns**

1	A	2	D	3	B	4	A	5	C	6	D	7	C	8	C	9	B	10	B
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---

**Practice Exercise – Verbs**

1	D	2	B	3	C	4	D	5	B	6	A	7	C	8	A	9	C	10	B
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---

**Practice Exercise – Adverbs**

1	B	2	C	3	D	4	B	5	A	6	C	7	D	8	C	9	C	10	C
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---

**Practice Exercise – Prepositions**

1	B	2	D	3	A	4	B	5	C	6	D	7	B	8	B	9	B	10	D
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---

**Practice Exercise – Conjunctions**

1	B	2	A	3	C	4	A	5	C	6	C	7	A	8	C	9	D	10	C
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---

**Parts of Speech Review Exercise**

Preposition	2	Adverb of manner	3	Interjection	4	Adjective
Relative pronoun	6	Interrogative pronoun	7	Modal verb and Main verb	8	Subordinating conjunction
Adverb of place	10	Adverb of manner	11	Linking verb	12	Adjective
Possessive pronoun	14	Indefinite pronoun	15	Definite article	16	Modal verb
Past participle: Adjective	18	Quantifier: Adjective	19	Preposition	20	Verb

**PHRASES & CLAUSES**

**Learning Outcomes:** This unit should enable you to:

- Identification of phrases and clauses (on the basis of function and structure)
- Correction of error related to their structure and identification
- Introduction to basic and important terminology

**GRAMMATICAL PHRASES**

- *Bruce laughed.* (noun as subject)
- *My grandfather laughed.* (noun phrase as subject)
- *The old man laughed.* (noun phrase as subject)
- *Sana laughed.* (verb)
- *Sana was laughing.* (verb phrase)
- *Sana will be laughing.* (verb phrase)
- *She sings beautifully.* (adverb modifying verb)
- *She sings absolutely beautifully.* (adverb phrase modifying verb)
- *She sings so very beautifully.* (adverb phrase modifying verb)

If you look at the highlighted words in the above sentence, you can notice that a single word with a particular function in the sentence expands into more words. This expansion or replacement of one to many words is phrase. A **PHRASE** is a meaningful grammatical unit of two or more words. This unit performs the function of or takes the same slot in the sentence as a word (part of speech) in a sentence does. Phrases make sentences richer by giving them context, detail, and clarity.

Phrases are named according to the part of speech they modify or the role they play in a sentence. FOR EXAMPLE:

- (1) Noun Phrase
- (2) Adjective Phrase
- (3) Verb Phrase
- (4) Adverb Phrase
- (5) Prepositional Phrase

**THE HEAD** of a phrase is the word in the phrase that defines what sort of phrase it is. If we drop the head word, either the type of phrase changes or it is no more a phrase. FOR EXAMPLE:

The head of a noun phrase is the noun that is being described in that phrase. If we drop *water*, *puppy* or *mistake* from the phrases below they are no more either a phrase of the same time or a phrase at all.

*hot water*                      *Jamshaid's new puppy*                      *a very silly mistake*

The head of an adjective phrase is the adjective in the phrase:

*very silly*                      *quite surprisingly good*

**1 – Noun Phrases**

**NOUN PHRASE** is any phrase that has a noun as its head and that can occupy the same slot as a single noun or pronoun in a larger phrase or in a sentence.

*small green apples*                      *empty boxes*                      *those silly little boys*  
*a broken branch*                      *paper towels*                      *a sudden blinding light*  
*a stone wall*                      *an orange*                      *the president*  
*her new car*                      *my Job*                      *some people*

- *Big dogs frighten me.* (noun phrase as subject)
- *Don't touch those books.* (noun phrase as object)
- *She came with her older sister.* (noun phrase as prepositional object)
- *They're excellent teachers.* (noun phrase as subject complement)
- *We made him the secretary of our club.* (noun phrase as object complement)

**GERUND PHRASE** is a group of words that includes a gerund and other words that describe the gerund. In gerund phrase a gerund is the head word. A gerund is a verbal-noun. It can perform the function of a noun:

- Watching a football match is a treat. (gerund phrase as subject)
- He emphasized passing the ball. (gerund phrase as object)

An **INFINITIVE PHRASE** is a group of words that includes an infinitive and other words that modify, or describe the infinitive. In an infinitive phrase an infinitive is the head word. An infinitive is a verbal-noun. It performs the function of a noun:

- To wait someone for several hours is difficult. (infinitive phrase as subject)
- He decided to wait for new opportunities. (infinitive phrase as subject)

**PRACTICE EXERCISE 1 – NOUNS PHRASES**

Underline noun, infinitive and gerund phrases:

- The waiter brought them a jug full of water.
- She was carrying a heavy box of books.
- The boys in blue shirts were playing football.
- My little sister is allergic to apples and pears.
- Doctors have been searching a cure for cancer.
- To wait for non-punctual people makes me angry.
- I found a way of expressing my admiration for her work.
- The police asked for proof of my identity.
- Holidays are perfect time for visiting family.
- It is easy to find fault with others.
- The Government is worried about tackling the threat to security.
- The heavy tax on petrol caused a lot of protests.
- Her marriage to a very rich man was not a happy one.
- She was sacked for disloyalty to the company.
- Your duty is to finish the task in time.

**PRACTICE EXERCISE 2 – NOUN PHRASES**

State the function (subject, object, complement, prepositional object) of the following underlined noun, infinitive, gerund phrases:

	Subject	Direct object
1 <u>The waiter</u> brought them <u>a jug full of water</u> .		
2 She was carrying <u>a heavy box of books</u> .		
3 <u>The boys in blue shirts</u> were playing football.		
4 <u>My little sister</u> is allergic to apples and pears.		
5 Doctors have been searching <u>a cure for cancer</u> .		
6 <u>To wait for non-punctual people</u> makes me angry.		
7 I found <u>a way of expressing my admiration for her work</u> .		
8 The police asked for <u>proof of my identity</u> .		
9 Holidays are perfect time for <u>visiting family</u> .		
10 <u>To find fault with others</u> is easy.		
11 The Government is worried about <u>tackling the threat to security</u> .		
12 <u>The heavy tax on petrol</u> caused a lot of protests.		
13 <u>Her marriage to a very rich man</u> was not a happy one.		
14 She was sacked for <u>disloyalty to the company</u> .		
15 <u>Your duty is to finish the task in time</u> .		

**2 – ADJECTIVE PHRASES**

**ADJECTIVE PHRASE** is any phrase that has an adjective as its head and that can occupy the same position as a single adjective in a noun phrase does or fill the same slot as a single adjective in a sentence does.

- absolutely incredible (idea)
- socially unacceptable (norm)
- strongly-built (wrestler)
- widely held (belief)
- slow-moving (car)
- mentally-handicapped (elite)
- lightly-boiled (egg)
- little-known (actor)
- very exciting (match)

- A **very exciting** proposal was submitted. (adjective phrase modifying a noun in subject)
- We arranged a **surprisingly easy** exam. (adjective phrase modifying a noun in subject)
- Her proposal was **very ambitious**. (adjective phrase used as subject complement)
- You've made us **very proud**. (adjective phrase used as object complement)
- Let's consider this subject **pretty well-closed**. (adjective phrase used as object complement)

Participles are phrases mostly they are also the head word of the adjective phrase. **PARTICIPLE PHRASE** is a verbal-adjective. The term *verbal* indicates that a participle phrase is a verb form but functions as an adjective. Participle phrases generally modify nouns or pronouns. Most common types of participles and participle phrases are:

- Present participles ending with -ing: playing eleven, floating log, crying baby
- Participles ending with -ed, -en, -t: swollen ankle, folded paper, wrecked car
- Shaken by terror, my uncle walked away from his burned car. (Participle phrase modifies noun *my uncle*.)
- Children interested in music develop strong intellectual skills. (Participle phrase modifies noun *children*.)
- Removing his coat, Javed jumped into the pool to save a child. (Participle phrase modifies noun *Javed*.)
- Smiling unwantedly, he hugged his officious colleague. (Participle phrase modifies pronoun *he*.)

**PRACTICE EXERCISE 1 – ADJECTIVE PHRASES**

Underline the adjective, participle phrases in the following sentences:

- That wasn't very sensible, was it?
- The local residents watched Khalid wandering through streets.
- The most sensible way to solve many problems is to wait.
- This is the all-in-one solution to all your problems.
- She's a totally normal teenager.
- There was something strangely familiar about the man.
- Meeting the president was a never-to-be-forgotten experience.
- She glanced at him with an oh-my-goodness look on her face.
- We knew we were totally lost.
- She's absolutely impervious to criticism.
- The trees were completely covered in golden leaves.
- Tahir nervously watched the woman, alarmed by her silence.
- I'm really surprised at your behaviour.
- Jack watched the giant, sleeping soundly, as he crept by.
- There is an extremely small risk of contamination.

**PRACTICE EXERCISE 2 – ADJECTIVE PHRASES**

Underline the head word of each adjective/participle phrase:

- That wasn't very sensible, was it? \_\_\_\_\_
- The local residents watched Khalid wandering through streets. \_\_\_\_\_
- The most sensible way to solve many problems is to wait. \_\_\_\_\_
- This is the all-in-one solution to all your problems. \_\_\_\_\_
- She's a totally normal teenager. \_\_\_\_\_
- There was something strangely familiar about the man. \_\_\_\_\_
- Meeting the president was a never-to-be-forgotten experience. \_\_\_\_\_

- 8 She glanced at him with an oh-my-goodness look on her face.
- 9 We knew we were totally lost.
- 10 She's absolutely impervious to criticism.
- 11 The trees were completely covered in golden leaves.
- 12 Tahir nervously watched the woman, alarmed by her silence.
- 13 I'm really surprised at your behavior.
- 14 Jack watched the giant, sleeping soundly, as he crept by.
- 15 There is an extremely small risk of contamination.

**3 - VERB PHRASES**

A **VERB PHRASE** is a group of two or more words that can function in a sentence in the same way as a single verb (of being or action). FOR EXAMPLE:

- We looked for you everywhere. (verb)
- We have been looking for you everywhere. (verb phrase)
- I read some very interesting books. (verb)
- I have read some very interesting books. (verb phrase)
- Helga knew what to do. (verb)
- Helga should have known what to do. (verb phrase)

The head of a verb phrase is the main verb that shows either state of being or action in that phrase. It carries the meaning of the phrase. The other words in a verb phrase are 'auxiliary' verbs or 'helping' verbs:

- I have been reading some very interesting books.
- My aunt might be coming tomorrow.
- My uncle will definitely be here.

Auxiliary verbs also help determining tense or indicating permission, intention, possibility, necessity, emphasis, etc. are usually divided into two groups:

- The primary auxiliaries *be, have* and *do*
- The modal auxiliaries *can, could, may, might, shall, should, will, would* and *must*

**PRACTICE EXERCISE 1 - VERB PHRASES**

Complete the following sentences, using the auxiliary verbs and main verbs provided in the brackets:

1. I \_\_\_\_\_ mother. (have; visit)
2. She \_\_\_\_\_ the dishes. (have; do)
3. They \_\_\_\_\_ to bed. (have; go)
4. The police \_\_\_\_\_ rioters. (be; arrest)
5. Mrs. Junaid \_\_\_\_\_ her keys somewhere. (have; lost)
6. The leaves \_\_\_\_\_ from the trees. (be; fall)
7. Junaid \_\_\_\_\_ a much-needed haircut. (have; have)
8. You \_\_\_\_\_ if you want. (can; go)
9. You \_\_\_\_\_ off your bike. (might; fall)
10. We \_\_\_\_\_ the train. (be; catch)
11. Several trees \_\_\_\_\_ down in the storm. (have; blow)
12. The tiles \_\_\_\_\_ off the roof. (may; blow)
13. Why \_\_\_\_\_ she \_\_\_\_\_ sunglasses? (be, wear)
14. They \_\_\_\_\_ before breakfast. (should, come)
15. \_\_\_\_\_ she \_\_\_\_\_ to Junaid? (be, speak)

**PRACTICE EXERCISE 2 - VERB PHRASES**

The underlined verbs in the following sentences are either auxiliary verbs or main verbs. Write in the respective column:

		Auxiliary Verb	Main Verb
1	Pat <u>was</u> upset at losing her necklace.		
2	I <u>know</u> all about that		
3	Lucy <u>has</u> done the washing-up.		
4	She's <u>making</u> a good job of it.		
5	Jan's puppy <u>wagged</u> its tail and barked happily.		
6	I wondered why I <u>didn't</u> get a reply.		
7	The problem won't <u>be</u> hard to solve.		
8	<u>Is</u> she a good teacher?		
9	He said he <u>would</u> come but he <u>didn't</u> .		
10	Do you ever <u>listen</u> to what I <u>am</u> saying?		

**4 - ADVERB PHRASES**

An **ADVERB PHRASE** is a group of words that has an adverb as its head. It does the same function in the sentence as an adverb does. This adverb carries the main meaning of the phrase. Generally, the latter of the two adverbs in an adverb phrase is the head word. The word used to modified adverbs in the following phrases are intensifiers.

- very slowly*    *very well*    *fast enough*    *so easily*    *more quickly*

Adverb phrases function like adverbs. They modify adjectives, adverbs, and other word-groups.

- John is behaving entirely rationally. (adverb phrase modifying verb)
- I have checked this thoroughly enough. (adverb phrase modifying verb)
- You're singing far too loudly. (adverb phrase modifying verb)
- The holiday was over much too soon. (adverb phrase modifying adjective)
- Quite frankly, I don't know your reasons. (adverb phrase commenting on a sentence)

**PRACTICE EXERCISE 1 - ADVERB PHRASES**

Underline the adverb phrases in the following sentences:

1. I know only too well how you feel.
2. You're singing far too loudly.
3. I know all too well the consequences of drug abuse.
4. I know her quite well.
5. The traffic is moving awfully slowly.
6. I do think we're doing this unnecessarily carefully.
7. She plays well but her brother plays even better.
8. I so often feel that no one is listening to me.
9. You're not thinking very clearly, are you?
10. She got out of bed very slowly.
11. I get along very well with her.
12. Although they are much in demand, we can't make these pens fast enough.
13. She could so easily have believed what he was telling her.
14. Please walk more quickly.
15. His heart was beating rather irregularly.

**PRACTICE EXERCISE 2 - ADVERB PHRASES**

Write the Head word of each adverb phrase:

- I know only too well how you feel. \_\_\_\_\_
- You're singing far too loudly. \_\_\_\_\_
- I know all too well the consequences of drug abuse. \_\_\_\_\_
- I know her quite well. \_\_\_\_\_

- 5 The traffic is moving awfully slowly.
- 6 I do think we're doing this unnecessarily carefully.
- 7 She plays well but her brother plays even better.
- 8 I so often feel that no one is listening to me.
- 9 You're not thinking very clearly, are you?
- 10 She got out of bed very swiftly.
- 11 I get along very well with her.
- 12 Although they are much in demand, we can't make these pens fast enough.\*
- 13 She could so easily have believed what he was telling her.
- 14 Please walk more quickly.
- 15 His heart was beating rather irregularly.

4 - PREPOSITIONAL PHRASES

A **PREPOSITIONAL PHRASE** is a phrase that consists of a preposition followed by a noun, a pronoun, a noun phrase or an adverb. The head of a prepositional phrase is the preposition it begins with; the rest is prepositional object or complement.

- in silence      on the bed      from a distance      with difficulty      to my room
  - In 1995 I was still at school.
  - Since when have you been in charge here?
1. Prepositional phrases function as adverbials:
    - (a) (saying where, when, how, with what, for whom, etc.):
      - The cat jumped on the table.
      - In Scotland, sometimes it snows in summer.
      - I paint with great enthusiasm but with little skill.
    - (b) (making a comment on the rest of the sentence):
      - To my surprise, there was no-one there.
      - In all fairness, I don't think we can blame her for what happened.
  2. Prepositional phrases function as Subject & Object complements:
    - Your work is of great value.
    - His opinion is of little interest to me.
    - We consider the news of little importance.
    - He found the work beneath his dignity.
  3. A prepositional phrase may modify (that is to say, describe or identify) a noun in much the same way as an adjective does:
    - The train at platform 6 is just leaving.
    - The light at the front door suddenly went out.
    - Who wrote The Man in the Iron Mask?
    - We need an in-depth survey of the situation.

PRACTICE EXERCISE 1 - PREPOSITIONAL PHRASES

Pick out the prepositional phrases in the following sentences. Circle the head and underline the prepositional object/complement.

1. He raised the cup to his lips and drank deeply.
2. In the corner of my blanket lay a huge black cat.
3. I saw a strange man on the bus.
4. The man on the bus was wearing a tattered old coat.

5. In Britain such a thing would never have happened.
6. Who is the man with red hair?
7. The boat was at full speed.
8. I waited anxiously for her reply.
9. The writer considered a story for his new book.
10. For a better future, they moved to Karachi.
11. Gradually the noise behind them died away.
12. We got the car started without much trouble.
13. The little girl was glowing with pride.
14. With increasing alarm, she looked to see if the man was still there.
15. He called his friend for help.

PRACTICE EXERCISE 2 - PREPOSITIONAL PHRASES

The underlined prepositional phrases are performing a function of adverbial, subject/object complement or a modifier of noun. Write down the function in the respective column.

	Adverbial	Complement	Modifier of noun
1 He raised the cup to his lips and drank deeply.			
2 In the corner of my blanket lay a huge black cat.			
3 I saw a strange man on the bus.			
4 The man on the bus was wearing a tattered old coat.			
5 In Britain such a thing would never have happened.			
6 Who is the man with red hair?			
7 The boat was at full speed.			
8 I waited anxiously for her reply.			
9 The writer considered a story for his new book.			
10 For a better future, they moved to Karachi.			
11 Gradually the noise behind them died away.			
12 We got the car started without much trouble.			
13 The little girl was glowing with pride.			
14 With increasing alarm, she looked to see if the man was still there.			
15 He called his friend for help.			

THE CLAUSE

A **CLAUSE** is a group of words that forms a part of a sentence, and contains a subject and a predicate. In the following sentences, groups of words made bold are clauses:

- People **who pay their debts** are trustworthy.
- **He made a mistake** but I forgave him.

An **INDEPENDENT CLAUSE** expresses a complete thought and can stand alone as a sentence. It has a subject and a predicate.

- **The snow melts** when the sun shines brightly.

A **DEPENDENT CLAUSE** cannot stand alone as a sentence and must be connected to an independent clause. It has a subject, a predicate and a clause marker/subordinating conjunction.

Example: I couldn't leave **after the snow had fallen**. (after is the clause marker)

A **CLAUSE MARKER** is the word that marks the beginning of a dependent clause. It can also work as a conjunction. Generally, it is an essential part of a dependent clause; however, it can be omitted in a few cases.

There are three kinds of dependent clauses:

1. Noun clauses
2. Adjective clauses
3. Adverb clauses

**NOUN CLAUSES**

His story was very tragic.	'His story', a noun phrase, is the subject of 'was', a linking verb.
What he said was very tragic. (Noun clause as subject)	In this sentence 'what he said' replaces 'his story', a noun phrase. 'What he said' is a clause as it has a subject 'he' and a verb 'said'. This whole clause itself is the part of the sentence as the subject of verb 'was', so this is a noun clause. 'What' is a clause marker.
I couldn't hear his story.	'His story', a noun phrase, is the object of 'hear', a main verb.
I couldn't hear what he said. (Noun clause as object)	In this sentence 'what he said' replaces 'his story', a noun phrase. 'What he said' is a clause as it has a subject 'he' and a verb 'said'. This whole clause itself is the part of the sentence as the object of verb 'hear', so this is a noun clause. 'What' is a clause marker.
This is my home.	'My home', a noun phrase, is the subject complement of the subject 'this'.
This is where I live. (Noun clause as subject complement)	In this sentence 'where I live' replaces 'my home', a noun phrase. 'Where I live' is a clause as it has a subject 'I' and a verb 'live'. This whole clause itself is the part of the sentence as the subject complement of the subject 'this', so this is a noun clause. 'Where' is a clause marker.
Pay careful attention to my words.	'My words', a noun phrase is the prepositional object of preposition 'to'.
Pay careful attention to what I am saying. (Noun clause as prepositional object)	In this sentence 'what I am saying' replaces 'my words' a noun phrase. 'What I am saying' is a clause as it has a subject 'I' and a verb 'am saying'. This whole clause itself is the part of sentence as a prepositional object of preposition 'to', so this is a noun clause. 'What' is a clause marker.

A **NOUN CLAUSE** is a clause that does the function of a noun or a noun phrase in a sentence. It has a subject and a predicate. It begins with a clause marker.

**NOUN CLAUSE MARKERS**

Clause Marker	Sentence
<b>THAT</b> indicates a fact	I knew <b>that</b> he had to go.
<b>WHAT</b> focuses on a fact	Everyone was surprised at <b>what</b> he brought for the picnic.
<b>WHEN</b> indicates a time	He told us <b>when</b> the plane would arrive.
<b>WHERE</b> indicates a place	<b>Where</b> they are going on their honeymoon is a secret.
<b>WHY</b> indicates a reason	She wouldn't say <b>why</b> he left so early.
<b>WHO</b> indicates a person	<b>Who</b> sent the letter is mystery to me.
<b>HOW</b> indicates a manner	He showed us <b>how</b> he was going to win the race.
<b>WHICH</b> indicates a choice	I didn't know <b>which</b> book I was supposed to read.
<b>WHETHER</b> indicates two or more alternatives	I didn't know <b>whether</b> I should bring my bike or leave it at home.
<b>WHOSE</b> indicates possession	I never found out <b>whose</b> car was parked outside our house.
<b>WHOM</b> indicates a person	She didn't know to <b>whom</b> he was engaged.
<b>IF</b> indicates alternatives	I didn't know <b>if</b> I should bring my bike.
<b>WHATEVER</b> indicates lack of specific kind	He always says <b>whatever</b> comes to his mind.
<b>WHENEVER</b> indicates lack of time restriction	She can go <b>whenever</b> she wants to go.
<b>WHOEVER</b> indicates the lack of restriction on person	<b>Whoever</b> wants to come is welcome.

**Omitting the Clause Marker**

1. *Wh-* words used as clause markers cannot be left out of the sentence. "That" can sometimes be left out.
2. "That" cannot be left out if the noun clause is the subject of the sentence.
  - *That he has arrived in time is a miracle.* (SUBJECT POSITION)

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3. "That" can be left out if the noun clause is the object of the sentence.
  - *Aisha noticed that the window was open.* (OBJECT POSITION)
  - This sentence is also correct without the word "that":
  - *Aisha noticed the window was open.*

**COMMON ERRORS IN THE USE OF NOUN CLAUSES**

**RULE:** If the tense of main verb of independent clause is past, the tense of noun clause used as the subject complement, prepositional object or object of the verb has to be in past simple or past perfect.  
 \*Past perfect is preferred when the action of the noun clause in the above mentioned positions suggests that it was complete before the action of main clause.\*

- INCORRECT *Babar's mistake was that he refuses to take lessons.*
- CORRECT *Babar's mistake was that he refused to take lessons.*
- INCORRECT *Babar's friends didn't know that he can't swim.*
- CORRECT *Babar's friends didn't know that he couldn't swim.*
- INCORRECT *He wanted to learn about where his brother went.*
- CORRECT *He wanted to learn about where his brother had gone.*

**RULE:** However, if noun clause is used as the subject of an independent clause, the verb or tense of main clause doesn't have to agree to the verb or tense of a noun clause:

- CORRECT *What Babar did shocked his friends.*
- CORRECT *What Babar did has shocked his friends*
- CORRECT *Whether Fareed was eligible for this job is not certain.*
- CORRECT *Whether Fareed was eligible for this post was not certain.*

**RULE:** When a *wh-* question becomes a noun clause, the word order of indirect question (Wh- S + HV + MV) is followed rather than the word order of direct question (WH- + HV + S + MV):

\*Do, Does, and Did are not used as HV in noun clause used as subject or object. Only main verb is used.  
 \*\*"Who" is the subject of noun clause. In case 'who' is used as clause marker the order is 'who (subject) + HV or Linking Verb + MV'\*

- INCORRECT *I don't know who are those men.*
- CORRECT *I don't know who those men are.*
- INCORRECT *He asked me why did they leave the country.*
- CORRECT *He asked me why they left the country.*
- INCORRECT *I am not sure how old is she.*
- CORRECT *I am not sure how old she is.*
- INCORRECT *What are we doing in class is very interesting.*
- CORRECT *What we are doing in class is very interesting.*
- INCORRECT *I couldn't find out who was the mayor of Faisalabad.*
- CORRECT *I couldn't find out who the mayor of Faisalabad was.*
- INCORRECT *Why did they leave the country is a secret.*
- CORRECT *Why they left the country is a secret.*
- INCORRECT *Could you please tell me whether will this bus go to the airport?*
- CORRECT *Could you please tell me whether this bus will go to the airport?*

**RULE:** A preposition and a clause marker are not repeated in a noun clause especially when it is used as object.

- INCORRECT *The customer didn't know to whom he should talk to.*
- CORRECT *The customer didn't know to whom he should talk* OR *The customer didn't know who he should talk to.*
- INCORRECT *I couldn't understand about what he was talking about.*
- CORRECT *I couldn't understand what he was talking about.*

- INCORRECT *Could you please tell me that whether she needs help or not.*
- CORRECT *Could you please tell me whether she needs help or not.*
- INCORRECT *I wonder that if she will come or not.*
- CORRECT *I wonder if she will come or not.*

**RULE:** When noun clause is used as the subject, we don't use comma (,) to separate it from the main verb (MV) of the sentence. We don't use question mark (?) at the end of a noun clause used as indirect question in a sentence.

- INCORRECT *What they should do about the hole in their roof, is their most pressing problem.*
- CORRECT *What they should do about the hole in their roof is their most pressing problem.*
- INCORRECT *Why I am unhappy, is something strange.*
- CORRECT *Why I am unhappy is something strange.*
- INCORRECT *No one seems to know when Maria will arrive?*
- CORRECT *No one seems to know when Maria will arrive.*
- INCORRECT *My son wants to know where the stars go in the daytime?*
- CORRECT *My son wants to know where the stars go in the daytime.*

**ADJECTIVE CLAUSES**

An **ADJECTIVE CLAUSE** is a dependent clause that modifies a noun or sometimes a pronoun. It describes, identifies or provides further information about a noun. An adjective clause is also called a **Relative Clause**.

- *Uneasy lies the head that wears a crown.*
- *He is the man whom we all regard as our mentor.*
- *The time when the train leaves is not yet fixed.*
- *The road where the accident occurred is nearby.*

**Understanding the Adjective Clause**

An **ADJECTIVE CLAUSE PRONOUN** is used to connect the dependent clause (adjective clause) to the independent clause. The adjective clause pronouns are *who, which, that, whose* etc. These are also called **Relative Pronouns** or **Adjective Clause Markers**.

**ADJECTIVE CLAUSE PRONOUN USED AS SUBJECT**

<p>A. <i>The girl is happy. She won the race.</i>                  B. <i>The girl who won the race is happy.</i>                  C. <i>The girl that won the race is happy.</i></p>	<ul style="list-style-type: none"> <li>• In B 'The girl is happy' is an independent clause. 'Who won the race' is an adjective clause. It modifies the noun (girl).</li> <li>• In B 'who' is the subject of verb of adjective clause (won). It replaces 'She' (in A) which is the subject of the sentence connected as adjective clause in B.</li> <li>• C is also possible and it gives the same meaning as B.</li> </ul>
<p>D. <i>I am using a sentence. It contains an adjective clause.</i>                  E. <i>I am using a sentence which contains an adjective clause.</i>                  F. <i>I am using a sentence that contains an adjective clause.</i></p>	<ul style="list-style-type: none"> <li>• E has been made from D in the same way as B from A.</li> <li>• F is also possible and it gives the same meaning as E.</li> </ul>

**ADJECTIVE CLAUSE PRONOUN USED AS OBJECT**

<p>A. <i>The people were nice. We visited them yesterday.</i>                  B. <i>The people whom we visited yesterday were nice.</i>                  C. <i>The people that we visited yesterday were nice.</i>                  D. <i>The people we visited yesterday were nice.</i></p>	<ul style="list-style-type: none"> <li>• In B 'the people were nice' is the independent clause. 'whom we visited yesterday' is an adjective clause.</li> <li>• In B 'whom' replaces 'them' of A, so 'whom' is the object of the verb of adjective clause (visited).</li> <li>• 'whom' can be replaced with 'that' as in C. C is also correct.</li> <li>• D is also correct. 'whom' can be omitted.</li> </ul>
<p>E. <i>The book was good. I read it.</i>                  F. <i>The book which I read was good.</i>                  G. <i>The book that I read was good.</i>                  H. <i>The book I read was good.</i></p>	<ul style="list-style-type: none"> <li>• F has been made from E in the same way as B from A.</li> <li>• 'which' can also be replaced with 'that' as in C.</li> <li>• 'Which' can also be omitted.</li> </ul>

**'WHOSE' AS ADJECTIVE CLAUSE PRONOUN**

<p>A. <i>The man called the police. His wallet was stolen.</i>                  B. <i>The man whose wallet was stolen called the police.</i></p>	<ul style="list-style-type: none"> <li>• In B 'the man called the police' is the independent clause. 'whose wallet was stolen' is the adjective clause.</li> <li>• In B 'whose' replaces 'his' in A. 'His' was used to show the possession of wallet in A in the same way 'whose' has been used in B.</li> </ul>
<p>C. <i>I live in a hostel. Its residents come from different cities.</i>                  D. <i>I live in a hostel whose residents come from different cities.</i></p>	<ul style="list-style-type: none"> <li>• D has been made from C in the same way as A from B.</li> </ul>

**ADJECTIVE CLAUSE PRONOUN USED AS OBJECT OF PREPOSITION**

<p>A. I must thank the people. I got a present from them.                  B. I must thank the people from whom I got a present.                  C. I must thank the people who/whom I got a present from.                  D. I must thank the people that I got a present from.                  E. I must thank the people I got a present from.</p>	<ul style="list-style-type: none"> <li>• In B 'I must thank the people' is the independent clause. 'From whom I got a present' is an adjective clause.</li> <li>• In B 'from whom' replaces 'from them' in A. B is also formal style.</li> <li>• An objective case of pronoun follows a preposition; therefore, after 'from' in both A and B we have used objective cases; 'them' and 'whom'.</li> <li>• If the preposition is dissociated and placed at the end position of clause, we can use either 'who or whom' as in C.</li> <li>• 'that' can replace 'who or whom' as in D.</li> <li>• 'that' can also be omitted.</li> </ul>
<p>F. The topic was interesting. Owais talked about it.                  G. The topic about which Owais talked was interesting.                  H. The topic which Owais talked about was interesting.                  I. The topic that Owais talked about was interesting.                  J. The topic Owais talked about was interesting.</p>	<ul style="list-style-type: none"> <li>• G, H, I, J have been made from F in the same way as B, C, D, E from A.</li> <li>• G is formal in style.</li> </ul>

**Using the Correct Clause Marker**

The adjective clause is introduced by the clause markers *that* or a *Wh-* word. The clause marker refers to or the noun or pronoun it follows or are used for a noun or pronoun.

CLAUSE MARKER	SENTENCE
<p><b>RULE: WHO</b> and <b>WHOM</b> refer to people  <b>WHO</b> can refer to pets with names</p>	<ul style="list-style-type: none"> <li>• The man <b>who</b> helped us runs a business empire.</li> <li>• The man <b>whom</b> we helped was a carpenter.</li> <li>• My dog, Rex, <b>who</b> ran away last spring, appeared last night.</li> </ul>
<p><b>RULE: WHICH</b> is used to refer to things</p>	<ul style="list-style-type: none"> <li>• The pen <b>which</b> I lost was not valuable.</li> </ul>
<p><b>RULE: THAT</b> can be used to refer to either people or things</p>	<ul style="list-style-type: none"> <li>• The man <b>that</b> was arrested lives in our street.</li> <li>• The watch <b>that</b> I bought was expensive.</li> </ul>

<b>RULE: WHOSE</b> is used to refer to the person or thing that possesses something	<ul style="list-style-type: none"> <li>The woman <b>whose</b> dog ran away is still weeping.</li> <li>This is the question <b>whose</b> answer has baffled philosophers for ages.</li> </ul>
<b>RULE: WHERE</b> is used to refer to a location or the name of a location.	<ul style="list-style-type: none"> <li>The school <b>where</b> I studied has been upgraded to a college. (<b>WHERE</b> can be replaced with 'in which or that'. It can also be omitted at all.)</li> </ul>
<b>RULE: WHEN</b> is used to refer to a time.	<ul style="list-style-type: none"> <li>That was the year <b>when</b> I graduated. (<b>WHEN</b> can be replaced with 'in/on which or that'. It can also be omitted at all.)</li> </ul>

**ESSENTIAL AND NON-ESSENTIAL ADJECTIVE CLAUSES**

An **ESSENTIAL ADJECTIVE CLAUSE** is used to describe a clause that is an important part of a sentence because it modifies a key word. It is also termed as 'restrictive or defining clause'.

**RULE:** An essential clause doesn't require a comma (,) to separate it from the independent clause of the sentence. *Bonuses are given to employees **who** achieve their sales targets.* the 'who clause' limits/restricts which employees receive bonuses. Without it the meaning won't be the same. Due to this fact it is essential to the sentence.

A **NON-ESSENTIAL ADJECTIVE CLAUSE** provides superfluous information about a preceding word. This information might be interesting but is insignificant to the sentence's main point. It is also termed as 'non-restrictive or non-defining' clause.

**RULE:** A non-essential clause is separated from the independent clause of the sentence by the use of commas, dashes or parentheses.

*Spring, **which** is my favorite season, begins next week.* "which is my favorite season" is a nonessential clause that does not affect the statement "Spring begins next week." It's just a superfluous/additional information that may be added or not but doesn't restrict or identify a noun in the sentence.

To test if a clause is indeed nonessential, leave it out and reread the sentence. If the main point of the sentence is not lost or distorted, then, yes, it is nonessential and needs punctuation. Otherwise, it is essential and no punctuation is required.

SENTENCES	DESCRIPTION
<i>Tea <b>that</b> is caffeinated keeps me up at night.</i>	If we remove 'that is caffeinated', this might affect the statement. 'Tea keeps me up at night.' (OR) For a team to keep me up at night it is essential to be caffeinated; otherwise, I won't be up at night.
<i>My refrigerator, <b>which</b> is only about 5 years old, started leaking.</i>	If we remove 'which is only about 5 years old', it won't affect the meaning or sense of 'my refrigerator started leaking'. (OR) For a refrigerator to start leaking, it doesn't have to be five years old.
<i>Emily Dickinson—<b>who</b> was born in Amherst, Massachusetts—was an American poet.</i>	Generally, a non-essential clause follows proper nouns.
<i>The astronaut <b>who</b> first walked on the Moon was Neil Armstrong.</i>	If we remove 'who first walked on the Moon', it will affect the sense of 'the astronaut was Neil Armstrong'. (OR) The essential difference between Neil Armstrong and all other astronauts is that he was the first one to walk on the Moon.
<i>Those people <b>whose</b> names are on the list won a prize.</i>	Removing 'whose names are on the list' would remove the essential information about the type of people. (OR) Not all people won the prize only those whose names are on the list are the winners.
<i>The student was introduced to the well-known artist, <b>whom</b> she was excited to meet.</i>	If we remove 'whom she was excited to meet' it will not affect the sense or meaning of 'the student was introduced to the well-known artist'. (OR) Getting excited after meeting a well-known artist is additional information that doesn't affect the well-known artist.

**COMMON ERRORS IN THE USE OF ADJECTIVE CLAUSES**

**RULE:** An adjective clause is placed closest to the noun or pronoun it refers or modifies.

- INCORRECT *The book is mine **that** is on the table.*
- CORRECT *The book **that** is on the table is mine.*
- INCORRECT *The student is from China **who** sits next to me.*
- CORRECT *The student **who** sits next to me is from China.*

**RULE:** When Adjective clause pronouns are used as object of adjective clause verb, don't repeat an objective case of pronoun in adjective clause. In this case 'whom, which or that' act as the object of the verb of adjective clause.

- INCORRECT *The man **whom/that** I saw **him** at party yesterday is Mr Junaid.*
- CORRECT *The man **whom/that** I saw at party yesterday is Mr Junaid.*
- INCORRECT *The book **which/that** I read **it** was very interesting.*
- CORRECT *The book **which/that** I read was very interesting.*

**RULE:** When Adjective clause pronouns are used as object of adjective clause verb, they (adjective clause markers) can be used or removed. However, we can't remove them (adjective clause markers) when adjective clause pronouns are used as the subject of adjective clause verb.

- CORRECT *The man **whom/that** I saw at party yesterday is Mr Junaid.*
- CORRECT *The man I saw at party yesterday is Mr Junaid.*
- CORRECT *The book **which/that** I read was very interesting.*
- CORRECT *The book I read was very interesting.*
- INCORRECT *I saw the man **who/that** closed the door.*
- CORRECT *I saw the man **who/that** closed the door.*
- INCORRECT *The book is on the table is mine.*
- CORRECT *The book **which/that** is on the table is mine.*

**RULE:** If a preposition is placed at the beginning of an adjective clause, only 'whom or which' is used.

- INCORRECT *She is the lady **about** **who** I told you last night.*
- CORRECT *She is the lady **about** **whom** I told you last night.*
- INCORRECT *The songs **to** **that** we listened at the concert were all hits.*
- CORRECT *The songs **to** **which** we listened at the concert were all hits.*

The above sentences can be written as

- *She is the lady **whom** I told you **about** last night*
- *She is the lady **that** I told you **about** last night.*
- *She is the lady I told you **about** last night.*

**LINK:** Consult subject-verb agreement and pronoun-antecedent agreement topics for agreement mistakes in adjective clauses.

**RULE:** 'Which' is used for things; 'who, whom' is used for person and 'that' is used for both.

- INCORRECT *The taxi driver **which** took me to the airport was friendly.*
- CORRECT *The taxi driver **who/that** took me to the airport was friendly.*
- INCORRECT *The movie **whom** we watched yesterday was boring.*
- CORRECT *The movie **which/that** we watched yesterday was boring.*

**RULE:** The Relative Pronoun 'That' is used in preference to 'who, whom or which'—

After Adjectives in the Superlative Degree ; as,

- AWKWARD *He was **the most eloquent speaker** **whom** I ever heard.*
- USUAL *He was **the most eloquent speaker** **that** I ever heard.*
- AWKWARD ***The wisest man** **who** ever lived made mistakes.*
- USUAL ***The wisest man** **that** ever lived made mistakes.*
- AWKWARD *This is **the best** **which** we can do.*
- USUAL *This is **the best** **that** we can do.*

After the words all, same, any, none, nothing, (the) only ; as,

- AWKWARD *He is the same man who he has been.*
- USUAL *He is the same man that he has been.*
- AWKWARD *It is only donkey which brays.*
- USUAL *It is only donkey that brays.*
- AWKWARD *All which glitters is not gold.*
- USUAL *All that glitters is not gold.*

(3) After the Interrogative Pronouns who, what ; as,

- AWKWARD *What is there which I don't know?*
- USUAL *What is there that I don't know?*
- AWKWARD *What is it which troubles you so much?*
- USUAL *What is it that troubles you so much?*
- AWKWARD *Who was the man who knocked at the door?*
- USUAL *Who was the man that knocked at the door?*

(4) After two antecedents, one denoting a person and the other denoting an animal or a thing ; as,

- AWKWARD *The boy and his dog which had trespassed on the club premises were turned out.*
- USUAL *The boy and his dog that had trespassed on the club premises were turned out.*
- AWKWARD *The student and his project which were underestimated won the competition.*
- USUAL *The student and his project that were underestimated won the competition.*

**ADVERB CLAUSES**

An **ADVERB CLAUSE** is a dependent clause. It does the work of an Adverb. It may modify a verb, adjective or an adverb in the main clause as:

- *Strike the iron while it is hot.*
- *He ran so quickly that he soon overtook me.*
- *You are taller than I thought.*

**Using the Correct Clause Marker**

Adverb clauses show relationships such as time, place, purpose, result, cause and effect, comparison, contrast or concession and condition.

**ADVERB CLAUSE MARKERS** are also called the subordinating conjunctions. They are not omitted before a clause. Some of the more common ones used to introduce an adverb clause.

Clause Marker	Sentence
Place: where, wherever, everywhere	<ul style="list-style-type: none"> <li>• They can stay where they are.</li> <li>• He led the caravan wherever he wanted to go.</li> <li>• Everywhere he went, people admired him.</li> </ul>
Purpose: so that, in order that, lest	<ul style="list-style-type: none"> <li>• I will give you a map so that you can find the way.</li> <li>• The UNO was formed in order that countries might discuss problems.</li> <li>• They work hard lest they should fail.</li> </ul>
Cause and effect: because, since, now that, as, inasmuch as	<ul style="list-style-type: none"> <li>• I did it because I wanted to.</li> <li>• Since you swear to serve me faithfully, I will employ you.</li> <li>• Inasmuch as funding is not available, building plans have been delayed.</li> </ul>
Comparison: than, as	<ul style="list-style-type: none"> <li>• You must work harder than I do.</li> <li>• He is as stupid as he is lazy.</li> </ul>
Contrast or Concession: although, even though, though, whereas, while, even if, despite the fact that	<ul style="list-style-type: none"> <li>• Justice will be done though the heaven falls.</li> <li>• Many live a lavish life while many more perish in poverty.</li> <li>• While I understand you point, I don't agree with you.</li> </ul>
Result: so that, such that	<ul style="list-style-type: none"> <li>• They fought so bravely that the enemy was defeated.</li> <li>• He spoke in such a low voice that few could hear.</li> </ul>

**WAK ETB ENGLISH**

Condition: if, unless, only if, whether or not, even if, provided (that), in case	<ul style="list-style-type: none"> <li>• If I like it, I will buy it.</li> <li>• Unless you spend more, you will not be able to survive.</li> <li>• I will forgive you provided that you do not repeat the offence.</li> </ul>
Time: after, before, when, while, as, by the time, whenever, since, until, as soon as, once, as long as	<ul style="list-style-type: none"> <li>• There was a silence as the leader spoke.</li> <li>• Before you go home, finish your assignment.</li> <li>• As soon as he heard the news, he called me.</li> </ul>
Manner: as if, as though, just as, as	<ul style="list-style-type: none"> <li>• As I was saying, the proposal needs further consideration.</li> <li>• He behaved as if nothing had happened.</li> <li>• The wind was cold yesterday just as it had been all week long.</li> </ul>

**COMMON ERRORS IN THE USE OF ADVERB CLAUSES**

**RULE:** Use a comma to separate an adverb clause (dependent clause) and an independent clause if the adverb clause precedes independent clause. Don't use comma before adverb clause if it follows independent clause.

Adverb Clause (,) Independent Clause Independent Clause (no comma) Adverb Clause

INCORRECT You won't need my support, if you are sufficiently prepared.

CORRECT You won't need my support if you are sufficiently prepared.

INCORRECT Whenever he tries to invest the market crashes.

CORRECT Whenever he tries to invest, the market crashes.

INCORRECT Javed although he is a very learned man didn't behave courteously.

CORRECT Javed, although he is a very learned man, didn't behave courteously.

**RULE:** Don't use a full-stop to separate an adverb clause from independent clause if adverb clause is used at the beginning of sentence. (An adverb clause separated by a full-stop from the independent clause makes the adverb clause a 'Fragment'.

INCORRECT Before he came to this town. He was serving in army.

CORRECT Before he came to this town, he was serving in army.

INCORRECT Because he didn't apply in time. He couldn't take the test.

CORRECT Because he didn't apply in time, he couldn't take the test.

INCORRECT We are not planning to move. Although it's difficult to live here.

CORRECT We are not planning to move although it's difficult to live here.

**RULE:** Don't use a coordinating conjunction (and, but, or, nor, so etc.) to separate a dependent and an independent clause; especially, when independent clause follows and adverb clause.

INCORRECT Wherever he applied, but he was no called for interview.

CORRECT Wherever he applied, he was no called for interview.

INCORRECT Since Eman is a sweet person, and she wants to feel me confident.

CORRECT Since Eman is a sweet person, she wants to feel me confident.

**RULE:** Don't set off adverb clause marker (subordinating conjunction) with comma from the rest of the sentence.

INCORRECT Akram talked to his teacher as if, he were his buddy.

CORRECT Akram talked to his teacher as if he were his buddy.

INCORRECT Even though, they scored 20 runs in the last over, they still lost.

CORRECT Even though they scored 20 runs in the last over, they still lost.

Conjunctive adverbs (however, moreover, furthermore, therefore, of course, for instance, for example, nevertheless, likewise, similarly etc.) are set off by the use of comma after them from the rest of the sentence. As a sentence connector, they can take a semicolon before it.

I like you a lot; in fact, I think we should be best friends.

Jeremy kept talking in class; therefore, he got in trouble.

CLAUSES REVIEW EXERCISE

- (A) Choose the correct answer:
- (A) The acid test of a good driver is whether he or she remains calm in an emergency.  
(B) The acid test of a good driver is then he or she remains calm in an emergency.  
(C) The acid test of a good driver is because he or she remains calm in an emergency.  
(D) The acid test of a good driver is which he or she remains calm in an emergency.
  - (A) The experts told the people what effect a drought would have on the Great Plains.  
(B) The experts told the people how effect a drought would have on the Great Plains.  
(C) The experts told the people that effect a drought would have on the Great Plains.  
(D) The experts told the people whereas effect a drought would have on the Great Plains.
  - (A) The experiment proved that less water for the plants.  
(B) The experiment proved less water for the plants.  
(C) The experiment proved for less water for the plants.  
(D) The experiment proved that the plants need less water.
  - (A) Beauty contest coaches teach the contestants what they should walk, sit, and even apply makeup.  
(B) Beauty contest coaches teach the contestants which they should walk, sit, and even apply makeup.  
(C) Beauty contest coaches teach the contestants then they should walk, sit, and even apply makeup.  
(D) Beauty contest coaches teach the contestants how they should walk, sit, and even apply makeup.
  - (A) Since entering a country illegally is risky, the illegal immigrant who finds work may believe the risk worthwhile.  
(B) Although entering a country illegally is risky, the illegal immigrant who finds work may believe the risk worthwhile.  
(C) Whether entering a country illegally is risky, the illegal immigrant who finds work may believe the risk worthwhile.  
(D) In spite of entering a country illegally is risky, the illegal immigrant who finds work may believe the risk worthwhile.
- (B) Choose the incorrect word or phrase:
- As walking, he kept stopping to look at the flowers.  
(A) (B) (C) (D)
  - Asking questions, which essential for learning a language, can be difficult for beginners.  
(A) (B) (C) (D)
  - Thunder that is audible from distances as far away as ten miles.  
(A) (B) (C) (D)
  - Fuel cells convert hydrogen into electricity because what comes out of the exhaust pipe is not smoke but warm water vapor.  
(A) (B) (C) (D)
  - The workers involved in the decision-making process approach their tasks with more enthusiasm has been documented.  
(A) (B) (C) (D)

ANSWER KEY

Practice Exercise 1 – Nouns Phrases

Consult Practice Exercise 2 – Noun Phrase for answers.

Practice Exercise 2 – Nouns Phrases

1	Subject/Direct object	2	Direct object	3	Subject	4	Subject
5	Object	6	Subject	7	Object	8	Prepositional object
9	Prepositional object	10	Subject	11	Prepositional object	12	Subject/Object
13	Subject	14	Prepositional object	15	Subject/Subject complement	---	---

Practice Exercise 1 – Adjective Phrases

Consult Practice Exercise 2 – Adjective Phrase for answers.

Practice Exercise 2 – Adjective Phrases

1	Sensible	2	Wandering	3	Sensible	4	All in one
5	Normal	6	Familiar	7	Never-to-be-forgotten	8	Oh-my-goodness
9	Lost	10	Impervious	11	Covered	12	Alarmed
13	Surprised	14	Sleeping	15	Small	---	---

Practice Exercise 1 – Verb Phrases

1	have visited	2	has done	3	have gone	4	are arresting
5	has lost	6	are falling	7	have had	8	can go
9	might fall	10	are catching	11	have blown	12	may blow
13	is wearing	14	should come	15	does speak	---	---

Practice Exercise 2 – Verb Phrases

Main verb	2	Main verb	3	Auxiliary verb	4	Main verb	5	Main verb
Auxiliary verb	7	Main verb	8	Main verb	9	Auxiliary/main verb	10	Main verb/Auxiliary verb

Practice Exercise 1 – Adverb Phrases

Consult Practice Exercise 2 – Adverb Phrase for answers.

Practice Exercise 2 – Adverb Phrases

1	Well	2	Loudly	3	All too well	4	Well
5	Slowly	6	Carefully	7	Better	8	Often
9	Clearly	10	Swiftly	11	Well	12	Fast
13	Easily	14	Quickly	15	Irregularly	---	---

Practice Exercise 1 – Prepositional Phrases

Consult Practice Exercise 2 – Prepositional Phrase for answers.

Practice Exercise 2 – Prepositional Phrases

1	Adverbial	2	Adverbial	3	Adverbial	4	Modifier of noun
5	Adverbial	6	Modifier of noun	7	Complement	8	Adverbial
9	Adverbial	10	Adverbial	11	Modifier of noun	12	Adverbial
13	Adverbial	14	Adverbial	15	Adverbial	---	---

Clause Review Exercise

A	2	A	3	D	4	D	5	B
A	7	B	8	B	9	B	10	A

# SENTENCE

**Learning Outcomes:** This unit should enable you to:

- Identification of types of sentences (on the basis of function and structure)
- Correction of error related to their identification
- Introduction to basic and important terminology

## UNDERSTANDING THE SENTENCE

A **SENTENCE** is a group of words that provides enough information to form a complete idea. This group of words is used to make statements, ask questions, give orders or make requests.

- *The wedding was a great success.*
- *Their son doesn't want to go on holiday with them.*
- *How did she manage to do that?*

There are four main types of English sentence regarding its function:

- A **DECLARATIVE SENTENCE** makes statements. It ends with a full stop (.).
- *Canada and the United States are neighbours.*
  - *Lions and tigers belong to the cat family.*
  - *These shoes are too tight.*
  - *My father doesn't like chocolate ice-cream.*
- An **INTERROGATIVE SENTENCE** asks questions. It ends with a question mark (?).
- *How old is your granddaughter?*
  - *Where did you put the spade?*
  - *Would you like a cup of coffee?*
- An **IMPERATIVE SENTENCE** makes commands and requests. It ends with a full stop (.).
- *Sit up straight.*
  - *Mind your own business.*
  - *Come and have a cup of tea.*
- A **EXCLAMATORY SENTENCE** expresses opinions and feelings with strong emotions and force. It ends with an exclamation mark (!).
- *You silly boy!*
  - *How marvellous!*
  - *What glorious weather we're having!*
  - *What pretty shoes!*

## PRACTICE EXERCISE 1 – TYPES OF SENTENCE (FUNCTION-BASED)

Identify the type of each of the following sentences and tick mark in the relevant box.

Sr#	Sentences	Declarative	Imperative	Interrogative	Exclamatory
1	Please, stop making noise.				
2	How right you are!				
3	Would you like some more water?				
4	I was at a meeting all morning.				
5	Shut that door.				
6	What a silly idea!				
7	May I leave now?				
8	Bring your books with you.				
9	May I go to the party?				
10	Who were you speaking to just now?				
11	There's been a nasty accident in Oxford Street.				
12	How much does it cost?				
13	Don't move!				
14	Are you coming with us?				
15	He is leaving tomorrow.				

There are four main types of English sentence regarding its structure:

- A **SIMPLE SENTENCE** expresses one main idea. It has only one independent clause (a subject and a predicate)
- *The earth goes round the sun.*
  - *Maryam did not go to the party.*

## INDEPENDENT CLAUSE

## PARTS OF SIMPLE SENTENCE

### Basic Sentence Patterns

Subject	Predicate					
	Verb	Subject Complement	Indirect Object	Direct Object	Object Complement	Adverbial
The man	ran					
I	like					to his class.
He	gave			ice cream		very much.
We	are	enthusiastic	me	a book		yesterday.
I	found			his argument	pointless.	about the match.

There are two basic parts of a simple sentence:

The **SUBJECT** is the word or group of words that names the person or thing being talked about in the sentence.

- *Javed arrived yesterday.*
- *My mother likes gardening.*
- *Cats and dogs make good pets.*
- *She can't come this afternoon.*
- *Her eldest daughter is a scientist.*

The **PREDICATE** of a sentence is everything that is not the part of the subject of the sentence.

- *Javed arrived yesterday.*
- *My mother likes gardening.*
- *Cats and dogs make good pets.*
- *She can't come this afternoon.*
- *Her eldest daughter is a scientist.*

The **PREDICATE** may have the following parts:

**VERB** is a word that tells us what a subject of a sentence is (state), what the subject is doing or what is happening to the subject.

- *Javed arrived yesterday.*
- *Her eldest daughter is a scientist.*
- *She can't come this afternoon.*
- *Cats and dogs make good pets.*

**LINKING VERB** links a subject and a subject-complement. It is just like an equal sign (=) between subject and subject complement. A linking verb is not a helping verb.

- *Some plums are green.*
- *She seems very happy.*
- *She got angrier and angrier.*
- *Her parents were doctors.*
- *The curry tastes delicious.*

**SUBJECT-COMPLEMENT** says something about the subject of the sentence, for example what it is or what it is like. Subject complement can be a noun or an adjective or any grammatical unit that can perform their function.

- *Her daughter seems very happy in her new job.*
- *They felt really stupid.*
- *This cheese is nice.*

**INDIRECT OBJECT** describes the person or thing that is given to the direct object or done for the direct object. The indirect object usually stands between the verb and the direct object in the sentence.

- *He bought his nephew a new bicycle.* (bought for whom?)
- *She gave her little brother a kick on the ankle.* (given to whom?)
- *Dawood showed Maryam his stamp collection.* (showed to whom?)
- *Will you keep me a seat?* (kept for whom?)

The **DIRECT OBJECT** of a sentence is the person or thing that is most directly affected by the action or state described by the verb.

- I've lost my friend in an accident.
- Bertrand Russell wrote a history of philosophy.
- Have they said anything to you about next week's meeting?
- Swans eat water plants and insects.
- I don't smoke cigars.

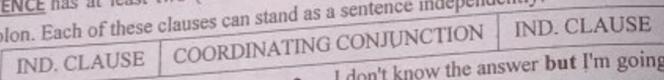
An **OBJECT-COMPLEMENT** says something about the direct object of a sentence. It follows the direct object. An object complement can be a noun or an adjective or any grammatical unit that can perform their function.

- They made him chairman.
- They've painted the walls green and the ceiling blue.
- I like my coffee black.
- The court found you not guilty.

An **ADVERBIAL** is a word or word-group that provides information about when, where, why, how, etc. the action takes place or state described by the verb in a sentence. An adverbial may equally make some comment about what is being said in the rest of the sentence.

- I'll see you tomorrow morning. (states when I will see you)
- The children were sitting on the floor. (states where they were sitting)
- Run quickly. (states how to run)
- To be honest, I think you're completely mistaken. (makes a comment)

A **COMPOUND SENTENCE** has at least two (or more) independent clauses. These clauses are joined by a coordinating conjunction or semicolon. Each of these clauses can stand as a sentence independently.



- He came to me and we went out.
- I don't know the answer but I'm going to find out.

A **CLAUSE** is group of words that forms a part of a sentence, and contains a subject and a predicate. In the following sentences, groups of words made bold are clauses:

- People who pay their debts are trustworthy.
- He made a mistake but I forgave him.

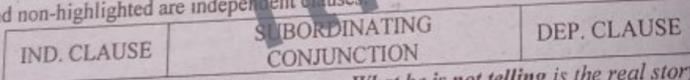
An **INDEPENDENT CLAUSE** expresses a complete thought and can stand alone as a sentence.

- The snow melts when the sun shines brightly.

A **DEPENDENT CLAUSE** cannot stand alone as a sentence and must be connected to an independent clause.

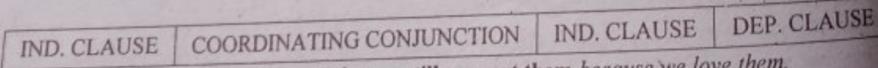
- We couldn't leave after the snow had fallen.

A **COMPLEX SENTENCE** consists of at least an independent clause plus one or more dependent clauses. The highlighted part are dependent and non-highlighted are independent clauses.



- We missed our plane because we were late.
- What he is not telling is the real story.
- Do you know the man who is talking to Moeed?

A **COMPOUND-COMPLEX SENTENCE** consists of at least two independent clauses and one or more dependent clauses.



- They didn't play well and lost the match but we still support them because we love them.
- Although he was getting late, I kept asking questions but he answered very patiently.

**PRACTICE EXERCISE 2 – PARTS OF SIMPLE SENTENCE**

- The word or group of words that names the person or thing being talked about in the sentence is:
  - (A) Subject
  - (B) Object Complement
  - (C) Object
  - (D) Subject Complement
- Everything in a sentence that is not the part of subject is:
  - (A) Complement
  - (B) Predicate
  - (C) Verb
  - (D) Object
- A word that tells us about what the subject is doing or what is happening to it:
  - (A) Verb
  - (B) Object
  - (C) Adverbial
  - (D) Predicate

- A word that links a subject and subject complement is:
  - (A) Predicate
  - (B) Conjunction
  - (C) Linking verb
  - (D) Adverbial
- A word that says what the subject is or what it is like is:
  - (A) Verb
  - (B) Linking verb
  - (C) Direct Object
  - (D) Subject Complement
- The person or thing that is most directly affected by the action or state described by the verb is:
  - (A) Subject
  - (B) Linking verb
  - (C) Direct Object
  - (D) Subject Complement
- A sentence that has at least two independent clauses is called \_\_\_\_\_ sentence.
  - (A) Simple
  - (B) Compound
  - (C) Complex
  - (D) Compound-Complex
- A sentence that has at least one independent and one or more dependent clauses is called \_\_\_\_\_ sentence.
  - (A) Simple
  - (B) Compound
  - (C) Complex
  - (D) Compound-Complex
- A sentence that has at least one independent clauses is called \_\_\_\_\_ sentence.
  - (A) Simple
  - (B) Compound
  - (C) Complex
  - (D) Compound-Complex
- A sentence that has at least two independent and one or more dependent clauses is called \_\_\_\_\_ sentence.
  - (A) Simple
  - (B) Compound
  - (C) Complex
  - (D) Compound-Complex

**PRACTICE EXERCISE 3 – PARTS OF SIMPLE SENTENCE**

Identify the underlined part of the sentence from among the following sentences and tick mark in the relevant box.

Sr #	Sentences	Subject	Verb	Subject Complement	Indirect Object	Direct Object	Object Complement	Adverbial
1	They varnished the hall floor <u>a greeny-blue color.</u>							
2	They have <u>two sons and two daughters.</u>							
3	They became <u>increasingly worried.</u>							
4	Who <u>were</u> you with last night?							
5	Why <u>does performing</u> in a concert worry you so much?							
6	You have behaved <u>very foolishly.</u>							
7	The chocolate tasted <u>slightly bitter.</u>							
8	<u>Memories of last year's holiday</u> came flooding back to her.							
9	You can taste <u>the ginger</u> in the marmalade.							
10	You can prove <u>anything</u> with statistics.							
11	Go round and wipe all the tables <u>clean, please.</u>							
12	Answer all the questions <u>to the best of your ability.</u>							
13	Getting a replacement for her has proved <u>extremely difficult.</u>							
14	I hope to have finished this by <u>the end of the month.</u>							
15	Getting a replacement for her has proved <u>extremely difficult.</u>							

**PRACTICE EXERCISE 4 – TYPES OF SENTENCE**

Identify the type of each of the following sentences and tick mark in the relevant box.

Sr #	Sentences	Simple	Compound	Complex	Compound-Complex
1	She looked at him and they both smiled.				
2	The baby was crying so I picked her up.				
3	You look in the garage and I'll try the garden hut.				
4	He was reluctant to go when I called but we convinced him.				
5	I slipped on a patch of ice while I was running for the bus.				
6	I love working in the garden on balmy summer evenings.				
7	When do you think they'll get here?				
8	Do you ever listen to anything that anyone says to you?				
9	Leave the books wherever you like.				
10	I don't know the answer but I'm going to find out.				
11	She cried but no one came because everyone was busy.				
12	What he told me made no sense at all.				
13	She screamed when she saw the dead body.				
14	I've looked everywhere but I just cannot find the spade.				
15	I knew that she was very worried.				

**PRACTICE EXERCISE 5 – TYPES OF CLAUSES**

Identify the type of underlined clause of the following sentences and tick mark in the relevant box.

Sr #	Sentences	Dependent	Independent
1	She looked at him and <u>they both smiled.</u>		
2	The baby was crying so <u>I picked her up.</u>		
3	You look in the garage and I'll try the garden hut.		
4	He was reluctant to go <u>when I called</u> but we convinced him.		
5	I slipped on a patch of ice <u>while I was running for the bus.</u>		
6	I love working in the garden on balmy summer evenings.		
7	<u>When do you think they'll get here?</u>		
8	Do you ever listen to anything <u>that anyone says to you?</u>		
9	<u>Leave the books wherever you like.</u>		
10	I don't know the answer but I'm going to find out.		
11	She cried but no one came <u>because everyone was busy.</u>		

12	What he told me made no sense at all.		
13	She screamed when she saw the dead body.		
14	I've looked everywhere but I just cannot find the spade.		
15	I knew that she was very worried.		

**ANSWER KEY**

**Practice Exercise 1 – Types of Sentence (Function Based)**

1	Imperative	2	Exclamatory	3	Interrogative	4	Declarative	5	Imperative
6	Exclamatory	7	Interrogative	8	Imperative	9	Interrogative	10	Interrogative
11	Declarative	12	Interrogative	13	Imperative	14	Interrogative	15	Declarative

**Practice Exercise 2 – Parts of Simple Sentence**

A	2	D	3	C	4	C	5	D
C	7	B	8	C	9	A	10	D

**Practice Exercise 3 – Parts of Simple Sentence**

Object complement	2	Direct object	3	Subject complement	4	Verb	5	Verb
Adverbial	7	Subject complement	8	Subject	9	Direct object	10	Direct object
Object complement	12	Adverbial	13	Subject complement	14	Adverbial	15	Subject

**Practice Exercise 4 – Types of Sentence**

Compound	2	Compound	3	Compound	4	Compound-Complex	5	Complex
Simple	7	Complex	8	Complex	9	Complex	10	Compound
Compound-Complex	12	Complex	13	Complex	14	Compound	15	Complex

**Practice Exercise 5 – Types of Clauses**

Independent	2	Independent	3	Independent	4	Dependent	5	Dependent
Independent	7	Dependent	8	Dependent	9	Independent	10	Independent
Dependent	12	Dependent	13	Dependent	14	Independent	15	Dependent

# CONJUNCTIONS & COMBINATIONS

## COMMON ERRORS IN THE USE OF CONJUNCTIONS & COMBINATIONS

Sr #	INCORRECT	EXAMPLES	TYPES OF MISTAKES
1	INCORRECT: He was little injured, so he played all day. CORRECT: He was little injured, yet he played all day.		Overlapping of conjunction: a conjunction with different sense/ meaning may be used instead of the one required.
2	INCORRECT: Raees went out to play, Haris stayed in to work. CORRECT: Raees went out to play, but Haris stayed in to work.		Comma Splice: two independent clauses be joined without a conjunction.
3	INCORRECT: Both planning as well as implementation are weak. CORRECT: Both planning and implementation are weak.		Faulty Combination: The pair of correlative conjunction may be wrong.
4	INCORRECT: He proposed us to go slowly but we should be steady. CORRECT: He proposed us to go slowly but steadily.		Faulty Combination: Structure may be not parallel. Grammatical elements before and after conjunction may be inconsistent.
5	INCORRECT: He was so excited as he didn't sleep all night. CORRECT: He was so excited that he didn't sleep all night.		Faulty Combination: A common structural combination may be violated.
6	INCORRECT: He did a lot of effort to convince his customers. CORRECT: He made a lot of effort to convince his customers.		Faulty Combination: Two words might be collocated in a non-standard way.
7	INCORRECT: He has been living under fake pretense for such a long time. CORRECT: He has been living under fake pretence for such a long time.		Faulty Combination: Two words with the same meaning may be combined.

There are three types of errors in the use of conjunctions and combinations:

- (1) Overlapping of Conjunction/Conjunctives
- (2) Comma Splice
- (3) Faulty Combination

In order to understand them comprehensively, we'll discuss them in detail.

### 1. OVERLAPPING OF CONJUNCTION/CONJUNCTIVES

**RULE:** *And, both...and, as well as, not only...but also, moreover, furthermore, besides etc.* add one statement to another.

The two statements generally maintain the sense of both clauses.

INCORRECT: We showed not a frown, but we uttered not a word.

CORRECT: We showed not a frown, and we uttered not a word.

INCORRECT: He was not only poor but also polite.

CORRECT: He was not only poor but also rude.

INCORRECT: He will have lunch with us. However, he will make a surprise announcement.

CORRECT: He will have lunch with us. Moreover, he will make a surprise announcement.

**RULE:** *But, still, yet, however, nevertheless, nonetheless, although, even though etc.* add a statement to another but the two statements don't maintain the sense; these are contrasting ideas.

- INCORRECT: All the way to his success, he was slow as well as sure.  
CORRECT: All the way to his success, he was slow but sure.  
INCORRECT: I was extremely annoyed; besides, I kept quiet.  
CORRECT: I was extremely annoyed; nonetheless, I kept quiet.  
INCORRECT: It was futile, and they fought.  
CORRECT: It was futile, still they fought.

**RULE:** *or (positive possibilities), nor (negative possibilities), neither...nor, either...or etc.* add a statement to another statement. The two statements express the alternative or choice between two things.

INCORRECT: She must weep, so she will die.

CORRECT: She must weep, or she will die.

INCORRECT: I can't be at the meeting, but can my secretary.

CORRECT: I can't be at the meeting, nor can my secretary.

INCORRECT: They are anti-establishment or pro-establishment; just a bunch of undecided pseudo liberals.

CORRECT: They are anti-establishment nor pro-establishment; just a bunch of undecided pseudo liberals.

**RULE:** *so, therefore, thus, that's why, as a result, then, for etc.* add statement to another statement as an inference (result or reason).

INCORRECT: I told him to leave, yet I was tired.

CORRECT: I told him to leave, for I was tired.

INCORRECT: Be quiet and I can sleep.

CORRECT: Be quiet so I can sleep.

INCORRECT: He looked much disappointed, and his business sank.

CORRECT: He looked much disappointed, for his business sank.

**NOTE:** All four points above are for coordinating conjunction and conjunctive adverbs.

### REINFORCEMENT EXERCISE - OVERLAPPING OF CONJUNCTIONS & CONJUNCTIVES

Choose the correct sentence

A. I used excel long ago, but I still know it.

B. I used excel long ago, so I still know it.

A. She was hungry, yet no one offered her food.

B. She was hungry; therefore, no one offered her food.

A. He will starve, or he will steal.

B. He will starve, still he will steal.

A. He is witty nor vulgar.

B. He is witty but vulgar.

A. You cannot succeed, nor do you try.

B. You cannot succeed, so do you try.

A. You will get the prize, so you deserve it.

B. You will get the prize, for you deserve it.

A. Trains run from this station every few minutes, so we shall not have to wait.

B. Trains run from this station every few minutes, or we shall not have to wait.

A. I shall not go out now, for it is raining very heavily.

B. I shall not go out now; as a result, it is raining very heavily.

A. He lost his balance, but fell off the bicycle.

B. He lost his balance and fell off the bicycle.

A. Karim is tall; that's why, Abdullah is taller.

B. Karim is tall, but Abdullah is taller.

### 2. COMMA SPICE

Comma splice is a mistake of punctuation in coordinating clauses.

**RULE:** A comma can't hold two independent clauses together. We use a coordinating conjunction (FANBOYS) for this purpose. A comma precedes coordinating conjunctions in this case.

**Link:** As for subordinating conjunction and their common meanings, do consult the clauses section of the topic phrases and clauses. For combination of tenses do consult the tense and conditional sentence section in verb topic.

INCORRECT *I don't eat peanut, I am allergic to nuts.*  
 CORRECT *I don't eat peanut, for I am allergic to nuts.*  
 INCORRECT *It was still painful, I went to see the doctor.*  
 CORRECT *It was still painful, so I went to see the doctor.*

**RULE:** Coordinating conjunction except *or/nor* can be replaced by a semicolon; that's why, a semicolon can also hold related independent clauses together. However, we can't place both semi colon and coordinating conjunction at the same time.

INCORRECT *I told him to leave; for I was tired.*  
 CORRECT *I told him to leave; I was tired.* OR *I told him to leave, for I was tired.*  
 INCORRECT *He will have lunch with us; and he will make a surprise announcement.*  
 CORRECT *He will have lunch with us; he will make a surprise announcement.* OR *He will have lunch with us, and he will make a surprise announcement.*

**RULE:** Two independent clauses can also be joined by the use of conjunctive adverbs. In this case we use a semicolon before conjunctive adverbs and a comma after it. A list of common conjunctives is as follows:

Addition	Cause & Effect	Example	Opposition	Emphasis
Additionally	Accordingly	For example	However	Certainly
Also	Consequently	For instance	Instead	Indeed
Besides	Hence		Nevertheless	Moreover
Furthermore	Therefore		Rather	Of course
In addition	Thus		Regardless	
Moreover	That's why		Nonetheless	

INCORRECT *The thunder and lightning were intense, therefore, the crowd dispersed.*  
 CORRECT *The thunder and lightning were intense; therefore, the crowd dispersed.* OR *The thunder and lightning were intense; the crowd, therefore, dispersed.* OR *The thunder and lightning were intense; the crowd dispersed, therefore. (\*rare)*  
 INCORRECT *I wanted to see a scary movie, however, my friend wanted to see a comedy.*  
 CORRECT *I wanted to see a scary movie; however, my friend wanted to see a comedy.* OR *I wanted to see a scary movie; my friend, however, wanted to see a comedy.* OR *I wanted to see a scary movie; my friend wanted to see a comedy, however. (\*rare)*

**NOTE:** Notice the position of conjunctive adverbs and the changes in punctuation. At every position the conjunctive adverb is separated from the rest of the sentence with a comma.

**REINFORCEMENT EXERCISE - OVERLAPPING OF CONJUNCTIONS & CONJUNCTIVES**

Choose the correct sentence.

- A. That's my favourite book I don't like the sequel.  
B. That's my favourite book; however, I don't like the sequel.
- A. Kinza likes to cook; she makes chicken every day.  
B. Kinza likes to cook, she makes chicken every day.
- A. The train was late; so, I missed my meeting.  
B. The train was late; hence, I missed my meeting.
- A. Maria likes dogs; she has a beagle.  
B. Maria likes dogs she has a beagle.
- A. Majeed and Ehsan moved in next door; certainly, they seem really nice.  
B. Majeed and Ehsan moved in next door, they seem really nice.

**3. FAULTY COMBINATION**

Faulty combination can be further divided into following types of errors:

- |                                      |                          |
|--------------------------------------|--------------------------|
| (a) Error of Correlative Conjunction | (b) Parallel Structure   |
| (c) Common Structural Combinations   | (d) Collocation Mistakes |
| (e) Redundancy/Wordiness Mistakes    |                          |

**A. ERROR OF CORRELATIVE CONJUNCTION**

**RULE:** The pair of correlative or paired conjunctions is not changed or altered and it has to be complete as well. Following are the recognized pairs of correlative conjunctions.

**WAK ETB ENGLISH**

1 <sup>st</sup> Word	2 <sup>nd</sup> word	Common Mistake	Examples
Either...	or	<i>nor / and/ no use of second word</i>	Either take it <b>nor/and</b> leave it. ✗ Either take it or leave it. ✓
Neither...	nor	<i>or/ and/ no use of second word</i>	It is <b>neith</b> r useful <b>or/and</b> useless. ✗ It is <b>neith</b> r useful <b>nor</b> useless. ✓
Not only...	but also/but as well / but even /but too	<i>and also</i>	<b>Not only</b> is he foolish <b>and also</b> obstinate. ✗ <b>Not only</b> is he foolish <b>but also</b> obstinate. ✓
Both...	and	<i>as well as / or</i>	He deserves <b>both</b> love <b>as well as/ or</b> honor. ✗ He deserves <b>both</b> love <b>and</b> honor. ✓
Whether...	or	<i>and / as well as</i>	I don't care <b>whether</b> you stay <b>and/as well as</b> go. ✗ I don't care <b>whether</b> you stay <b>or</b> go. ✓

**ERROR OF PARALLEL STRUCTURE**

We know that we use conjunction to join words, phrases and clauses. These words and phrases should match with one another not only in structure and function but also in tense. Tallying grammatical elements of sentences placed before and after coordinating or correlative conjunctions is called Parallel Structure, or Parallelism.

**RULE:** A sentence should have parallel structure either with coordinating conjunction or correlative conjunctions.

	With Coordinating Conjunction	With Correlative Conjunction
Words	Maria made her presentation <b>creatively, effectively and in a persuasive way.</b> ✗ Maria made her presentation <b>creatively, effectively and persuasively.</b> ✓	They were sure that they would get <b>neither peace nor they would get prosperity.</b> ✗ They were sure that they would get <b>neither peace nor prosperity.</b> ✓
Phrases	Taimoor is a good employee; he is always <b>up to the mark, prepared to learn and he is ready to perform.</b> ✗ Taimoor is a good employee; he is always <b>up to the mark, prepared to learn and ready to perform.</b> ✓	They argued <b>not only about the article but also they argued about the review.</b> ✗ They argued <b>not only about the article but also about the review.</b> ✓
Clauses	The coach told the players <b>that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises</b> before the game. ✗ The coach told the players <b>that they should get a lot of sleep, not eat too much, and do some warm-up exercises</b> before the game. ✓	The result will depend on <b>both what he does and his method.</b> ✗ The result will depend on <b>both what he does and how he does it.</b> ✓

**RULE:** The use of tenses has to be parallel. This has to be maintained with coordinating conjunction and correlative conjunctions.

INCORRECT *He has neither written a letter nor sends a mail to the principal.*  
 CORRECT *He has neither written a letter nor sent a mail to the principal.*  
 INCORRECT *We watched a movie, played video games and make a pizza.*  
 CORRECT *We watched a movie, played video games and made a pizza.*

**COMMON STRUCTURAL COMBINATIONS**

Other than the most recognized correlative conjunction, following are words used in combination.

1 <sup>st</sup> Word	2 <sup>nd</sup> word	Common Mistake	Examples
Hardly/ scarcely/ barely...	when	than/ then	Hardly had we sat down <b>than/then</b> we were ordered to leave. ✗
			Hardly had we sat down <b>when</b> we were ordered to leave. ✓
No sooner...	than	when/then	No sooner did they enter the stadium <b>when/then</b> the match started. ✗
			No sooner did they enter the stadium <b>than</b> the match started. ✓
Just as...	so	as may be omitted	Just as my circumstances have changed, <b>my goals in life have also</b> . ✗
			Just as my circumstances have changed, <b>so have my goals in life</b> . ✓
As/so ...	as	like / as may be omitted	He wasn't so excited on his wedding <b>like</b> we expected him to be. ✗
			He wasn't so excited on his wedding <b>as</b> we expected him to be. ✓
The more...	The more	The may be omitted/or comparative may be changed	The more they tried to find the solution, <b>the toughest</b> it got. ✗
			The more they tried to find the solution, <b>the tougher</b> it got. ✓
Rather... (conj. & prep)	than	then	She chose to play violin <b>rather then</b> sing at the concert. ✗
			She chose to play violin <b>rather than</b> sing at the concert. ✓
Too + adjective ...	To + VI	to may be omitted / that clause may be used	He is far too young <b>that he can't</b> live on his own. ✗
			He is far too young <b>to live</b> on his own. ✓
So + adjective ...	that clause of result	infinitive may be used/ as may replace that	He ran so fast <b>as he won</b> the race. ✗
			He ran so fast <b>that he won</b> the race. ✓
So + adjective + a/an + noun	that clause of result	infinitive may be used/ as may replace that	He is so careful <b>person that</b> you can't lure him. ✗
			He is so careful <b>a person that</b> you can't lure him. ✓
Enough + Noun...	To + VI	that clause may be used	He had enough talent <b>that he can</b> inspire anyone. ✗
			He had enough talent <b>to inspire</b> anyone. ✓
Adjective + Enough ...	To + VI	that clause may be used/ as to may be used	He was strong enough <b>as to</b> forgive his enemies. ✗
			He was strong enough <b>to</b> forgive his enemies. ✓
Not...	But	And/rather may be used (but rather is acceptable)	Not success <b>rather</b> excellence should be your aim. ✗
			Not success <b>but/ but rather</b> excellence should be your aim. ✓
No other...	than	then/but	No other person <b>but</b> Gorgios could be chosen as court acrobat. ✗
			No other person <b>than</b> Gorgios could be chosen as court acrobat. ✓
No one	But/ except	But/except may be omitted	They invited <b>no one</b> to the party <b>just</b> few close friends. ✗
			They invited <b>no one</b> to the party <b>but</b> just few close friends. ✓
Different ...	From	than	His habits are quite <b>different than</b> his sibling's. ✗
			His habits are quite <b>different from</b> his sibling's. ✓

WAK ETB ENGLISH

Between ...	and	As well as/ or	Examples
Though/ Although ...	(comma)/ , yet is acceptable	but	The property will be divided <b>between</b> the only son <b>or/as well as</b> mother. ✗
			The property will be divided <b>between</b> the only son <b>and</b> the mother. ✓
As if/as though	Were/had been/had + V3	Was/ or present tense may be used	He played <b>as if</b> he was tired. ✗
			He played <b>as if</b> he were tired. ✓
Those	Who (for persons)	That	Those employees <b>that</b> are punctual will get bonus. ✗
	Which /that (for inanimate)		Don't follow those roads <b>who</b> lead nowhere. ✗
Such a + noun...	that clause (of result)	As/who	It was <b>such a</b> foggy day as I couldn't see the road. ✗
			He was <b>such a</b> careless person <b>who</b> left his car unlocked. ✗
Such a + noun...	as + clause (to develop similarity)	Which/who	It was <b>such a</b> foggy day <b>that</b> I couldn't see the road. ✓
			He was <b>such a</b> careless person <b>that</b> left his car unlocked. ✓
Same + noun	as (similarity)	which (that is highly uncommon)	Each member agrees to take <b>such actions</b> <b>which</b> it deems necessary. ✗
			Each member agrees to take <b>such actions</b> <b>as</b> it deems necessary. ✓
Same + noun	as (similarity)	which (that is highly uncommon)	He has taken the <b>same course</b> <b>which</b> I have. ✗
			He has taken the <b>same course</b> <b>as</b> I have. ✓

COMMON STRUCTURAL COMBINATIONS

COLLOCATION is two or more words (combinations) that often go together. These combinations just sound "right" to native speakers, who use them all the time. On the other hand, these combinations may be unnatural and just sound "wrong". Look at these examples:

Sounds OK	Sounds unusual
The fast train Fast food	The quick train Quick food
A quick shower A quick meal	A fast shower A fast meal

COLLOCATION TYPES

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are:

Combination	Example
Adverb + Adjective:	completely satisfied (NOT downright satisfied)
Adjective + Noun:	excruciating pain (NOT excruciating joy)
Noun + Noun:	a surge of anger (NOT a rush of anger)
Noun + Verb:	lions roar (NOT lions shout)

Verb + Noun:	commit suicide (NOT undertake suicide)
Verb + Expression with Preposition:	burst into tears (NOT blow up in tears)
Verb + Adverb:	wave frantically (NOT wave feverishly)

The verbs used most frequently for making collocation are:

Have	Take	Make	Give
<b>HAVE</b> We use Have with:			
Food and drink	a meal, breakfast, lunch, dinner, a snack, a cup of tea		
Talking	a chat, a conversation, a discussion, a talk		
Washing	a bath, a shower, a wash, a scrub		
Resting	a break, a holiday, a rest		
Disagreeing	an argument, a dispute, a fight, a quarrel		

- *I had a good breakfast before I left home.*
  - *The kids should have a bath before they go to bed.*
  - *They had a serious quarrel about their father's will.*
  - *We had a long talk about the problem.*
  - *She generally had a short holiday in July or August.*
- We also use have with nouns formed from verbs:
- *I think you should have a look at this.*
  - *I'm thirsty. I'm going to have a drink of water.*
  - *They are going to have a swim.*
  - *She had a bite of the cake.*
  - *I had a listen to that new CD in the car.*

**TAKE** We use take with:

Washing	a bath, a shower, a wash
Resting	a break, a holiday, a rest

- *I always take a cold shower in the morning.*
- *You look tired. You need to take a break.*

and with these words:

Care	A turn	Trouble	A chance	A decision
Care of	Turns	The Trouble	A Risk	A Photograph

- *We took hundreds of photographs on holiday.*
- *Jane always takes a lot of trouble with her house.*
- *I think you should take a look at this.*
- *Let's take a walk.*
- *They are going to take a swim.*

**GIVE** We use give with:

Noises	a cry, a laugh, a scream, a shout, a whistle
Facial expressions	a smile, a grin, a look, a glance
Hitting	a kick, a punch, a slap, a push, a knock, a blow
Affectionate actions	a hug, a kiss, a stroke
Talking	some advice, an answer, some information, an interview, a lecture, some news, a report, a speech, a talk, a warning

- *She gave a loud laugh.*
- *John gave a happy smile.*
- *He gave me a nasty kick on the leg. She gave the children a goodnight kiss and put them to bed.*
- *I have to give a speech at the meeting tomorrow.*

**MAKE** We use make with:

Talking and sounds	a comment, an enquiry, a noise, a point, a promise, a sound, a speech, a suggestion
Plans	arrangements, a choice, a decision, a plan, plans, an appointment, a date

- *Try not to make a noise.*
- *They made arrangements to meet the next day.*

**DO**

We use do with -ing nouns to do with work, especially work in the house:

- *It's your turn to do the cooking.*
  - *You do the washing up and I'll do the drying.*
- with other nouns to do with work:

- *I need to do a few jobs around the house.*
  - *I can't come out this evening. I have a lot of work to do.*
- We use do with nouns when it is obvious what the action is:
- *I'll have to do my hair before we go out. (= I'll have to brush my hair.)*
  - *Have you done your teeth? (= Have you cleaned your teeth?)*
- Depending on the context, a question like 'Have you done the car?' could mean:
- Have you washed the car?
  - Have you mended the car?
  - Have you put petrol in the car?

**ERRORS IN COLLOCATION THEM**

**1. ADVERB + ADJECTIVE**

- UNUSUAL Invading that country was an **entirely stupid thing** to do.
- USUAL Invading that country was an **utterly stupid thing** to do.
- UNUSUAL We entered a **deeply decorated** room.
- USUAL We entered a **richly decorated** room.
- UNUSUAL Are you **utterly aware** of the implications of your action?
- USUAL Are you **fully aware** of the implications of your action?

**2. ADJECTIVE + NOUN**

- UNUSUAL The doctor ordered him to take **consistent exercise**.
- USUAL The doctor ordered him to take **regular exercise**.
- UNUSUAL The Titanic sank on its **initial voyage**.
- USUAL The Titanic sank on its **maiden voyage**.
- UNUSUAL He was writhing on the ground in **embarrassing pain**.
- USUAL He was writhing on the ground in **excruciating pain**.

**3. NOUN + NOUN**

- UNUSUAL Let's give Mr Jones a **circle of applause**.
- USUAL Let's give Mr Jones a **round of applause**.
- UNUSUAL The **ceasefire contract** came into effect at 11am.
- USUAL The **ceasefire agreement** came into effect at 11am.
- UNUSUAL I'd like to buy two **pieces of soap** please.
- USUAL I'd like to buy two **bars of soap** please.

**4. NOUN + VERB**

- UNUSUAL The lion started to **howl** when it heard the dog crying.
- USUAL The lion started to **roar** when it heard the dog barking.
- UNUSUAL Snow was **dropping** as our plane took away.
- USUAL Snow was **falling** as our plane took off.
- UNUSUAL The **bomb went down** when he started the car engine.
- USUAL The **bomb went off** when he started the car engine.

**5. VERB + NOUN**

- UNUSUAL The prisoner was hanged for **performing murder**.
- USUAL The prisoner was hanged for **committing murder**.
- UNUSUAL I always try to **act my homework** in the morning, after **building my bed**.
- USUAL I always try to **do my homework** in the morning, after **making my bed**.
- UNUSUAL He has been asked to **communicate a presentation** about his work.
- USUAL He has been asked to **give a presentation** about his work.

**6. VERB + EXPRESSION WITH PREPOSITION**

- UNUSUAL We had to return home because we had **raced out of money**.
- USUAL We had to return home because we had **run out of money**.
- UNUSUAL At first her eyes filled with horror, and then she **erupted into tears**.
- USUAL At first her eyes filled with horror, and then she **burst into tears**.
- UNUSUAL Their behaviour was enough to **run anybody to crime**.
- USUAL Their behaviour was enough to **drive anybody to crime**.

7. VERB + ADVERB

- UNUSUAL
- USUAL
- UNUSUAL
- USUAL
- UNUSUAL
- USUAL

She located her keys **gently** on the table and sat down.  
 She placed her keys **gently** on the table and sat down.  
 Mary **whispered dimly** in John's ear.  
 Mary **whispered softly** in John's ear.  
 I **loosely remember** that it was growing dark when we left.  
 I **vaguely remember** that it was growing dark when we left.

8. MAKE/HAVE/TAKE/GIVE

- UNUSUAL
- USUAL
- UNUSUAL
- USUAL
- UNUSUAL
- USUAL

They took a **fruitful discussion** regarding their work.  
 They **had a fruitful discussion** regarding their work.  
 They **did the decision** but it was already too late.  
 They **made the decision** but it was already too late.  
 He **made his hair** quickly while leaving for office.  
 He **did his hair** quickly while leaving for office.

HOW TO LEARN COLLOCATIONS

- Pay attention to collocations, and try to recognize them when you see or hear them.
- Treat collocations as single blocks of language. Think of them as individual blocks or chunks, and learn strongly support, not strongly + support.
- When you learn a new word, write down other words that collocate with it (*remember rightly, remember distinctly, remember vaguely, remember vividly*).
- Read as much as possible.
- Revise what you learn regularly. Practice using new collocations in context as soon as possible after learning them.
- Learn collocations in groups that work for you. You could learn them by topic (time, number, weather, money, family) or by a particular word (take action, take a chance, take an exam).

E. REDUNDANCY/WORDINESS

**REDUNDANCY** is the unnecessary repetition of the same word or expression. It creates a combination of words that repeats the meaning to be conveyed.

**WORDINESS** is using more words when fewer can suffice.  
**RULE:** The following pairs of words have the same meanings: only one in the pair is necessary. The highlighted word might be omitted.

- |                          |                                |
|--------------------------|--------------------------------|
| connect <b>together</b>  | <b>incorrect</b> mistake       |
| repeat <b>again</b>      | <b>importantly</b> significant |
| join <b>together</b>     | <b>carefully</b> cautious      |
| proceed <b>forward</b>   | established <b>founded</b>     |
| progress <b>forward</b>  | protect <b>guard</b>           |
| advance <b>forward</b>   | <b>originally</b> first        |
| <b>only</b> unique       | rarely <b>seldom</b>           |
| <b>new</b> innovations   | transmit <b>send out</b>       |
| reread <b>again</b>      | <b>only</b> single             |
| return <b>back</b>       | <b>approximately</b> around    |
| same <b>identical</b>    | <b>main</b> chief              |
| sufficient <b>enough</b> | such as <b>for instance</b>    |
| separated <b>apart</b>   | <b>necessarily</b> needed      |

- WORDY
- REVISED

Could you repeat **again** your question?  
 Could you **repeat** your question?  
 I have **only a single** pair of brown shoes.  
 I have **a single** pair of brown shoes.  
 Weighing every option **cautiously carefully**, they proceeded forward.  
 Weighing every option **carefully**, they proceeded.  
 She spent a **total of fourteen years from 1990 to 2004** in the research area of enzymes.  
 She **did enzyme research from 1990 to 2004**.  
 Many unskilled workers **without training in a particular job** are unemployed **and do not have any work**.  
 Many unskilled workers are unemployed.

REINFORCEMENT EXERCISE – FAULTY COMBINATIONS

Choose the best option

- A. The little girl liked eating cookies better than drinking milk before going to sleep.
- B. The little girl liked eating cookies better than drink milk before going to sleep.
- A. Though his visits are rarely seldom, yet very beneficial for all of us.
- B. Though his visits are seldom, yet very beneficial for all of us.
- A. As the baby is just six months old, so he cannot speak.
- B. As the baby is just six months old, he cannot speak.
- A. We regard such atrocious methods as entirely unacceptable.
- B. We regard such atrocious methods that entirely unacceptable.
- A. I never went through a final exam that was so difficult like that one.
- B. I never went through a final exam that was so difficult as that one.
- A. A visit to gym is much better than a visit to a doctor.
- B. A visit to gym is much better than visiting a doctor.
- A. He is taking good care of his two kids now-a-days.
- B. He is having good care of his two kids now-a-days.
- A. No sooner had he arrived in Rome and he was kidnapped.
- B. No sooner had he arrived in Rome than he was kidnapped.
- A. He is going to have the most important decision of his life in a few days.
- B. He is going to take the most important decision of his life in a few days.
- A. He went to the store to pick up a carton of milk and bread and eggs.
- B. He went to the store to pick up a carton of milk and bread and buying eggs.
- A. He did not like either the movie or the book.
- B. He did not like either the movie nor the book.
- A. Both the captain as well as the soldiers run two miles every day.
- B. Both the captain and the soldiers run two miles every day.
- A. If we remain committed, no one can separate us apart.
- B. If we remain committed, no one can separate us.
- A. He made so much noise that we had to ask him to leave.
- B. He did so much noise that we had to ask him to leave.
- A. He didn't have enough confidence to take initiatives.
- B. He didn't have enough confidence that he couldn't take initiatives.
- A. The more the disease was cured, more it became painful.
- B. The more the disease was cured, the more it became painful.
- A. He talks to everyone as if he owned them.
- B. He talks to everyone as if he owns them.

18. A. He was never thought to be so rash a person that he would slap his supervisor.  
 B. He was never thought to be so rash person that he would slap his supervisor.
19. A. He had too much at risk to step back.  
 B. He had too much at risk that he couldn't step back.
20. A. Not only the painting but also the sculptures show their unique style.  
 B. Not only the painting shows the unique style but also the sculptures.

**QUICK REVIEW**

- 1 Overlapping of Conjunction/Conjunctives**
- (i) And, both...and, as well as, not only...but also, moreover, furthermore, besides etc. just add a statement maintains sense.
  - (ii) But, still, yet, however, nevertheless, nonetheless, although, even though etc. add a statement to show disagreement, or disapproval.
  - (iii) or (positive possibilities), nor (negative possibilities), neither...nor, either...or etc. join alternatives.
  - (iv) so, therefore, thus, that's why, as a result, then, for etc. show results or inference of preceding actions
- 2 Comma Splice**
- (i) Comma can't hold two independent clauses together, so we use one of the following:
    - A coordinating conjunction and a comma before it and start the second clause with small letter
    - A semicolon and start the second clause with a small letter
    - A semicolon + a conjunctive adverb + a comma and then start the second clause with a small letter
  - (ii) A conjunctive adverb is separated from the rest of the sentence wherever it is placed in a sentence.
  - (iii) No comma is used after coordinating conjunction.

**3 Faulty Combination**

(i) Keep the paired conjunction complete as a pair in a sentence.

1 <sup>st</sup> Word	2 <sup>nd</sup> word	Common Mistake
Either...	or	nor / and/ no use of second word
Neither...	nor	or/ and/ no use of second word
Not only...	but also/but as well / but even /but too	and also
Both...	and	as well as / or
Whether...	or	and / as well as

- (ii) Match grammatical elements of a sentence placed before and after coordinating or correlative conjunction order to maintain parallel structure.
- (iii) Keep the following pairs intact in the sentence as well.

1 <sup>st</sup> Word	2 <sup>nd</sup> word	Common Mistake
Hardly/ scarcely/ barely...	when	than/ then
No sooner...	than	when/then
Just as...	so	as may be omitted
As/so ...	as	like / as may be omitted
The more...	The more	The may be omitted/or comparative may be used
Rather... (conj. & prep)	than	then
Too + adjective ...	To + VI	to may be omitted / that clause may be used
So + adjective ...	that clause of result	infinitive may be used/ as may replace that
So + adjective + a/an +noun	To + VI	that clause may be used
enough + Noun...	To + VI	that clause may be used
Adjective + Enough...	To + VI	that clause may be used / as to may be used

Not...	But	And/rather may be used (but rather is acceptable)
No other...	than	then/but
No one	But/except	But/except may be omitted
Different...	From	than
Between...	and	As well as/ or
Though/ Although...	, (comma)/, yet is acceptable	but
As if/as though	Were/had been/had + V3	Was/ or present tense may be used
Those	Who (for persons)	That
Such a + noun...	Which /that (for inanimate)	who
Such a + noun...	that clause (of result)	As/who
Such a + noun...	as + clause (to develop similarity)	Which/who
Same + noun	as (similarity)	which (that is highly uncommon)

- (i) Make, Give, Do, Have, Take collocations are important
- (ii) Don't repeat the same words and prefer short but grammatically correct expressions or structures.

**CONJUNCTIONS & COMBINATIONS - REVIEW EXERCISE**

- POT THE ERROR OR CHOOSE THE BEST OPTION.**
- A) In the past the population has not only been reduced by famine and disease and by war also.  
 B) In the past the population have not only been reduced by famine and disease but by war.  
 C) In the past the population has not been only reduced by famine and disease but by war also.  
 D) In the past the population has been reduced not only by famine and disease but also by war.
- As to the socks, in colour and pattern the one was quite different than the other.**  
 A) B) C) D)
- I poked the ball of money at him as if I was doing a conjuring trick.**  
 A) B) C) D)
- If Christopher does not reach the well, Balanguernon \_\_\_\_\_ south on the primitive road.**  
 A) would continue B) will continue C) continues D) would have continued
- A) Most of them were wearing overcoats that is found in large bundles.  
 B) Most of them were wearing overcoats which was found in large bundles.  
 C) Most of them were wearing overcoats that are found in large bundles.  
 D) Most of them were wearing overcoats those are found in large bundles.
- A) The wire was very thin, but it was about 305 meter long.  
 B) The wire was very thin: but it was about 305 meter long.  
 C) The wire was very thin; but it was about 305 meter long.  
 D) The wire was very thin. but it was about 305 meter long.
- A) She is so a snobbish person that nobody likes to be with her.  
 B) She is so snobbish a person whom nobody like to be with her.  
 C) She is such a snobbish that nobody likes to be with her.  
 D) She is such a snobbish person that nobody likes to be with her.
- Although the air was no longer black and thick, but everything else had gone under the brown masses.**  
 A) B) C) D) E)

9. After five years, she switched to ambulatory dialysis and tried to live  
 A) as full a life that possible  
 B) as full a life which possible  
 C) as full a life as possible  
 D) such a life as possible
10. He was complacent while dealing with the people who he were known.  
 A) He was complacent while dealing with the people whom he were known to.  
 B) He was complacent while dealing with the people to whom he was known to.  
 C) He was complacent while dealing with the people to whom he was known.  
 D) He was complacent while dealing with the people to whom he was known.
11. Each letter contained nothing than a blank sheet of paper.  
 A) Each letter contained nothing but a blank sheet of paper.  
 B) Each letter contained something but a blank sheet of paper.  
 C) Each letter contained something for a blank sheet of paper.  
 D) Each letters contained nothing for a blank sheet of paper.
12. It was not only the profligate, but also it was the lonely that came out.  
 A) It was not only the profligate but also it was the lonely which came out.  
 B) It was not only the profligate but also it was the lonely that came out.  
 C) It was not only the profligate but also the lonely that came out.  
 D) It was not only the profligate but the lonely that come out too.
13. No sooner she opened it. Her eyes suddenly became bright with unshed tears.  
 A) No sooner she opened it when her eyes suddenly became brightly with unshed tears.  
 B) As soon as she opened it when her eyes suddenly became brightly with unshed tears.  
 C) No sooner did she open it when her eyes suddenly became bright with unshed tears.  
 D) No sooner did she open it than her eyes suddenly became bright with unshed tears.
14. He thought of the Gulistan as one of the bibles of the world; for he found in it the universality of moral law.  
 A) B) C) D)
15. The whole building shook as if it was being lifted off its foundations.  
 A) The whole building shook as if it were being lifted off its foundations.  
 B) The whole building shook as if it has been lifted off its foundations.  
 C) The whole building shook as if it were lifted of its foundations.  
 D) The whole building shook as if it were lifted of its foundations.
16. Later nothing remained than a faint luminosity buried beneath darkness.  
 A) Later nothing remained beside a faint luminosity buried beneath darkness.  
 B) Later nothing remained and a faint luminosity buried beneath darkness.  
 C) Later nothing remained but a faint luminosity buried beneath darkness.  
 D) Later nothing remained but a faint luminosity buried beneath darkness.
17. To ignore such an achievement will be either absurdity nor naivety.  
 A) B) C) D)
18. They are skittish and fearful of most people and  
 A) talk to no one but each other. B) talks to no one but each other.  
 C) talk to anyone yet each other. D) talks to no one except each other.
19. I lost my little plough in a furrow and I had cried and cried until he made me another plough.  
 A) I lost my little plough in a furrow and I had cried and cried until he had made me another plough.  
 B) I lost my little plough in a furrow and I cried and cried until he made me another plough.  
 C) I lost my little plough in a furrow and I cried and cried until he made me another plough.  
 D) I lost my little plough in a furrow and I had cried and cried until he made me another plough.
20. We reach the limbless trunks of tall straight pines whose branches reaches toward the blue sky.  
 A) B) C) D)
21. Both the tourist as well as his guide were keen on visiting the new sight.  
 A) Both the tourist as well as his guide was keen on visiting the new sight.  
 B) Both the tourist and his guide was keen on visiting the new sight.  
 C) Both the tourist and his guide were keen on visiting the new sight.  
 D) Both the tourist and his guide were keen on visiting the new sight.
22. By obeying the speed limit, we can save energy, lives and it costs us less.  
 A) B) C) D)
23. Since she was not in a good mood, I said nothing.  
 A) so B) thus C) hence D) no conjunction
24. He did as much hard work in those years like any man.  
 A) He did as many hard work in those years like any man.  
 B) He did as much hard work in those years as any man.  
 C) He did as much hard working in those years as any man.  
 D) He did as much hard working in those years as any men.
25. Just as marriage had added something, thus did bereavement.  
 A) B) C) D)

ANSWER KEY

Reinforcement Exercise - Overlapping of Conjunctions and Conjunctions									
1	B	2	A	3	A	4	B	5	A
6	B	7	A	8	A	9	B	10	B

Reinforcement Exercise - Comma Supplies									
1	B	2	A	3	B	4	A	5	A

Reinforcement Exercise - Faulty Combinations									
1	A	2	B	3	B	4	A	5	B
6	A	7	A	8	B	9	B	10	A
11	A	12	B	13	B	14	A	15	A
16	B	17	A	18	B	19	A	20	A

Conjunctions and Combinations - Review Exercise									
1	D	2	D	3	C	4	B	5	C
6	A	7	B	8	C	9	C	10	D
11	B	12	C	13	D	14	B	15	B
16	D	17	C	18	A	19	C	20	C
21	D	22	D	23	D	24	C	25	C

LEARNING EVALUATION

How do you rate your preparation in the given areas of the "Conjunctions & Combinations" you've just finished?

Points	Ok	Good	Very Good
Overlapping of Conjunction/Conjunctions			
Comma splice			
Faulty combination			

What do you think needs improvement in this topic?

Points	Conceptual Clarity	Practice
Overlapping of Conjunction/Conjunctions		
Comma splice		
Faulty combination		

What would you recommend us to be more helpful in this regard?

You can share this point with us through "WhatsApp Number" at back title or through WAK Publishers "Facebook Page" of this book.

# SUBJECT-VERB AGREEMENT

## Common Errors in Subject-Verb Agreement

Sr. #	EXAMPLES	TYPES OF MISTAKES
1	INCORRECT <i>His knowledge of world records are far beyond the common.</i>	Words between subject word and Verb
	CORRECT <i>His knowledge of world records is far beyond the common.</i>	
2	INCORRECT <i>The Mayor, with his councilors, are planning for new elections.</i>	COMPOUND SUBJECT: Subjects Joined by Preposition or Prepositional phrases
	CORRECT <i>The Mayor, with his councilors, is planning for new elections.</i>	
3	INCORRECT <i>Time and tide wait for none.</i>	COMPOUND SUBJECT: Subjects Joined by And
	CORRECT <i>Time and tide waits for none.</i>	
4	INCORRECT <i>Neither my friend nor I are to blame.</i>	COMPOUND SUBJECT: Subjects Joined by or, nor, not only... but also
	CORRECT <i>Neither my friend nor I am to blame.</i>	
5	INCORRECT <i>He told me neither of the two candidates were suitable for the job.</i>	Indefinite Pronoun as Subject
	CORRECT <i>He told me neither of the two candidates was suitable for the job.</i>	
6	INCORRECT <i>The wages of sin are hell.</i>	Tricky Nouns as Subject
	CORRECT <i>The wages of sin is hell.</i>	
7	INCORRECT <i>The jury was divided in their opinion.</i>	Collective Nouns as Subject
	CORRECT <i>The jury were divided in their opinion.</i>	
8	INCORRECT <i>Seldom does my uncle and aunt visit my grandparents.</i>	Inverted Verb Order
	CORRECT <i>Seldom do my uncle and aunt visit my grandparents.</i>	
9	INCORRECT <i>I had two chairs which was made of sandal wood.</i>	Subject Verb Agreement in relative/adjective clause
	CORRECT <i>I had two chairs which were made of sandal wood.</i>	
10	INCORRECT <i>Gulliver's Travels were written by Swift.</i>	Titles as a subject
	CORRECT <i>Gulliver's Travels was written by Swift.</i>	
11	INCORRECT <i>Fifty thousand rupees are a large sum.</i>	Money expression as subject
	CORRECT <i>Fifty thousand rupees is a large sum.</i>	

Given above are the types of mistakes in Subject-Verb Agreement:

1. Words between subject word and Verb
2. Subjects Joined by Preposition or Prepositional phrases
3. Subjects Joined by And
4. Subjects Joined by or, nor, not only ... but also
5. Indefinite Pronoun as Subjects
6. Tricky Nouns as Subject
7. Collective Nouns as Subjects
8. Inverted Verb Order
9. Subject Verb Agreement in a Relative/Adjective Clause
10. Proper Names or Titles as a Subject
11. Time, Distance and Money expressions as Subject

## SUBJECT-VERB AGREEMENT

Subject and Verb are almost invariably essential elements of a sentence. In every sentence, a verb must agree with its subject in number.

**THE BASIC RULE for Subject-Verb Agreement is to use a singular verb with a singular subject and a plural verb with a plural subject.**

## WAK ENGLISH ENTRY TEST

**Singular**

The bell rings.

**Plural**

The bells ring.

The rope stretches.

The ropes stretch.

**TIP:** In order to locate the subject of a sentence, place question words *who* or *what* before verb and ask *who/what happens / performs the action?* The answer of this question is supposed to be the subject. In above example if we ask *what rings or what stretches* then the answers are *the bell/bells, the rope/ropes.*

**Point to Remember:**

**Singular Subject:** all noncount and singular nouns or pronouns, single phrase or clause.

**Singular Verb:** *is, was, has, VI + s/es, does + VI*

**Plural Subject:** all Plural nouns, pronouns, more than one phrases or clauses.

**Plural Verb:** *are, were, have, do + VI, VI*

## THE STRUCTURE OF THE SUBJECT

In order to understand it further, let's have a look on the variety of subject as different grammatical units:

Various structures for a subject		Locating Subject (Answer the questions)
The perfume smells sweet.	(Noun)	What smells sweet?
He is a soldier.	(Pronoun)	Who is a soldier?
What he said did not surprise me.	(Clause)	What did not surprise me?
Swimming is my hobby.	(Gerund)	What is my hobby?
Working in army as captain was his passion	(Gerund phrase)	What was his passion?
To err is human.	(Infinitive)	What is human?
To be able to analyze is very important.	(Infinitive phrase)	What is very important?

## Words between Subject Word and Verb

Subject and verb should agree even when the other words come between them to make the subject lengthy. It means the verb doesn't have to agree with the closest noun.

- INCORRECT *The requirements stated in the catalogue is unclear.*  
 CORRECT *The requirements stated in the catalogue are unclear.*
- INCORRECT *The strain of difficulties, anxieties and vexations were more than his forbearance.*  
 CORRECT *The strain of difficulties, anxieties and vexations was more than his forbearance.*
- INCORRECT *The repetition of the drumbeats help to stir emotions.*  
 CORRECT *The repetition of the drumbeats helps to stir emotions.*

**TIP:** Notice the place of preposition in this case. Generally, the part before preposition has the subject word

## Subjects Joined by Prepositions/Prepositional Phrases

**RULE:** Subjects joined by the following prepositions/prepositional phrases take verb according to the first subject word.

as well as	in addition to	including	with	together with	along with
besides	except	but	consisting	comprising	excluding

- INCORRECT *The president as well as the deans have agreed to revise the course outline.*  
 CORRECT *The president as well as the deans has agreed to revise the course outline.*
- INCORRECT *She together with her friends are going to an exhibition.*  
 CORRECT *She together with her friends is going to an exhibition.*

## Subjects Joined by And

**RULE:** Two or more subjects joined by *and* usually take a plural verb, whether one or all of the subjects are singular.

- INCORRECT *Wordsworth and Coleridge was contemporaries.*  
 CORRECT *Wordsworth and Coleridge were contemporaries.*
- INCORRECT *Wordsworth, Coleridge, and Keats is among the greatest English poets.*  
 CORRECT *Wordsworth, Coleridge, and Keats are among the greatest English poets.*

**RULE:** If two subjects joined by *and* referred to one person, object, or idea, they take singular verb.

- INCORRECT *The rise and fall of the tide are due to lunar influence.*
- CORRECT *The rise and fall of the tide is due to lunar influence.*
- INCORRECT *My friend and benefactor has advised me to stay calm.*
- CORRECT *My friend and benefactor have advised me to stay calm.*

RULE: When subjects joined by AND are preceded by each or every, they take a singular verb.

- INCORRECT *Each man, woman, and child have a right to be heard.*
- CORRECT *Each man, woman, and child has a right to be heard.*
- INCORRECT *Every silver knife, fork, and spoon were counted.*
- CORRECT *Every silver knife, fork, and spoon was counted.*

RULE: When subjects joined by AND are followed by each, they take a plural verb.

- INCORRECT *Man and woman each has different problems.*
- CORRECT *Man and woman each have different problems.*

**(4) Subjects Joined by Or or Nor**

RULE: When subjects joined by or or nor are singular, the verb is singular; when all parts are plural, the verb is also plural.

- INCORRECT *Either the painter or the carpenter know the cost.*
- CORRECT *Either the painter or the carpenter knows the cost.*
- INCORRECT *Not only the cabinets but also the bookcases is too costly.*
- CORRECT *Not only the cabinets but also the bookcases are too costly.*

RULE: When one part of the subject is singular and the other plural, place the plural part closer to the verb and use a plural verb.

- AWKWARD: *Neither the owners nor the contractor agrees.*
- REVISED: *Neither the contractor nor the owners agree.*

**(5) Indefinite Pronouns as Subjects**

An indefinite pronoun does not refer to a specific person or thing. Most indefinite pronouns take a singular verb, but some take a plural verb and some take a singular or a plural verb.

RULE: The following indefinite pronouns refer to a single unspecified person or thing, and they take a singular verb.

Anybody	Everybody	Something	None	Either
Anyone	Everything	Nothing	No one	Neither
Anything	Somebody	Nobody	One	
Everyone	Someone	Each		

**Point to Remember:**  
Neither & Either used with of refer to two persons, things or ideas. Example: *Either of the two persons/places/ideas*  
Anyone & None used with of refer to more than two persons, things or ideas. Example: *Anyone/None of the three persons/places/ideas*

- *Everybody is busy at this time.*
- *No one has the right to disrespect others.*

RULE: The following indefinite pronouns refer to more than one unspecified person or thing, and they take a plural verb.

Both	Few	Many	Several
------	-----	------	---------

- *Both are correct.*
- *Several were invited.*

**Point to Remember:** *Many a* is followed by a singular noun and singular verb.  
Example: *Many a man has tried this.*

RULE: The following indefinite pronouns take a singular or plural verb depending on the meaning of the word they refer to.

All	Any	More	Most	Some
-----	-----	------	------	------

- *All is set for today's ceremony. (uncountable: means everything is set)*
- *All are very excited. (Plural: means all people)*
- *More are coming to participate. (Plural: means people)*
- *More is still needed to invest. (Uncountable: means money)*
- *Some have complaints about the standard of service. (Plural: means people)*
- *If you need money, I'll lend you some. (Uncountable: means money)*

RULE: All of the above mentioned indefinite pronouns: singular, plural or both can also be used as subject in a noun phrase with wording of + Specific noun. -thing and -body pronouns are exception. In this case the structure of the phrase will be: (Followed by singular verb)

- **Singular indefinite pronoun + of + specific plural noun**  
One of my friends, One of my teachers, One of my brothers etc. (Followed by singular verb)
- **Plural indefinite pronoun + of + Specific plural noun**  
Both of my parents, Many of my ill-wishers, Few of them (Followed by Plural verb)
- **Indefinite pronoun for both + of + specific Plural/uncountable Noun** (Followed by plural or singular verb)  
Some of my friends      Some of your time  
Most of my books      Most of my knowledge
- *All of this money is reserved for emergencies.*
- *All of the funds are reserved for emergencies.*

**Point to Remember:**  
All indefinite pronouns can also be used with of phrase. Example: *Most of the people, Many of the students, Each of my friends.* This use doesn't affect the subject-verb agreement of indefinite pronouns.

**LINK:** Point 6 has been discussed in detail in the Point D of topic common errors in the use of noun.

- INCORRECT *No one eat meat in our home.*
- CORRECT *No one eats meat in our home.*
- INCORRECT *Many requires special attention.*
- CORRECT *Many require special attention.*
- INCORRECT *Some of the knowledge come from books.*
- CORRECT *Some of the knowledge comes from books.*
- INCORRECT *Some of the books is mine.*
- CORRECT *Some of the books are mine.*

**(6) Tricky Nouns as Subjects**

RULE: Noncount nouns representing a whole made of similar things like furniture, clothing, mail etc. usually take singular verbs.

- *Mail arrives daily.*
- RULE: A few nouns like clergy, the military people, the police have SINGULAR FORM but take plural verbs:  
• *The police are interrogating the suspects.*

RULE: A few nouns like mathematics, politics, tennis, chess, measles, rabies PLURAL FORM but take singular verb:

- *Rabies is almost always fatal if not treated timely.*
- RULE: Adjectives describing human personality when preceded by THE, such as the poor, the rich, the young, the elderly become plural and take plural verbs:

- *The elderly sometimes need special care.*
- INCORRECT *The furniture in their room suit the style of their house.*
- CORRECT *The furniture in their room suits the style of their house.*
- INCORRECT *The military doesn't admit that the bombing was widespread.*
- CORRECT *The military don't admit that the bombing was widespread.*
- INCORRECT *Measles are thought to be the cause of his death.*
- CORRECT *Measles is thought to be the cause of his death.*
- INCORRECT *Only the frugal is able to put aside something.*
- CORRECT *Only the frugal are able to put aside something.*

**(7) Collective Nouns as Subjects**

A collective noun has a singular form but names a group of individuals or things – for example, army, audience, crowd, committee, family, group, and team. As a subject, a collective noun may take a singular or plural verb, depending on the context.

RULE: When a collective noun acts as one unit or group, use a singular verb.  
• *The group agrees that the action is necessary. (The focus is to establish a group of individuals)*

RULE: When considering the groups' members as individuals who act separately, use the plural form of the verb.  
• *The old group have gone their separate ways after ten years. (The focus is to establish individuality of group members)*

RULE: The collective noun 'number' preceded by *a* is plural, but preceded by *the* is singular.

- *A number of people are in debt.*
- *The number of people in debt is very large.*

INCORRECT *The staff is in disagreement about the findings.*

CORRECT *The staff are in disagreement about the findings.*

INCORRECT *The number of complaints against the chief minister are increasing day by day.*

CORRECT *The number of complaints against the chief minister is increasing day by day.*

RULE: The noun Majority/Minority used alone is used as a singular noun; whereas The Majority/Minority + of + plural noun take a plural verb. If the structure is The Majority/Minority + of + uncountable noun the verb is singular.

INCORRECT *The majority of the employees has university degrees.*

CORRECT *The majority of the employees have university degrees.*

INCORRECT *The vast majority of the earth's water are contained in oceans and seas*

CORRECT *The vast majority of the earth's water is contained in oceans and seas*

INCORRECT *The majority are unwilling to listen to the views of minority.*

CORRECT *The majority is unwilling to listen to the views of minority.*

#### (8) Inverted Verb Order

Inverted verb order occurs mainly in:

- (1) Questions. Sentence
- (2) Constructions beginning with there/here
- (3) Beginning with negative words
- (4) Constructions for emphasis

RULE: In inverted verb order we make the verb agree with the subject although the subject follows the verb.

- *Is voting a right or a privilege?*
- *Never have they missed a chance to please their parents.*
- *There are differences between them.*
- *In him are centered all of their hopes.*

RULE: However, while using a linking verb such as *is* or *are*, we make it agree with its subject, not with the noun pronoun serving as a subject complement after it.

- *His problem is frequent headaches.*

INCORRECT *Rarely have someone been so wrong as you.*

CORRECT *Rarely has someone been so wrong as you.*

INCORRECT *There have been a large scale protest followed by a hartal.*

CORRECT *There has been a large scale protest followed by a hartal.*

INCORRECT *The child's sole support are her court-appointed guardians.*

CORRECT *The child's sole support is her court-appointed guardians.*

#### (9) Subject-Verb Agreement in a Relative/Adjective Clause

RULE: When used as subjects in a relative or adjective clause, the verb after *who*, *which*, and *that* agrees with the antecedent (the word for which *who*, *which*, or *that* has been used)

- *I take care of the patient who comes to my clinic.*
- *He is one of the patients that have recovered quite miraculously.*

RULE: If the antecedent of *who*, *which* or *that* is The Only One Of + Plural Noun then the verb should be singular.

- A computer is not the only one of the machines that handles information rapidly.

INCORRECT *It is the pharmacist who often suggest a new brand.*

CORRECT *It is the pharmacist who often suggests a new brand.*

INCORRECT *This is the only one of the papers that print a daily horoscope.*

CORRECT *This is the only one of the papers that prints a daily horoscope.*

#### (10) Proper Names, Word or Titles as a Subject

RULE: When the subject is the title of a corporation or a work (such as a book) or a word you are defining or describing the verb should be singular even if the title or the word is plural.

- *Zafar Associates is a new firm.*
- *'Dream Days' remains my favorite book.*
- *'Folks' is a down-home word for people.*

#### WAK ENGLISH ENTRY TEST

INCORRECT *Romeo and Juliet never grow old.*

CORRECT *Romeo and Juliet never grows old.*

INCORRECT *Autumn Leaves are a beautiful song.*

CORRECT *Autumn Leaves is a beautiful song.*

INCORRECT *'Ladies' have been spelled wrong in your essay.*

CORRECT *'Ladies' has been spelled wrong in your essay.*

#### (11) Time, Distance and Money Expressions as Subjects

RULE: Time, Distance and Money Measurements and figures ending in *-s* may also be singular when the quantity they refer to is a unit.

- *Fifteen minutes is* the time limit allowed to each speaker.
- *Ten kilometers is* a long walk.

EXCEPTION: If you can ask the question how many with time distance and money expressions, use plural verbs. In this case how many suggest multiple units.

- *There are* only two dollars in my wallet.
- *Ten hours were* spent on this project.
- *Five hundred square feet have been* added on to this house.

RULE: The verb for percentages, fractions as subjects depends on the noun; singular or plural, with it. If the noun is singular or noncount the verb is singular. If the noun is plural the verb is plural.

- *Three-fourths of the library consists of* reference books.
- *One third of the researchers depend on* the grant from industry.

INCORRECT *Two-thirds of the city are* in ruins

CORRECT *Two-thirds of the city is* in ruins

INCORRECT *Ninety rupees are* too much money for this bag.

CORRECT *Ninety rupees is* too much money for this bag.

#### REINFORCEMENT EXERCISE - SUBJECT VERB AGREEMENT

POT THE ERROR OR CHOOSE THE BEST OPTION.

- Each one of the dogs in the show require a special kind of diet.
- Each one of the dogs in the show are required a special kind of diet.
- Each one of the dogs in the show is require a special kind of diet.
- Each one of the dogs in the show requires a special kind of diet.

A million rupees are a lot of money to keep under a pillow.

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

- Four weeks is the amount of time concrete takes to reach its full strength.
- Four week is the amount of time concrete takes to reach its full strength.
- Four weeks are the amount of time concrete takes to reach its full strength.
- Four weeks is the amount of time concrete take to reach its full strength.

Neither of the two candidates who had applied for admission to the Civil

- (A) (B) (C)

Engineering Department were eligible for scholarship.

- (D)

- One of the most influential Middle Eastern newspapers, *The Pyramids*, was established in Egypt in 1875.
  - One of the most influential Middle Eastern newspapers, *The Pyramids*, were established in Egypt in 1875.
  - One of the most influential Middle Eastern newspapers, *The Pyramids*, established in Egypt in 1875.
  - One of the most influential Middle Eastern newspapers, *The Pyramids*, were to establish in Egypt in 1875.
- The major obstacle are pedestrians' crossing other than instructions.

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

7. (A) The prime minister, together with cabinet members, exercise executive power.  
 (B) The prime minister, together with cabinet members, exercises executive power.  
 (C) The prime minister, together with cabinet members, is exercise executive power.  
 (D) The prime minister, together with cabinet members, is exercise executive power.
8. The most interesting of cases are compulsory reading for all would-be surgeons.  
 (A) (B) (C) (D)
9. (A) That it is birds migrate long distances is well documented.  
 (B) That birds migrate long distances is well documented.  
 (C) Birds that migrate long distances is well documented.  
 (D) It is that birds migrate long distances is well documented.
10. After all, Elizabeth is the strongest candidate for the job because her looks,  
 (A) experience, and natural intelligence invites voters to cast their ballots for her.  
 (B) (C) (D)

QUICK REVIEW

S#	Subject	Verb
1	Words between subject word and Verb	The verb depends on the subject word. Pay attention to words before preposition
2	Subjects Joined by Preposition or Prepositional phrases	The verb is used according to 1 <sup>st</sup> subject word (before preposition or prepositional phrase)
3	Subjects Joined by And	The verb is generally plural The verb is singular if subjects refer to one person, thing or idea. The verb is singular if each or every is used before one or both subjects
4	Subjects Joined by or, nor, not only ... but also	The verb is used according to 2nd subject word (after or, nor, but also)
5	Indefinite Pronoun as Subjects	Singular verb for singular indefinite pronouns. Plural verb for plural indefinite pronouns Both singular and plural for all, some, most, any (depending upon the use)
6	Tricky Nouns as Subject	Noncount nouns ----- Singular verb (traffic) Singular form ----- Plural verb (people) Plural form ----- Singular verb (politics)
7	Collective Nouns as Subjects	Group of individuals ----- Singular Individual of a group ----- Plural
8	Inverted Verb Order	Question There (Verb before Subject) Negative adverbial Emphasis
9	Subject Verb Agreement in a Relative/Adjective Clause	Verb is used as per antecedent of who, which or that In case the only one of + Plural noun verb is singular
10	Proper Names or Titles as a Subject	Singular Verb is used.
11	Time, Distance and Money expressions as Subjects	Singular verb is used For fraction and percentage, the verb depends on the noun used with them

SUBJECT-VERB AGREEMENT REVIEW EXERCISE

POT THE ERROR OR CHOOSE THE BEST OPTION.

1. A. Eight fifty dollars are what it cost to buy the new i-phone.  
 B. Eight fifty dollars is what it costs to buy the new i-phone.  
 C. Eight fifty dollars is what would it cost to buy the new i-phone.  
 D. Eight fifty dollars are what it costs to buy the new i-phone.
2. The number of deceased soldiers in any war have never been authentically recorded.  
 A B C D
3. As much as the hypocrite are hated,  
 A. so much so the truthful is still widely respected.  
 B. So much so the truthful are still widely respected.  
 C. so much so the truthful are still widely respected.  
 D. so much so truthful is still widely respected.
4. There were a social worker and a crew of twenty volunteers at the scene of the accident.  
 A B C D
5. Your friendship over the years and your support has always meant a great deal to us.  
 A. Your friendships over the years and your supports have always meant a great deal to us.  
 B. Your friendship over the years and your support have always meant a great deal to us.  
 C. Your friendships over the years and your supports have always meant a great deal to us.  
 D. Your friendship over the years and your support always means a great deal to us.
6. Many hours at the driving range  
 A. has lead us to design golf balls with GPS locators in them.  
 B. has led us to design golf balls with GPS locators in them.  
 C. have led us to design golf balls with GPS locators in them.  
 D. have led us design golf balls with GPS locators in them.
7. Discovered in the soil of our city garden were a button dating from the Civil War.  
 A B C D
8. Every year, during the midsummer festival, the smoke of village bonfires fill sky.  
 A. Every year, during the midsummer festival, the smoke of village bonfires filling sky.  
 B. Every year, during the midsummer festival, the smokes of village bonfires fills the sky.  
 C. Every year, during the midsummer festival, the smoke of village bonfires fills the sky.  
 D. Every year, during the midsummer festival, the smoke of village bonfires fills the sky.  
 the profits received from selling the ivory tusks.
9. One of the main reasons for elephant poaching are  
 A. One of the main reasons for elephant poaching are  
 B. One of the main reasons for elephant poaching are  
 C. One of the main reasons for elephant poaching is  
 D. One of the main reasons for elephants poaching is
10. Not until my interview with Dr. Chauhan were other possibilities opened to me.  
 A. Not until my interview with Dr. Chauhan other possibility were opened to me.  
 B. Not until my interview with Dr. Chauhan other possibility were opened to me.  
 C. Not until my interview with Dr. Chauhan was other possibilities opened to me.  
 D. Not until my interview with Dr. Chauhan other possibilities was opened to me.
11. The board of directors, ignoring the wishes of the community, have voted to allow development.  
 A B C D
12. The presence of certain bacteria in our bodies \_\_\_\_\_ our overall health.  
 A. are one of the factors that determines B. are one of the factors that determine  
 C. is one of the factors that determines D. is one of the factors that determine
13. Yasir is the only one of the many applicants who has the ability to step into this job.  
 A. Yasir is the only one of the many applicants who have the ability to step into this job.  
 B. Yasir is the only one of the many applicants who have the ability to step into this job.  
 C. Yasir is the only one of the many applicant who has the ability to step into this job.  
 D. Yasir is one of the many applicants who has the ability to step into this job.
14. Everybody who signed up for the snowboarding trip were taking lessons.  
 A B C D
15. Neither the explorer nor his companions was ever seen again.  
 A. Neither the explorer nor his companions were ever seen again.  
 B. Neither the explorer nor his companions were ever seen again.  
 C. Neither the explorer not his companions was ever seen again.  
 D. Neither the explorer nor his companion were ever seen again.

16. A. A catalogue of courses and requirements baffles students.  
B. A catalogue of courses and requirements baffle students.  
C. A catalogue of courses and requirements baffles student.  
D. A catalogue of courses and requirements baffle a student.
17. A. Jamal and Associates are a consulting firm that try to make business people laugh.  
B. Jamal and Associates are a consulting firm that tries to make business people laugh.  
C. Jamal and Associates is a consulting firm that tries to make business people laugh.  
D. Jamal and Associates is a consulting firm that tries to make business people laugh.
18. Batik cloth from Bali, blue and white ceramics from Cambodia, and a Persian rug from Iran has made Hannah's room the talk of the dormitory.  
A.   
B.   
C.   
D.
19. 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.  
C. All my old cloth, including a coat, was sent to the rummage sale.  
D. All my old clothe, including a coat, was sent to the rummage sale.
20. Either a lasting prestige or a high position in government are his ambition of life.  
A.   
B.   
C.   
D.
21. A. Many a man has succumbed to the temptation of wealth and status.  
B. Many a men has succumbed to the temptation of wealth and status.  
C. Many a men have succumbed to the temptation of wealth and status.  
D. Many men has succumbed to the temptation of wealth and status.
22. Neither the lab assistant nor the students was able to download the information.  
A.   
B.   
C.   
D.
23. A. Now only a small minority favor death sentence because media has been denouncing it.  
B. Now only a small minority favor death sentence because medium has been denouncing it.  
C. Now only small minority favors death sentence because media have been denouncing them.  
D. Now only a small minority favors death sentence because media has been denouncing it.
24. An orange and a black bird is sitting in that tree.  
A.   
B.   
C.   
D.
25. One-third of the death rate were reduced by greatly reducing mortality from malaria.  
A.   
B.   
C.   
D.

ANSWER KEY

Reinforcement Exercise – Subject Verb Agreement

1	A	2	B	3	A	4	D	5
6	A	7	C	8	B	9	B	10

Subject-Verb Agreement – Review Exercise

1	B	2	C	3	C	4	A	5
6	C	7	B	8	D	9	C	10
11	C	12	D	13	A	14	D	15
16	A	17	D	18	C	19	A	20
21	A	22	C	23	D	24	C	25

LEARNING EVALUATION

How do you rate your preparation in the given areas of the "Subject-Verb Agreement" you've just finished?

Points	Ok	Good	Very Good
Words between Subject Word and Verb			
Subjects Joined by Prepositions/Prepositional Phrases			
Subjects Joined by And			
Subjects Joined by Or or Nor			
Indefinite Pronouns as Subjects			
Tricky Nouns as Subjects			
Collective Nouns as Subjects			
Inverted Verb Order			
Subject Verb Agreement in a Relative/Adjective Clause			
Proper Names, Word or Titles as a Subject			
Time, Distance and Money Expressions as Subjects			

What do you think needs improvement in this topic?

Points	Conceptual Clarity	Practice
Words between Subject Word and Verb		
Subjects Joined by Prepositions/Prepositional Phrases		
Subjects Joined by And		
Subjects Joined by Or or Nor		
Indefinite Pronouns as Subjects		
Tricky Nouns as Subjects		
Collective Nouns as Subjects		
Inverted Verb Order		
Subject Verb Agreement in a Relative/Adjective Clause		
Proper Names, Word or Titles as a Subject		
Time, Distance and Money Expressions as Subjects		

What would you recommend us to be more helpful in this regard?

You can share this point with us through "WhatsApp Number" at back title or through WAK Publishers "Facebook Page" of this book.

# NOUNS

## COMMON ERRORS IN THE USE OF NOUNS

Sr. #	EXAMPLES	TYPES OF ERRORS
1	INCORRECT <i>I want to join new school.</i>	<i>The Error of Number: Error caused by the omission of article before a count noun (school)</i>
	CORRECT <i>I want to join a new school.</i>	
2	INCORRECT <i>Comb your hairs; they look so untidy.</i>	<i>The Error of Number: Error caused by wrong use of a noncount noun (hair)</i>
	CORRECT <i>Comb your hair; it looks so untidy.</i>	
3	INCORRECT <i>Many calfs died of infection.</i>	<i>The Error of Number: Error caused by wrong spelling of plural noun (calves)</i>
	CORRECT <i>Many calves died of infection.</i>	
4	INCORRECT <i>His scissor is rusty and blunt.</i>	<i>The Error of Number: Error caused by the confusion between the Form and Use of a plural noun (scissors)</i>
	CORRECT <i>His scissors are rusty and blunt.</i>	
5	INCORRECT <i>Sam gave us many informations.</i>	<i>Noun-Quantifier Agreement Error: Quantifier (many) is incorrect with noncount noun (information)</i>
	CORRECT <i>Sam gave us much information.</i>	
6	INCORRECT <i>He shirked evil for his conscience's sake.</i>	<i>The Error of Possessive case of noun (conscience)</i>
	CORRECT <i>He shirked evil for his conscience' sake.</i>	

There are three main types of errors in the use of nouns as shown above:

- (1) *The Error of Number*
- (2) *Noun-Quantifier Agreement Error*
- (3) *The Error of Possessive case of Noun*

In order to understand them comprehensively, we'll discuss them in detail.

### (1) THE ERROR OF NUMBER

#### Important Terminology:

**NUMBER:** number refers to the grammatical contrast between singular (the concept of one) and plural (the concept of more than one). It refers basically to noun forms as well as the forms of pronouns, quantifiers, and verbs.

**FORM:** It means how a noun appears in spellings or what are the ending letters of a noun. A noun can have singular form; ending without *-s* or *-es* like *school, cattle, class, beauty* etc. Many nouns have plural form ending with *-s* or *-es* like *mathematics, goods, hepatitis* etc. The concept of FORM here focuses only on ending spelling of a noun.

**USE:** It means what sort of pronouns, quantifiers, and verbs are used for a noun. It refers not to what the form of a noun is but to what a noun actually is; either countable (singular/plural) or uncountable.

\* A noun used as singular would take *is, was, has, does + V1* as verb.

THE ERRORS OF NUMBER in the use of nouns are caused by the difference of use between count and noncount nouns.

#### (A) Using Count Nouns

A **count noun** can be singular or plural:

- He eats a **burger**. He ate many **burgers**.
- one **mobile** two **mobiles**
- KK was singing a **song**.
- There are no **transistors** in the radio.

We can use numbers with count nouns. EXAMPLES:  
Notice the use of verbs (*was, are*) in above sentences with countable nouns.

**RULE:** Use article/possessive adjective (*a, an, the, my, his*) before a singular count noun: FOR EXAMPLE

- INCORRECT *There has been accident.*
- CORRECT *There has been **an accident**.*
- INCORRECT *Do you have ten-rupee note?*
- CORRECT *Do you have a ten-rupee **note**?*

## WAK ENGLISH ENTRY TEST

- A noun used as plural would take *are, were, have, do + V1* as verb.
  - The pronoun and quantifier used for noun would also depend on how the noun is being used in the sentence.
1. **Mathematics** is my favorite. It gives me pleasure.
  2. Her intelligence is matchless though **much** of it is inherited.
  3. Many **cattle** were treated. They are on special feed now.

**RULE:** Use plural count nouns alone without indefinite article (*a & an*). Definite article (*The*) is also not used without any specification:

- FOR EXAMPLE
- INCORRECT *She sings a **songs** to cheer herself up.*
  - CORRECT *She sings **songs** to cheer herself up.*
  - INCORRECT ***The Accidents** were prevented by changing route plan.*
  - CORRECT ***Accidents** were prevented by changing route plan.*

Notice the noun forms and also the use of verb, quantifier and pronoun for them. All of them have to be consistent.

### (B) Using Noncount Nouns

A **noncount noun** is not made plural.

- *I eat **rice** every day.* *I like **rice**.*

**LINK:** In terms of the use of article before count or noncount nouns, we will also discuss this point in the topic 'COMMON ERRORS IN THE USE OF ARTICLES'

### CATEGORIES OF UNCOUNTABLE NOUN

WHOLE GROUPS MADE UP OF SIMILAR ITEMS	baggage, clothing, jewelry, machinery, mail, makeup, money, traffic, scenery, fruit, food etc.
FLUIDS	water, coffee, milk, tea, soup, gasoline, blood etc.
SOLIDS	ice, bread, butter, cheese, gold, iron, paper, wood, wool etc.
GASES	steam, air, smoke, oxygen, pollution etc.
PARTICLES	rice, chalk, corn, sugar, pepper, salt, sand, wheat, flour etc.
ABSTRACTIONS	happiness, hospitality, knowledge, justice, violence, sleep, wealth, intelligence, honesty, confidence, beauty etc.
LANGUAGES	Arabic, Chinese, English, Spanish, Urdu etc.
FIELDS OF STUDY	chemistry, engineering, history, literature, history etc.
GENERAL ACTIVITIES	driving, swimming, travelling, studying etc.
NATURAL PHENOMENON	weather, dew, hail, sunshine, gravity, rain etc.
RECREATION	cricket, soccer, baseball, chess, tennis etc.

**RULE:** Do not make plural and do not use numbers or indefinite article with noncount nouns. We do not say *one or a rice, two rices* etc. EXAMPLES:

- INCORRECT *Unruly **traffics** cause accidents.*
- CORRECT *Unruly **traffic** causes accidents.*
- INCORRECT *He has a **courage** to accept his mistakes?*
- CORRECT *He has **courage** to accept his mistakes?*

**RULE:** Use a unit expression before some noncount nouns to express a particular quantity. FOR EXAMPLE:

- INCORRECT *a spoonful of sugar, a glass of water, a cup of coffee, a piece of furniture, a piece of jewelry, a piece of information etc.*
- INCORRECT *He offered me many useful **advices**.*
- CORRECT *He offered me many useful **pieces of advice**. OR He offered me much useful **advice**.*
- INCORRECT *These **inforamtions** complete the whole picture*
- CORRECT *These **pieces of information** complete the whole picture. OR This **information** completes the whole picture.*

### (C) Nouns both Count and Noncount

Many nouns can be count and noncount, but with different meanings. Compare:

**TIP:** A noncount noun can be made plural if we can distinguish it physically and conceptually from the rest. This sense is generally established when the sense changes from general to specific or we talk about various types of a particular noncount noun.

<b>Business</b>	<ul style="list-style-type: none"> <li>I often have to go abroad on business.</li> <li>Many businesses have protested against the new tax law.</li> </ul>	<ul style="list-style-type: none"> <li>Business as an activity in general</li> <li>Different types of business</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>The government should spend more in education.</li> <li>They want their daughter to have a good education.</li> </ul>	<ul style="list-style-type: none"> <li>Education as an activity in general</li> <li>A part of education received while being educated</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>These grammar exercises are easy!</li> <li>Exercise is good for you.</li> </ul>	<ul style="list-style-type: none"> <li>A tangible form for practicing a skill</li> <li>Exercise as an activity in general</li> </ul>
<b>Fire</b>	<ul style="list-style-type: none"> <li>One of the curtains caught fire.</li> <li>They put up the tents and lit a fire.</li> </ul>	<ul style="list-style-type: none"> <li>Fire as a natural phenomenon in general</li> <li>A small controlled piece of fire used for cooking.</li> </ul>
<b>Glass</b>	<ul style="list-style-type: none"> <li>It was a high-tech table made of glass and steel.</li> <li>He drank a glass of milk.</li> </ul>	<ul style="list-style-type: none"> <li>Glass as a material</li> <li>Glass as a measuring unit or object</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>It was the study of history that gave birth to the social science.</li> <li>The village has a history going back to the Middle Ages.</li> </ul>	<ul style="list-style-type: none"> <li>History as a field of study</li> <li>A record of events of one particular person or place</li> </ul>
<b>Honor</b>	<ul style="list-style-type: none"> <li>He is a man of honor and good sense.</li> <li>It was a great honor to be invited here today.</li> </ul>	<ul style="list-style-type: none"> <li>Feeling of respect in general</li> <li>A public reward to show appreciation</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>Single words are the building blocks of language.</li> <li>When you are studying a language, the keyword is patience.</li> </ul>	<ul style="list-style-type: none"> <li>Language as phenomenon to communicate in general</li> <li>One particular type of language</li> </ul>
<b>Life</b>	<ul style="list-style-type: none"> <li>Life is not a bed of roses.</li> <li>Hundreds of lives were threatened when the building collapsed.</li> </ul>	<ul style="list-style-type: none"> <li>The duration between birth and death</li> <li>The existence of an individual or some human beings</li> </ul>
<b>Light</b>	<ul style="list-style-type: none"> <li>Both glass and water bend light.</li> <li>It was getting dark so she switched on the lights and drew the curtains.</li> </ul>	<ul style="list-style-type: none"> <li>Light as a natural phenomenon, opposite of darkness</li> <li>Light as an illuminating object</li> </ul>

**(D) SOME SPECIAL NOUNS**

Please consult *important terminology* section on Page 2 for better understanding.

**D1:** **Form:** The form of these nouns either used as singular or plural remains the same.

**Use:** The use of verb, pronoun and quantifier will depend on how these are being used in that sentence.

Swine, sheep, deer, cod, trout, salmon, aircraft, spacecraft, series, species etc.

INCORRECT *Sheeps are grazing in the meadow.*

CORRECT *Sheep are grazing in the meadow.*

INCORRECT *A new species have recently been discovered.*

CORRECT *A new species has recently been discovered.*

**D2:** **Form:** The form of these nouns remains plural.

**Use:** The verb, pronoun or quantifier used for these nouns will be Plural.

**Tools:** Bellows, scissors, tongs, pincers, spectacles etc.

**Dress:** Trousers, jeans, tights, shorts, pyjamas etc.

**Certain Nouns:** Annals, thanks, proceeds (of a sale), tidings, environs, nuptials,

obsequies, surroundings, outskirts etc.

INCORRECT *This spectacles is not repairable.*

CORRECT *These spectacles are not repairable.*

**Point to Remember:**  
In order to use Tool and Dress category nouns in singular, we can add *Pair of* before them.

**WAK ENGLISH ENTRY TEST**

- INCORRECT *My old jean is not fit to me anymore.*  
CORRECT *My old jeans are not fit to me anymore.*  
INCORRECT *The tiding of war has affected the stock market.*  
CORRECT *The tidings of war have affected the stock market.*

**D3:** **Form:** The form of these nouns remains plural.

**Use:** The verb and pronoun used for these nouns is singular.

**Field of Study:** mathematics, physics, electronics, politics, *news*\* etc.

**Diseases:** measles, mumps, rickets, rabies etc.

**Games:** billiards, chess, darts, tennis etc.

INCORRECT *Politics are said to be devoid of heart.*

CORRECT *Politics is said to be devoid of heart.*

INCORRECT *Billiard has not yet been included in Olympics.*

CORRECT *Billiards has not yet been included in Olympics.*

INCORRECT *There was a time when rabies were incurable.*

CORRECT *There was a time when rabies was incurable.*

**D4:** **Form:** The form of these nouns remains singular.

**Use:** The verb, pronoun and quantifier for these nouns are plural.

Poultry, cattle, vermin, people, gentry, police etc.

INCORRECT *Cattle provides us milk and meat.*

CORRECT *Politics is said to be devoid of heart.*

INCORRECT *The gentry looks after their interest quite coldheartedly.*

CORRECT *The gentry look after their interest quite coldheartedly.*

INCORRECT *Many peoples are still not inclined to digital medium.*

CORRECT *Many people are still not inclined to digital medium.*

A few noun when their form is changed from singular to plural, they have an additional and different meaning.

FOR EXAMPLE:

Singular	Plural
<b>Custom:</b> habit.	<b>Customs:</b> (1) habits, (2) duties levied on imports
<b>Quarter:</b> fourth part	<b>Quarters:</b> (1) fourth parts; (2) lodgings
<b>Spectacle:</b> a sight	<b>Spectacles:</b> (1) sights; (2) eye-glasses
<b>Pain:</b> suffering	<b>Pains:</b> (1) sufferings (2) care, exertions
<b>Premise:</b> proposition	<b>Premises:</b> (1) propositions (2) buildings
<b>Damage:</b> harm	<b>Damages:</b> money paid as compensation
<b>Force:</b> strength	<b>Forces:</b> troops
<b>Wood:</b> a substance	<b>Woods:</b> forest

INCORRECT *Some merchants import goods without paying custom.*

CORRECT *Some merchants import goods without paying customs.*

INCORRECT *Most of his premises lacks sufficient evidence.*

CORRECT *Most of his premises lack sufficient evidence.*

INCORRECT *The television show was mere spectacles.*

CORRECT *The television show was a mere spectacle.*

**USING NOUN AS ADJECTIVE**

**RULE:** A noun can be used as adjective. A noun used as an adjective is not pluralized unless it is already plural in form.

FOR EXAMPLE:

INCORRECT *I met many cottages girls at a charity event.*

CORRECT *I met many cottage girls at a charity event.*

**Point to Remember:**  
The nouns in D3 category are generally noncount nouns.

**Points to Remember:**  
The fields of studies like *mathematics, politics* etc. when not described as field of study can take a plural verb.  
Example:  
*His mathematics need much improvement.*  
(mathematics = mathematical concepts)

**LINK:** Points D1, D2, D3, D4, D5 are also linked with **Subject-Verb Agreement** topic.

- INCORRECT *A custom officer cleared my vehicle yesterday.*  
 CORRECT *A customs officer cleared my vehicle yesterday.*  
 INCORRECT *The government established many road accidents research centers.*  
 CORRECT *The government established many road accident research centers.*

RULE: Nouns used to represent a certain number of nouns are also not pluralized only when used as adjective. For example:

- EXAMPLE: Pair\*, dozen, score, gross, hundred, thousand etc.  
 INCORRECT *Two dozens eggs were used in the batter.*  
 CORRECT *Two dozen eggs were used in the batter.*  
 INCORRECT *I have ten hundreds rupees notes.*  
 CORRECT *I have ten hundred rupee notes.*  
 INCORRECT *A man's average life is three scores years and ten.*  
 CORRECT *A man's average life is three score years and ten.*

Used as nouns these nouns can be pluralized. EXAMPLE:

- *The wrestler eats dozens of eggs daily.*
- *Hundreds and thousands of people attended the march.*

**F: MAKING NOUNS PLURAL**

(i) Generally, a noun is made plural by adding -s at the end. FOR EXAMPLE:

Word	Words	Style	Styles	Mobile	Mobiles
------	-------	-------	--------	--------	---------

(ii) We add -es to the singular nouns ending in -s, -sh, -ch (soft), or -x to form plural nouns. FOR EXAMPLE:

Class	Classes	Brush	Brushes	Watch	Watches	Box	Boxes
-------	---------	-------	---------	-------	---------	-----	-------

(iii) We add -es by dropping the final -y preceded by a consonant sound. FOR EXAMPLE:

Baby	Babies	Lady	Ladies	Story	Stories	Army	Armies
------	--------	------	--------	-------	---------	------	--------

(iv) We change final -f or -fe into -v and add -es to make plural of a few nouns. FOR EXAMPLE:

Thief	Thieves	Wolf	Wolves	Wife	Wives	Knife	Knives
-------	---------	------	--------	------	-------	-------	--------

(v) A few Latin and Greek language noun used in English are pluralized differently. Following are some examples:

- A -us ending is changed into -i ending  

Stimulus	Stimuli	Cactus	Cacti	Nucleus	Nuclei
----------	---------	--------	-------	---------	--------
- An -is ending is changed into -es ending  

Analysis	Analyses	Hypothesis	Hypotheses	Basis	Bases
----------	----------	------------	------------	-------	-------
- An -on and -um ending is changed into -a ending  

Phenomenon	Phenomena	Criterion	Criteria	Bacterium	Bacteria
Memorandum	Memoranda	Erratum	Errata	Stratum	Strata

An -a ending is changed into -ae

Formula	Formulae	Alga	Algae	Larva	Larvae
---------	----------	------	-------	-------	--------

(i) We add -s to the principal word of a compound Noun generally to form its plural:

Commander-in-chief	Commanders-in-chief	Daughter-in-law	Daughters-in-law
Passer-by	Passers-by	Looker-on	Lookers-on

(ii) Nationalities having -an, -ian, -er, -i, -k ending require -s to make plural:

The Russians	The Pakistanis	The New Zealanders	The Koreans	The Turks
--------------	----------------	--------------------	-------------	-----------

(iii) Nationalities having -ese, -ish, -iss, -ch ending do not require -s to make plural:

The Chinese	The British	The Swiss	The French
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TIP: these nouns are used as adjectives with numeral words like one, two, ten etc. For Example: Ten dozen eggs, Five hundred candidates.

REINFORCEMENT EXERCISE 1 - NOUN NUMBER

SPOT THE ERROR OR CHOOSE THE BEST OPTION.

- Wolfs are very social animals ; they like to roam around in packs.  
 A B C D
- A. Thousand of young salmon and trout have been killed by pollutions.  
 B. Thousands of young salmon and trouts have been killed by pollution.  
 C. Thousands of young salmon and trout has been killed by pollution.  
 D. Thousands of young salmon and trout have been killed by pollution.
- Only science is not sufficient for the explanation of all natural phenomenons.  
 A B C D
- A. The criterion of the judgment is not the color of skin but the content of character.  
 B. The criterion of the judgment are not the color of skin but the content of character.  
 C. The criteria of the judgment is not the color of skin but the content of character.  
 D. The criteria of the judgment are not the color of skin and the content of character.
- This protective treatment has safeguarded \_\_\_\_\_ from the disease.  
 A. millions of sheeps and cattle B. millions of sheeps and cattles  
 C. million of sheep and cattle D. millions of sheep and cattle
- I sat for a while frozen with a horror , and then I again turned over the pages.  
 A B C D
- A. The doctor and his belonging carry the germs from the diseased to the healthy woman.  
 B. The doctor and his belongings carry the germs from the diseased to the healthy woman.  
 C. The doctor and his belonging carry the germs from diseased to the healthy woman.  
 D. The doctor and his belonging carries the germs from the diseased to the healthy woman.
- Anjuna always consults authentic reference book to make his articles persuasive.  
 A B C D
- Ascetic militant Chinese have gone straight to the roots of the problems \_\_\_\_\_  
 A. that have plagued Asian countries for thousand of years  
 B. that has plagued Asian countries for thousand of years  
 C. that have plagued Asian countries for thousands of years  
 D. that have plagued Asian countries for a thousand of years
- The children got scared when they heard a thunder during the storm.  
 A B C D
- A. Some of the gentry is very quick to suspect us of cheating and overcharging.  
 B. Some of the gentry are very quick to suspect us of cheating and overcharging.  
 C. Some of the gentries are very quick to suspect us of cheating and overcharging.  
 D. Some of the gentry are very quick to suspect us of a cheating and overcharging.
- To play baseball you only need baseball, a bat and some jovial friends.  
 A B C D
- The Britishs established colonies all over the world in the name of civilizing the peoples.  
 A B C D
- Tools that are used to fasten screws into wood are called a screwdriver.  
 A B C D
- A. Most of his analysis prove that he is myopic.  
 B. Most of his analyses prove that he is myopic.  
 C. Most of his analysis prove that he is a myopic.  
 D. Most of his analyses proves that he is myopic.

**2. USING A QUANTIFIER WITH A NOUN**

A quantifier is a word that indicates the number, amount or quantity of a number

One company                      many companies                      every job  
 few jobs                      each biscuit                      much tea

another each every One are used only with singular count nouns.

**EXAMPLES:**  
 • Jawad wanted another piece of pie.                      • Every child in the contest received a badge.  
 both many a few several are used only with plural count nouns.

**EXAMPLES:**  
 • He ate both apples.                      • We watched several movies.  
 a little much a great deal of are used only with noncount nouns.

**EXAMPLES:**  
 • He faced a great deal of trouble.                      • There's not much sugar.  
 all any enough a lot of More most some lots of are used

with both plural count nouns and noncount nouns.

**EXAMPLES:**  
 • I have enough money to buy the watch. (Noncount)  
 • I have enough sandwiches for everyone. (Count)  
 • A lot of time has been wasted. (Noncount)  
 • A lot of students joined the session. (Count)

**3. USING THE POSSESSIVE CASE OF NOUN**

(i) Add an apostrophe + s to most singular nouns and to plural nouns that do not end in -s. **EXAMPLES:**  
 Singular nouns: kitten's toy, Joe's car.  
 Plurals not ending in s: women's dresses, sheep's pasture, children's toys.

(ii) Add an apostrophe only to plural nouns that already end in s. **EXAMPLES:**  
 • Companies' workers                      • Horses' stalls                      • Countries' armies

(iii) Add the apostrophe + s to the end of the compound words or the last word in a hyphenated noun. **EXAMPLES:**  
 • My mother-in-law's recipe for meatloaf is my husband's favorite.  
 • The United States Post Office's stamps are available in roll or in packets.

(iv) If two nouns share ownership, indicate possession only once, and on the second noun. Add the apostrophe to the second noun only. **EXAMPLES:**  
 • Jack and Jill's pail of water features prominently in the nursery rhyme.  
 • Abbot and Costello's comedy skit "Who's On First" is a classic act.

(v) When two nouns indicate ownership, but the ownership is separate, each noun gets the apostrophe. **EXAMPLE:**  
 • Lucy's and Ricky's dressing rooms were painted pink and blue.  
 • (Each owns his or her own dressing room, and they are different rooms).  
 • Senator Obama's and Senator Clinton's educations are outstanding.  
 • (Each senator owns his or her education, but they attained separate educations).

(vi) The Possessive Case is also used to denote authorship, origin, kind, etc. It is also used with nouns to denote time, space and weight etc. **EXAMPLE:**

The Use of Apostrophe's	Meaning
Shakespeare's plays	The plays written by Shakespeare
A mother's love	The love felt by a mother
A children's playground	A playground for children
A week's holiday	A holiday which lasts a week
At a stone's throw	A little distance away
In a year's time	The duration is one year
A pound's weight	The weight is a pound

**REINFORCEMENT EXERCISE 2 - QUANTIFIERS/POSSESSIVE NOUN**

**SPOT THE ERROR OR CHOOSE THE BEST OPTION.**

- A. Sue is wearing several jewellery.  
 B. Sue is wearing a few jewellery.  
 C. Sue is wearing some jewellery.  
 D. Sue is wearing too many jewellery.
- A team from the mission should come up to Brookfield and play one of the schools elevens at soccer.  
 A                      B                      C                      D
- One of my favorite place in the world is an island in the Caribbean Sea.  
 A                      B                      C                      D
- I gave a present to \_\_\_\_\_  
 A. each of the student in the room.                      B. each of students in the room.  
 C. each students in the room.                      D. each of the students in the room.
- The ushers collected my piece of foolscap and carried it up to the Headmaster table.  
 A                      B                      C                      D
- A. Each of your suitcases will be checked when you go through customs.  
 B. Every of your suitcase will be checked when you go through customs.  
 C. Each of your suitcases will be checked when you go through custom.  
 D. Every of your suitcases will be checked when you go through custom.
- A fewer effort is much better than no effort at all.  
 A                      B                      C                      D
- A. Karim and Salim's bakery is famous all over the town for its cookies.  
 B. Karim's and Salim's bakery is famous all over the town for its cookies.  
 C. Karim's and Salim bakery is famous all over the town for its cookies.  
 D. Karim and Salim's bakery is famous all over the town for it's cookies.
- The old man in his brilliant uniform appeared among them for the crowning of his lives work.  
 A                      B                      C                      D
- A. Don't make your yesterdays work your today's.  
 B. Don't make your yesterday's work your today's.  
 C. Don't make your yesterday's work your today.  
 D. Don't make your yesterday work your todays.

**QUICK REVIEW**

- THE ERROR OF NUMBER**
- Count Nouns:** 1. Use a/an before it.                      2. Plurals don't take a/an
- Noncount:** 1. Don't use a/an before it. Don't make plural  
 2. Use unit word to give countable sense.
- Both Count & Noncount:**  
 Notice the difference in sense from general to specific.
- Special Nouns:**
- D1. FORM: S & P (alike)    D2. FORM: P    D3. FORM: P    D4. FORM: S  
 USE: As per sense    USE: P    USE: S    USE: P    D5. Different meaning with a different form.
- Nouns as Adjective are not pluralized**  
**Plural spelling needs to be taken care of; especially, Latin/Greek nouns and compound nouns**  
**Noun-Quantifier Agreement Error**
- Singular quantifiers for Singular nouns.
  - Plural quantifiers for plural nouns
  - Noncount quantifiers for noncount nouns
  - A few can be used for both count and noncount
- The Error of Possessive case of Noun**  
 Possession of singular nouns with 's  
 Possession of plural nouns ending with s is shown with only apostrophe'.  
 Possession of plural nouns ending without s is shown with 's.

4. Possession of compound noun is shown by adding 's with last word.
5. Possession shared between two is shown by adding 's with the last word
6. Possession of different persons is shown by adding 's with each person separately

**NOUN REVIEW EXERCISE**

**SPOT THE ERROR OR CHOOSE THE BEST OPTION.**

1. (A) We are late because the road is being resurfaced and the traffics are terrible.  
(B) We are late because the road is being resurfaced and the traffic is terrible.  
(C) We are late because road is being resurfaced and traffic is terrible.  
(D) We are late because the road is being resurfaced and traffics are terrible.
2. (A) He was asked to leave the college because of a bad behavior.  
(B) He was asked to leave the college because of bad behavior.  
(C) He was asked to leave the college because of bad behaviours.  
(D) He was asked to leave the college because of his bad behavior.
3. (A) I am going to phone my brother to wish him good lucks for his exam.  
A B C D
4. (A) I think it's a pity Della had her hairs cut short.  
(B) I think it's a pity Della had all her hairs cut short.  
(C) I think it's a pity Della had her hair cut short.  
(D) I think it's a pity Della had her hair to cut short.
5. (A) It's not a bad room, but the furnitures take up too much space.  
(B) It's not a bad room, but furniture takes up too much space.  
(C) It's not a bad room, but the furniture takes up too much space.  
(D) It's not a bad room, but a furniture takes up too much space.
6. Progress has been made toward finding cure for AIDS.  
A B C D
7. Space is the last frontier for a man to conquer.  
A B C D
8. A machinery in the factory needs to be fixed.  
A B C D
9. Mails travels faster when the zip code is indicated on the envelope.  
A B C D
10. According to some estimates by botanists, there are seven thousand type of plants.  
A B C D
11. If a crime is committed and \_\_\_\_\_ whatever is relevant.  
A. the police goes in, they just seize B. the police go in, it just seizes  
C. the police go in, they just seize D. the police goes in, it just seizes
12. Al-Zahra became the nucleus of a royal suburb whose remain, partly excavated in and after 1910, can still be seen.  
D
13. (A) You have put your life in his hands many a times.  
(B) You have put your life in his hands many time.  
(C) You have put your life in his hands much time.  
(D) You have put your life in his hands many a time.
14. Chips, thinking it over a good many time, always added to himself that Kathie would have approved.  
A B C D

**WAK ENGLISH ENTRY TEST**

- (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.

**ANSWER KEY**

**Reinforcement Exercise 1 – Noun Number**

1	A	2	D	3	D	4	A	5	D
6	B	7	B	8	C	9	C	10	C
11	B	12	C	13	A	14	D	15	B

**REINFORCEMENT EXERCISE 2 - QUANTIFIERS/POSSESSIVE NOUN**

1	C	2	D	3	A	4	D	5	D
6	A	7	A	8	A	9	D	10	B

**NOUN REVIEW EXERCISE**

1	B	2	D	3	C	4	C	5	C
6	D	7	C	8	A	9	A	10	D
11	C	12	C	13	D	14	B	15	C

**LEARNING EVALUATION**

How do you rate your preparation in the given areas of the "Nouns" you've just finished?

Points	Ok	Good	Very Good
The Error of Number			
Noun-Quantifier Agreement Error			
The Error of Possessive case of Noun			

What do you think needs improvement in this topic?

Points	Conceptual Clarity	Practice
The Error of Number		
Noun-Quantifier Agreement Error		
The Error of Possessive case of Noun		

What would you recommend us to be more helpful in this regard?

You can share this point with us through "WhatsApp Number" at back title or through WAK Publishers "Facebook Page" of this book.

**ARTICLES**

**COMMON ERRORS IN THE USE OF ARTICLES**

Sr. #	EXAMPLES	TYPES OF ERRORS
1	INCORRECT: <i>We completed our task in hour.</i>	<b>Omission of Article:</b> An Indefinite article is needed before hour.
	CORRECT: <i>We completed our task in an hour.</i>	
2	INCORRECT: <i>The sugar is used excessively in Pakistan.</i>	<b>Commission of Article:</b> No article is to be used before noncount noun sugar.
	CORRECT: <i>Sugar is used excessively in Pakistan.</i>	
3	INCORRECT: <i>A bomb that was found in the sunken ship was from World War II.</i>	<b>Faulty Exchange:</b> A Definite article is required with bomb instead of an indefinite article
	CORRECT: <i>The bomb that was found in the sunken ship was from World War II.</i>	

**USING ARTICLES**

Articles ("a," "an," and "the") are **determiners or noun markers** that function to specify if the noun is general or specific in its reference. A and AN are Indefinite articles. THE is a definite article.

Often the article chosen depends on if the writer and the reader understand the reference of the noun.

There are three types of errors in the use of articles:

- Omission of Article** (An article is omitted where required)
- Commission of Article** (An article is used where not required)
- Faulty Exchange** (An indefinite article is used instead of a definite article or vice versa)

**THE INDEFINITE ARTICLE (A & AN)**

A or AN are used:

- "A" and "An" are used with common, countable and singular nouns when the noun is nonspecific or generic.

EXAMPLES	EXPLANATION
<i>I do not own a car.</i>	"Car" is a singular countable noun that is not specific. (It could be any car.)
<i>She would like to go to a university that specializes in teaching.</i>	"University" is a singular countable noun. It is also generic (it could be any university with this specialization, not a specific one).
<i>I would like to eat an apple.</i>	"Apple" is a singular countable noun that is not specific. (It could be any apple.)

- The choice between A and AN is determined by the sound. A is used before singular countable nouns beginning with a consonant sound. AN is used before singular countable nouns beginning with a vowel sound. EXAMPLES:  
*a banana                      a coat                      an orange                      an elephant*

- The letter **u** is a vowel but can have a consonant or vowel sound. EXAMPLES  
*a university                      a European                      a unicorn                      a ewe*  
*an umbrella                      an umpire                      an urchin                      an usher*

- The letter **h** is a consonant spelling and takes A but sometimes it is not pronounced. In that case it is usually AN: EXAMPLES:

*a horse                      a hat                      a hostel*  
*an heir                      an hour                      an honest man*

- Individual letters or abbreviation spoken with a vowel sound take AN. EXAMPLES

*an MBA                      an MPA                      an SOS                      an 'x'*

- Before a singular countable noun which is used as an example of a class of things.

(A/AN = ALL/ANY):

EXAMPLES	EXPLANATION
<i>A car must be insured.</i>	<i>All cars/Any car must be insured.</i>
<i>A child needs love.</i>	<i>All children need/Any child needs love.</i>

When counting or measuring time, distance, weight etc.: (A/AN = ONE)  
*He needs a dollar to buy this pen.                      He gave me a million pound.*

**One + Noun** means only one not more than this:  
*One shotgun is no good. (It means not one may be two or three are needed)*  
*A shotgun is no good. (It means a shotgun doesn't suit the purpose)*

In expressions of price, speed, ratio etc.: (A/AN=PER)  
*80 miles an hour                      twice a day                      50 rupees a kilo                      100 rupees a meter*

In exclamations before singular, countable nouns:

*Such a long queue!                      What a pretty girl!*

Before **Mr./Mrs./Miss + surname** to give a sense of non-specific or non-acquainted:

*A Mrs. Smith is asking to see you at lunch.                      A Mr. Raj is suspected by the police.*

In certain expressions of quantity or number:

*a lot of                      a couple of                      a great many                      many a                      a great deal of*  
*a little                      a few*

- Little and Few** are used with or for noncount and count nouns respectively. Little is for quantity and few is for number. A little and A few is also used. Notice the difference:
- Little and few** denote scarcity or lack and have almost the force of a negative. They give the sense that something is largely absent.
  - Little** is known about the side-effects of this drug. (Almost nothing is known)
  - Few** towns have such splendid trees. (Almost no town has)
- A little and a few** denote such a small amount or number that is undoubtedly small. They give the sense that the number or quantity of something is present but small.
  - I am pleased because I have saved **a little** money this month. (Some but not enough)
  - She has managed to make **a few** friends in a month. (Some but not enough)

A or AN are not used before **noncount, plural nouns and proper nouns** generally:

INCORRECT: *A Flowers are growing along the riverbank.*

CORRECT: *Flowers are growing along the riverbank.*

INCORRECT: *I want an advice.*

CORRECT: *I want advice./I want a piece of advice.*

**THE DEFINITE ARTICLE (THE)**

THE is used:

Before a noun which has become definite as a result of being mentioned a second time. For the first time we use indefinite article:

- An elephant** and **a mouse** fell in love. **The mouse** loved the elephant's long trunk, and **the elephant** loved the mouse's tiny nose.

Before a noun made definite by the addition of a phrase or clause:

- The girl in blue** is the prefect of our class. (in blue is a phrase)
- The man with the banner** is a protestor. (with the banner is a phrase)
- The boy whom I met yesterday** is an engineer. (whom I met yesterday is a clause)
- The place where I met him** is a children park. (where I met him is a clause)

Before a noun which by reason of locality can represent only one particular thing or person. It means when both the speaker and the listener can watch, feel or understand clearly what's that person, place or thing is:

- MOM:** Where is Ann? (the garden of this house)
- SON:** Ann is in the garden.

- If you have finished your drink, please, pass me **the glass**. (the glass that I gave you or that is on the table)
- Before a singular noun that refers to a species, group or class:
    - The tiger lives in Asia.* (Tigers, as a species, live in Asia.)
    - The whale is in danger of becoming extinct.*
    - The deep-freezer has made life easier for housewives.*
    - The rose is the sweetest of all flowers.*
  - But **man**, used to represent the human race, has no article:
    - If oil supplies run out, **man** may have to fall back on the horse.*
  - Definite article is used for musical instruments almost in the same sense that is mentioned in point 4.
    - John plays **the piano** very well.* • *She is learning **the guitar**.*
  - The + Adjective** (describing human personalities) makes a class of persons. It is used as a plural noun:
    - They collected money to donate to **the deaf**.* (the deaf = deaf people)
    - The brave do not fear death.* (the brave = brave people)
    - It is **the wretched** who detest peace and liberty.* (the wretched = wretched people)
  - When the object or group of objects is unique or considered to be unique:
    - the earth    the sea    the sky    the equator    the stars*
    - The sun** shone down on **the earth**.*
  - With superlative adjectives, which are necessarily unique (the first, the second, the biggest, the smallest, the only, etc.)
    - It was **the first** study to address the issue.*
    - She was **the weakest** participant.*
    - He was **the only** person to drop out of the study.*
  - With comparative when of the two is used in the sentence or as adverb in parallel comparison:
    - Of the two brothers, he is **the wiser**.* • ***The more, the better.***
  - With the following categories of proper nouns of geographical areas:
    - Seas and oceans:** the Mediterranean Sea, the Atlantic Ocean etc.
    - Rivers:** the Mississippi, the Nile, the Indus etc.
    - Deserts:** the Sahara Desert, the Sonora Desert, the Gobi Desert etc.
    - Parts of a country:** the South, the Upper Midwest, the West (political term) etc.
    - Group of Lakes:** the Great Lakes, the Arrow Lakes, the Fuji Five Lakes etc.
    - Group of Islands:** the British Isles, the West Indies, the Azores etc.
    - Group of Mountains:** the Himalayas, the Alps, the Rockies etc.
  - In following structures FOR Geographical area, points, places, building and for directions:
    - The + noun + noun:** the Bay of Bengal, the Gulf of Mexico, the Statue of Liberty, the Tower of London, the of Spain, the University of Punjab etc.
    - The + adjective + noun:** the Arabian Gulf, the Middle East, the National Gallery, the Supreme Court, the Street, the North Pole, the London Bridge, the Empire State Building etc.
  - With the names of Countries:
    - Ending with s or es:** the Netherlands, the Maldives, the Philippines etc.
    - Having kingdom or republic:** the United Kingdom, the People's Republic of China
    - Having Abbreviation:** the United States of America or the USA, the United Arab Emirates or the UAE
    - The Ukraine, The Sudan, The Yemen** are few exceptions.*
  - Periods of history:** the Dark Ages, the Renaissance, the Modern Age
  - Holy Scriptures:** the Quran, the Bible etc.
  - Decades and Centuries:** the mid-nineties, the 21<sup>st</sup> Century etc.
  - Wars:** the Battle of Badar, the Civil War, the War of 1965 etc.
  - Newspapers and Ships:** the Times, the Daily Mail, the Titanic, the Royal Mail Ship etc.

- To say that a particular person or thing being mentioned is the best, most famous:
  - Haroon restaurant is **the** place to go.
  - Waqar is **the** bowler of our team.*
- To refer to a common noun as the abstract quality:
  - He couldn't awaken **the warrior** in himself. (Here warrior is an abstract concept)
  - The child** in us never dies. (Here child is an abstract concept)
- Before family names:
  - We're having lunch with **the Morgans** tomorrow.
  - The Bhattis** are very close to us.
- To specify one person from a group with same names:
  - We have two Mr Smiths. Who do you want to see? ~ I want **the** Mr. Smith who signed this letter.
- Before names of persons used as metaphor:
  - He is **the Shakespeare** of our class.
  - He is **the Tendulkar** of our team.
- Before Titles used exclusively or with of:
  - The Duke of York**                      **The Queen of England**
  - The** captain expected a win.
  - The** Supervisor appreciated his team.
- Before measures of selling. The noun representing the selling unit is singular after the
  - Eggs are sold by **the dozen**.
  - They sell cloth by **the meter**.

## No article is used:

## ZERO ARTICLE

- With names of countries, cities and continents (if singular):
  - Germany** is an important economic power.*
  - He's just returned from **Karachi**.*
  - Africa** is the most underdeveloped continent.*
- With the names of languages:
  - Pashto** is spoken in KPK.*
  - English** uses many words of Latin origin.*
  - Indonesian** is a relatively new language.*
- With the names of meals:
  - I met him at **lunch**.*
  - Dinner** is in the evening.*
  - Breakfast** is the first meal of the day.*
- With people's names (if singular):
  - John** is coming to the party.*
  - Junaid Khan** is my uncle.*
- With titles + names:
  - Prince Charles** is **Queen Elizabeth's** son.*
  - President Kennedy** was assassinated in Dallas.*
- With professions:
  - Engineering** is a useful career.*
  - He'll probably go into **medicine**.*
- With uncountable nouns:
  - Rice** is the main food in Asia.*
  - Milk** is often added to tea in England.*
  - War** is destructive.*

8. With the names of individual mountains, lakes and islands:
- *Mount McKinley is the highest mountain in Alaska.*
  - *She lives near Ansoo Lake.*
9. The following nouns give different meaning when used with or without article:

<i>prison</i>	<i>court</i>	<i>bed</i>	<i>college</i>
<i>church</i>	<i>school</i>	<i>jail</i>	<i>home</i>

Look at how the meaning changes:

- *He went to bed.* (= He went to sleep)
- *He went to the bed.* (= He walked over to a particular bed)
- *He bought a bed.* (= He purchased an object called a bed)

10. Noncount and plural nouns are used without an article:
- *People all over the world want peace.*
  - *Cats have big eyes.*
  - *Knowledge is power.*
11. Before names of relations, like father, mother, aunt, uncle etc.:
- *Father* has returned.
  - *Aunt* wants you to see her.

**Point to Remember:**

When used without articles, these nouns are mentioned in the context of their primary purpose or use. EXAMPLE:  
*I learnt French at school.* (School is a place for learning)  
*My uncle is at hospital.* (He is either a patient or a doctor)

**REINFORCEMENT EXERCISE ARTICLE**

- Silver is \_\_\_ useful metal.  
A. a B. an C. the D. no article
- He is \_\_\_ honorable man.  
A. a B. an C. the D. no article
- \_\_\_ able man has not always a great look.  
A. no article B. an C. the D. a
- \_\_\_ reindeer is a native of Norway.  
A. no article B. an C. the D. a
- Honest men speak \_\_\_ truth.  
A. the B. an C. no article D. a
- Rashid is \_\_\_ young consultant.  
A. the B. an C. no article D. a
- Do you see \_\_\_ blue sky?  
A. a B. an C. the D. no article
- Jerusalem is \_\_\_ holy city.  
A. a B. an C. the D. no article
- Aladdin had \_\_\_ wonderful lamp.  
A. no article B. an C. the D. a
- The world is \_\_\_ happy place for kids.  
A. no article B. an C. the D. a
- He returned after \_\_\_ hour but left again soon.  
A. a B. an C. the D. no article
- \_\_\_ school will shortly close for the spring holidays.  
A. no article B. an C. the D. a
- \_\_\_ sun shines brightly to give us life.  
A. the B. an C. no article D. a
- I first met him \_\_\_ year ago at a conference.  
A. the B. an C. no article D. a
- Yesterday \_\_\_ European called at my office for a business deal.  
A. a B. an C. the D. no article

**The Indefinite Article (A & AN)**

**QUICK REVIEW**

RULE: **A** or **AN** are used:

- with common, countable and singular nouns when the noun is nonspecific or generic.
  - A** is used before singular countable nouns beginning with a consonant sound. **AN** is used before singular countable nouns beginning with a vowel sound.
    - The letter **u** is a vowel but can have a consonant or vowel sound.
    - The letter **h** is a consonant spelling and takes **A** but sometimes it is not pronounced. In that case it is usually takes **AN**.
    - Individual letters or abbreviation spoken with a vowel sound take **AN**.
- Before a singular countable noun which is used as an example of a class of things.  
**(A/AN = ALL/ANY)**  
 When counting or measuring time, distance, weight etc.: **(A/AN = ONE)**  
 In expressions of price, speed, ratio etc.: **(A/AN=PER)**  
 In exclamations before singular, countable nouns:  
 Before **Mr./Mrs./Miss + surname** to give a sense of non-specific or non-acquainted.  
 In certain expressions of quantity or number  
**Little and Few** are used with or for noncount and count nouns respectively. **Little** is for quantity and **few** is for number. **A little** and **A few** is also used. Notice the difference:  
**Little and few** denote scarcity or lack and have almost the force of a negative. They give the sense that something is largely absent.

**The Definite Article (THE)**

- THE** is used:
- Before a noun being mentioned a second time.
  - Before a noun made definite by the addition of a phrase or clause:
  - Before a noun which by reason of locality can represent only one particular thing or person.
  - Before a singular noun that refers to a species, group or class.
  - The + Adjective** (describing human personalities) makes a class of persons.
  - When the object or group of objects is unique or considered to be unique
- With superlative adjectives, which are necessarily unique
  - With comparative when of the two is used in the sentence or as adverb in parallel comparison
  - With certain categories of proper nouns of geographical areas:  
**Seas and oceans, Rivers, Deserts, Parts of a country, Group of Lakes, Group of Islands, Group of Mountains**
  - In following structures FOR Geographical area, points, places, building and for directions:  
**The + noun + noun, The + adjective + noun**
  - With the names of Countries:  
**Ending with s or es, Having kingdom or republic, Having Abbreviation**  
**Periods of history, Holy Scriptures, Decades and Centuries, Wars**  
**Newspapers and Ships**
  - To say that a particular person or thing being mentioned is the best, most famous
  - To refer to a common noun as the abstract quality
  - Before family names (plural endings)
  - To specify one person from a group with same names
  - Before names of persons used as metaphor
  - Before Titles used exclusively or with *of*

ZERO ARTICLE

No article is used:

1. With names of countries, cities and continents (if singular)
2. With the names of languages
3. With the names of meals
4. With people's names (if singular):
5. With titles + names
6. With professions
7. With uncountable nouns
8. With the names of individual mountains, lakes and islands
9. The following nouns give different meaning when used with or without article:
 

prison	court	bed	college
church	school	jail	home
10. Noncount and plural nouns are used without an article
11. Before names of relations, like father, mother, aunt, uncle etc.

ARTICLE REVIEW EXERCISE

1. You are \_\_\_ fool to say that he is innocent.  
A. the B. an C. no article D. a
2. Her knowledge of medicine had been acquired under aged Jewess.  
A B C D
3. Urdu is \_\_\_ easy language.  
A. the B. an C. no article D. a
4. Get pound of sugar from the nearest grocer.  
A B C D
5. Who is \_\_\_ girl sitting by the oak tree?  
A. a B. an C. no article D. the
6. Eskimos make houses of snow and ice.  
A B C D
7. Which is \_\_\_ shortest river in Pakistan?  
A. the B. an C. no article D. a
8. Like true sportsmen they would give their rival fair play.  
A B C D
9. Raees has come without \_\_\_ umbrella.  
A. the B. a C. an D. no article
10. You can't help being a pop fan if you were born in 80's.  
A B C D
11. Islamabad is \_\_\_ very costly place to live in.  
A. no article B. an C. the D. a
12. An Umbrella is of no avail against thunderstorm.  
A B C D
13. She is \_\_\_ untidy but genius girl.  
A. no article B. an C. the D. a
14. Neil Armstrong was the first man to walk on moon.  
A B C D
15. The children found \_\_\_ egg in the nest of pigeon.  
A. no article B. a C. the D. an
16. Man has no more right to say uncivil thing than to act one.  
A B C D
17. I bought a horse, \_\_\_ ox, and a buffalo for my farm house.  
A. a B. an C. the D. no article
18. It is a strange thing how little, in general, people know about the Mars.  
A B C D

WAK ENGLISH ENTRY TEST

19. I gave him \_\_\_ important message.  
A. no article B. an C. the D. a
20. Men are too often led astray by the prejudice.  
A B C D
21. English is the language of \_\_\_ English.  
A. the B. an C. no article D. a
22. The Tiger, an animal equal to lion in size, is a native of Asia.  
A B C D
23. The guide knows \_\_\_ way to railway station.  
A. no article B. an C. a D. the
24. He neglects attending church, though church is only a few yards from his house.  
A B C D
25. Pashto is \_\_\_ difficult language.  
A. an B. a C. the D. no article
26. Venice is only city in the world completely free of the automobile.  
A B C D
27. Indus is the largest river of Pakistan.  
A. a B. the C. an D. no article
28. Steam engine was developed in the eighteenth century by James Watt.  
A B C D
29. \_\_\_ lion is the king of beasts.  
A. a B. an C. the D. no article
30. Maldives is one of the tourist destinations that are facing an existential threat.  
A B C D

ANSWER KEY

Reinforcement Exercise Article									
1	A	2	B	3	B	4	C	5	A
6	A	7	C	8	A	9	D	10	D
11	B	12	C	13	A	14	D	15	A

Article Review Exercise									
1	D	2	D	3	B	4	A	5	D
6	A	7	A	8	D	9	C	10	D
11	D	12	D	13	B	14	D	15	D
16	C	17	B	18	D	19	D	20	D
21	A	22	C	23	D	24	C	25	B
26	B	27	B	28	A	29	C	30	A

## LEARNING EVALUATION

How do you rate your preparation in the given areas of the "Articles" you've just finished?

Points	Ok	Good	Very Good
> Omission of Article			
> Commission of Article			
> Faulty Exchange			

What do you think needs improvement in this topic?

Points	Conceptual Clarity	Practice
> Omission of Article		
> Commission of Article		
> Faulty Exchange		

What would you recommend us to be more helpful in this regard?

You can share this point with us through "WhatsApp Number" at back title or through WAK Publishers "Facebook Page" of this book.

## PRONOUNS

### COMMON ERRORS IN THE USE OF PRONOUNS

Sr. #	INCORRECT	EXAMPLES	TYPES OF ERRORS
1	INCORRECT	Her sister is brighter than her.	<b>Error of Pronoun Case: Subjective case (she)</b> is to be used after than.
	CORRECT	Her sister is brighter than she.	
2	INCORRECT	He asked me with who I had discussed it.	<b>Error of Pronoun Case: Objective case (whom)</b> is to be used after Preposition (with).
	CORRECT	He asked me with whom I had discussed it.	
3	INCORRECT	I have no objection to him going there.	<b>Error of Pronoun Case: Possessive case (his)</b> is to be used before gerund (going).
	CORRECT	I have no objection to his going there.	
4	INCORRECT	I and Nawaz attended his marriage ceremony.	<b>Error of Pronoun Order:</b> The standard order is 3-1. 3 <sup>rd</sup> person/noun followed by 1 <sup>st</sup> person.
	CORRECT	Nawaz and I attended his marriage ceremony.	
5	INCORRECT	Each person should follow their dreams.	<b>Pronoun-Antecedent Agreement Error:</b> Pronoun their is not in agreement with its antecedent each person.
	CORRECT	Each person should follow his or her dream.	
	CORRECT	All people should follow their dreams.	
6	INCORRECT	People love to talk about himself.	<b>Pronoun-Antecedent Agreement Error:</b> Pronoun himself is not in agreement with its antecedent people.
	CORRECT	People love to talk about themselves.	
7	INCORRECT	Sara told Ayesha that no one helped her.	<b>Pronoun Reference Error:</b> Pronoun her ambiguously refers to two antecedents Sara and Ayesha
	CORRECT	Sara told Ayesha that no one helped Ayesha.	

There are four main types of errors in the use of pronoun as shown above:

- (1) The Error of Pronoun Case
- (2) Pronoun Order Error
- (3) Pronoun-Antecedent Agreement Error
- (4) Pronoun Reference Error

In order to understand them comprehensively, we'll discuss them in detail.

### 1. THE ERROR OF PRONOUN CASE

**Pronoun Case** refers to the special form of a pronoun that shows how it functions in a sentence. A pronoun has three cases:

**SUBJECTIVE CASE** refers to a pronoun used as a subject.

**OBJECTIVE CASE** refers to a pronoun used as an object.

**POSSESSIVE CASE** refers to a pronoun used to indicate ownership or possession.

Take a look at the case forms of pronouns:

	SUBJECTIVE	CASE FORMS OF PRONOUNS	
		OBJECTIVE Personal Pronouns	POSSESSIVE
<b>Singular</b>			
1st person	I	Me	My, mine
2nd person	You	You	Your, yours
3rd person	He	Him	His
	She	Her	Her, hers
	It	It	Its
<b>Plural</b>			
1st person	We	Us	Our, Ours
2nd person	You	You	Your, Yours
3rd person	They	Them	Their, Theirs

Relative and Interrogative Pronouns

Who  
Whoever  
Which, that  
What

Whom  
Whoever  
Which, that  
What

Whose  
Of which/whose

Indefinite Pronouns

No/Some/Any/Everybody

**Important Terminology**  
**Linking Verb:** A LV describes what something or someone is or what qualities someone or something has. It is about the state of someone or something.  
**Subject Complement:** A SC describes or identifies a subject. It completes the sense or subject. It follows a linking verb.

- EXAMPLE:  
1. Their son is quite tall.  
S LV SC  
2. The performance was a huge success.  
S LV SC

In the above examples *is* and *was* are linking verbs.  
*Quite tall* and *a huge success* are subject complements.

\**Than* and *As* are conjunctions. A conjunction can be followed by a clause. So, *as* the subject of clause we use subjective case after them.

\**Let* takes objective case after it as it is a verb.

\**Between* as preposition takes objective case.

CONCEPTUAL CLARITY:

WHO vs WHOM

- The boy was lost. He was asking for help.
- The boy who was asking for help was lost.

When combined with relative pronoun, we replaced **He** (subject) with **Who** that is also a subjective case. So, the subjective case of a relative pronoun has replaced a subject.

- The boy was lost. We guided him.
- The boy whom we guided was lost.

When combined with relative pronoun, we replaced **Him** (object) with **whom** that is also an objective case. So, the objective case of a relative pronoun has replaced an object.

THE SUBJECTIVE CASE generally indicates that the word is a subject

- verb or a subject complement:
- She and I* discussed the proposal. (Subject Of Verb)
  - The disgruntled customers were she and I.* (Subject Complement)
  - Kaleem is taller \*than I am or I* (After Than as subject of clause)
  - No one is as concerned \*as she is or she* (After As as subject of clause)

THE OBJECTIVE CASE generally indicates that the word is the object

- verb or preposition:
- The plan intrigued you **and me.** (Object of Verb)
  - Their opinion about **him** totally changed. (Object of Preposition)
  - \***Let them** take this initiative for their good. (After Let as object of verb)
  - I can't differentiate \***between you and him.** (After Between as prepositional object)

THE POSSESSIVE CASE generally indicates ownership or source:

- Her proposal* was rejected by the board. (Object of Verb)
- Theirs* is a flawless strategy. Or
- Their Strategy* is flawless. (Object of Preposition)
- The book* is not hers. (Object of Verb)

**Point to Remember:** *mine, yours, hers, his, theirs* are actual possessive pronouns. They are not used before a noun.

**RULE:** Use a possessive noun or pronoun immediately before a gerund or a verbal that ends in *-ing* and acts like a noun):

NONSTANDARD:	<i>The coach disapproved them going early.</i>
STANDARD:	<i>The coach disapproved their going early.</i>
NONSTANDARD:	<i>The coach leaving early was a surprise.</i>
STANDARD:	<i>The coach's leaving early was a surprise.</i>

**RULE:** Do not use an apostrophe to form the possessive of personal pronouns (an: *yours* (not *your's*); *theirs* (not *their's*); *its* (not *it's*) etc.

INCORRECT	These books are your's.
CORRECT	These books are yours.

INCORRECT	<i>At last, them and us have arrived.</i>
CORRECT	<i>At last, they and we have arrived.</i>
INCORRECT	<i>I think the real criminals are us ourselves.</i>
CORRECT	<i>I think the real criminals are we ourselves.</i>
INCORRECT	<i>Faran visited them and we with his new proposals.</i>
CORRECT	<i>Faran visited them and us with his new proposals.</i>
INCORRECT	<i>The profit will be shared between you and I.</i>
CORRECT	<i>The profit will be shared between you and me.</i>
INCORRECT	<i>No one liked me telling the harsh truth.</i>
CORRECT	<i>No one liked my telling the harsh truth.</i>

**B: Case of Relative Pronouns**

**WHO** is used as the subject of relative clause.

**WHOM** is used as object of relative clause.

**WHOSE** is used to show possession.

I forgot **who** won the 1988 World Cup. (WHO is the subject of **WON**)

ENGLISH ENTRY TEST

The boy was lost. His clothes were torn.

The boy whose clothes were torn was lost.

When combined with relative pronoun, we placed **His** (possessive) with **whose** that is also a possessive case. So, the possessive case of a relative pronoun has replaced a possessive case.

**WHICH** is used when it is the only choice as subject and object. However, as possessive we use **WHOSE** even for human or non-living.

The movie was gripping. We watched it last night.

The movie which we watched last night was gripping.

The movie was gripping. It had a great cast.

The movie which had a great cast was gripping.

The movie was gripping. Its plot was very well-knit.

The movie whose plot was very well-knit was gripping.

I forgot **whom** the panel declared as the winner.

(WHOM is the object of DECLARE)  
(WHOSE is possessive here for NAME)

**TIP:** In order to decide whether who or whom is to be used look for the subject after who or whom.

- If there is no subject but only verb in relative clause then use **WHO**
- If there is also the subject of clause then use **WHOM**.

**RULE:** A few verbs like *busy, devote, adjust, pride, content, avail, absent, avenge, enjoy, etc.* are followed by reflexive pronoun as object. EXAMPLE:

- They adapted themselves to new circumstances.
  - We enjoyed ourselves at the stadium.
- Each other, Either, Neither are preferred for TWO  
One another, anyone, none is preferred for more than TWO
- Both disliked each other.
  - All helped one another.

**Point to Remember:** A reflexive pronoun is a pronoun used as an object that refers to the same person or thing as the subject.

2. PRONOUN ORDER ERROR

Pronouns in a sentence should generally be arranged in the following order for formal expression. FOR EXAMPLE:

- 'You and I' not 'I and you' (2 1)
- 'You and he' not 'he and you' (2 3)
- 'He and I' not 'I and He' (3 1)
- You and I must work together.
- He and I are old school friends.

**ORDER OF THREE**  
If three pronouns the order should be as follow:

- |   |   |   |                            |
|---|---|---|----------------------------|
| 1 | 3 | 2 | (For bad purpose)          |
| 2 | 3 | 1 | (For good/neutral purpose) |

- I, he and you will harass him.
- You, Arham and I can start a new business venture.

If all pronouns are plural in number then order is as follows:

- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|---|---|---|
- We, you and they would participate in the protest.

REINFORCEMENT EXERCISE - PRONOUN CASE

- A. Whom can I trust, if not him? B. Whom can I trust, if not he?
  - C. Who can I trust, if not he? D. Who can I trust, if not him?
- Because he lives in our street, he is acquainted to my brother and I.
- |   |   |   |   |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|
- You must be thankful to me because \_\_\_\_\_.
- A. it was me who warned you B. it was I who warned you
  - C. it was I whom warned you D. it was me who warned you

4. You should not boast of your skills as There isn't much difference between I and you.  
A B C D
5. Because it was raining, everyone came but he.  
A B C D
6. A. I always wanted to trust you but you were never so reliable as her.  
B. I always wanted to trust you but your were never so reliable as she.  
C. I always wanted to trust you but yours were never so reliable as she has been.  
D. I always wanted to trust you but yours were never so reliable as she has been.
7. Happy is \_\_\_\_\_ to history in his own life-time.  
A. him who already belongs (B) he who already belongs  
C. he whom already belongs (D) he who already belong
8. A. He asked me with who I had discussed the matter.  
B. He asked me with whom I discuss the matter with.  
C. He asked me whom I discuss the matter with?  
D. He asked me with whom I discussed the matter.
9. That book of your contains all the good actions that we men have been doing for last six months or so.  
A B C D
10. A. The reason for your planting this patch up here is quite mysterious.  
B. The reason for yours planting this patch up here is quite mysterious.  
C. The reason for you planting this patch up here is quite mysterious.  
D. The reasons for your planting this patch up here is quite mysterious.

3. PRONOUN-ANTECEDENT AGREEMENT ERROR

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

The Antecedent of a pronoun is a word to which a pronoun refers. FOR EXAMPLE:

- John is absent, because **he** is ill. (Pronoun **he** refers to **John**. **John** is the antecedent)
- Even an **animal** has **its** own territory. (Pronoun **'its'** refers to **animal**. **Animal** is the antecedent)
- John** works in my office. I know **him** well. (Pronoun **him** refers to **John**. **John** is the antecedent)
- Nancy** had an **apple**. **She** ate it at lunch time. (Pronouns **She** and **It** refer to **Nancy** and **Apple**. **Nancy** and **Apple** are the antecedents)

Since a pronoun derives its meaning from an antecedent so, it must agree with its antecedent in

- Number (Singular & Plural)
- Person (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Person)
- Gender (Masculine, Feminine, Neuter)

FOR EXAMPLE:

- All passengers must show **their** tickets.  
(Pronoun **their** must agree with antecedent **all passengers**.)
  - The use of **his** instead of **their** will cause the disagreement of **number**.
  - The use of **your/our** instead of **their** will cause the disagreement **person**.
- Every girl gave **her** own opinion.  
The use of **his** instead of **her** will cause the disagreement of **gender**.
  - The use of **their** instead of **her** will cause the disagreement of **number**.
  - The use of **your/our** instead of **her** will cause the disagreement **person**.

We'll now try to understand how to make a pronoun agree with its antecedent in various cases.

A: Antecedents Joined by **And**

RULE: Two or more antecedents joined by **and** usually take a plural pronoun, whether one or all of the antecedents are singular. EXAMPLE:

- My partner and I can settle our dispute amicably.
- The dean and my advisor offered me their help.

MAK ENGLISH ENTRY TEST

EXCEPTION	When the compound antecedent refers to a single idea, person, or thing, then the pronoun is singular.
	When the compound antecedent follows each or every, the pronoun is singular.

Antecedents joined by **Or or Nor**

RULE: When an antecedent compounded by **or/nor**, not **only... but** also, the pronoun should agree with the part closer to it.

- EXAMPLES:
- Players or selectors must present **their** grievances.
  - Either the coach or the captain will submit **his** resignation.

RULE: When one part of antecedent is plural and the other singular, the sentence will be awkward. Put the plural one later in order.

AWKWARD: Neither the players nor the coach has yet made **his** decision.

REVISED: Neither the coach nor the players have yet made **their** decision.

Indefinite Pronouns as Antecedents

RULE: A singular indefinite pronoun (Everybody, Anybody, Nobody etc.) as an antecedent takes 3<sup>rd</sup> person singular pronoun for it. In order to determine gender, if it is not clear use **his** or **her** or **his/her**. EXAMPLES:

- Now everyone on the women's team has **her** own diet plan.
- Each of the men still has **his** own personal trainer.

RULE: One as an antecedent is followed by **ONE** or **ONE'S** as per requirement. EXAMPLES:

- One must not boast of **one's** own success.
- One must make **one's** best efforts if **one** wishes to succeed.

RULE: Indefinite pronouns like **few**, **many**, **several** are always plural in meaning. When these pronouns serve as antecedents for pronouns, the other pronouns are plural. EXAMPLES:

- Few realize how **their** life can be improved.
- Many fail to achieve **their** goals.

RULE: Five indefinite pronouns - **all**, **any**, **more**, **most**, **some** - may be singular or plural depending on the word they refer to.

- EXAMPLES:
- Few students succeeded, so **most** had to change **their** routine.
  - Most of the gymnasium was dismal; **its** color was olive green.

Collective Nouns as Antecedents

COLLECTIVE NOUNS such as **staff**, **cast**, **army**, **committee**, **family**, **group**, and **team** have singular form but may be used by singular or plural pronouns, depending on the meaning intended.

SINGULAR MEANING

RULE: If the members of the group are acting as a unit, the noun will be singular and will take a singular pronoun.

- EXAMPLES:
- The staff has achieved **its** goal of collecting \$5,000. (Group of Individuals)
  - The cast will present **its** final performance today. (Group of Individuals)

PLURAL MEANING

RULE: If the members are acting individually, the noun has a plural meaning and will take a plural pronoun. EXAMPLES:

- The staff have already submitted **their** reports. (Individual of a group performing separately)
- The cast are trying on **their** new costumes. (Individual of a group performing separately)

Collective nouns that are noncount nouns (they don't form plurals) usually take singular pronouns:

- The jewelry has lost **its** glaze.

A few noncount nouns of the same category take plural pronouns, including **clergy**, **military**, **people**, **police**, **the poor**:

- The police are losing **their** credibility.

**Point to Remember:**  
Possessive case of **ONE** and other indefinite pronouns (**anyone**, **someone**, **no one** etc.) take 'S.

RULE: Plural form nouns antecedents with singular meaning take a singular referent. EXAMPLE:

- The news has lost much of its sting.
- Diabetes is known for its adverse effects on human body.

**Relative Pronouns & Their Antecedents**

RULE: WHO and WHOM are used for persons. WHO is used as the subject of relative clause. WHOM is used as object of relative clause.

WHICH is used for things. THAT can be used for persons or things.

WHOSE can also be used for both. EXAMPLES:

- It was Jawad who/that brought the supplies.
- Jawad is the officer whom/that I prefer to work with.
- Jawad, whom/that everyone admires, was just promoted.
- We don't watch any telecast that/which goes on after midnight.
- It was Jawad whose promotion was due.
- The car whose insurance claim was rejected is still out of order.

RULE: THAT is preferred after Adjectives in the Superlative Degree. EXAMPLE:

- He was the most persuasive person that I ever met.
- The wisest man that ever lived made mistakes.

RULE: THAT is preferred after the words all, same, any, none, nothing, (the) only. EXAMPLES:

- All that glitters is not gold.
- It is only lions that roar.
- He is not the same man that he has ever been.
- It was not for nothing that he migrated.

RULE: THAT is preferred after two antecedents, one denoting a person and the other denoting an animal or a thing. EXAMPLES:

- The girl and her cat that had trespassed on the club premises were turned out.

INCORRECT Adnan and Raees lost his self-confidence.

CORRECT Adnan and Raees lost their self-confidence.

INCORRECT Each man and each boy has to be ready to defend their country.

CORRECT Each man and each boy has to be ready to defend his country.

INCORRECT Neither the package nor the letters reached its destination.

CORRECT Neither the package nor the letters reached their destination.

INCORRECT The group applied different methods but they agreed on aims.

CORRECT The group applied different methods but it agreed on aims.

INCORRECT No one in the Latin class enjoys her presence.

CORRECT No one in the Latin class enjoys his or her presence.

INCORRECT He entertains the customers which often visit his shop.

CORRECT He entertains the customers who/that often visit his shop.

**4. PRONOUN REFERENCE**

RULE: A pronoun must refer clearly and unmistakably to its antecedent in order for the meaning to be clear.

FAULTY REFERENCE: Ali told Ahmad he was not promoted. (he ambiguously refers to both Ali and Ahmad)

CLEAR REFERENCE: When Raja was in college, he called his family every day. (he clearly refers to Raja.)

**CAUSES OF UNCLEAR PRONOUN REFERENCE**

When either of two nouns can be a pronoun's antecedent, the reference will not be clear. Use a NOUN to avoid ambiguity.

CONFUSING: To keep thieves from stealing bicycles, lock them properly.

CLEAR: To keep thieves from stealing bicycles, lock bicycles properly.

Fault in pronoun reference occurs when the antecedent is too far away from the pronoun. Place it closer to the antecedent.

**MAK ENGLISH ENTRY TEST**

CONFUSING: Students should consult with their supervisor who require help in writing thesis.

CLARIFY: Students who require help in writing thesis should consult with their supervisor.

Another kind of pronoun error occurs when the antecedent is only implied, not stated outright. Use a NOUN instead of 'it or they' in such cases.

CONFUSING: In the book it says to prefer developing personal system to setting goals.

CLARIFY: The book says to prefer developing personal system to setting goals.

**REINFORCEMENT EXERCISE 2 - PRONOUN ANTECEDENT/ORDER/REFERENCE**

- A. My friend and lawyer are getting their first municipal appointment.
- B. My friend and my lawyer is getting his first municipal appointment.
- C. My friend and lawyer is getting their first municipal appointment.
- D. My friend and lawyer is getting his first municipal appointment.
- A. Neither the teachers nor their pupils was attending his school assembly.
- B. Neither the teachers nor their pupils were attending their school assembly.
- C. Neither the teachers or their pupils were attending their school assembly.
- D. Neither the teachers nor their pupil were attending their school assembly.

Yesterday, the team quite willingly signed their contracts for the coming season.

You and I must study regularly before the start of your mid-term tests.

- A. Each tool and toolbox is in its storage compartment.
- B. Each tool and toolbox are in its storage compartment.
- C. Each tool and toolbox are in their storage compartment.
- D. Each tool and each toolbox is in their storage compartment.

On the television as they said that science had finally conquered the common cold.

- A. has to do a good deal of job around their office
- B. has to do a good deal of job around his office
- C. have to do a good deal of job around their office
- D. have to do a good deal of job around his office
- A. Dr. Najeeb told the patient who is undoubtedly competent that his days had been numbered.
- B. Dr. Najeeb told the patient that is undoubtedly competent that his days had been numbered.
- C. Dr. Najeeb who is undoubtedly competent told the patient that his days had been numbered.
- D. Dr. Najeeb whom is undoubtedly competent told the patient that his days had been numbered.

The committee without exception.

One can't control how others would interpret his actions.

**QUICK REVIEW**

**The Error of Pronoun Case**

**THE SUBJECTIVE CASE** is used as:

- (Subject Of Verb)
- (Subject Complement)
- (After Than and As as subject of clause)

**THE OBJECTIVE CASE** is used as:

- (Object of Verb)
- (Object of Preposition)
- (After Let & Between)

**THE POSSESSIVE CASE** is used as:

(my, our, your, her, his, their, its before a Noun and gerund)  
(mine, ours, yours, hers, theirs not before Noun; generally after linking verb)

**CASE OF RELATIVE PRONOUNS**

- WHO is used as the subject of relative clause.
- WHOSE is used to show possession.

**Pronoun Order Error**

- FOR TWO**
- (2 1), (2 3), (3 1)
- FOR THREE**
- 1 3 2 (For bad purpose)
  - 2 3 1 (For good/neutral purpose)
  - 1 2 3 (In case all are plural)

**3. Pronoun-Antecedent Agreement Error**

- A pronoun must agree with its antecedent in Number, Gender, and Person.
- A. Antecedents joined by AND: plural pronoun**
- Antecedents joined by AND: singular pronoun (if both refer to one person, place or idea)
  - Antecedents joined by AND: singular pronoun (if each/every is placed before these)
  - Antecedents joined by Or or Nor: take pronoun as per the one closer to it or as per 2<sup>nd</sup> antecedent.
- B. Antecedents joined by Or or Nor: take pronoun as per the one closer to it or as per 2<sup>nd</sup> antecedent.**
- C. Indefinite Pronouns as Antecedents:**
- SINGULAR (-one, -body) takes singular pronoun. For gender we can use he/she, him/her, his/her
  - PLURAL (few, several, many) takes plural pronoun.
  - all, any, more, most, some + Noun take both singular or plural pronoun depending upon the noun.
- D. Collective Nouns as Antecedents:**
- Group of Individuals: Singular; it, its
  - Individuals of a Group: Plural; they, them, their
- E. Relative Pronouns and Their Antecedents:**
- WHO and WHOM are used for persons.
  - THAT can be used for persons or things.
  - THAT is preferred after superlative adjective, all, same, none, nothing, only, and two antecedents human and other denoting an animal or thing.
  - WHICH is used for things.
  - WHOSE can also be used for both.
- 4. Pronoun Reference Error**
- Ambiguous/unclear antecedent
  - Implied antecedent in case of it and they
  - Pronoun placed (relative) too far from antecedent

**PRONOUNS REVIEW EXERCISE**

- A: Choose the correct option.**
- (A) Among we men, it was he who always acted as the mediator.  
(B) Among ourselves men, it was he who always acted as the mediator.  
(C) Among us men, it was he who always acted as the mediator.  
(D) Among ours men, it was he who always acted as the mediator.
  - Dreaming, like all other mental processes, have their own significance for our mental health.  
(A) (B) (C) (D)
  - (A) We don't understand why you object to him staying with us.  
(B) We don't understand why you object to he's staying with us.  
(C) We don't understand why you object to his staying with us.  
(D) We don't understand why you object to he staying with us.
  - Ballpoint pens require a tiny, perfectly round ball for its tips.  
(A) (B) (C) (D)
  - (A) He was the only journalist who I saw at the conference.  
(B) He was the only journalist whose I saw at the conference.  
(C) He was the only journalist whom I saw at the conference.  
(D) He was the only journalist who's I saw at the conference.

None of the two men panicked when the plan failed at the last moments.

- (A) (B) (C) (D)
- (A) Didn't you know that it was we who approved this design?  
(B) Didn't you know that it was us who approved this design?  
(C) Didn't you know that it was our who approved this design?  
(D) Didn't you know that it was ourselves who approved this design?

It is really very kind of yours to help me in this hour of need.

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

The penguin chicks can't go into water to get themselves food.

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

- (A) The jaw structure of a python permits it to eat and digest animals much larger than it.  
(B) The jaw structure of a python permits it to eat and digest animals much larger than itself.  
(C) The jaw structure of a python permits it to eat and digest animals much larger than it has.  
(D) The jaw structure of a python permits it to eat and digest animals much larger than its.

The chief told us, Chris and I, that we had been nominated for a valor award.

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

When my mother stopped speaking to my aunt, \_\_\_\_\_

- (A) she rewrote her will (B) they rewrote her will  
(C) my mother rewrote her will (D) she rewrote their will

After a long investigation the ad-hoc committee submitted their report on the missing fund.

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

He devoted \_\_\_\_\_ no one to depend on.

- (A) himself to help those who have (B) himself to helping those who have  
(C) himself to helping them who have (D) himself to helping those who have  
(A) The referee has asked you, your brother and I after the first half of match.  
(B) The referee has asked you, I and your brother after the first half of match.  
(C) The referee has asked I, your brother and you after the first half of match.  
(D) The referee has asked you, your brother and me after the first half of match.

**ANSWER KEY**

**Reinforcement Exercise – Pronoun Case**

A	2	D	3	B	4	D	5	D
B	7	B	8	D	9	A	10	A

**REINFORCEMENT EXERCISE 2 - PRONOUN ANTECEDENT/ORDER/REFERENCE**

D	2	B	3	C	4	D	5	A
B	7	B	8	C	9	A	10	D

**Pronoun Review Exercise**

C	2	C	3	C	4	D	5	C
A	7	A	8	C	9	D	10	B
B	12	C	13	C	14	D	15	D

88 **LEARNING EVALUATION** Grammar and Usage

How do you rate your preparation in the given areas of the "Pronouns" you've just finished?

Points	OK	Good
> The Error of Pronoun Case		
> Pronoun Order Error		
> Pronoun-Antecedent Agreement Error		
> Pronoun Reference Error		

What do you think needs improvement in this topic?

Points	Conceptual Clarity
> The Error of Pronoun Case	
> Pronoun Order Error	
> Pronoun-Antecedent Agreement Error	
> Pronoun Reference Error	

What would you recommend us to be more helpful in this regard?

You can share this point with us through "WhatsApp Number" at back WAK Publishers "Facebook Page" of this book.

- A: Ch...
- 1. (A) ...
- (B) ...
- (C) ...
- (D) ...
- 2. D...
- (A) ...
- (B) ...
- (C) ...
- (D) ...
- 4. Ball
- 5. (A) ...
- (B) ...
- (C) ...
- (D) ...

**MODIFIERS**

(ADJECTIVES & ADVERBS)

COMMON ERRORS IN THE USE OF MODIFIERS

Ex. #	EXAMPLES	TYPES OF ERRORS
INCORRECT:	<i>He slipped and injured himself so bad that he had to go through a surgery.</i>	<b>Adjective or Adverb</b> Error caused by the confusion about where to use an adjective or an adverb
CORRECT:	<i>He slipped and injured himself so badly that he had to go through a surgery.</i>	
INCORRECT:	<i>His last performance was as good if not better then today's performance.</i>	<b>Comparison Mistakes</b> Error caused by using incomplete structure of comparison
CORRECT:	<i>His last performance was as good as if not better than today's performance.</i>	
INCORRECT:	<i>He manages wisely his free time.</i>	<b>Misplaced Modifier</b> Error caused by the misplacement of an adverb
CORRECT:	<i>He manages his free time wisely.</i>	
INCORRECT:	<i>I have bought shares enough today.</i>	<b>Misplaced Modifier</b> Error caused by the misplacement of an adjective
CORRECT:	<i>I have bought enough shares today.</i>	
INCORRECT:	<i>Returning home after shopping, a car hit him.</i>	<b>Dangling Modifier</b> Errors caused by misrelating a participle phrase to wrong word.
CORRECT:	<i>Returning home after shopping, he was hit by a car.</i>	
INCORRECT:	<i>He hasn't never tried any Italian dish.</i>	<b>Double Negative</b> Error caused by placing two negatives in a sentence
CORRECT:	<i>He has never tried any Italian dish. OR He hasn't ever tried any Italian dish.</i>	

Adjectives and Adverbs are also known as Modifiers because they modify other words; they describe, restrict, or otherwise modify the words to which they relate. There are five main types of errors in the use of modifiers as shown above:  
 Error of confusion in the Function of Modifiers (Adjective or Adverb)  
 Error in Comparison of Modifiers  
 Error of Misplaced Modifiers  
 Error of Dangling Modifiers  
 Error of Double Negative

**1. ADJECTIVES OR ADVERB?**

In order to avoid the error caused by the confusion in the function of Adjective and Adverb, we need to know what their functions are in a sentence.

**FUNCTIONS OF MODIFIERS**

Words Modify	Examples	Adverbs Modify	Examples
Nouns	Nauman is a <b>serious</b> student.	Verbs	We <b>greet</b> our guests warmly.
Pronouns	This product is an <b>ordinary</b> one.	Adjectives	I found an <b>utterly</b> damaged canoe.
		Adverbs	The issue of price-hike has been dealt quite <b>seriously</b> .
		Phrases	He stopped <b>nearly at the edge of the cliff</b> .
		Clauses	The show started <b>just when we arrived</b> .
		Sentences	<b>Fortunately</b> , she is employed.

**RULE:** Use adjectives only to modify nouns and pronouns. Use adverbs to modify verbs, adjectives, or other adverbs.

- INCORRECT *Different cultures view family values different.*
- CORRECT *Different cultures view family values differently.*
- INCORRECT *He wore incredible expensive clothes at his wedding.*
- CORRECT *He wore incredibly expensive clothes at his wedding.*
- INCORRECT *Everyone disapproved his arrogant attitude.*
- CORRECT *Everyone disapproved his arrogantly attitude.*
- INCORRECT *They laughed noticeable offensively during the meeting.*
- CORRECT *They laughed noticeably offensively during the meeting.*

**RULE:** Adverbs are used to modify present participles (-ing form) and past participles (-ed form).

- INCORRECT *His unbearable taxing routine took its toll on his health.*
- CORRECT *His unbearably taxing routine took its toll on his health.*
- INCORRECT *No one was slight prepared to face impending danger.*
- CORRECT *No one was slightly prepared to face impending danger.*

**B. RULE:** Use an adjective not an adverb (as subject complements) after a linking verb.

<b>1. LINKING VERBS</b> (the verbs to show state not action) are forms of <i>to be</i> ( <i>is, are, am, was, were</i> )				
<b>2. Verb of Perception (related to five senses)</b>				
Look	Sound	Smell	Feel	Taste
<b>3. Few others:</b>				
Appear	Seem	Become	Grow	Turn
Prove	Remain	Stay		

**TIP:** Linking verb shows state and not action. It can be replaced by = (equal to).  
He is a dentist. We are satisfied.  
He = a dentist. We = satisfied.

**Point to Remember:** These are linking as long as they show state and not action.  
The dog smelled strange. (State)  
The dog smelled the flowers strangely. (Action)  
She grew impatient. (State)  
She grew flowers impatiently. (Action)

**RULE:** Good is used as an adjective. Well may be used as an adverb or as an adjective when it means 'fit' or 'become'.

- INCORRECT *The soup tastes differently.*
- CORRECT *The soup tastes different.*
- INCORRECT *The speech sounded boldly.*
- CORRECT *The speech sounded bold.*
- INCORRECT *He stayed calmly despite the heat of moment.*
- CORRECT *He stayed calm despite the heat of moment.*
- INCORRECT *He appeared impatiently while facing criticism.*
- CORRECT *He appeared impatient while facing criticism.*
- INCORRECT *They couldn't play good because of foggy weather.*
- CORRECT *They couldn't play well because of foggy weather.*
- INCORRECT *He seemed well at calculations.*
- CORRECT *He seemed good at calculations.*
- INCORRECT *I felt good after treatment.*
- CORRECT *I felt well after treatment.*

**RULE:** Not (as an adverb) is used to negate a verb or adjective; whereas, no (as adjective) is used to negate a noun.

- INCORRECT *We are no learning from our mistakes.*
- CORRECT *We are not learning from our mistakes.*
- INCORRECT *You can't cheat them because they are no stupid.*
- CORRECT *You can't cheat them because they are not stupid.*
- INCORRECT *Not student should waste his time.*
- CORRECT *No student should waste his time.*

**C. RULE:** (a) Many adverbs are formed by adding -ly to an adjective. For Example:

- Stupid + ly = Stupidly
- Lazy + ly = Lazily
- Ambitious + ly = Ambitiously

However, many modifiers have same form as adjective and adverb:  
*A rough draft*      *Played rough*      *His first exam*  
*An early bird*      *Arrived early*      *A fast Train*      *Stood first*  
*Ran fast*

**FAST, BAREFOOT, EASTWARD, UNNOTICED, STRAIGHT** are modifiers that don't have -ly form. Some adverbs have two forms, one with -ly ending and one without it. In this case a few have the same meaning with and a few have a different meaning. These include the following:

Adverbs	-ly Form Same Meaning	Adverbs	-ly Form Different & Additional Meaning
Wrong	Wrongly	Near (close)	Nearly (almost)
Slow	Slowly	Late (not on time)	Lately (recently)
Cheap	Cheaply	High (above)	Highly (greatly)
Quick	Quickly	Just (recently, only)	Justly (rightly)
Sharp	Sharply	Hard (firm)	Hardly (scarcely)
		Right (normal, on the right side)	Rightly (justly)
		Low (down)	Lowly (poorly)

- INCORRECT *He has not been attending his chemistry lecture late.*
- CORRECT *He has not been attending his chemistry lecture lately.*
- INCORRECT *He was not used to working hardly.*
- CORRECT *He was not used to working hard.*
- INCORRECT *He ran very fastly, yet he couldn't catch the train.*
- CORRECT *He ran very fast, yet he couldn't catch the train.*

**RULE:** A few modifiers ending in -ly (such as *deadly, cowardly, friendly, ugly, silly, lonely, lovely, lowly, likely*), serve as adjectives not adverbs. While using them as adverb, we make a phrase like *in a \_\_\_ way/manner*. For example:

- My boss gave me a **friendly** advice. [Friendly modifies advice]
- This was particularly a **cowardly** attack. [Cowardly modifies attack]
- INCORRECT *Though he was quite hurt, he smiled friendly.*
- CORRECT *Though he was quite hurt, he smiled in a friendly manner.*

**REINFORCEMENT EXERCISE - ADJECTIVE OR ADVERB?**

- Choose the correct sentence.
- A. Azhar did badly on the test, but he still passed.
  - B. Azhar did bad on the test, but he still passed.
  - A. He talked about the plan very accurate.
  - B. He talked about the plan very accurately.
  - A. It was an undoubted memorable performance.
  - B. It was an undoubtedly memorable performance.
  - A. Your answer appears wrong because of wordiness.
  - B. Your answer appears wrongly because of wordiness.
  - A. The gas smelled fetid, so everyone ran out.
  - B. The gas smelled fetidly, so everyone ran out.
  - A. He shouted so aloudly that everyone got scared.
  - B. He shouted so loudly that everyone got scared.
  - A. I slipped away from the class unnoticed.
  - B. I slipped away from the class unnoticedly.
  - A. The plane had to fly lowly to find the runway.
  - B. The plane had to fly low to find the runway.
  - A. The plane was slightly expensive, so we travelled by train.
  - B. The plane was slight expensive, so we travelled by train.
  - A. They attacked us cowardly and damaged our property.
  - B. They attacked us in a cowardly manner and damaged our property.

2. COMPARISONS

Following are the types of Mistakes in Comparisons:

- A. Forms of Comparison
- B. Structure of Comparison
- C. Logic of Comparison
- D. Special Modifiers and their comparison

A. Forms of Comparisons

Most adjectives and adverbs have three forms.

The **positive form** describes quality without comparing.

The **comparative form** indicates a difference or similarity between two items.

The **superlative form** indicates the difference or similarity between three or more items.

Generally, form of comparisons are made by adding -er, and -est or more and most to the positive forms of modifiers.

example:

POSITIVE	COMPARATIVE	SUPERLATIVE
SMALL	SMALLER	SMALLEST
STRAIGHT	STRAIGHTER	STRAIGHTEST
HAPPILY	MORE HAPPILY	MOST HAPPILY

**RULE:** The irregular modifiers (All three forms are different and are not made by adding -er, -est or more, most to positive degree) change the spelling of their positive form to show comparative and superlative degrees.

IRREGULAR ADJECTIVES AND ADVERBS		
POSITIVE	COMPARATIVE	SUPERLATIVE
<b>Adjectives</b>		
Good	better	best
Bad	worse	worst
Little	littler, less	littlest, least
many, some, much	more	most
<b>Adverbs</b>		
Well	better	best
Badly	worse	worst

- INCORRECT *This is the better of all the books I have read.*
- CORRECT *This is the best of all the books I have read.*
- INCORRECT *He has given a better performance in his latest movie.*
- CORRECT *He has given a good performance in his latest movie.*
- INCORRECT *He contributed much than we expected from him.*
- CORRECT *He contributed more than we expected from him.*

**RULE:** The comparative and superlative forms of the following adjectives can be made by both -er, -est and more, most.

Common	Cruel	Feeble
Gentle	Handsome	Narrow
Pleasant	Polite	Simple
Stupid		

- My approach in business is **simpler/more simple** than my father's.
- His treatment of students is **politer/more polite** than mine.

**RULE:** While comparing the two qualities of the same thing or person, we prefer more comparative than -er comparative.

- INCORRECT *Everyone likes him because is he is cleverer than perceptive.*
- CORRECT *Everyone likes him because is he is more clever than perceptive.*
- INCORRECT *He was lazier than unfit, so he couldn't get a good job.*
- CORRECT *He was more lazy than unfit, so he couldn't get a good job.*

**RULE:** Do not use double comparative or double superlative. Use either -er/-est or more/most, not both:

- INCORRECT *Salman was the most wisest person in town.*
- CORRECT *Salman was the wisest person in town.*
- INCORRECT *He was more smarter than anyone else in his class.*
- CORRECT *He was smarter than anyone else in his class.*

**RULE:** We use **very** with positive degree or adjective or adverb and **much** with comparative degree of adjective or adverb. **Very** is used before Present Participle (agent, causing something) and **much** or **very much** is used before past participle (receiver, recipient) in passive form.

- INCORRECT *He is much smart but not punctual.*
- CORRECT *He is very smart but not punctual.*
- INCORRECT *His challenges are very bigger than his expectations.*
- CORRECT *His challenges are much bigger than his expectation.*
- INCORRECT *I was very shocked to hear the news of his demise.*
- CORRECT *I was much shocked to hear the news of his demise.*
- INCORRECT *The story of his struggle was long but much interesting.*
- CORRECT *The story of his struggle was long but very interesting.*

Structure of Comparisons

Similarity/Dissimilarity

**RULE:** With the positive form of adjectives and adverbs, we use **as + Modifier 1<sup>st</sup> Degree + as** or **Not so + Modifier + as**.

example:

- She is **as proud as** a peacock.
- He doesn't snore **as/so loudly as** you do.

Structure can also be combined with a noun **as + Modifier 1<sup>st</sup> Degree + Noun + as**.

- Majid is **as clever an administrator as** Rashid.
- The girls are **as good students as** the boys.
- INCORRECT *Hassan doesn't work so harder as his brother does.*
- CORRECT *Hassan doesn't work so hard as his brother does.*
- INCORRECT *He is just as good a swimmer like his brother.*
- CORRECT *He is just as good a swimmer as his brother.*

**RULE:** The comparative forms of adjectives and adverbs are usually followed by the word **than**. For example:

- The tree is **taller than** the house.
- She is a **better cook than** her sister.
- Kate is a braver person than I am.
- She performs **better** in front of an audience **than** she does in rehearsal.
- She sings **more beautifully than** her sister does.

Sometimes we can also use comparative without 'than'. We use **of the two/of his, her, my two** and 'the' before comparative.

- It is **the shorter of the two routes**.
- He is **the younger of the two brothers**.

Comparative form of an adjective can also be used to describe a characteristic which is progressing. For example:

- The waves are growing **rougher and rougher**.
- The sounds became **fainter and fainter**.
- INCORRECT *This is better of her two recent paintings.*
- CORRECT *This is the better of her two recent paintings.*
- INCORRECT *I felt worse then he did.*
- CORRECT *I felt worse than he did.*

**RULE:** The superlative forms of adjectives and adverbs are generally preceded by **the** and followed by **in/of ...noun**. For example:

- Our team played **the best of all** teams in the league.
- This is **the oldest building** in the city.

- INCORRECT *This diner serves best steak of our town.*
- CORRECT *This diner serves the best steak of our town.*
- INCORRECT *We bowled the most economically than all teams.*
- CORRECT *We bowled the most economically of all teams.*

RULE: In the absence of the sense of comparison, 'most' can be used to mean 'very'. In this case we can place a/an before most for the noun following the adjective.

- Only a most special event can change his opinion. (Most means very. A is for event)
  - A most unusual method may pacify him. (Most means very. A is for event)
- RULE: In order to indicate a cause and effect relationship between two different things or events, two clauses beginning with *the*, and each containing a comparative form of an adjective or adverb, can be used together. This form of comparison is called **parallel comparison**. For example:
- The more I scold her, the worse she behaves.
  - The more money he got, the greedier he became.

- INCORRECT *The close we got, the more we knew about each other.*
- CORRECT *The closer we got, the more we knew about each other.*
- INCORRECT *The less you wish, happier you get.*
- CORRECT *The less you wish, the happier you get.*

**C. Logic of Comparisons**

RULE: In order to be logical, comparison has to be between or among similar things; a person is compared with a person, an object is compared with an object and quality is compared with a quality.

- INCORRECT *A doctor's income is greater than a teacher.*
- CORRECT *A doctor's income is greater than a teacher's.*
- OR *that of a teacher.*
- INCORRECT *His talent in music is not so prominent as his brother.*
- CORRECT *His talent in music is not so prominent as his brother's.*
- OR *that of his brother.*
- INCORRECT *His performance in English is much better than Urdu.*
- CORRECT *His performance in English is much better than that in Urdu.*
- OR *it is in Urdu.*

RULE: When we compare one thing or person with the rest of the things or persons like that, the thing compared is always excluded from the class of things with which it is compared by using words like **any, all other or else** normally used. For example:

- INCORRECT *Altaf is younger than other boys in the class. (Altaf is also a boy in class)*
- CORRECT *Altaf is younger than all other boys in the class.*
- INCORRECT *Mujtaba growls more than anyone in the team. (Mujtaba is also a boy in team)*
- CORRECT *Mujtaba growls more than anyone else in the team.*

**D. Special Modifiers & Their Comparison**

RULE: Absolute adjective or adverbs like *complete, completely, dead, deadly, supreme, supremely, infinite, infinitely, impossible, impossibly, perfect, perfectly* etc. are not compared. For example:

- INCORRECT *This is the most impossible task to perform.*
- CORRECT *This is an impossible task to perform.*
- INCORRECT *He delivered most perfectly before the audience.*
- CORRECT *He delivered perfectly before the audience.*

NOTE: These absolute words can be preceded by adverbs like *nearly* and *almost*

RULE: Some adjectives like *inferior, superior, interior, senior, junior, inferior, superior, prior, prefer* and *prefer* are followed by *to*. For example:

- INCORRECT *He is senior than his supervisor in job length.*
- CORRECT *He is senior to his supervisor in job length.*
- INCORRECT *I prefer classical novels than modern ones.*
- CORRECT *I prefer classical novels to modern ones.*

Choose the correct sentence.

1. A. This is the better of all the books I have read.  
B. This is the best of all the books I have read.
2. A. He contributed little than we expected from him.  
B. He contributed less than we expected from him.
3. A. My brother's research was considered more superior than I.  
B. My brother's research was considered superior to mine.
4. A. Their menu is more inclusive than any other restaurant in this street.  
B. Their menu is more inclusive than any restaurant in this street.
5. A. We used simpler language to make our point clear.  
B. We used simple language to make our point clear.
6. A. This time his performance was more worse than the last one.  
B. This time his performance was worse than the last one.
7. A. In the ring, this wrestler is quicker than tougher.  
B. In the ring, this wrestler is more quick than tough.
8. A. The change in diet and exercise routine has made me very strong.  
B. The change in diet and exercise routine has made me much strong.
9. A. It is one of the most unusual pieces of architecture in Pakistan.  
B. It is one of the most unique pieces of architecture in Pakistan.
10. A. He is brighter of the two brothers.  
B. He is the brighter of the two brothers.
11. A. The most water you have, the long you can survive.  
B. The more water you have, the longer you can survive.
12. A. No other girl in the team is so short that Marvi.  
B. No other girl in the team is so short as Marvi.

**3. MISPLACED MODIFIERS**

Misplaced modifiers are the modifiers that are placed away from the word they modify. Their misplacement makes it difficult to associate the modifier with the word they are supposed to modify; as a result, the meaning or sense gets confusing and awkward.

**Misplaced Adjectives**

An adjective that comes before a noun is called an **attributive adjective** or **prepositive adjective**. An attributive/prepositive adjective modifies the noun that follows it. The noun being modified with an attributive/prepositive adjective can be the part of subject or predicate of sentence. Examples:

<i>a limbless tree</i>	<i>an expensive dress</i>
<i>a well-maintained shop</i>	<i>a nearby hotel</i>

- *A giraffe has a long neck.*
  - *We will have starry sky tonight.*
  - *A winding path through the forest led us to a large cave.*
- Predicative adjective** in a sentence appears after a linking verb be (*am, is, are, was, were, appear, look, taste, etc.*). The predicative adjective acts as a complement in a sentence

- Examples:
- *The soup is hot and spicy.*
  - *The stranger looks scary.*
  - *She was short but beautiful.*
  - *The question sounds silly.*
- NOTE: Following adjective can be used only as postpositive (**after the noun**) or as predicative adjectives (after linking) in a sentence. These adjectives begins with the alphabet 'a'
- ablaze, adrift, afloat, afraid, aghast, alike, alive, alone, aloof, ashamed, asleep, averse, aware, awake*

- Examples:**
- His house was ablaze. (We cannot say 'ablaze house') (Blazing house is OK)
  - They kept their boat afloat. (We cannot say 'afloat boat') (Floating boat is OK)
  - Her child is afraid of bees. (We cannot say 'afraid child') (Frightened child is OK)
  - Two clowns look alike. (We cannot say 'two alike clowns') (Similar clowns is OK)

**RULE:** **Worth + ing adjective** is used to recommend the action mentioned because you think it may be useful. It is used as predicative adjective (after linking verbs).

- *This idea is worth considering.*
  - *These figures are so insignificant. These are hardly worth mentioning.*
- RULE:** When **indefinite pronouns** — such as something, someone, and anybody — are modified by an adjective comes after the pronoun: For example
- *Anyone capable of doing something horrible to someone nice should be punished.*
  - *Something wicked comes this way.*
- INCORRECT** I soon grew angrily listening to the same complaint.  
**CORRECT** I soon grew angry listening to the same complaint.  
**INCORRECT** Aloof people often suffer from some psychological disorder.  
**CORRECT** Lonely people often suffer from some psychological disorder.  
**INCORRECT** It's quite a challenge to keep sinking economy float.  
**CORRECT** It's quite a challenge to keep sinking economy afloat.  
**INCORRECT** We are a worth-remembering team.  
**CORRECT** We are a team worth-remembering.  
**INCORRECT** Special nothing happened during the class.  
**CORRECT** Nothing special happened during the class.

**B. Order of Adjectives**

Classes of Adjectives	Example
Opinion	nice, wonderful, excellent, lovely, terrible, awful, etc.
Size	large, small, long, short, tall, etc.
Quality	clear, busy, famous, important, quiet, etc.
Age	old, young, new, etc.
Shape	round, square, fat, thin, wide, narrow, etc.
Color	red, white, blue, green, etc.
Particular Form	covered, furnished, broken, running, missing, etc.
Origin	British, Italian, American, Indian, Pakistani, etc.
Material	brick, paper, plastic, wooden, diamond, gold, etc.
Type	human, chemical, domestic, electronic, etc.
Purpose	alarm (clock), tennis (court), walking (boots), dining (table), heating (unit)

**RULE:** If there are more than one adjective in a sentence, arrange them according to their basic classes. Following basic classes of adjectives and their usual order is **OSASCOMP**. Examples:

	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose	
A	silly		young			English			man
A		huge		round			metal		ball
A		small			red			sleeping	bag

**RULE:** Two Adjectives belonging to any of the same class of adjective mentioned above, can take 'and' between them. The order of such two adjectives can be reversed and still the meaning will not change.

- *He lived on a famous and busy road.* (Quality Adjectives)
- *I have a red, green parrot.* (Color Adjectives)

**RULE:** Two or more adjectives belonging to different classes of adjective mentioned above, do not take 'and' between them. The order of such two adjectives cannot be reversed as the meaning will be change by the change

- *I bought a round wooden table.* (shape and material Adjectives)
- *She is a young British girl.* (age and origin Adjectives)
- *I have a modern red Japanese car.* (age, origin and type Adjectives)

**C. Misplaced Adverbs**

**ADVERBS OF MANNER** answer the question **How?** They describe how something is done. For example: *badly, beautifully, openly, sweetly, tightly, well.*

**RULE:** Adverbs of manner most often occupy the end position of a clause, where they follow an intransitive verb, or the direct object of a transitive verb. Examples:

- *We waited patiently for the play to begin.*
- *I sold the strawberries quickly.*

**RULE:** An adverb of manner may be placed at the beginning of a clause, in order to emphasize the idea expressed by the adverb. For example:

- *Patiently, we waited for the show to begin.*
- *Quickly, I sold the strawberries.*

**RULE:** Adverbs of manner are often placed in the middle position of a clause, particularly when the clause contains no adverb of frequency. For example:

- *I slowly opened the door.*
- *I have carefully considered all of the possibilities.*

**RULE:** Never place an adverb of manner between 'to' and the 'verb'. This mistake is known as split infinitive.

- Faulty** I wanted to carefully consider the situation.  
**Revised:** I wanted to consider the situation carefully.

**ADVERBS OF PLACE** answer the question **Where?** They describe where something is done.

**RULE:** Like adverbs of manner, these adverbs are put behind the direct object or the verb. Examples:

- *I left my bicycle in the driveway.*
- *He stayed behind.*

**ADVERBS OF FREQUENCY** answer the question **How often?** They describe how often a work is done. For example: *always, never, often, rarely, seldom, sometimes etc.*

**RULE:**

- They follow a linking verb.
- They precede the main verb.
- They are placed between the helping verb and main verb.
- They are placed after the helping verb in short questions.
- They also appear in the beginning of the sentence. Examples:

- *We are always on time.*
- *He rarely makes a mistake.*
- *I have often wondered about that.*
- *Have you seen this movie before? No, I never have.*
- *Once in a while, I like to try something new.*

**ADVERBS OF TIME** answer the question **When?** They describe where something is done. Adverbs of time usually occupy either the beginning position or the end position of a clause. Examples:

- *Today, I will go to the library.*
- *I will go to the post office tomorrow.*

**ADVERBS OF DEGREE** answer the question **How Much?** They tell us about the intensity of something. For example: *absolutely, almost, certainly, completely, definitely, especially, extremely, hardly, and only.*

**RULE:** They are usually placed before the adjective, adverb or verb they modify.

- *The water was extremely cold.* (before adjective)
  - *You are walking too slowly.* (before adverb)
  - *She has almost finished his lesson.* (before verb)
- INCORRECT** They were late never because of traffic.  
**CORRECT** They were never late because of traffic.  
**INCORRECT** To thoroughly understand the subject, ask the expert.  
**CORRECT** To understand the subject thoroughly, ask the expert.  
**INCORRECT** We have finished the project almost.  
**CORRECT** We have almost finished the project.

**RULE:** **Enough** as an adverb meaning 'to the necessary degree' goes after the adjective or adverb that it is modifying. It is used not before it as other adverbs do. It can be used both in positive and negative sentences. Examples:

- *Is your coffee hot enough?*
- *I got here early enough.*
- *He didn't work hard enough.*

**RULE:** **Enough** as an adjective meaning 'as much/many as necessary' goes before the noun it modifies. It is used with countable nouns in the plural and with uncountable nouns. Examples:

- *I don't have enough apples.*
- *They don't have enough food.*

**RULE:** **"Too"** is always an adverb. **Too** meaning "also" goes at the end of the sentence. **Too** as an adverb meaning "also" goes at the end of the sentence. Examples:

- *I would like to go swimming too, if you let me come.*
- *Can I go to the zoo too?*
- *I'm not going to clean your room too!*

**RULE:** **"Too"** as an adverb meaning "excessively" goes before the adjective or adverb it modifies. It can be used in affirmative and negative sentences. Examples:

- *He works too hard.*
- *Isn't she too young?*
- *I am not too short!*

**RULE:** if we use **too** in **too + adjective + noun** structure with it as subject complement, we need to supply indefinite pronoun before noun or replace it with other subject. Examples:

**Faulty:** *It was too depressing situation.*

**Revised:** *It was too depressing a situation.*

**Revised:** *The situation was too depressing.*

**RULE:** if we use **too** in **too + adjective/adverb + verb** structure. The verb after adjective or adverb has to be infinitive (to + adjective/adverb + to + V1) Examples:

- *They were too distant from one another to talk.*
- *The situation was far too disruptive to be handled.*
- *He was too furious to be pacified.*

**RULE:** There is a difference in meaning between **"too"** and **"very"**. **"Very"** denotes a fact while **"too"** suggests a problem. Examples:

- *He speaks very quickly.*
- *It is very hot outside.*
- *He speaks too quickly for me to understand.*
- *It is too hot outside to go for a walk.*

**RULE:** **'much too'** is an adverb; it is used before adjective or adverbs. It is not used for verbs. **'too much'** is an adjective; it is used before noun. **'too much'** can be used for verbs. It can be placed after verb. Examples:

- *He is much too strong for me.*
- *He enjoys himself too much.*
- *He has too much money.*

**RULE:** Limiting modifiers such as **almost**, **even**, **just**, **only** and **simply** modify the word or word groups that immediately follow them. For example:

- **Just** Javed was picked to host the program. (only Javed, no one else, was picked.)
- Javed was **just** picked to host the program. (Javed was picked very recently)
- Javed was picked **just** to host the program. (Javed was picked only to host the program, nothing else)

**RULE:** Some negative adverbs can cause an inversion when placed at the beginning of the clause. It means the adverb is not essential but it can be executed. The order is reversed and the verb goes before the subject. Examples:

ADVERB	NORMAL WORD ORDER	INVERSION
Never	<i>I have never seen such courage.</i>	<i>Never have I seen such courage.</i>
Rarely	<i>She rarely left the house.</i>	<i>Rarely did she leave the house.</i>
Not only	<i>She did not only the cooking but the cleaning as well.</i>	<i>Not only did she do the cooking, but the cleaning as well.</i>

ADVERB	NORMAL WORD ORDER	INVERSION
Scarcely	<i>I scarcely sat down before he started talking.</i>	<i>Scarcely did I sit down before he started talking.</i>
Seldom	<i>We seldom cross the forest after sunset.</i>	<i>Seldom do we cross the forest after sunset.</i>

- INCORRECT *The match was enough close for the defending champions.*
- CORRECT *The match was close enough for the defending champions.*
- INCORRECT *I want to start a new business but I don't have resources enough.*
- CORRECT *I want to start a new business but I don't have enough resources.*
- INCORRECT *I noticed that he was too much confused during the interview.*
- CORRECT *I noticed that he was much too confused during the interview.*
- INCORRECT *Never I have smoked and never will.*
- CORRECT *Never have I smoked and never will.*
- INCORRECT *He was too blind to his shortcomings that he could not overcome them.*
- CORRECT *He was too blind to his shortcomings to overcome them.*
- INCORRECT *He was too foolish person.*
- CORRECT *He was too foolish a person.*

**Order of Adverbs**

**RULE:** In case there are more than one types of adverbs, they will arranged in the following order. Notice the adverb of frequency in the following examples is a two word modifier. Adverbs of frequency mentioned earlier in this topic don't fall in this category. Examples:

Verb	Manner	Place	Duration	Frequency	Time
Babar swims	enthusiastically	in the pool	for an hour	every morning	before dawn
Dad walks	impatiently	into town		every afternoon	before supper
Tahir naps		in his room	for half an hour	every morning	before lunch.
I visit my grandparents	very religiously		for a week	every year	in summer

- NON STANDARD *I play cricket in my street passionately daily.*
- STANDARD *I play cricket passionately in my street daily.*
- NON STANDARD *We grow vegetables in our backyard in June regularly.*
- STANDARD *We regularly grow vegetables in our backyard in June.*

**Misplaced Clauses & Phrases**

**RULE:** A squinting modifier can modify either the word preceding/before it or the one following/after it. So, the modifier must be placed to modify the right or exact word. For example:

- CONFUSING *The teacher said on monday she would return our essays.*
- CLEAR *The teacher said she would return our essays on monday.*
- CLEAR *On monday the teacher said she would return our essays.*

**RULE:** Misplaced phrases which function either as adverbs or adjectives are generally placed where they will clearly modify the words intended. For example:

- CONFUSING *The dealer sold the Cadillac to the buyer with leather seats.*
- CLEAR *The dealer sold the Cadillac with leather seats to the buyer.*

**RULE:** Adjective clauses are also put next to the word they are supposed to modify. Only adverb clauses can be at the beginning or at the end of the sentence.

- CONFUSING *The waiter served a dinner roll to the woman that was well buttered.*
- CLEAR *The waiter served a dinner roll that was well buttered to the woman.*
- CONFUSING *Riaz piled all of his clothes in the shelf that had worn.*
- CLEAR *Riaz piled all of his clothes that had worn in the shelf.*

As adverb clause both are correct. Just pay attention to punctuation.

- CLEAR *If you ignore others, others will ignore you.*
- CLEAR *Others will ignore you if you ignore others.*

**REINFORCEMENT EXERCISE – MISPLACED MODIFIERS**

Choose the correct sentence.

1. A. There was a human corpse in the adrift boat.  
B. There was a human corpse in the drifting boat.
2. A. He wanted to think about all his options carefully.  
B. He wanted to carefully think about all his options.
3. A. He was so overwhelmed to express his feelings  
B. He was too overwhelmed to express his feelings
4. A. We don't have time enough to focus on this project.  
B. We don't have enough time to focus on this project.
5. A. Only an expert carpenter can refurbish this antique table.  
B. An expert carpenter can only refurbish this antique table.
6. A. Before he died, the singer had performed twice amazingly two days ago.  
B. Before he died, the singer had performed amazingly twice two days ago.
7. A. No one in the family smokes, neither does Afzal.  
B. No one in the family smokes, neither Afzal does.
8. A. They have tried their best to serve the community always.  
B. They have always tried their best to serve the community.
9. A. They saw a fence behind the house made of barbed wire.  
B. They saw a fence made of barbed wire behind the house.
10. A. Terrorists often escape who attack soldiers.  
B. Terrorists who attack soldiers often escape.
11. A. It is a new amazing large square-shaped mosque.  
B. It is an amazing large new square-shaped mosque.
12. A. Our chairman is a famous important personality.  
B. Our chairman is a famous and important personality.

**4. DANGLING MODIFIERS**

A **dangling or misrelated modifier** is a phrase or clause that is not clearly and logically related to the word it modifies. The dangling modifier error occurs because the sentence fails to specify anything to which the modifier refers. A dangling modifier can begin with an adjective, present participle (V-ing form), past participle (V-ed), perfect participle (Having + V-ed form), or incomplete adverb clause, Prepositional phrase.

**How to Identify Dangling Modifiers?**

- *Looking toward the west,* (Dangling Present participle phrase), a funnel shaped cloud stirred up dust. (Main clause)
- *Going towards cinema,* (Dangling Present participle phrase), the cloudburst drenched Jim. (Main clause)
- *Stunned by false the accusation,* (Dangling Past participle phrase), the police officer took the innocent person with him. (Main clause)

- *Having accomplished the first one in time,* (Dangling Perfect participle phrase), the second project was decided to be started soon. (Main clause)

In order to confirm whether above modifier are dangling or misrelated, answer the question; who/what is doing something, was something or have done something? The answer to this question should be the subject of the Main/Independent clause after comma.

If the answer to this question is senseless, the modifier is misrelated or dangling.

Let's Identify:

1. *Looking toward the west,* a funnel shaped cloud stirred up dust. (Who is looking towards the west? The answer to this question is 'a funnel' and this is senseless. So, the modifier is dangling.)
2. *Going towards cinema,* the cloudburst drenched Jim. (Who is going towards cinema? The answer to this question is 'the cloudburst' and this is senseless. So, the modifier is dangling.)
3. *Stunned by the false accusation,* the police took the innocent person with them. (Who was stunned by the false accusation? The answer to this question is 'the police officer' and this is senseless. So, the modifier is dangling.)
4. *Having accomplished the first project in time,* the second one was decided to be started soon. (Who had accomplished the first one? The answer to this question is 'the second project' and this is senseless. So, the modifier is dangling.)

**How to Correct Dangling Modifiers?**

Dangling modifiers may be corrected in two general ways.

**Correction Method #1**

- 1. Leave the modifier as it is.
- 2. Change the independent/main clause of the sentence so that it begins with the word actually modified. A new word may have to be added or the place of a word already in the clause may have to be changed.

- INCORRECT *Looking toward the west, a funnel shaped cloud touched the pines.*
- CORRECT *Looking toward the west, I saw a funnel shaped touching the pines.*
- INCORRECT *Going towards cinema, the cloudburst drenched Jim.*
- CORRECT *Going towards cinema, Jim was drenched by the cloudburst.*
- INCORRECT *Stunned by the false accusation, the police took the innocent country man with them.*
- CORRECT *Stunned by the false accusation, the innocent country man was taken by the police.*
- INCORRECT *Having accomplished the first project in time, the second one was decided to be started soon.*
- CORRECT *Having accomplished the first project in time, the company decided to start the second one soon.*

**Correction Method #2**

- 1. Change the dangling modifier phrase to a subordinate clause. Supply a clause marker, subject and helping verb as per the modifier.
- 2. Leave the rest of the sentence as it is.

- INCORRECT *Looking toward the west, a funnel shaped cloud touched the pines.*
- CORRECT *When I was looking towards the west, a funnel shaped cloud touched the pines*
- INCORRECT *Going towards cinema, the cloudburst drenched Jim.*
- CORRECT *While he was going towards cinema, the cloudburst drenched Jim.*
- INCORRECT *Stunned by false the accusation, the police took the innocent country man with them.*
- CORRECT *Although he was stunned by the false accusation, the police took the innocent country man with them.*
- INCORRECT *Having accomplished the first project in time, the second project was decided to be started soon.*
- CORRECT *After the company had accomplished the first project in time, the second one was decided to be started soon.*

5. Double Negatives

A double negative contains two negative words. For example:  
 • He doesn't even know no one. • My sister used to play basketball, but she doesn't no more.  
 • They don't have nothing. • No one didn't answer.  
 INCORRECT He doesn't even know no one.  
 CORRECT He doesn't even know anyone.  
 INCORRECT My sister used to play basketball, but she doesn't no more.  
 CORRECT My sister used to play basketball, but she doesn't anymore.  
 INCORRECT They don't have nothing.  
 CORRECT They don't have anything.  
 INCORRECT No one didn't answer.  
 CORRECT No one didn't answer.

RULE: Words like *neither, never, no, none, not, nowhere, nothing, scarcely, hardly, and barely* function as negatives and should not be used with other negative words in the same clause.  
 RULE: Most negative words have positive forms. You can either use positive forms to correct double negatives or one negative from the clause or sentence.

NEGATIVE	POSITIVE	NEGATIVE	POSITIVE
neither	Either	None	Any
never	Ever	no one	anyone
No	any, a	Nothing	anything
Nobody	Anybody	Nowhere	anywhere

INCORRECT You haven't been reading no books on cricket.  
 CORRECT You haven't been reading any books on cricket. OR  
 You haven't been reading books on cricket.  
 INCORRECT Lisa did not feel nothing.  
 CORRECT Lisa did not feel anything. OR Lisa felt nothing.

REINFORCEMENT EXERCISE -DANGLING MODIFIERS & DOUBLE NEGATIVE

Choose the correct sentence.

- A. When only a child, my father took me to the cinema.  
B. When only a child, I was taken to the cinema by my father.
- A. Jamshaid says he has seen neither Naveed nor Naeem all day.  
B. Jamshaid says he hasn't seen neither Naveed nor Naeem all day.
- A. Driving north, the vegetation became increasingly sparse.  
B. Driving north, we noticed that the vegetation became increasingly sparse.
- A. Tired and exhausted, a nap was taken by the traveller.  
B. Tired and exhausted, the traveller took a nap.
- A. Running across the floor, the rug slipped and I lost my balance.  
B. As I was running across the floor, the rug slipped and I lost my balance.
- A. He doesn't have nothing but a drab old house.  
B. He has nothing but a drab old house.
- A. Having arrived late for practice, the coach admonished us.  
B. Because we had arrived late for practice, the coach admonished us.
- A. After reading the original study, the article remains unconvincing.  
B. After reading the original study, I find the article unconvincing.
- A. The singer could sing no more after the break.  
B. The singer couldn't sing no more after the break.
- A. With one last look at the room, my dad closed the door.  
B. With one last look at the room, the door was closed.

Error of confusion in the Function of Modifiers (Adjective or Adverb)

- (A) Adjectives modify nouns and pronouns; whereas, adverbs modify verbs, adjective and adverbs.
- (B) Adjectives are used after verb of perception.
- (C) (i) A few adverbs with -ly form give different meaning i.e. justly from just and hardly from hard.  
(ii) Words like lively, cowardly, deadly, friendly are adjective not adverbs.

Error in Comparison of Modifiers

A. Form of Comparison

- (i) Irregular adjective don't take -er or -est and more or most.
- (ii) A few can take both -er/-est and more and most
- (iii) Use comparative with more while comparing same quality of one person/thing.
- (iv) No double comparative/superlative. Very for 1<sup>st</sup> degree; much for 2<sup>nd</sup>.

B. Structure of Comparison

As/so + Modifier + as, Comparative - than, The + comparative - of the two, the + superlative - in/of, The + Comparative, The + Comparative.

C. Logic of Comparison

- (i) Same things are compared
- (ii) Comparing one with the rest of like that separate the one from other by adding word 'other, else'

C. Comparison of Special Modifiers

- (i) Absolute modifiers are not compared
- (ii) Modifiers ending with -ior, prefer and preferable are also not compared.

Error of Misplaced Modifiers

A. Misplaced Adjectives & Order of Adjectives

- (i) Adjectives beginning with letter a (ablaze, afloat) are use predicatively. Worth + V-ing adjective is also use predicatively. Adjectives are used after indefinite pronoun.
- (ii) Adjectives follow order OSASCOMP. Adjective of same category can take either comma or and between them.

B. Misplaced Adverbs & Order of Adverbs

- (i) Adverbs have places as per their types.
- (ii) Adverbs follow MPFDT.
- (iii) Enough as adjective is used before noun and 'Enough' is used after adjective as an adverb.
- (iv) Too meaning 'also' is used at the end of sentence. Too meaning 'excessively' is used before adjective
- (v) Negative adverbs take inversion.
- (vi) Too + Modifier is followed by infinitive.
- (vii) Limiting modifiers are place before the word they modify.

C. Misplaced Phrases & Clauses

- (i) Modifying phrase and clauses must not be squinting and confusing; place them with the word they modify.

Error of Dangling Modifiers

- (i) Dangling modifiers are misrelated modifiers. They have to be associated with the word they actually are supposed to modify.

Error of Double Negative

- (i) Using two negatives in English sentences are wrong; change one negative to positive or remove one of them.

MODIFIERS REVIEW EXERCISE

CHOOSE THE BEST OPTION.

Rarely had he read more than a page of it before sleep came swiftly and peacefully.  
 A B C D

- A. Speaking quietly and slowly, I approached the child again.
  - B. Speaking quiet and slow, I approached the child again.
  - C. Speaking quietly and slowly, the child was approached again by me.
  - D. Speaking quiet and slowly, the child was approached again by me
- This time the driver and the greaser seemed reluctantly to take him with them.  
 A B C D

4. A. It's shut tightly, it's alive and there's a pearl in it.  
B. Its shutted tightly; it's alive and there's a pearl in it.  
C. It's shut tightly; it's lively and there's a pearl in it.  
D. It's shut tight; it's alive and there's a pearl in it.
5. Well, \_\_\_\_\_ for a fellow to get around the ocean.  
A. the tide hardly ever gets enough low  
B. the tide hardly ever gets low enough  
C. the tide hardly ever get enough low  
D. the tide hard ever gets enough low
6. A. When I came here I was enough old to know a good thing when I saw it.  
B. When I came here I was much old to know a good thing when I saw it.  
C. When I came here I was old enough to know a good thing when I see it.  
D. When I came here I was old enough to know a good thing when I saw it.
7. A. She had so many problems that she didn't know what to do.  
B. She had so much problems that she didn't know what to do.  
C. She had too many problems that she didn't know what to do.  
D. She had many problems that she didn't know what to do.
8. The young man seemed to be much happy in his overcoat.  
A. B. C. D.
9. Initially, I was convinced that he would out-perform me but \_\_\_\_\_.  
A. he wasn't very better either  
B. he wasn't much better either  
C. he wasn't too better either  
D. he wasn't very good either
10. A. Sometimes, unconsciously, Abul repeated the same chapter twice.  
B. Sometime, unconscious, Abul repeated the same chapter twice.  
C. Sometime, unconsciously, Abul repeated the same chapter twice.  
D. Sometimes, unconscious, Abul repeated the same chapter twice.
11. If he ever received some extra money, this bonus would be locked usually up in a tin box.  
A. B. C. D.
12. A. At the same time, he was both much or less experienced than the youngest boy at the school.  
B. At the same time, he was both more or less experienced than the youngest boy at the school.  
C. At the same time, he was both more and less experienced than the youngest boy at the school.  
D. At the same time, he was both more and less experiencing than the youngest boy at the school.
13. The number of people who are born in any year \_\_\_\_\_.  
A. is greater than who die  
B. are greater than who die  
C. is greater than those who die  
D. is greater than that who die
14. The more the disease was cured, the most it became painful.  
A. B. C. D.
15. 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 to invasion.  
C. You have been sent here by another civilization for the express purpose of reconnoitering prior than invasion.  
D. You have been sent here by another civilization for the express purpose of reconnoitering prior then invasion.
16. \_\_\_\_\_, I had a wooden plough.  
A. When I was a child only  
B. When I was only a child  
C. When only I was a child  
D. Only when I was a child
17. A young man from the village, who had gone away, came back and opened a cloth shop.  
A. B. C. D.
18. A. We read that Rosa had married in her last letter.  
B. We read that Rosa in her last letter had married.  
C. We read that in her last letter Rosa had married.  
D. We read in her last letter that Rosa had married.

I shouldn't be going on like this because you are too much upset to focus.  
A. B. C. D.

- A. Running home from school, a dog bit him.
  - B. While running home from school, a dog bit him.
  - C. While he was running home from school, a dog bit him.
  - D. While he is running home from school, a dog bit him.
- He delivered most perfectly before the audience.  
A. B. C. D.
- He thinks that his scheme is \_\_\_\_\_.  
A. preferable to any person's scheme  
B. preferable than any other person's scheme  
C. preferable to any person  
D. preferable to any other person's scheme
- A. In a torrent of thoughts so pressing to be put into words, Chips talked to himself.
  - B. In a torrent of thoughts enough pressing to be put into words, Chips talked to himself.
  - C. In a torrent of thoughts too pressing to be put into words, Chips talked to himself.
  - D. In a torrent of thoughts very pressing to be put into words, Chips talked to himself.
- It is one of the most unique pieces of architecture in Pakistan.  
A. B. C. D.
- A. The cook boy ran to beat the old ploughshare who was rung to summon laborers.
  - B. The cook boy ran to beat the old ploughshare that was rung to summon laborers.
  - C. The cook boy that was rung to summon laborers ran to beat the old ploughshare.
  - D. The cook boy who was rung to summon laborers ran to beat the old ploughshare.

ANSWER KEY

Reinforcement Exercise – Adjective or Adverb?

1	A	2	B	3	B	4	A	5	A
6	B	7	A	8	B	9	A	10	B

Reinforcement Exercise – Comparisons

1	B	2	B	3	B	4	A	5	B
6	B	7	B	8	A	9	A	10	B
11	B	12	B	---	---	---	---	---	---

Reinforcement Exercise – Misplaced Modifiers

1	B	2	A	3	B	4	B	5	A
6	B	7	A	8	B	9	B	10	B
11	B	12	B	---	---	---	---	---	---

Reinforcement Exercise – Dangling Modifiers & Double Negative

1	B	2	A	3	B	4	B	5	B
6	B	7	B	8	B	9	A	10	A

Modifiers Review Exercise

1	D	2	A	3	C	4	D	5	B
6	D	7	A	8	C	9	B	10	A
11	C	12	C	13	C	14	C	15	A
16	B	17	B	18	D	19	C	20	C
21	B	22	D	23	C	24	B	25	B

## LEARNING EVALUATION

How do you rate your preparation in the given areas of the "Modifiers" you've just finished?

Points	Ok	Good
> Error of confusion in the Function of Modifiers (Adjective or Adverb)		
> Error in Comparison of Modifiers		
> Error of Misplaced Modifiers		
> Error of Dangling Modifiers		
> Error of Double Negative		

What do you think needs improvement in this topic?

Points	Conceptual Clarity
> Error of confusion in the Function of Modifiers (Adjective or Adverb)	
> Error in Comparison of Modifiers	
> Error of Misplaced Modifiers	
> Error of Dangling Modifiers	
> Error of Double Negative	

What would you recommend us to be more helpful in this regard?

You can share this point with us through "WhatsApp Number" at back title or WAK Publishers "Facebook Page" of this book.

## VERBS & TENSES

### COMMON ERRORS IN THE USE OF VERBS

EXAMPLES		TYPES OF ERRORS
INCORRECT:	<i>He <b>broken</b> the chair accidentally.</i>	<b>REGULAR/IRREGULAR VERB:</b> Irregular verbs are treated as regular verbs or vice versa.
CORRECT:	<i>He <b>broke</b> the chair accidentally.</i>	
INCORRECT:	<i>He <b>told nothing</b> about his workplace.</i>	<b>TRANSITIVE/INTRANSITIVE VERB:</b> Transitive verbs replace Intransitives or vice versa.
CORRECT:	<i>He <b>told me</b> nothing about his workplace.</i>	
INCORRECT:	<i>We <b>might to stop</b> to meet our friends.</i>	<b>MODAL VERBS:</b> the form of verb after modals is wrong.
CORRECT:	<i>We <b>might stop</b> to meet our friends.</i>	
INCORRECT:	<i>We <b>didn't mind wait</b> for guests.</i>	<b>GERUND OR INFINITIVES:</b> A gerund may be used at a place where infinitive is required.
CORRECT:	<i>We <b>didn't mind waiting</b> for guests.</i>	
INCORRECT:	<i>They <b>made me to repeat</b> the whole story twice.</i>	<b>CAUSATIVE VERBS:</b> The form of the verb caused by a causative verb may be used incorrectly.
CORRECT:	<i>They <b>made me repeat</b> the whole story twice.</i>	
INCORRECT:	<i>He <b>hadn't come</b> to class this morning because he was sick.</i>	<b>TENSES:</b> The use of verb might not be consistent with the standard use of a tense.
CORRECT:	<i>He <b>didn't come</b> to class this morning because he was sick.</i>	
INCORRECT:	<i>The celebration <b>arranged</b> by all staff members.</i>	<b>ACTIVE &amp; PASSIVE:</b> An active verb might be used in place of passive or vice versa.
CORRECT:	<i>The celebration <b>was arranged</b> by all staff members.</i>	
INCORRECT:	<i>If I <b>was</b> in charge here, I <b>would have done</b> things differently.</i>	<b>CONDITIONAL SENTENCES:</b> the right combination of verbs required for a type of conditional sentence might not have been supplied.
CORRECT:	<i>If I <b>were</b> in charge here, I <b>would do</b> things differently.</i>	
INCORRECT:	<i>I <b>wish I was</b> with you in your tough time.</i>	<b>SUBJUNCTIVE MOOD:</b> the verb used might not be consistent with subjunctive mood.
CORRECT:	<i>I <b>wish I were</b> with you in your tough time.</i>	

Common errors in the use of verb can be categorized under the following heads:

- (i) Regular and Irregular verbs
- (ii) Transitive and Intransitive verbs
- (iii) Modal Verbs
- (iv) Gerund or Infinitive
- (v) Causative Verb
- (vi) Tenses
- (vii) Passive Voice
- (viii) Conditional Sentences
- (ix) Subjunctive Verbs

1. REGULAR AND IRREGULAR VERBS

Verbs have four basic forms called principal parts:  
**BASE FORM:** jump; live; hold  
**PAST TENSE:** jumped; lived; held  
**HELPING VERBS** combine with some verb forms to indicate time and other kinds of meaning:  
*will run*      *was praying*      *had been beaten*  
**RULE:** An irregular verb can't be used as regular verb in past (2<sup>nd</sup>) and past participle (3<sup>rd</sup>) forms.  
**REGULAR VERBS** form their past tense and past participle by adding -d or -ed to the base form. For example:  
**BASE FORM**      **PAST TENSE**      **PAST PARTICIPLE**  
 Live      Lived      Lived  
 Act      Acted      acted

**IRREGULAR VERBS** form their past tense and past participle in an irregular way. They don't take -d or -ed for past participle forms. For example:  
**BASE FORM**      **PAST TENSE**      **PAST PARTICIPLE**  
 Begin      Began      begun  
 Break      Broke      broken  
 Sleep      Slept      slept

The following list includes the most common irregular verbs.

BASE FORM	PAST TENSE	PAST PARTICIPLE
Arise	Arose	arisen
Become	Became	become
Begin	Began	begun
Bid	Bid	bid
Bite	Bit	bitten, bit
Blow	Blew	blown
Break	Broke	broken
Bring	Brought	brought
Burst	Burst	burst
Buy	Bought	bought
Catch	Caught	caught
Choose	Chose	chosen
Come	Came	come
Cut	Cut	cut
Dive	dived, dove	dived
Do	Did	done
Draw	Drew	drawn
Dream	dreamed, dreamt	dreamed, dreamt
Drink	Drank	drunk
Drive	Drove	driven
Eat	Ate	eaten
Fall	Fell	fallen
Find	Found	found
Flee	Fled	fled
Fly	Flew	flown
Forget	Forgot	forgotten, forgot
Set	Set	set
Shake	Shook	shaken
Shrink	shrank, shrunk	shrunk, shrunken
Sing	sang, sung	sung
Freeze	Froze	frozen
Get	Got	got, gotten
Give	Gave	given
Go	Went	gone
Grow	Grew	grown
*Hang (suspend)	Hung	hung
Hear	Heard	heard
Hide	hid	hidden
Hold	Held	held
Keep	Kept	kept
Know	Knew	known
Lay	Laid	laid
Lead	Led	led
Leave	Left	left
Lend	Lent	lent
Let	Let	let
*Lie	Lay	lain
Lose	Lost	lost
Pay	Paid	paid
Prove	Proved	proved, proven
Ride	Rode	ridden
Ring	Rang	rung
*Rise	Rose	risen
Run	Ran	run
Say	Said	said
See	Saw	seen
Stand	Stood	stood
Steal	Stole	stolen
Swim	Swam	swum
Swing	Swung	swung

Sink	sank, sunk	sunk	Take	Took	Taken
Sit	Sat	sat	Tear	Tore	Torn
Slide	Slid	slid	Throw	Threw	Thrown
Speak	Spoke	spoken	Wear	Wore	Worn
Spring	sprang, sprung	sprung	Write	Wrote	Written

**INCORRECT** In order to escape capture he **fled** to the mountains.  
**CORRECT** In order to escape capture he **fled** to the mountains.  
**INCORRECT** After hearing a piercing shrill, he **friezed** with horror.  
**CORRECT** After hearing a piercing shrill, he **froze** with horror.  
**INCORRECT** The demise of his father **shaked** his world.  
**CORRECT** The demise of his father **shook** his world.

2. TRANSITIVE AND INTRANSITIVE VERBS

**RULE:** Many transitive and Intransitive verbs can't be used interchangeably.  
**INTRANSITIVE VERBS** are not followed by objects. They take preposition after them. Following are the most common intransitive verbs:

Agree	Appear	*Arrive	*Become	Go	Stand
*Belong	Consist	Flee	*Lie (tell untruth)	*Lie (recline)	Fall
*Depend	Exist	*Rise	Die	Look	Say

- The old oak tree fell with a heavy thud on ground.
- This Spanish villa belongs to an actor.
- He lied blatantly to his parents.

**TRANSITIVE VERBS** are verbs that must be followed by an object. As they have object after them, we don't use preposition right after them. Following are the most common transitive verbs:

Cost	Get	Make	Owe	*Tell
Give	Put	Take	Want	Send
Lend	Bring	*Reach	*Lay	

- It took some time to convince him.
- A smile costs nothing.
- You owe me a hundred rupees.

**INCORRECT** He always rises his hand first whenever the teacher asks a question.  
**CORRECT** He always raises his hand first whenever the teacher asks a question.  
**INCORRECT** They arrived the station exactly at the time of train's leaving.  
**CORRECT** They reached the station exactly at the time of train's leaving.  
**INCORRECT** Fear lays with them constantly as an unbidden partner.  
**CORRECT** Fear lies with them constantly as an unbidden partner.

3. MODAL VERBS

The modal verbs or modal auxiliaries convey various specific meanings. In order to identify and correct the errors in the use of modal verbs we will learn three aspects:

- Most Common Meaning Conveyed by a Modal Verb
- Form of a Modal Verb in Different Times (Present, Past, Future)
- Form of Main Verb After a Modal Verb
- The Use of Semi Modals

Can	Could	Be able to	Indicate	ABILITY
-----	-------	------------	----------	---------

- He cannot break his bad habits. (Present)
- He could not break his bad habits. (Past)
- He will not be able to break his bad habits. (Future)

Could	May	Might	Indicate	POSSIBILITY
-------	-----	-------	----------	-------------

- We could win the match. (Present)
- We may win the match. (Present or Future)
- We might win the match. (Past)
- We \*may have won the match. (Past)
- We \*could have won the match. (Past)
- We \*might have won the match. (Past)

Must	Have to	Had to	Will have to	Indicate	NECESSITY or OBLIGATION
------	---------	--------	--------------	----------	-------------------------

- The driver must fix the wheel. (Present or Future)
- The driver \*must have fixed the wheel. (Past)
- The lab has to fix the wheel. (Present or Future)
- The lab had to fix the wheel. (Past)
- The lab will have to fix the wheel. (Future)

May	Can	Could	Indicate	PERMISSION
-----	-----	-------	----------	------------

- A reader may borrow six books at one time. (Present or Future)
- A reader can borrow six books at one time. (Present or Future)
- A reader \*could borrow six books at one time. (Present or Future)
- A reader could borrow six books at one time a year ago. (Past)

Will	Shall	Would	Indicate	INTENTION
------	-------	-------	----------	-----------

- The chairman will select a new team. (Future)
- Shall we offer him advice? (Future)
- We knew he would need advice. (Past)

Could	Can	Would	Indicate	POLITE REQUEST
-------	-----	-------	----------	----------------

- Could I use your phone, please?
- Could (or can or would) you please shut the door?

Should	Had better	*Ought to	Indicate	ADVISABILITY
--------	------------	-----------	----------	--------------

- You should refrain from bad company. (Present or Future)
- You \*had better refrain from bad company. (Present or Future)
- You ought to refrain from bad company. (Present or Future)
- You \*should have refrained from bad company. (Past)
- You \*ought to have refrained from bad company. (Past)

Would	*Used to	Ought to	Indicate	PAST HABIT
-------	----------	----------	----------	------------

- In years past we would walk to work.
- We used to walk to work.

NOTE: When 'used to' is preceded by 'to be' (is, are, am, was, were) or 'get' it is followed by V-ing form.

- We were used to walking to work.
- We are getting used to walking to work.

MODAL VERB	FOLLOWED BY VERB
Will, would, shall, should, may, might, can, could, must	Bare Infinitive (First form of verb without 'to' before it any -s or -es after it)
Will, would, shall, should, may, might, can, could, must + be	V-ing form (Modal + be can make progressive/continuous aspect)

Modal Verbs with 'TO' as their part:  
Has/have/will have to, be able to, ought to, used to

Bare Infinitive (First form of verb without 'to' before it any -s or -es after it)

Had better

Bare Infinitive (First form of verb without 'to' before it any -s or -es after it)

Will, would, shall, should, may, might, can, could, must + have (not has)

Past Participle (3<sup>rd</sup> form of the verb)

NEED & DARE can be used as both semi modals and main verbs in sentences.

USE	NEED	DARE
As a Main Verb	<p><b>Positive Sentences:</b></p> <ol style="list-style-type: none"> <li>Can take infinitive after it.</li> <li>Can take -s, -es in case of 3<sup>rd</sup> person singular subject.</li> <li>Can be changed to -ed form.                             <ul style="list-style-type: none"> <li>• He needs that report by tomorrow.</li> <li>• He needed to stay at my place, so I offered him.</li> </ul> </li> </ol> <p><b>Negative/Interrogative Sentences:</b></p> <ol style="list-style-type: none"> <li>Can take helping/ modal verbs or 'not' to give negative or interrogative sense.                             <ul style="list-style-type: none"> <li>• Does she need to know where the house is?</li> <li>• You have plenty of time, so you don't need to rush.</li> </ul> </li> </ol>	<p><b>Positive Sentences:</b></p> <ol style="list-style-type: none"> <li>Can take infinitive after it.</li> <li>Can take -s, -es in case of 3<sup>rd</sup> person singular subject.                             <ul style="list-style-type: none"> <li>• I can't believe he dared to stand up to the boss."</li> <li>• "No one dares to question my authority!"</li> </ul> </li> <li>Can be changed to -ed form.                             <ul style="list-style-type: none"> <li>• I can't believe he dared to stand up to the boss."</li> <li>• "No one dares to question my authority!"</li> </ul> </li> </ol> <p><b>Negative/Interrogative Sentences:</b></p> <ol style="list-style-type: none"> <li>Can take helping/ modal verbs or 'not' to give negative or interrogative sense.                             <ul style="list-style-type: none"> <li>• Did they dare to go through with it?</li> <li>• He doesn't dare to argue with the principal.</li> </ul> </li> </ol>
As a Modal Verb	<p><b>Positive Sentences:</b></p> <ol style="list-style-type: none"> <li>No change of form; no addition of -s, -es; followed by 1<sup>st</sup> form of verb                             <ul style="list-style-type: none"> <li>• Nothing need change simply because my father is no longer here.</li> </ul> </li> </ol> <p><b>Negative/Interrogative Sentences:</b></p> <ol style="list-style-type: none"> <li>Negative of Need = need not + V1</li> <li>It can be written as needn't + V1</li> <li>Question of Need: Need + Subject + V1</li> <li>No Question with Wh- words</li> <li>Needn't + have + V3                             <ul style="list-style-type: none"> <li>• He needn't have called; I told him I would be late."</li> <li>• You needn't worry about my grades.</li> <li>• Need we be concerned? (passive)</li> </ul> </li> </ol>	<p><b>Positive Sentences:</b></p> <ol style="list-style-type: none"> <li>No change of form; no addition of -s, -es; followed by 1<sup>st</sup> form of verb                             <ul style="list-style-type: none"> <li>• If he dare cross me again, I'll make sure he pays dearly for it.</li> </ul> </li> </ol> <p><b>Negative/Interrogative Sentences:</b></p> <ol style="list-style-type: none"> <li>Negative of dare = dare not + V1</li> <li>It can be written as daren't + V1</li> <li>Question of dare: Dare + Subject + V1</li> <li>Wh- word + Dare + Subject + V1                             <ul style="list-style-type: none"> <li>• I dare not press the issue any further.</li> <li>• How dare she talk to me like that?</li> <li>• Dare he meddle with the laws of nature?</li> <li>• They daren't give him a reason to be angry.</li> </ul> </li> </ol>

- INCORRECT If you agree, shall I come with you?
- CORRECT If you agree, may I come with you?
- INCORRECT They had better invested in real state.
- CORRECT They had better invest in real state.
- INCORRECT I can speak Arabic fluently when I was a child.
- CORRECT I could speak Arabic fluently when I was a child.
- INCORRECT He dares not criticize me.
- CORRECT He dare not criticize me.
- INCORRECT You must had taken rest after such a long journey.
- CORRECT You must have taken rest after such a long journey.
- INCORRECT Need I to tell the whole story again?
- CORRECT Need I tell the whole story again?

PRACTICE EXERCISE - REGULAR/IRREGULAR; TRANSITIVE/INTRANSITIVE; MODAL VERBS

Choose the correct sentence.

1. A. She may, with effort, win this contest.  
B. She may, with effort, to win this contest.
2. A. Could you stand on your head for more than a minute?  
B. Can you stand on your head for more than a minute?
3. A. You had better don't quit your job.  
B. You had better not quit your job.
4. A. She ought not to talk so much.  
B. She ought not talk so much.
5. A. How dare he ignore my orders  
B. How dares he ignore my orders
6. A. All drivers could stop when the traffic lights are red.  
B. All drivers must stop when the traffic lights are red.
7. A. Take an umbrella with you. It might rain later.  
B. Take an umbrella with you. It should rain later.
8. A. There was a time when I can stay up all night.  
B. There was a time when I could stay up all night.
9. A. Why had they hanged a pair of boxing gloves on the wall?  
B. Why had they hung a pair of boxing gloves on the wall?
10. A. He has told me many times that he would never give up.  
B. He has said me many times that he would never give up.
11. A. You needn't to panic until your friends stand with you.  
B. You needn't panic until your friends stand with you
12. A. My grandmother is eighty-five, but she can still read and write without glasses.  
B. My grandmother is eighty-five, but she had better still read and write without glasses.
13. A. He was already very slim. He needed not lose his weight any more.  
B. He was already very slim. He need not lose his weight any more.
14. A. They fell a tree with only one axe.  
B. They felled a tree with only one axe.
15. A. This flat belongs my boss.  
B. This flat belongs to my boss

4. GERUND AND INFINITIVE

GERUND

A gerund is an *-ing* form of a verb used as a noun. Gerunds are sometimes called "verbal nouns".

- *Smoking is not good for you*
- *The police arrested him for cheating.*

INFINITIVE

An infinitive is a verb form that shows no tense or person. There are two types of infinitive:

The *to-infinitive* = *to + verb* ('to come', 'to take', 'to send')

• *The team's desire is to win.*

The *bare infinitive* (infinitive with 'to')

• *What made you cry?*

FUNCTIONS OF GERUNDS AND INFINITIVES

Both gerunds and infinitives can function as the subject of a sentence or the direct object of a verb.

- *Playing games takes up too much of her time.* (Subject)
- *To play games is his addiction.* (Subject)
- *The team wants to perform.* (Direct Object)
- *I like playing basketball.* (Direct Object)

CHOOSING BETWEEN GERUNDS AND INFINITIVES

Both Gerund and infinitive can be used as the subject and object of a verb; however, the common errors happen in their use as object of a verb. A few verbs take infinitives as object; whereas, a few take gerunds. Let's learn about it in detail.

A. RULE: These verbs are followed by an infinitive not a gerund. Verbs + Infinitive

- Agree      Afford      Claim      Consent      Decide  
Deserve      Fail      Refuse      Pretend      Want

In order to understand how this error occurs and how to correct it, understand the table.

Subject	Verb	Infinitive	Gerund	Object of Infinitive
They	failed	to manage ✓	managing ✗	their time.
Nawaz	refused	to help ✓	helping ✗	me.
He	claimed	to win ✓	winning ✗	the title.
She	consented	to marry ✓	marrying ✗	Him.
I	refused	to believe ✓	believing ✗	his story.

B. RULE: These verbs are followed by an infinitive, not a gerund, after the object of verb. Verbs + Object + Infinitives

- Admonish      Allow      Advise      Arrange      Convince  
Challenge      Command      Cause      Encourage      Expect  
Force      Forbid      Remind      Request

In order to understand how this error occurs and how to correct it, understand the table.

Subject	Verb	Object	Infinitive	Gerund	Object of Infinitive
she	allowed	me	to use ✓	using ✗	her car.
I	expect	you	to reach ✓	reaching ✗	on time.
He	urged	her	to apply ✓	applying ✗	for this job
I	forbade	them	to tell ✓	telling ✗	a lie.

C. RULE: These verbs can be followed by an infinitive, not a gerund, after a Wh-word. Verbs + Wh-word + Infinitives

- Know      Learn      Understand      Wonder      Explain  
Teach      Discover      Find

In order to understand how this error occurs and how to correct it, understand the table.

Subject	Verb	Wh-word	Infinitive	Gerund	Object of Infinitive
She	doesn't know	where	to park ✓	parking ✗	her car.
I	haven't decided	when	to start ✓	starting ✗	gym.
He	has learnt	how	to swing ✓	swimming ✗	cricket ball.
They	found	how	to cure ✓	curing ✗	this disease.

C. RULE: These verbs are followed by a gerund, not an infinitive. Verbs + Gerunds

- Admit      Discuss      Imagine      Quit  
Adore      Dislike      Keep      Risk  
Appreciate      Enjoy      Mind      Recall

Avoid      Escape      Miss      Recollect  
 Consider      Fancy      Practice      Resent  
 \*Can't help      Finish      Postpone      Resist

In order to understand how this error occurs and how to correct it, understand the table.

Subject	Verb	Gerund	Infinitive	Object of Gerund
I	won't	cheating ✓	to cheat ✗	
I	can't recall	meeting ✓	to meet ✗	him.
We	shouldn't mind	doing ✓	to do ✗	chores at home.
They	enjoyed	playing ✓	to play ✗	in pleasant weather.
We	couldn't help	arriving ✓	to arrive ✗	late.

D. RULE: These verbs can be followed by either a gerund or an infinitive without any significant difference in meaning:

- The labourers began working.
- The labourers began to work.
- Begin
- Prefer
- Like
- Hesitate
- Continue
- can't bear
- Pretend
- love
- Intend
- Hate
- can't stand
- start

In order to understand how this error occurs and how to correct it, understand the table.

Subject	Verb	Object	Infinitive	Gerund	Object of Infinitive/Gerund
He	continued		to live ✓	living ✓	above the shop.
I	intend		to sell ✓	selling ✓	my house.
The grass	requires		to be cut ✓	cutting ✓	
She	allowed	me	to buy ✓	buying ✓	three big tins.
He	hesitated		to talk ✓	Talking ✓	to a stranger.
We	prefer		to shop ✓	Shopping ✓	at a superstore.

E. RULE: These verbs can be followed by either a gerund or an infinitive with a little difference in meaning:

- Forget
- Regret
- Remember
- Stop
- Try
- He stopped eating.
- He stopped to eat.
- I am trying to learn English.
- I tried opening the door but it was jammed.
- (He no longer ate.)
- (He stopped in order to eat.)
- (attempt)
- (make an experiment)

F. RULE: These verbs (related to five senses) are not followed by infinitive. They take either infinitive (base form) or Gerund after them.

CAN'THELP BUT is followed by bare infinitive. He couldn't help but cry.

Subject	Verb	Object	Bare Infinitive	Gerund	Infinitive	Object
I	heard	him	sing ✓	singing ✓	to sing ✗	a song.
We	watched	him	suffer ✓	suffering ✓	to suffer ✗	with pain.
They	saw	us	say ✓	saying ✓	to say ✗	Prayer.

G. RULE: Prepositions are followed by V-ing form.

Subject	Verb	Object/ Complement	Preposition	Gerund	Infinitive	Base Form	Object/ Complement
The tablet	must be taken		before	taking ✓	to take ✗	take ✗	breakfast
He	didn't pass	the exam	in spite of	studying ✓	to study ✗	study ✗	a lot
Sana	is	famous	for	singing ✓	to sing ✗	sing ✗	great songs
I	like	the idea	of	starting ✓	to start ✗	start ✗	a new company
Success	may depend		on	being ✓	to be ✗	be ✗	more people

"THE WORD 'TO'"

'To' may function either as a preposition (when it's the preposition of word preceding it) or as an infinitive marker (when it's the part of an infinitive).

RULE: As a preposition 'To' also takes V-ing forms after it but not as an infinitive marker.

Following words have 'To' as their dependent preposition: look forward to, in addition to, object to, be used to and get round to, averse to, accustomed to, addicted to, with a view to, devote to etc.

- We look forward to continuing our relationship. (followed by gerund)
- I look forward to your next letter. (followed by noun)
- I am used to her silly ways. (followed by noun)
- I am used to working with all kinds of people. (followed by gerund)
- I object to Sunday work. (followed by noun)
- I object to working on Sundays. (followed by gerund)

NOTE: In order to find out whether 'To' is a preposition or a part of an infinitive put a noun or pronoun after it.

- If it fits (makes proper sense)
  - I am accustomed to healthy food (eating healthy diet). it is a preposition hence can also be followed by gerund. "Nouns (healthy foods, secrets) fit so we can use gerund."
  - He is averse to secrets. (keeping secrets).
- If it doesn't fit (makes no proper sense)
  - He wanted to food (eat). it is the part of infinitive hence followed by 1<sup>st</sup> form. "Nouns (food, cricket) don't fit so we can't use gerund."
  - We planned to cricket (play cricket).

EXCEPTION: A few words that require 'to' before nouns after them (e.g. agree, consent, entitled, inclined, prone) are followed by infinitives, not -ing forms.

- I will agree to your suggestion if you lower the price.
- I will agree to do what you suggested. (NOT I will agree to doing what you suggested.)
- He is inclined to mischief.
- He is inclined to do mischievous things. (NOT He is inclined to doing mischievous things.)

F. RULE: A few adjective take infinitives after them. Adjective + Infinitive

Able	Due	Likely	Prepared	Easy	Surprised	Relieved
Unable	Eager	Unlikely	Willing	Kind	Delighted	Happy
Anxious	Keen	Ready	Unwilling	Silly	Disappointed	Pleased

- Unfortunately, I was unable to work for over a week.
- I'm really tired. I'm ready to go to bed.
- We were happy to come to the end of our journey.
- John was surprised to see me.
- It's easy to play the piano, but it's very difficult to play it well.
- I was relieved to know that he is alright.

REINFORCEMENT EXERCISE - GERUND OR INFINITIVE

Choose the correct sentence.

- A. I can't imagine working at home.
  - B. I can't imagine to work at home.
- A. Don't you mind to be away from your family for such a long time?
  - B. Don't you mind being away from your family for such a long time?
- A. My friend is coming next Friday. I'm really looking forward to meet her.
  - B. My friend is coming next Friday. I'm really looking forward to meeting her.

4. A. I'm interested in learning French.  
B. I'm interested in learn French.
5. A. I always enjoy to talk to my grandfather.  
B. I always enjoy talking to my grandfather.
6. A. Have you ever learned how to fly such a plane?  
B. Have you ever learned to fly such a plane?
7. A. Remember posting the letter, or they won't get it by Saturday.  
B. Remember to post the letter, or they won't get it by Saturday.
8. A. I am lazy. I don't feel like doing any work.  
B. I am lazy. I don't feel like to do any work.
9. A. He won't go by plane. He is afraid to fly.  
B. He won't go by plane. He is afraid of flying.
10. A. We have decided against buying a new car.  
B. We have decided against buy a new car.
11. A. The students hope passing the exam.  
B. The students hope to pass the exam.
12. A. She seems to like her new job.  
B. She seems like her new job.
13. A. I'm sure I gave him back the money. I remember to give it back to him.  
B. I'm sure I gave him back the money. I remember giving it back to him.
14. A. We went to them with a view to settle the dispute.  
B. We went to them with a view to settling the dispute.
15. A. I noticed him moving furtively while I was reading a book.  
B. I noticed him to move furtively while I was reading a book.

**5. Causatives**

**CAUSATIVE VERBS** cause another action to happen. MAKE, HAVE, GET, LET, HELP are causative verbs. The action they cause is called a non-causative verb or resulting action. For example:

Subject	Causative Verb	Object	Non Causative verb	Resulting action
I	made	him	wait for me	
They	helped	us	to hire new staff	

**RULE:** Causative verbs can be used in any tense. The error related to causative is not with causatives rather with the resulting action or non-causative verb. In order to understand what the mistake is and what the standard usage is, let's focus on the table below.

Subject	Causative Verb	Object	Non Causative verb Resulting action		Object of Non causative verb
			Standard Usage	Nonstandard Usage	
I	made/make/will make/have made	him	polish ✓ (Bare Infinitive)	to polish ✗ polishing ✗	my shoes.
I	got/get/will get/have got	him	to polish ✓ (infinitive)	polish ✗ polishing ✗	my shoes.
I	had/have/will have, have had	him	polish ✓ (Bare Infinitive)	to polish ✗ polishing ✗	my shoes.
I	let/will let/have let	him	polish ✓ (Bare Infinitive)	to polish ✗ polishing ✗	my shoes.
I	helped/help/will help/have helped	him	polish ✓ (Bare Infinitive) to polish ✓ (Infinitive)	polishing ✗	my shoes.

**RULE:** HAVE and GET can cause passive action to happen. In this case non-causative or resulting action is actually passive; that's why, we use past participle (3<sup>rd</sup> form) in the resulting action. We identify it as passive generally by three ways:

- (i) The performer of non-causative verb is not mentioned.
- (ii) The object of causative is an inanimate thing.
- (iii) By + objective case of pronoun or a noun can be used to complete the meaning.

Subject	Causative Verb	Object	Non Causative verb Resulting action	
			Standard Usage	Nonstandard Usage
I	got/get/will get/have got	my car <i>The object of have is an inanimate thing</i>	polished. ✓ (Past participle) <i>The performer of polish is not mentioned in the sentence.</i>	polish ✗ polishing ✗ to polish ✗ <i>We can add by him after polished and the meaning will still be OK.</i>
I	had/have/will have, have had	my car <i>The object of have is an inanimate thing</i>	polished ✓ (Past participle) <i>The performer of polish is not mentioned in the sentence.</i>	to polish ✗ polishing ✗ polish ✗ <i>We can add by him after polished and the meaning will still be OK.</i>

**RULE:** MAKE & HELP causatives can be made passive with usual passive pattern (helping verb + past participle). Use infinitive after these causatives when they are passive themselves. In this case, let's see how we should use the non-causative verb.

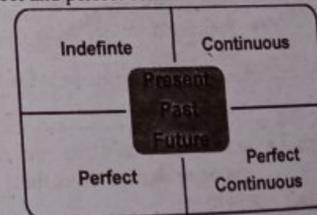
Subject	Causative Verb	Non Causative verb Resulting action		Object of Non causative verb
		Standard Usage	Nonstandard Usage	
I	was made	to polish ✓ (Infinitive)	polish ✗ polishing ✗ polished ✗	his shoes.
I	was helped	to polish ✓ (Infinitive)	polishing ✗ polish ✗ polished ✗	his shoes.

**PRACTICE EXERCISE - CAUSATIVES**

1. A. The mechanic made the air conditioner working.  
B. The mechanic mad: the air conditioner work.
2. A. I want to get the office to paint before summer.  
B. I want to get the office painted before summer.
3. A. I like the way you had your gardener trim you garden.  
B. I like the way you had your gardener trimmed you garden.
4. A. Don't let him trouble you.  
B. Don't let t him to trouble you.
5. A. Her husband helps her do the laundry.  
B. Her husband helps her doing the laundry.

**6. VERB TENSE**

Verb tense is the use of verb in different aspects of time. There are three times; present, past and future. There are four aspects of each time; indefinite, continuous, perfect and perfect continuous.



In order to correct the errors related to tenses we need to learn the following points:

- (a) Form of verb and helping verb for each tense
- (b) Uses of each tense
- (c) Signal words of each tense
- (d) Sequence and combination of tenses

A. FORMS OF VERBS IN TENSES

	Indefinite	Continuous	Perfect	Perfect Continuous
Past	V2 (did not V1) • He cried. • He did not cry.	was, were (not) V-ing • He was crying. • He was not crying	had (not) V3 • He had cried. • He had not cried.	had (not) been V-ing • He had been crying. • He had not been crying.
Present	V1/V1 + s,es for 3 <sup>rd</sup> person singular (does not, do not + V1) • He cries. • He doesn't cry.	is, are, am (not) V-ing • He is crying. • He is not crying.	has, have (not) V3 • He has cried. • He has not cried.	Has, have (not) been V-ing • He has been crying. • He has not been crying.
Future	Will/ Shall (not) V1 • He will cry. • He will not cry.	will/shall (not) be V-ing • He will be crying. • He will not be crying.	Will/ shall (not) have V3 • He will have cried. • He will not have cried.	Will/shall (not) have been V-ing • He will have been crying. • He will not have been crying.

B. USES OF TENSES & SIGNAL WORDS

Tense	Examples	Use	Signal words
Simple Present	<ul style="list-style-type: none"> <li>My class <b>begins</b> at nine.</li> <li>Water <b>consists of</b> hydrogen and oxygen.</li> <li>The president <b>meets</b> the prime minister tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>Habitual actions</li> <li>Something that was true, is true, and will be true.</li> <li>action set by a timetable or schedule</li> </ul>	always, every time..., normally, often, seldom, sometimes, usually
Present Continuous	<ul style="list-style-type: none"> <li>Jeffery <b>is sleeping</b> right now.</li> <li>Banks <b>are lending</b> money to encourage business.</li> <li>She <b>is writing</b> another book this year.</li> </ul>	<ul style="list-style-type: none"> <li>action taking place in the moment of speaking</li> <li>action taking place only for a limited period of time.</li> <li>Action arranged for the future.</li> </ul>	at the moment, just, just right now, Look!, Listen!
Present Perfect	<ul style="list-style-type: none"> <li>I <b>have already</b> watched that movie.</li> <li>We <b>have had</b> four tests so far this semester.</li> </ul>	<ul style="list-style-type: none"> <li>Actions complete before now at some unspecified time of past.</li> <li>Repetition of an activity before now.</li> </ul>	already, ever, just, never, not, lately, recently, so far
Present Perfect Continuous	<ul style="list-style-type: none"> <li>You <b>have been studying</b> for five straight hours.</li> <li>My back <b>hurts</b>, so I <b>have been sleeping</b> on the floor lately.</li> </ul>	<ul style="list-style-type: none"> <li>putting emphasis on the course or duration (not the result)</li> <li>activity in progress recently</li> </ul>	all day, for years, since 1993, long?, the whole week

Tense	Examples	Use	Signal words
Simple Past	<ul style="list-style-type: none"> <li>I <b>bought</b> a new car three days ago.</li> <li>I <b>stood</b> under a tree when it <b>began</b> to rain.</li> <li>When she <b>heard</b> a noise, she <b>got up</b> to investigate.</li> </ul>	<ul style="list-style-type: none"> <li>action that began and ended in the past.</li> <li>actions taking place one after another or in the middle of another action.</li> </ul>	Yesterday past time + ago, in + past time, the other day, last + past time <i>*Past simple combines with Past simple.</i>
Past Continuous	<ul style="list-style-type: none"> <li>It <b>was raining</b> in the morning.</li> <li>While I <b>was studying</b>, my roommate <b>was having</b> a party.</li> <li>While I <b>was walking</b> down the street, it <b>began</b> to rain.</li> </ul>	<ul style="list-style-type: none"> <li>action going on at a certain time in the past</li> <li>actions taking place at the same time another action was in progress in past.</li> <li>action in the past that is interrupted by another action</li> </ul>	when, while, as long as <i>*Past Continuous combines with Past simple or Past Continuous.</i>
Past Perfect	We <b>arrived</b> at the cinema at 8:00, but the film <b>had started</b> at 7:30.	For an action which had happened before the past time or action we are thinking about	Before, when, after, already etc. <i>*Past Perfect combines with Past simple.</i>
Past Perfect Continuous	I <b>had been walking</b> for about half an hour when it <b>suddenly started</b> to rain.	For an action which had been in progress up to the past time we are talking about.	Before, when, since, for, since when etc. <i>*Past Perfect Continuous combines with Past simple.</i>
Future Simple	<ul style="list-style-type: none"> <li>It <b>will be/ is going to be</b> cloudy tomorrow.</li> <li>He <b>will finish</b> his work this week.</li> <li>I <b>am going to paint</b> my house tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>for predictions</li> <li><b>spontaneous</b> decision</li> <li><b>decision</b> made for the future</li> </ul>	in a year, next + time, tomorrow
Future Continuous	<ul style="list-style-type: none"> <li>Don't phone me at 8:00, I'll <b>be doing</b> my homework then.</li> <li>Do you want a lift? I'll <b>be driving</b> into town later on.</li> </ul>	<ul style="list-style-type: none"> <li>for an action that will be in progress at a time in future</li> <li>For an action in future which is already planned or a part of regular routine</li> </ul>	in one year, next week, tomorrow <i>*Future Continuous combines with Present simple.</i>

Tense	Examples	Use	Signal words
Future Perfect	<ul style="list-style-type: none"> <li>I'll have finished dinner by 8:00.</li> <li>I will have finished my homework by the time I go out on a dinner tonight.</li> </ul>	<ul style="list-style-type: none"> <li>for an action that will be completed by/before a certain time or another action in future</li> </ul>	by + future time, in a week *Future Perfect combines with Present simple.

Tense	Examples	Use	Signal words
Future Perfect Continuous	<ul style="list-style-type: none"> <li>I will have been sleeping for two hours by the time he gets home.</li> </ul>	<ul style="list-style-type: none"> <li>Action emphasizing the duration of an activity that will be in progress before another time in the future.</li> </ul>	Since..., for..., the last couple of hours, all day long *Future Perfect Continuous combines with Present simple.

**NON-PROGRESSIVE VERBS**

**RULE:** Following verbs are non-progressive. They are not used in progressive/continuous tenses in V-ing form.

Mental state	Know, believe, want, doubt, need, prefer, understand, suppose, mean
Emotional State	Love, hate, fear, mind, like, dislike, envy, care,
Sense of perception	smell, hear, see
States	Seem, cost, consist of, contain, owe, own, possess, belong, appear, exist

FAULTY:	<i>She is wanting to study ethics.</i>
REVISED:	<i>She wants to study ethics.</i>
FAULTY:	<i>He is knowing this grammar book.</i>
REVISED:	<i>He knows/is trying to know this grammar book.</i>
FAULTY:	<i>This packet is containing only 5 biscuits.</i>
REVISED:	<i>This packet contains only 5 biscuits.</i>

**NOTE:** These verbs are non-progress because they don't develop a sense of physical activity in mind when thinking about them.

**C. SEQUENCE OF VERB TENSES**

The sequence of tense has two dimensions:

- Tense Sequence in Compound Sentence
- Tense Sequence in Complex Sentences

**RULE:** In case of Compound sentences; two or more coordinating clauses joined by coordinating conjunction, the tense of both coordinating clauses is generally the same.

- He went to his rooms but returned soon.*
- We are playing and they are watching.*
- They had already sold their house and (had) migrated to another state.*

**RULE:** In this case if we supply different tenses in coordinating clauses, we'll provide form accordingly:

- Never have I lied to you and never will I let you do that to me.*
- Either he has already submitted his fee or he is going to submit it soon.*

In case of complex sentence there could be different combination of tenses. The basic rules for making these combinations are as follows:

**RULE:** If the verb in the principal clause is in the present or the future tense, the verb in the subordinate clause may be in any tense, depending upon the sense to be expressed.

Sentences		Tense Sequence
Main Clause	Subordinate Clause	
He says	<i>that he is fine.</i>	Present followed by present
He says	<i>that he was fine.</i>	Present followed by past
He says	<i>that he will be fine.</i>	Present followed by future

He will say	<i>that he is fine.</i>	Future simple followed by present
He will say	<i>that he was fine.</i>	Future simple followed by past simple
He will say	<i>that he will be fine.</i>	Future simple followed by future

**RULE:** If the tense in the principal clause is in the past tense, the tense in the subordinate clause will be in the corresponding past tense.

Sentences		Tense Sequence	Changes
Principal Clause	Subordinate Clause		
He said	<i>that he would come.</i>	Past followed by past	Will/shall to would May, can to could
He told me	<i>that he had been ill.</i>	Past followed by past perfect continuous	Has/have to had
I knew	<i>that he was late.</i>	Past followed by past	Is/are/am to was/were
We noticed	<i>that the fan had stopped.</i>	Past followed by past perfect	Has/have to had (Had is used in subordinate clause when the action of this clause has happened earlier than the action of principal clause.)

**RULE:** A past tense in the main clause may be followed by a present tense in the subordinate clause when the subordinate clause expresses some universal truth.

Sentences		Tense Sequence
Main Clause	Subordinate Clause	
Copernicus proved	<i>that the earth moves round the sun.</i>	Past followed by present
The teacher told us	<i>that honesty is the best policy.</i>	Past followed by present
He told me	<i>that the Hindus burn their dead.</i>	Past followed by present

**RULE:** A subordinate clause expressing place, reason or comparison may be in any tense, according to the sense to be expressed.

Sentences		Tense Sequence
Main Clause	Subordinate Clause	
He didn't get the job	<i>because his English isn't good.</i>	Present followed by past (Sequence with Reason)
A fishing village once existed	<i>where now lies the city of Karachi.</i>	Present followed by past (Sequence with Place)
During vacation, I missed my friend	<i>more than I have ever missed anyone.</i>	Present followed by past (Sequence with comparison)

**RULE:** If the subordinate clause is an adjective clause, it may be in any tense as is required by the sense.

Sentences		Tense Sequence
Main Clause	Subordinate Clause	
Yesterday I met a man	<i>who sells balloons. (Adjective clause)</i>	Past followed by present
Yesterday I met a man	<i>who sold me a balloon. (Adjective clause)</i>	Past followed by past

**RULE:** Note that when the subordinate clause is introduced by the conjunction of purpose 'that', we use *may* or *might* in the subordinate clause depending upon the tense of Principal clause.

Sentences		Tense Sequence
Main Clause	Subordinate Clause	
I study	<i>that I may pass. (Adverb Clause of Purpose)</i>	Present followed by may
I will study	<i>that I may pass. (Adverb Clause of Purpose)</i>	Future followed by may
I studied	<i>that I might pass. (Adverb Clause of Purpose)</i>	Past followed by might
He ate	<i>that he might not die. (Adverb Clause of Purpose)</i>	Past followed by might

RULE: If the principal clause is in the future tense, we do not use future tense in subordinating clauses beginning with (when, until, before, after etc.)

Sentences		Tense Sequence
Main Clause	Subordinate Clause	
I will call you	when dinner is ready. (Adverb Clause of Time)	NOT I will call you when dinner will be ready.
I shall wait	until you return. (Adverb Clause of Time)	NOT I shall wait until you will return.

7. ACTIVE AND PASSIVE VOICE

Common errors in the use of active and passive voice can be identified if we learn:

- (A) What an Active or Passive Voice is
- (B) Form of Verbs used in Passive

A. IDENTIFICATION OF ACTIVE & PASSIVE

THE VOICE of a verb is active when it has the performer/doer or the subject performs the action of the verb:

- Christopher wrote the script.

THE VOICE of a verb is passive when it doesn't have the performer/doer or the subject receives the action of the verb.

- The script was written by Christopher.

A passive is used for either of the two reasons:

- (i) The doer of action is unknown.
- (ii) The doer of action is unimportant.
- The Internet was established in 1969 by the US Department of Defense.
- The network has now been extended internationally to governments, universities, foundations, corporations, and private individuals.

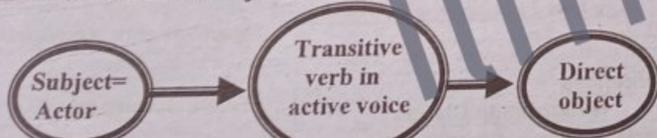
A passive verb always consists of a form of *Helping Verb of relevant tense* + *the past participle of the verb*. You may add a phrase beginning with *by* after the verb in a passive voice sentence.

- Plays are written by writers.
- Songs have been written by poets.

NOTE: Intransitive verb (one that doesn't take an object) doesn't have Passive voice. Only a transitive verb (one that takes an object) may be used in the passive voice. (CONSULT TRANSITIVE/INTRANSITIVE VERB SECTION OF THIS TOPIC)

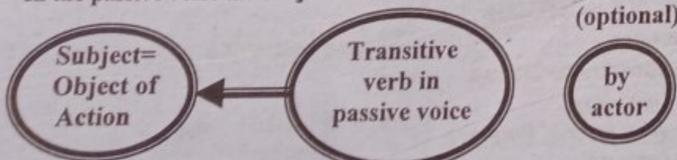
ACTIVE VOICE AND PASSIVE VOICE

In the active voice the subject acts



The mayor controls the city.

In the passive voice the subject receives the action.



The city is controlled by the mayor.  
The is controlled.

WAK ETB ENGLISH

B. FORM OF VERBS IN PASSIVE VOICE

	Indefinite	Continuous	Perfect
			had (not) been V3
Past	was/were (not) V3 • He was honored. • He was not honored.	was, were (not) being V3 • He was being honored. • He was not being honored.	• He had been honored. • He had not been honored.
Present	Is/are/am (not) V3 • He is honored. • He is not honored.	is, are, am (not) being V3 • He is being honored. • He is not being honored.	has, have (not) been V3 • He has been honored. • He has not been honored.
Future	will/shall (not) be V3 • He will be honored. • He will not be honored.	will/shall (not) be being V3 • He will be honored. • He will not be being honored. * It is quite uncommon.	Will/ shall have (not) been V3 • He will have been honored. • He will not have been honored.
	All common forms have been underlined + highlighted	All common forms have been underlined + highlighted	All common forms have been underlined + highlighted

MODAL VERB	Simple	Past
	Can, could, should, must, would, might, may, has/have to, ought to, had better, needn't + be + V3 • A driver could be arranged. • The land might be cultivated. • The house has to be painted.	Can, could, should, must, would, might, may, ought to + have + been + V3 • A driver could have been arranged. • The land might have been cultivated. • They ought to have been treated well.

PRACTICE EXERCISE – TENSES/ACTIVE & PASSIVE

Choose the correct sentence.

- A. Their diet consisted only of meat and vegetables.  
B. Their diet was consisted only of meat and vegetables.
- A. Sugar is occurred naturally in fruit.  
B. Sugar occurs naturally in fruit.
- A. We have not been hearing from you since long.  
B. We have not heard from you since long.
- A. A new butler might have been hired for their new mansion.  
B. A new butler might have hired for their new mansion.
- A. Many you tubers are criticised now for violating community standards.  
B. Many you tubers are being criticised now for violating community standards.
- A. I asked Nasir what happened to him.  
B. I asked Nasir what had happened to him.
- A. Sania chose a kitten at the pet ship and take it home in a basket.  
B. Sania chose a kitten at the pet ship and took it home in a basket.

8. A. Dinosaurs had existed millions of years ago.  
B. Dinosaurs existed millions of years ago.
9. A. She has called me this morning.  
B. She called me this morning.
10. A. Their claims of authenticity have been debunked by modern research.  
B. Their claims of authenticity have debunked by modern research.
11. A. Arial photography will recently revealed many historical sites.  
B. Arial photography has recently revealed many historical sites.
12. A. Three people died in a car crash.  
B. Three people were died in a car crash.
13. A. When Saira will retire, she will start yoga lessons.  
B. When Saira retires, she will start yoga lessons.
14. A. Do you know what had happened at the party yesterday?  
B. Do you know what happened at the party yesterday?
15. A. Each envelope is containing twenty dollars.  
B. Each envelope contains twenty dollars.
16. A. This is the cleanest patch I am ever seeing.  
B. This is the cleanest patch I have ever seen.
17. A. We thought that she might have diphtheria and possibly die of it.  
B. We thought that she might had diphtheria and possibly died of it.
18. A. She was started to try to cover the sad marks of what she did so far.  
B. She started to try to cover the sad marks of what she had done so far.
19. A. He must have been cried silently for his eyes and nose were red.  
B. He must have cried silently for his eyes and nose were red.
20. A. These small pieces are going around the sun ever since.  
B. These small pieces have been going around the sun ever since.

**8. CONDITIONAL SENTENCES**

**CONDITIONAL SENTENCES** are called conditional because they introduce a condition for an action to be done. Structurally, they are complex sentences and various types based on the type of condition they introduce. Each type has a unique *sense and combination of verbs*. In order to avoid errors in conditional sentences, we need to identify and understand each type of conditional sentence with its unique sense.

Conditions can be introduced by **if, in case, as long as, so long as, provided that, unless, supposing etc.** A Conditional clause may precede or follow the main clause of a sentence.

- They may do whatever they like **provided that** it is within the law.
- You can play in the living room **as long as** you don't make a mess.
- **So long as** a tiger stands still, it is invisible in the jungle.
- **Unless** I phone you, you can assume the train's on time.
- **In case** he lies, we'll have to countercheck his statement.
- **If** you improve yourself, you may survive.

There are four types of conditional sentences:

- (A) Zero Conditional Sentence
- (B) Probable Conditional Sentence
- (C) Improbable Conditional Sentence
- (D) Impossible Conditional Sentence

**A. ZERO CONDITIONAL SENTENCE**

TYPE	Principal Clause			Subordinate Clause	
	Clause Marker	Subject	Verb + object/adverbial	Subject	Verb + object/adverbial
ZERO CONDITIONAL (True for all times; if the condition is fulfilled the result will almost invariably be same)	If	you	heat ice, (simple present)	it	turns to water. (simple present)
	When	it	rains, (simple present)	the grass	gets wet. (simple present)

**B. PROBABLE CONDITIONAL SENTENCE**

TYPE	Principal Clause			Subordinate Clause	
	Clause Marker	Subject	Verb + object/adverbial	Subject	Verb + object/adverbial
PROBABLE (True for present and future; if the condition is fulfilled in present or future, the required result can be achieved)	If	you	pull its tail,	the cat	will scratch you.
	In case	the fog	gets thicker,	the plane	will be diverted.
	if	you	are looking for Saad	you	can find him in the laboratory.
If + Present (simple, progressive, perfect, perfect progressive)				Will/shall/modal verbs + V1 for active Will/shall/modal verbs + be + V3 for passive	

Alternatively, we can write probable conditional as shown below:

- **Should you cancel your order = if you wish (should wish) to cancel your order,** contact our customer services representative.
- **Should you feel upset = if you feel /should fee/ upset,** you can call me immediately

**C. IMPROBABLE CONDITIONAL SENTENCE**

TYPE	Principal Clause			Subordinate Clause	
	Clause Marker	Subject	Verb + object/adverbial	Subject	Verb + object/adverbial
IMPROBABLE (Untrue for present and future; the condition may or may not be fulfilled in present or future and the required result may or may not be achieved similarly)	If	someone	tried to blackmail me,	I	would go to police.
	If	you	appeared again,	you	might pass the test.
	If	I	were playing this match,	we	could win.
If + Past (simple, progressive) * Use only were not was in this part				• would/modal verbs + V1 for active • would/modal verbs + be + V3 for passive	

Alternatively, we can write improbable conditional as shown below:

- **Were I here = if I were here, I would never let him escape.**
- **Were you interrupting me = if you were interrupting me, I would get angry.**

**D. IMPOSSIBLE CONDITIONAL SENTENCE**

TYPE	Principal Clause			Subordinate Clause	
	Clause Marker	Subject	Verb + object/adverbial	Subject	Verb + object/adverbial
IMPOSSIBLE (Untrue for past; the condition was not fulfilled when required, so the result could not be)	If	I	hadn't slipped on the ice,	I	might not have broken my leg.
	If	our papers	had been ready,	we	could have left early.
	If	they	had cooperated with us,	the solution	would have been found easily.
If + Past perfect				• would/modal verbs + have + V3 for active • would/modal verbs + have + been + V3 for passive	

Alternatively, we can write impossible conditional as shown below:

- *Had you obeyed your father = if you had obeyed your father*, you might not have faced this misfortune.
- *Had he informed me in time = if he had informed me in time*, I could have join him.

**RULE:** No negative with unless (means if not) and don't use Supposing and if together; use one from either of these at a time.

- INCORRECT *Unless you don't go now, how will I be able reach home timely?*  
 CORRECT *Unless you go now, how will I be able reach home timely?*  
 INCORRECT *Supposing if he fails, who will replace him?*  
 CORRECT *If he fails, who will replace him?*

**NOTE:** We use subjunctive verbs in improbable and impossible conditional sentences. That why, we use verbs a little different from conventional use. If we add 'only' after 'if', it gives the sense of wish. The use of subjunctive in both cases is the same.

- If (only) he *were* a surgeon, I **would** operate upon you.
- If (only) they had taken meal timely, they *might not have* felt hungry.

**PRACTICE EXERCISE – CONDITIONAL SENTENCES**

Choose the correct sentence.

- A. As long as we have faith in ourselves, no one can defeat us.  
B. As long as we had faith in ourselves, no one can defeat us.
- A. In case I had a map I will lend it to you.  
B. In case I had a map I would lend it to you.
- A. Had I known that you were coming, I would meet you at the airport.  
B. Had I known that you were coming, I would have met you at the airport.
- A. If he runs fast, he will get there in time.  
B. If he had run fast, he will get there in time.
- A. Unless citizens regain faith in politics, they would not support democracy.  
B. Unless citizens regain faith in politics, they will not support democracy.
- A. If I lend you this book, will you take great care of it?  
B. If I lent you this book, will you take great care of it?
- A. All the world seems wonderful if you are in love.  
B. All the world seems wonderful if you were in love.
- A. She'll respect you forever if you help her in her trouble.  
B. She'll respect you forever if you helped her in her trouble.
- A. We'll not have time to reach the top of the mountain unless we will not set out early.  
B. We'll not have time to reach the top of the mountain unless we set out early.
- A. If I hadn't arrived, they would not have known what to do.  
B. If I hadn't arrived, they would not know what to do.

**9. SUBJUNCTIVE VERBS**

Subjunctive verbs express a requirement, a desire, a suggestion, or a condition contrary to fact. Let's learn how we should use subjunctive verbs in following cases:

**A. AFTER WISHES**

Wishes are essentially a kind of subconscious or conscious comparison of various times. All wishes are contradiction to reality. From reality we mean present time. So, when you wish you are comparing present with past or present with future.

Wishes are expressed with word *wish*, *would that* or *if only* etc.

**WAK ETB ENGLISH**

**WISH FOR PRESENT**

Way of Expression	Wish for Present (You wish or regret about something you want to have in present)			Reality
	Main Clause	Clause Marker	Subordinate Clause	
With word 'Wish'	I wish	that (may be omitted)	I <i>lived</i> nearer.	I don't live nearer.
	She wishes	that (may be omitted)	she <i>had</i> long hair.	She doesn't have long hair.
	I wish	that (may be omitted)	I <i>could</i> play guitar like you do.	I can't play guitar like you do.
With word 'would that'	Would that I were with my parents. (Would that = I wish that)			I am not with my parents.
With word 'If Only'	If only I knew the answer,		I <i>would</i> tell you.	I don't know the answer.
	Subordinate Clause		Main Clause	

**RULE:** Use simple past tense and 'Were' instead of 'was':  
 • in subordinate clause after 'wish' • after 'would that' • In 'if only' clause

**WISH FOR PAST**

Way of Expression	Wish for Past (You wish or regret about something you wanted to have or do in past)			Reality
	Main Clause	Clause Marker	Subordinate Clause	
With word 'Wish'	I wish	that (may be omitted)	I <i>had</i> never told him my secret.	I told him my secret.
	She wishes	that (may be omitted)	she <i>had not spent</i> so much money last night.	She spent so much money last night.
	I wish	that (may be omitted)	we <i>had not been</i> punished.	We were punished.
With word 'would that'	Would that he <i>had</i> started his own business. (Would that = I wish that)			We were not wasting our time.
	If only I <i>had</i> talked to him,		I <i>would</i> have known the reality.	He didn't start his own business.
With word 'If Only'	Subordinate Clause		Main Clause	I didn't talk to him and I didn't know the reality.

**RULE:** Use past perfect (active or passive) or past perfect continuous:  
 • in subordinate clause after 'wish' • after 'would that' • In 'if only' clause

**RULE:** For the main clause following or preceding 'if only', use would/should/could/ might + have + V3

**WISH FOR FUTURE**

Way of Expression	Wish for Future (You wish for something or you want someone to do something for you in future)			Reality
	Main Clause	Clause Marker	Subordinate Clause	
With word 'Wish'	I wish	that (may be omitted)	it <i>would</i> stop snowing soon.	It is snowing now.
	She wishes	that (may be omitted)	her dad <i>would</i> call her.	She is not sure that her dad will call her.
	I wish	that (may be omitted)	more people <i>would</i> read this book.	I am not sure that more people will read it.

	They wish	that (may be omitted)	I wouldn't smoke in the office	It's not likely that I will smoke in the office.
With word 'would that'	Would that he would reach in time for dinner. (Would that = I wish that) *Using would that for future wish is not common.			It seems improbable that he will reach in time for dinner.
With word 'If Only'	If only he attended lectures, he would pass this exam.			It's not likely that he will attend lectures and pass. *the use of if only for present and future wish is almost the same.

RULE: Use would + V1:

- in subordinate clause after 'wish'
  - in main clause with 'only if'
- RULE: For 'if only' clause, use simple past
- RULE: If the verb wish in main clause is in past as 'wished' then notice the subjunctive verbs after it.
- He wished that he had completed his task before time. (NOT completed)
  - I wished that they had been/were taking care of their parents.
  - They wished that the match had been/were over by 5 o'clock.

**B. AFTER AS IF/ AS THOUGH:**

- After as if or as though:
- Use were instead of was
  - Past instead of present
- INCORRECT He talked as if he knows everything.  
CORRECT He talked as if he knew everything.
- INCORRECT This report looks as though it was the work of a college student.  
CORRECT This report looks as though it were the work of a college student.

**C. IN THAT CLAUSE**

In a THAT subordinate clause after following verbs, noun and adjectives to express a command, a request, or a suggestion.

Demand	Suggest	Suggestions	It is important
Insist	Recommend	Recommendation	It is necessary
Request	Advise	Proposal	It is essential
ask	Propose	Advice	It is vital
			It is imperative

RULE: The subjunctive verb should be as per following descriptions:

- The subjunctive verb is used in Base Form ( no past or future, no modals, no addition of -s or -es)
- 'Be' is used instead of is/are/am/was/were
- Negative: Not + Base Form (no modal/helping verb)
- In Passive: be + Past participle (no modal/helping verb)

Main Clause		Subordinate Clause			Object/ Adverbial
Subject	Verb	Clause Marker	Subject	Correct Subjunctive Verb	
The teacher	demand	that	we	be	on time for class.
I	insisted	that	they	pay back	my money.
I	recommend	that	she	not go	to cinema.
He	asked	that	the report	be submitted	till Monday.
The doctor	advises	that	the patient	follow	the prescription.

Main Clause			Subordinate Clause			
Subject	Verb + Adjective	Clause Marker	Subject	Correct Subjunctive Verb	Incorrect Verb	Object/ Adverbial
It	is important	that	they	respect		
It	is vital	that	prices	be controlled.	should respect	our culture.
It	is necessary	that	we	be	should/must be controlled	ready for emergency.

**D. AFTER IT'S TIME/HIGH TIME & WOULD THAT**

RULE: It's time/high time indicate that something should be done as it's already late. We use subjunctive past after them.

Main Clause			Subordinate Clause			
Subject	Verb + Adjective	Clause Marker	Subject	Correct Subjunctive Verb	Incorrect Verb	Object/ Adverbial
It	is time	that (may be omitted)	you	went	go	to bed.
It	high time	that (may be omitted)	I	bought	have bought/busy	a new pair of jeans.
it	is time	that (may be omitted)	this road	was completed	is completed/should be completed	

RULE: Would rather is used to express preference. It has two uses. Only one takes subjunctive verb after it.

'Would rather' as Modal verb takes base form. In this case, the preference is for the subject of 'would rather'. 'Would rather' can be followed by have an has past participle in this case after it.

Subject	Would rather	Correct Verb	Incorrect Verb	Object/ Adverbial
I	would rather	stay	stayed / to stay	home than go out.
she	would rather have	spent (the money was not spent on jewelry)	Spend / to spend	money on her jewelry.
I	would rather not	fly	flew / to flow.	I hate planes.

When the preference is for someone other than the subject of would rather, we place a different subject after would rather and the verb used for the 2nd subject is subjunctive past.

Main Clause			Subordinate Clause			
Subject	Would rather	Clause Marker	Subject	Correct Subjunctive Verb	Incorrect Verb	Object/ Adverbial
I	would rather	that (may be omitted)	you	stayed	Stay/have stayed	home tonight.
She	would rather	that (may be omitted)	I	didn't call	don't call/ have not called	her on Sunday.
	Would you rather	that (may be omitted)	I	wasn't	weren't, am not	honest with you?

## PRACTICE EXERCISE – SUBJUNCTIVE VERBS

Choose the correct sentence.

1. A. If only he had a dream to believe in, he would achieve it.  
B. If only he had a dream to believe in, he would have achieved it.
2. A. It's high time that we launched our new product.  
B. It's high time that we launch our new product.
3. A. I would rather you don't delay your treatment.  
B. I would rather you didn't delay your treatment.
4. A. I suggest that attending the meeting be mandatory.  
B. I suggest that attending the meeting should be mandatory.
5. A. Junaid wishes that all his friends would come to his birthday tomorrow.  
B. Junaid wishes that all his friends would come to his birthday tomorrow.
6. A. If he were to go to the party, he would be welcome.  
B. If he was to go to the party, he would be welcome.
7. A. I propose that the vote be a secret ballot.  
B. I propose that the vote is a secret ballot.
8. A. I wish I were taller.  
B. I wish I was taller.
9. A. It is necessary that you must take an entrance examination to be admitted to a university.  
B. It is necessary that you take an entrance examination to be admitted to a university.
10. A. He talks as if he were an authority on music.  
B. He talks as if he is an authority on music.

## QUICK REVIEW

## 1. REGULAR AND IRREGULAR VERBS

Regular verbs (taking -ed for 2<sup>nd</sup> and 3<sup>rd</sup> form or having same 2<sup>nd</sup> and 3<sup>rd</sup> form) and Irregular verbs (having all or all different form) don't replace each other. Consult the list of most common irregular verbs

## 2. TRANSITIVE AND INTRANSITIVE VERBS

Transitive verb (having object after it) and Intransitive verb (not having object after it) are not used interchangeably.

## 3. MODAL VERBS

- (i) Be careful about the most common meaning (Ability, possibility, Advisability, Necessity etc.) conveyed by modal verb.
- (ii) Be careful about which form of a modal verb (**may, might or might have and can, could or could have**) is used in different times (present, past, future)
- (iii) Be careful about which form of main verb is to be used after a modal verb;
  - Generally, all modal verbs except when followed by 'have' take Base form (1<sup>st</sup> form) after them.
  - In case followed by 'have', they take past participle (3<sup>rd</sup> form) after them
  - Had better is followed by base form.
- (iv) The use of semi modals like ought to, need, dare is important. As a semi modal:
  - They are followed by Base form.
  - Need, Dare don't take -s, -es after them.

## 4. GERUND OR INFINITIVE

- (i) The error stems from the point; what can be used as the object of a verb: a gerund or an infinitive. The answer is
  - Verbs followed by Infinitive (with or without direct object of the verb)
  - Verbs followed by wh- word and infinitive
  - Verbs followed by Gerund
  - Verbs followed by both Gerund and Infinitive

- All preposition are followed by Gerund
- A few adjectives are followed by infinitive

## 5. CAUSATIVE VERB

- (i) The mistake related to causatives (make, have, get, help, let) is in the action (verb) caused by them.
  - Make, have, let are followed by base form.
  - Get is followed by an infinitive and help can be followed by base form and an infinitive.
  - In case the action caused by causative is passive, it will be written in past participle (3<sup>rd</sup> form of verb)
  - Make, help take infinitive after them made they are passive.

## 6. TENSES

- (i) Form of verb and helping verb for each tense needs to be used carefully.
- (ii) Uses of each tense are important; present simple for habitual action
  - Past simple for one complete action of past, Future simple for prediction and future plans
  - Progressive actions are basically the actions in progress during another action. The time may be different.
  - Perfect actions are basically complete actions. In past and future, they are complete before another action of the same time.
  - Perfect continuous actions give the sense that an action has been in progress immediately before or up to another time or event of the relevant time.
- (i) Signal words of each tense are important:
  - Present Simple: always, every time..., never, normally, often, seldom, sometimes, usually
  - Present Progressive: at the moment, just, just now, right now
  - Present Perfect: already, ever, just, never, yet, lately, recently, so far
  - Past Simple: yesterday, past time + ago, in + past time, the other day, last + past time
  - Future Simple: tomorrow, next + future time, in + future time
  - Perfect Progressive: since, for, how long, since when
- (ii) Sequence and combination of tenses are important:
  - Generally, present can be followed by any tense and past is followed by past.
  - Past can be followed by present if the subordinate clause is a universal truth, an adjective clause or adverb clause of comparison.
  - Past continuous and past indefinite can be combined
  - Past perfect/perfect continuous combines with past simple
  - Future perfect/perfect continuous combines with present simple

## 7. PASSIVE VOICE

- (i) A verb is passive when it doesn't have subject (doer) or it insignificant (mentioned as by + doer).
- (ii) All passives have V3.
  - For present simple is/are/am + V3, for past simple was/were + V3, for future simple will/shall be + V3
  - For all progressive being + V3 is common; is/are/am for present; was/were for progressive
  - For all progressive been+ V3 is common; has/have for present; had for past; will/shall have for future

## 8. CONDITIONAL SENTENCES

- (i) The error in conditional sentences is basically the error of combination of verbs
  - Zero Conditional : If +Present Simple , Present Simple
  - Probable: If +Present Simple/Continuous/Perfect, Will/Shall/May/Can + V1
  - Improbable: If +Past Simple/Continuous, (were not was)
  - Would/Should/Might/Could + V1
  - Impossible: If + Past Perfect/Perfect Progressive, Would/Could/ Might Have + 3<sup>rd</sup> Form of the Verb.

9. SUBJUNCTIVE VERBS

- (i) Subjunctive verbs are used in
- Wishes: use were not was; use past not present, use would not will
  - After as if/as though: use were not was; use past not present
  - After that clauses following certain verb, nouns, adjective: use base form
  - After would that, it's (high time): use past tense

VERBS REVIEW EXERCISE

SPOT THE ERROR OR CHOOSE THE BEST OPTION.

- (A) They set in class like zombies. (B) They sit in class like zombies.  
(C) They sit in class like zombies. (D) They have set in class like zombies.
- (A) In 1970, a scientist proved that warm water freezes more quickly than cold water.  
(B) In 1970, a scientist had proved that warm water freezes more quickly than cold water.  
(C) In 1970, a scientist proves that warm water freezes more quickly than cold water.  
(D) In 1970, a scientist prove that warm water freezes more quickly than cold water.
- (A) Psychologists believe that incentives make us to increase our productivity.  
(B) Psychologists believe that incentives make us increase our productivity.  
(C) Psychologists believe that incentives makes us increase our productivity.  
(D) Psychologists believe that incentives make us increaseing our productivity.
- (A) We sat the baby in the chair. (B) We sit the baby in the chair.  
(C) We have sat the baby in the chair. (D) We set the baby in the chair.
- (A) A one year baby should, without the help of an adult, to be able to sit or even stand up.  
(B) A one year baby should, without the help of an adult, be able sit or even to stand up.  
(C) A one year baby should, without the help of an adult, being able to sit or even stand up.  
(D) A one year baby should, without the help of an adult, be able to sit or even stand up.
- (A) The results will announce tomorrow. (B) The results are announced tomorrow.  
(C) The results will be announced tomorrow. (D) The results are announcing tomorrow.
- (A) The book had been lain on the shelf for many years.  
(B) The book had been lying on the shelf for many years.  
(C) The book had lied on the shelf for many years.  
(D) The book has been laying on the shelf for many years.
- (A) People used to believe that the world was flat.  
(B) People would believe that the world was flat.  
(C) People were used to believe that the world was flat.  
(D) People would to believe that the world was flat.
- (A) If she would eat fewer sweets, she would lose weight.  
(B) If she would have eaten fewer sweets, she would lose weight.  
(C) If she had eaten fewer sweets, she would lose weight.  
(D) If she ate fewer sweets, she would lose weight.
- (A) It's beautiful! This is the first ever time that I see the snow.  
(B) It's beautiful! This is the first ever time that I am seeing the snow.  
(C) It's beautiful! This is the first ever time that I have seen the snow.  
(D) It's beautiful! This is the first ever time that I saw the snow.
- A new automobile needs to tune after the first five thousands miles.  
(A) (B) (C) (D)
- Until recently, women were forbidden by law from owning property.  
(A) (B) (C) (D)
- Rubber is a good insulator of electricity, and so does glass.  
(A) (B) (C) (D)
- Last year Americans had spent six times as much money for pet food as they did for baby food.  
(A) (B) (C) (D)
- She sometimes wishes that her home is as large as her sister's.  
(A) (B) (C) (D)

- She has to travel extensively throughout the world, so she used to traveling by plane.  
(A) (B) (C) (D)
- He raised to ask a question during the lecture but sat down again hesitatingly.  
(A) (B) (C) (D)
- He told that he had been tolerating the misdemeanor of his neighbor for a long time.  
(A) (B) (C) (D)
- If only players had more confidence, they will perform better.  
(A) (B) (C) (D)
- If the escaped prisoner had tried to leave the country, he may have been stopped at the frontier.  
(A) (B) (C) (D)

TENSES REVIEW EXERCISE

- I have seen some shooting stars but I never \_\_\_ a comet
- A. saw B. seen C. have seen D. had seen
  - She \_\_\_ from the book store to the class room when I saw her at this exact time yesterday.  
(A) walk (B) was walking (C) had been walking (D) walked
  - If he misses the bus tomorrow morning, he \_\_\_ to school on foot.  
(A) go (B) would go (C) will go (D) have to go
  - By the time you got to bed, I \_\_\_ dinner.  
(A) took (B) has taken (C) had taken (D) had been taken
  - I won't be able to join you because by the exact time tomorrow, I \_\_\_ my English class.  
(A) have attended (B) will attend (C) will be attending (D) will have taken
  - Each envelope \_\_\_ 20 dollars for contestants. They will get it at the end of match.  
(A) contains (B) is containing (C) contained (D) has contained
  - She \_\_\_ me today morning in order to seek help for the new project.  
(A) calls (B) called (C) had called (D) has called
  - Aliya feels herself blessed; she \_\_\_ what she was looking for.  
(A) finds (B) will find (C) has found (D) had found
  - A rabbit \_\_\_ in my garden one day this week.  
(A) appears (B) has appeared (C) appeared (D) had appeared
  - Even though Sarah says she is feeling better, I think she \_\_\_ weight.  
(A) lost (B) was losing (C) is losing (D) loses
  - The airline \_\_\_ half price tickets currently to Japan for this month only.  
(A) has sold (B) is selling (C) sells (D) has been selling
  - With this promotion today, I feel that I \_\_\_ a turning point in my career.  
(A) have reached (B) reached (C) reaches (D) had reached
  - She \_\_\_ her homework for quite a long time; that's why she, is feeling quite tired after that.  
(A) has been doing (B) did (C) does (D) has done
  - I felt a little better after I \_\_\_ the medicine.  
(A) took (B) taken (C) had taken (D) take
  - Wake up! You \_\_\_ long enough. It's time to go.  
(A) have been sleeping (B) had been sleeping (C) slept (D) were sleeping
  - While it \_\_\_ in Murree the sun was shining in Multan.  
(A) snowed (B) was snowing (C) had snowed (D) had been snowing
  - When I spoke to the man, I realized I \_\_\_ him.  
(A) met (B) has met (C) had met (D) has been meeting
  - Since the beginning of 20<sup>th</sup> century, medical scientists \_\_\_ many important discoveries.  
(A) made (B) are making (C) have made (D) will make
  - It is ten P.M. I \_\_\_ for two hour and probably won't finish until midnight.  
(A) have studied (B) have been studying (C) am studying (D) studied
  - Diane can't come to the phone right now because she \_\_\_ her hands.  
(A) washes (B) is washing (C) has washed (D) washed

VERB REVIEW EXERCISE

- (A) In the moment of despair, the bank swam before my eyes.  
(B) In the moment of despair, the bank swum before my eyes.  
(C) In the moment of despair, the bank swim before my eyes.  
(D) In the moment of despair, the bank swims before my eyes.
- How many times \_\_\_\_\_ in this restaurant since you came here?  
(A) Did you eat your native food  
(B) Had you eaten your native food  
(C) Have you eaten your native food  
(D) Has you eaten your native food
- He misses to play soccer with his friends during his school days.  
A B C D
- (A) Rawalpindi laid about seven miles due east of Islamabad.  
(B) Rawalpindi lays about seven miles due east of Islamabad.  
(C) Rawalpindi is laying about seven miles due east of Islamabad.  
(D) Rawalpindi lies about seven miles due east of Islamabad.
- The students \_\_\_\_\_ so that they may easily memorize it.  
(A) were made writing down the poem  
(B) were made write down the poem  
(C) were made to write down the poem  
(D) were made written down the poem
- (A) You had better to get someone complete this assignment for you.  
(B) You had better get someone completed this assignment for you.  
(C) You had better get someone to complete this assignment for you.  
(D) You had better get someone completes this assignment for you.
- After two days of rain, I am glad that the sun shines again today.  
A B C D
- I am looking at Javeria and she \_\_\_\_\_ very angry.  
(A) is looking (B) looks (C) has looked (D) will look
- She was looking forward to see the grandchildren again at the eve of Christmas.  
A B C D
- (A) Her dress was too long so she had it altered. (B) Her dress was too long so she had it alter.  
(C) Her dress was too long so she had it to alter. (D) Her dress was too long so she has it altered.
- We were used to go to the seaside every summer when I was a kid.  
A B C D
- The democratic movement \_\_\_\_\_ on the immediate issues of the economy and security.  
(A) had better concentrated (B) had concentrated better  
(C) had better concentrate (D) had better to concentrate
- I \_\_\_\_\_ several times before I appeared on stage.  
(A) heard my name repeating (B) heard my name being repeated  
(C) heard my name repeat (D) heard my name to repeat
- I am going to start making dinner before my husband will get home from work today.  
A B C D
- (A) You need not spend a lot of money on presents.  
(B) You need not to spend a lot of money on presents.  
(C) You don't need spend a lot of money on presents.  
(D) You need not spending a lot of money on presents.
- They feel as though they are given wrong information about the recent political developments.  
A B C D
- Let's not disturb Sam because he \_\_\_\_\_ to be asleep.  
(A) is appearing (B) has appeared (C) appears (D) appeared
- The student raised from his seat and walked towards the stage to receive his degree.  
A B C D
- The teacher \_\_\_\_\_ to all students when I got to my class.  
(A) Had already given a quiz (B) Already gave a quiz  
(C) Has already given a quiz (D) Had already been given a quiz
- I considered to go to the Museum to read up the treatment for some slight ailment.  
A B C D

- (A) The man felt his hair fluttering and the tissues of his body drawing tight as if he was standing at the centre of a vacuum.  
(B) The man felt his hair fluttered and the tissues of his body drew tight as if he were standing at the centre of a vacuum.  
(C) The man felt his hair fluttering and the tissues of his body draw tight as if he were standing at the centre of a vacuum.  
(D) The man felt his hair flutter and the tissues of his body draw tight as if he were standing at the centre of a vacuum.
- He \_\_\_\_\_ after watching the new advertisement.  
(A) couldn't help appreciate his business rival (B) couldn't help to appreciate his business rival  
(C) couldn't help but appreciating his business rival (D) couldn't help appreciating his business rival
- All his efforts are devoted to improve the culture and productivity of his organization.  
A B C D
- (A) I don't know giving a poodle haircut, but even if I knew how, I wouldn't do it.  
(B) I don't know to give a poodle haircut, but even if I knew how, I will not do it.  
(C) I don't know how to give a poodle haircut, but even if I knew how, I willn't do it.  
(D) I don't know how to give a poodle haircut, but even if I knew how, I wouldn't do it.
- Rubber tires upon which children had swing in backyards hung suspended like stopped clock pendulums in the blazing air.  
A B C D

ANSWER KEY

Practice Exercise - Regular/Irregular; Transitive/Intransitive; Modal Verbs									
1	A	2	B	3	C	4	A	5	A
6	B	7	A	8	B	9	B	10	A
11	B	12	A	13	B	14	B	15	B
Reinforcement Exercise - Gerund Or Infinitive									
1	A	2	B	3	B	4	A	5	B
6	A	7	B	8	A	9	B	10	A
11	B	12	A	13	B	14	B	15	A
Practice Exercise - Causatives									
1	B	2	B	3	A	4	A	5	A
Practice Exercise - Tenses/Active & Passive									
1	A	2	B	3	B	4	A	5	B
6	A	7	B	8	B	9	B	10	A
11	B	12	A	13	B	14	B	15	B
16	B	17	A	18	B	19	B	20	B
Practice Exercise - Conditional Sentences									
1	A	2	B	3	B	4	A	5	B
6	A	7	A	8	A	9	B	10	A
Practice Exercise - Subjunctive Verbs									
1	A	2	A	3	B	4	A	5	B
6	A	7	A	8	A	9	B	10	A
Verbs Review Exercise									
1	C	2	A	3	B	4	D	5	D
6	C	7	B	8	A	9	D	10	C
11	B	12	D	13	D	14	B	15	B
16	C	17	A	18	A	19	C	20	C
Tenses Review Exercise									
1	C	2	B	3	C	4	C	5	C
6	A	7	B	8	C	9	C	10	C
11	B	12	A	13	A	14	C	15	A
16	B	17	C	18	C	19	B	20	B

Verb Review Exercise									
	1	2	3	4	5	6	7	8	9
1	A	C	B	D	C	A	B	D	C
6	C	7	C	8	A	9	B	10	C
11	B	12	C	13	B	14	C	15	A
16	B	17	C	18	A	19	A	20	A
21	D	22	D	23	C	24	D	25	B

## LEARNING EVALUATION

How do you rate your preparation in the given areas of the "Verbs & Tenses" you've just finished?

Points	Ok	Good	Very Good
> Regular and Irregular verbs			
> Transitive and Intransitive verbs			
> Modal Verbs			
> Gerund or Infinitive			
> Causative Verb			
> Tenses			
> Passive Voice			
> Conditional Sentences			
> Subjunctive Verbs			

What do you think needs improvement in this topic?

Points	Conceptual Clarity	Practice
> Regular and Irregular verbs		
> Transitive and Intransitive verbs		
> Modal Verbs		
> Gerund or Infinitive		
> Causative Verb		
> Tenses		
> Passive Voice		
> Conditional Sentences		
> Subjunctive Verbs		

What would you recommend us to be more helpful in this regard?

You can share this point with us through "WhatsApp Number" at back title or through WAK Publishers "Facebook Page" of this book.

## PREPOSITIONS

### COMMON ERRORS IN THE USE OF PREPOSITIONS

Sr. #	EXAMPLES	TYPES OF ERRORS
1	INCORRECT: <i>He dashed in the pool.</i>	INCORRECT PREPOSITIONS: Using a preposition other than required
	CORRECT: <i>He dashed into the pool.</i>	
2	INCORRECT: <i>He prefers riding over walking.</i>	OMISSION OF PREPOSITIONS: Not using preposition where required
	CORRECT: <i>He prefers riding to walking.</i>	
3	INCORRECT: <i>In my family money was never spoken.</i>	UNNECESSARY PREPOSITION: Using preposition where it is not required
	CORRECT: <i>In my family money was never spoken about.</i>	
4	INCORRECT: <i>They are searching the lost child.</i>	
	CORRECT: <i>They are searching for the lost child.</i>	
5	INCORRECT: <i>He loves with cats very much.</i>	
	CORRECT: <i>He loves cats very much.</i>	
6	INCORRECT: <i>She wouldn't let the cat inside of the house.</i>	
	CORRECT: <i>She wouldn't let the cat inside the house.</i>	

There are three types of errors in the use of prepositions:

1. Incorrect Preposition
2. Omission of Preposition
3. Unnecessary Preposition

As you know

A Preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands with regards to something else.

We'll try to equip ourselves to avoid the errors in the use of prepositions by learning, focusing and remembering:

- Important Relationships Expressed by Preposition
- Sense (Pragmatics) of Various Prepositions
- Dependent Prepositions (Noun, Adjectives and Verbs followed by Preposition)
- Confusing Prepositions and Prepositions from Text Books

### 1A – PREPOSITIONS OF TIME

AT	ON	And	IN
----	----	-----	----

RULE: In general, *IN* is used before large units of time; *ON* is used before middle-sized units of time; and *AT* is used before clock time.

#### AT

- Clock Times: at 8pm, at midnight, at 6:30
- Holiday Periods (fewer days): at Eid-ul-fitr, at Easter, at the weekend
- Short Exact Time: at Sunset, at dawn, at dusk, at lunch time
- Meal Times: at lunchtime, at dinnertime, at breakfast time
- Age: at 20, at twenty years of age BUT in one's twenties

#### ON

- Days: on Monday: on my birthday, on Christmas Day
- Days + Part of Day: on Tuesday morning, on Saturday night
- Dates: on the 20th of June, on the 14<sup>th</sup> August

**IN**

- Years: in 1992, in 2006
- Months: in December, in June
- Decades: in the sixties, in the 1790s
- Centuries: in the 19th century
- Seasons: in winter, in summer
- Day Times: in the morning, in the afternoon, in the evening

**IN** is also used in following expression

- in six months                      in a week                      in a moment
- in six months' time              in a week's time              in a few minutes

**RULE:** Do not use **AT, ON, IN** (as preposition of time) before **last, next, this, every:**

- INCORRECT I'll see you **on** next Saturday.
- CORRECT I'll see you **next** Saturday.
- INCORRECT They got married **on** last March.
- CORRECT They got married **last** March.
- INCORRECT She calls **at** every Sunday.
- CORRECT She calls **every** Sunday.

**2A - SENSE (PRAGMATICS) OF VARIOUS PREPOSITIONS OF TIME**

**ON TIME and IN TIME**

**RULE:** **ON TIME** means 'punctual', not late, happening at the time which was planned:

- The 10:30 train left **on time**. (= it left at 10:30)
- The conference was well-organised. Everything began and finished **on time**.

**IN TIME** (for something / to do something) = soon enough

- Will you be home **in time** for dinner?
- I'm in a hurry. I want to be home **in time** to see the show on television.

**AT THE BEGINNING, AT THE END and IN THE BEGINNING, IN THE END**

**RULE:** **AT THE END** (of something) means 'at the time when something ends':

- at the end of the month                      at the end of May
- at the end of the game                      at the end of the movie
- at the end of the course                      at the end of the concert

At the end of the concert, there was great applause.

The opposite of at the end of is at the beginning of:

- INCORRECT I'm going away **in the end** of the month.
- CORRECT I'm going away **at the end** of the month.
- INCORRECT I'm going away **in the beginning** of the month.
- CORRECT I'm going away **at the beginning** of the month.

**IN THE END** means 'finally'; **IN THE BEGINNING** means 'initially'.

- INCORRECT We had a lot of problems with our car. We sold it **at the end**.
- CORRECT We had a lot of problems with our car. We sold it **in the end**.
- INCORRECT **At the beginning**, we didn't have enough resources, yet we succeeded.
- CORRECT **In the beginning**, we didn't have enough resources, yet we succeeded.

**AFTER and AFTERWARDS**

**RULE:** **After** is also a clause marker. **Afterwards** is an adverbs and it is used at the end of sentence.

- **After** his arrival, everything changed.
- The offender was arrested shortly **afterwards**.

**SINCE and FOR**

**RULE:** **Since** denotes point of time (morning, March, 1980) and **For** is used for duration (a week, two hours, a long time)

**WAK ETB ENGLISH**

- We haven't been practicing **since** Saturday.
- **Since** they were confused, the deal was taken off.
- We have improved a lot **since** he joined us.

- The fax machine has been out of order **for** a week.
- (Reason clause marker)  
(Time clause marker)

**DURING and IN**

**RULE:** We prefer **during** to **In** to say something continues all through the period. We prefer **during** to refer to an activity e.g. a visit, a meal etc.

- INCORRECT We were shouting and dancing **in** the entire match.
- CORRECT We were shouting and dancing **during** the entire match.
- INCORRECT We visited Eiffel tower **in** our visit to France.
- CORRECT We visited Eiffel tower **during** our visit to France.

**AGO and BEFORE**

**RULE:** We use "**past time + ago**". It makes the tense past indefinite. It is used at the end of a sentence and is not followed by a word, phrase or clause.

- 10 years ago                      a long time ago                      a few weeks ago                      a couple of days ago

**RULE:** We use "**before + action / event**". **Before** is used as preposition (followed by prepositional object) and a clause marker ( followed by clause) as well.

- before you left                      before we start                      before lunch                      before my birth                      before winter
- INCORRECT I came to Manchester two weeks **before**.
- CORRECT I came to Manchester two weeks **ago**.
- INCORRECT Every prayed for him **ago** lunch.
- CORRECT Every prayed for him **before** lunch.
- INCORRECT We will try to reach **ago** you leave.
- CORRECT We will try to reach **before** you leave.

COMPARISON	BY	BEFORE
Usage in Grammar	It is used as a preposition or an adverb.	It is used as an adverb, a conjunction and a preposition.
Meanings	I. Implies the end of a particular time. II. Refers to the particular location of an object adjacent to a place or another object.	I. Refers to a period that is in advance of a particular event or time. II. Implies a location that is in front of something.
As a word indicating time	It refers to a time that is 'either before or at the last moment' of the given deadline.	It stands for a period that is 'earlier than a given time or a deadline'.
Example	<ul style="list-style-type: none"> <li>• The postman is always here <b>by</b> 11 am.</li> <li>• I live <b>by</b> a football stadium.</li> </ul>	<ul style="list-style-type: none"> <li>• He consented to meet me <b>before</b> breakfast.</li> <li>• Don't forget to turn off lights <b>before</b> you go to bed.</li> <li>• He laid out a map on the table <b>before</b> him.</li> </ul>

COMPARISON	BY	UNTIL
Meaning	The word by means 'not later than', which indicates something must be achieved or completed before a certain time.	Until is used to show how long a state or situation continues, so it marks a point at which the situation or state is going to change. Until and Till are the same.
Part of Speech	Preposition, Adverb	Preposition and Conjunction
Usage	Deadline	Period before deadline
Examples	<i>Jamshaid will come back to the town by Monday.</i> (It won't be later than Monday or he has to be there by Monday)	<i>Jamshaid will be out of the town until Monday.</i> (He may return after Monday but not before it.)
	<i>Kaleem will reach the party by 4 'O clock.</i> (His arrival will not be later than 4 'O clock or he has to reach by 4 'O clock)	<i>Kaleem will be at the party until 4 'O clock.</i> (4 'O clock is the limit and he may not be at party after it.)

## REINFORCEMENT EXERCISE - PREPOSITION OF TIME

Choose the correct sentence.

- A. Mr. Kareem died on that morning in 1905.  
B. Mr. Kareem died in that morning in 1905.
- A. He joined on the first week of the next month.  
B. He joined in the first week of the next month.
- A. They were not up to mark in the beginning of tournament.  
B. They were not up to mark at the beginning of tournament.
- A. He was taken to hospital and he recovered soon afterwards.  
B. He was taken to hospital and he recovered soon after.
- A. In his visit, the Pope will also bless the new hospital.  
B. During his visit, the Pope will also bless the new hospital.
- A. Annie was born a few weeks before Christmas.  
B. Annie was born a few weeks ago Christmas.
- A. He can't join us before his resignation.  
B. He can't join by his resignation.
- A. He will have to finish the work by 11 o' clock to reach home.  
B. He will have to finish the work until 11 o' clock to reach home.
- A. The next day he was in bed with bronchitis.  
B. On the next day he was in bed with bronchitis.
- A. After the speech, he received much acknowledgement.  
B. Behind the speech, he received much acknowledgement.
- A. He walked home from school at a Friday afternoon.  
B. He walked home from school on a Friday afternoon.
- A. There was a great bonfire on Mafeking night.  
B. There was a great bonfire at Mafeking night.
- A. We get holidays on Easter and on Christmas.  
B. We get holidays at Easter and at Christmas.
- A. They had died in April 1, 1898.  
B. They had died on April 1, 1898.
- A. Mr. Shoaib will call on you at 8.00 P.M.  
B. Mr. Shoaib will call on you on 8.00 P.M.

**AT** **ON** **And** **IN**

**RULE:** **IN** is used to show position or location within an area that has a physical or virtual boundary.

*in a room in a box in the city centre in a garden in a river*  
*in a building in a country in a town in a pool in the sea*

**INCORRECT** *The college is located at the middle of city.*  
**CORRECT** *The college is located in the middle of city.*  
**INCORRECT** *I have a friend who lives at a small village on the mountains.*  
**CORRECT** *I have a friend who lives in a small village in the mountains.*

Important Phrases with **IN**

*in a line in the world in a newspaper in the country*  
*In a row in an office in a magazine in the countryside*  
*in a queue in a department in a letter in a photograph*  
*in the sky in a book in bed in a picture*

**RULE:** **AT** is used to show the position or location with reference to a point.

*at the bus stop at the door at reception at the window*  
*at the roundabout*

**INCORRECT** *Turn left in the roundabout.*  
**CORRECT** *Turn left at the roundabout.*  
**INCORRECT** *We have to get off the bus on the next stop.*  
**CORRECT** *We have to get off the bus at the next stop.*

**RULE:** **ON** is used to show the position or location with reference to surfaces touching each other.

*I sat on the floor.* • *He lay on the ground.*  
 • *Children played about on the grass.* • *Tourists go there to walk on the beach*  
*You'll find the news story on page seven of the newspaper.*

**INCORRECT** *There are no beasts to be afraid of in this island.*  
**CORRECT** *There are no beasts to be afraid of on this island.*  
**INCORRECT** *People thronged at the beach.*  
**CORRECT** *People thronged on the beach.*

Important Phrases with **ON**

*on the left On the staff on a menu on the agenda*  
*on the right on the ground floor on the team on a committee*  
*on the left-hand side on the first floor on a list on the campus*  
*on the right-hand side on a map on a farm*

## 2B - SENSE (PRAGMATICS) PREPOSITIONS OF POSITION &amp; MOVEMENT

**IN, AT, ON**Compare **at sea** (as a sailor or voyager) and **in the sea** (under water surface):

• *It was a long voyage. They were at sea for 30 days.* • *He loves swimming in the sea.*

**RULE:** We use **AT** to talk about group activities, shops and workplaces.

*at a party at a conference at a concert at the meeting*  
*at a football match at the barber's*

• *Were there many people at the wedding?* • *I'll see you at the barber's. (barber's shop)*

**RULE:** Both **IN** and **AT** can be used for buildings with the change of meaning:

*in a restaurant OR at a restaurant*  
*(inside the restaurant) (inside or just out of restaurant)*

We usually use **AT** to refer to a place where an event takes place.

- *The meeting took place at the company's head office in Karachi.*
- *We went to the concert at Al-Hamra Hall.*

We use **IN** when we are thinking about the building itself. Compare:

- *All the rooms **in** the hotel have air conditioning.*
- *It's always cold **in** my friend's house. The heating doesn't work very well.*

**RULE:** We use **IN** with cities, towns and villages; however, 'at' may be used if they are a point of stay during a journey.

- *His parents live **in** Islamabad.*
- *There are not many art museums **in** Pakistan.*
- *Our train stayed **at** Multan on our way to Rahim Yar Khan.*

**RULE:** We use **in** with the names of streets and **at** when we give the house-number.

- *He lives **in** Jalib Street.*
- *He lives **at** 45 Jalib Street.*

DIFFERENCE	ABOVE	OVER
Meaning	Above represents something at a place <b>higher than another person or object</b> . It also give the sense of more than in amount status	Over represents something that is <b>directly upwards another person or object</b> . It give the sense of 'covered by'
Indicates	Location only	Location and motion
Numbers	It is not used with numbers except with temperature.	It is used with numbers.
Examples	<ul style="list-style-type: none"> <li>• <i>Joseph is intelligent, honest and <b>above</b> all, caring.</i></li> <li>• <i>Ali was watching the sky <b>above</b>.</i></li> <li>• <i>The temperature is <b>above</b> 50 degree in summers.</i></li> <li>• <i>She values her family <b>above</b> her job.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>She worked as a stock market analyst <b>for over</b> 10 years.</i></li> <li>• <i>There is a wind chime <b>over</b> your head.</i></li> <li>• <i>She put a scarf <b>over</b> her head.</i></li> <li>• <i>The dog jumped <b>over</b> the bucket.</i></li> </ul>

**INCORRECT** *Pour some cream **above** the tart and serve it warm.*

**CORRECT** *Pour some cream **over** the tart and serve it warm.*

**INCORRECT** *The race took place 500 meters **over** the sea level.*

**CORRECT** *The race took place 500 meters **above** the sea level.*

DIFFERENCE	UNDER	BELOW
Meaning	To talk about <b>something being covered by something else</b> , we use under.	Below is mainly used in cases where an <b>object is not directly under another</b> . Generally, it relates things of similar grouping. It can be used as adverb as well.
Indicates	Position and Location	Position
Numbers	To mean 'less than' or 'younger than' we use under. It can also be use with expression of time and weight.	In measurements of temperature and height in a vertical scale we use below.

Examples

- *He was wearing a blue shirt **under** his sweater.*
- *We sat **under** the stars and listened to the night sounds.*
- *It is unlawful to buy cigarettes if you are **under** 21 years of age.*
- *The sun disappeared **below** the horizon.*
- *Temperatures in the Midwest fell **below** zero last week.*
- *From the mountain top, I looked at the valley **below**.* (adverb)

**INCORRECT** *The liquid must be kept **under** five degrees.*

**CORRECT** *The liquid must be kept **below** five degrees.*

**INCORRECT** *The bag was just **below** 10 Kg, so I picked it up easily.*

**CORRECT** *The bag was just **under** 10 Kg, so I picked it up easily.*

BENEATH

- We use beneath most commonly to describe the position of things which are at a lower level than something else.
- Beneath is particularly common when talking about the ground or surface directly under one's feet.
- Beneath can be used as adverb.

EXAMPLES:

- *The metro station is right **beneath** the airport.*
- *She could feel the train coming because the ground **beneath** her feet was moving.*
- *She looked down from the balcony at the two men talking **beneath**.*

BENEATH, UNDER OR BELOW?

- In terms of being lower than something 'Beneath' has a meaning similar to under and below but we do not use it with numbers.
- We use beneath or below, not under, to talk about things which are at a lower level in terms of a person's abilities, status or expectations.

EXAMPLES:

**NOT:** We bought it for just beneath 200 pounds.

**BUT:** We bought it for just under 200 pounds.

**NOT:** The temperature was beneath zero all that week.

**BUT:** The temperature was below zero all that week.

• *He considers everyone at his workplace **beneath/below** him.*

• *The new course was **beneath/below** my expectations.*

**RULE:** UNDERNEATH is also used in the sense of being covered or concealed. It is also used as adverb. It is not used with numbers.

- *I'm wearing a black sweater **underneath** this coat.*
- *He always seems so cold, but I know he's soft-hearted **underneath**.*

**ACROSS** = (from one side to other on a flat surface)

**THROUGH** = (from one end or side of something (area or enclosed space) to the other)

**AROUND/ABOUT** = positioned near or surrounding something or moving in or near a place, often without a clear direction, purpose, or order (circulating)

- People gathered **about/around** him.
- He lives **across** the street from us.
- We travelled on a highway **through** a forest.

TO and TOWRDS

**RULE:** 'To' refers to direction of movement. It may also be used in combination From ... to 'Towards' is direction + destination. Generally, we use them interchangeably.

- *We flew **from** Paris to Madrid.*
- *They didn't go to the mall.*
- *They planned shopping and went **towards** the mall.*

INTO & ONTO and IN & ON

**RULE:** Into and onto are preposition of movement. They denote the change of medium or place. They are used with action words. In and on are preposition of location. They are not used with action words.

- *They ran **into** the classroom.*
- *We stayed **in** the cafe.*
- *Slide the cake **onto** a plate.*
- *The clock was **on** the front wall.*

**BETWEEN and AMONG**

**RULE:** **Between** is used to refer position, division or distribution with respect to two persons or things. **Among** is used to refer position, division or distribution with respect to more than two.

- Our holiday house is **between** the mountains and the sea. (the mountains are on one side and the sea is on the other)
- The ancient fountain was hidden **among** the trees. (surrounded by trees)

**BY**

**RULE:** We use **by** + noun to say how we travel.

by car	by bus	by coach	by bicycle
by train	by plane	by boat	by ship
by road	by air	by sea	by rail

- I always come to school **by bus**.
- They travelled to Paris **by rail**.

However, we say **on foot**.

- He usually go to school **on foot**.

**RULE:** We do not use **by** when the reference is to a **specific** bicycle, car, train, etc. We use **on** to mean a specific bicycle, bus, train, ship or plane and **in** for a car, taxi, van, lorry, ambulance.

- Saad went there **on my bike**. (not : by my bike)
- We travelled **in Mr. Rashid's car**. (not : by Mr. Rashid's car)
- They came **in a taxi**. (not : by a taxi)
- I'll go **on the 7.30 bus**.

**RULE:** We use **by** in many expressions to say *how we do something* (preposition of means).

- You can contact me **by phone, by fax or by email**.
- Can I pay **by credit card**?

**EXCEPTION** We'll pay **cash** or **pay in cash**.

We use **by** to talk about measurements, and increases and decreases in amounts.

- The price of fuel has increased **by 12%** this year.
- His salary has increased **by Rs. 5000 per month**.
- Her earning has increased **by ten per cent**.
- He won the race **by about three meters**.

**By** is also used as preposition of agent. This use is common in passive voice. However, with instruments we use **with**.

- Somebody must have opened the door **with a key**. (= not by key)
- The door must have been opened **by somebody with a key**.
- Have you read anything **by Earnest Hemingway**?

**By** also means by the side

- Come and sit **by me**. (= beside me)
- Mr. Steward put his card on the table **by the door**.

**BESIDES And BESIDE**

**RULE:** **BESIDES** means 'in addition to' **BESIDE** means 'near'.

- To lead a well-balanced life, you need to have other interests **besides** studying.
- The girls sat **beside** the teacher

**BUT And EXCEPT**

**RULE:** When it is used as a preposition, **BUT** means 'except'.

- All of the group **but** Sharjeel went to the lake. Or
- All of the group **except** Sharjeel went to the lake.

**INSTEAD OF And INSTEAD**

**RULE:** Both mean *in place of*, but **instead of** is used before a noun, adjective, or adverb, and **instead** is used at the end of a sentence or a clause to refer to a noun, adjective or adverb that has already been mentioned.

- His father wanted him **to be an engineer instead of a doctor**. Or
- His father wanted him **to be a doctor instead**.

**DESPITE And IN SPITE OF**

**RULE:** Both have the same meaning. They introduce a contradiction in a sentence or a clause of cause-and-result. They are not used as clause markers.

- **Despite** the delay, they arrived on time. Or
- **In spite of** the delay, they arrived on time.

**BECAUSE OF And BECAUSE**

**BECAUSE OF** is a prepositional phrase. It introduces a noun or a noun phrase.

**BECAUSE** is a conjunction. It introduces a clause with a subject and a verb.

- She didn't buy it **because** the price was too high. Or
- She didn't buy it **because of** high price.

**FROM...TO And FROM...TILL**

**RULE:** **FROM...TO** introduces a range of time. **FROM** introduces a limit and **TO/TILL** sets a limit. **FROM...TO** can be used for both time and distance; whereas **FROM...TILL** is used only for time.

- The ticket is valid **from June to till** September.
- We travelled **from Lahore to Karachi** by train.

**RULE:** We don't use prepositions with the following verbs:

Avoid	Attack	Discuss	Emphasize	Marry
Enter	Reach	Resemble	Sign	Accompany

**INCORRECT** He discussed **about** the importance of industry for economy.

**CORRECT** He discussed the importance of industry for economy.

**INCORRECT** After 5 hours, we reached **in** a small town.

**CORRECT** After 5 hours, we reached a small town.

**INCORRECT** She resembles **with** her mother.

**CORRECT** She resembles her mother.

**INCORRECT** He **married with** his cousin in July.

**CORRECT** He **married** his cousin in July.

'Marry' if used in passive is followed by preposition **'to'** not **'with'**.

- She was married **to** her cousin in July.

**RULE:** Following verbs do take the given prepositions without them either they are wrong or give different meaning. We must not repeat the preposition in any case.

Agree to/with/on	Depend on	Knock at/on	Laugh at	Long for
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**INCORRECT** There must be a ceasefire as per the terms we **agreed**.

**CORRECT** There must be a ceasefire as per the terms we **agreed on**.

**INCORRECT** Be careful about **on whom you depend on**.

**CORRECT** Be careful about **who you depend on**.

**INCORRECT** Owning a house is what he has always **longed**.

**CORRECT** Owning a house is what he has always **longed for**.

**RULE:** We use preposition after following words only if they are used as noun and not as verbs.

Attack	Control	Desire	Fight	Interest	Love	Answer
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**INCORRECT** He has immense **love** his siblings.

**CORRECT** He has immense **love for** his siblings.

**INCORRECT** Locusts **attacked on** our farms.

**CORRECT** Locusts **attacked** our farms.

**RULE:** Following verbs take 'as' as a preposition; especially, used as passive verbs. In this way we actually mention the particular identity of the subjects of these verbs.

Act	Accept	Characterize	Class	Count	Define
Describe	Regard	Refer	Treat	Recognize	

• He is **classed as** the best singer of his times. • The book is **known as** the remedy of all.

• I **regard** him as my elder brother. • We were **treated as** new-comers.

**REINFORCEMENT EXERCISE - PREPOSITION OF POSITION & MOVEMENT**

Choose the correct sentence.

- A. Captain Jack Sparrow died in a storm at sea after looting a merchant ship.  
B. Captain Jack Sparrow died in a storm in sea after looting a merchant ship.
- A. He came out fourteenth on the list.  
B. He came out fourteenth at the list.
- A. A Turkish carpet was hanging at the wall.  
B. A Turkish carpet was hanging on the wall.
- A. Sweat popped out on the boy's forehead.  
B. Sweat popped out at the boy's forehead.
- A. Every family set aside the best room at the house for silkworms.  
B. Every family set aside the best room in the house for silkworms.
- A. One week in this job has knocked me for a loop.  
B. One week at this job has knocked me for a loop.
- A. Breaking the deal caused consternation among two partners.  
B. Breaking the deal caused consternation between two partners.
- A. A wave of sweet smell flowed into the house.  
B. A wave of sweet smell flowed in the house.
- A. He became Deputy Professor of Mechanics at the University of Edinburgh.  
B. He became Deputy Professor of Mechanics on the University of Edinburgh.
- A. The Professor drove south in his jeep from the town till a well.  
B. The Professor drove south in his jeep from the town to a well.
- A. He hastened to her in order to greet her.  
B. He hastened toward her in order to greet her.
- A. He booked a seat on the 7 'o clock train.  
B. He booked a seat by the 7 'o clock train.
- A. He had to follow us by foot.  
B. He had to follow us on foot.
- A. It is a horrendous spectacle to see people by the dozen selling their organs to get money.  
B. It is a horrendous spectacle to see people with the dozen selling their organs to get money.
- A. The turban over his head had a gilded tip.  
B. The turban above his head had a gilded tip.
- A. The sun was blotted out with a fresh onrush of locusts.  
B. The sun was blotted out by a fresh onrush of locusts.
- A. Her hair was so long that it reached below her knee.  
B. Her hair was so long that it reached underneath her knee.
- 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. I looked at the vast mountain slope below where I lost my bag.  
B. I looked at the vast mountain slope under where I lost my bag.
- A. He has learned how to enjoy himself while still being under pressure.  
B. He has learned how to enjoy himself while still being below pressure.

**3 - DEPENDENT PREPOSITIONS**

Following are the most important nouns, adjectives and verbs followed by their dependent prepositions:

**I - NOUNS FOLLOWED BY PREPOSITIONS**

- His attitude to his job is very negative.  
Or  
His attitude toward his job is very negative.  
The advantage of living alone is that you can do what you like.
- There are many advantages in living alone. Or  
There are many advantages to living alone.
- The cause of the explosion is unknown.
- They sent me a cheque for Rs.5000.
- I paid cheque into my saving account.
- The police want to question a man in connection with the robbery.
- The police believe that there is no connection between the two crimes.
- The accident was my fault, so I had to pay for the damage to the other car.
- The company closed down because there wasn't enough demand for it.
- There're some differences between British and American English.
- Last year was a bad one for the company. There was a big fall in sales.
- There has been an increase in the number of road accidents recently.
- Did you get an invitation to the party?
- I had a map of the town, so I was able to find my way around.
- There's no excuse for behaviour like that. There's no need for it.
- My friend showed me some photographs of her family.
- I was surprised at her reaction to my suggestion.
- The train was late, but nobody knew the reason for the delay.
- Do you have a good relationship with your parents?
- I hope we'll find a solution to the problem.
- The medical certificate is attached to the application.

**II - ADJECTIVES FOLLOWED BY PREPOSITIONS**

- Are you afraid of spiders?
- It is stupid to get angry about things that don't matter.
- Are you annoyed with me for being late?
- Did you know he was married? No, I was not aware of that.
- I am very bad at remembering things.
- I am bored with my job.
- I'm sure you are capable of passing the examination.
- She is clever at making excuses.
- The streets were crowded with tourists.
- I was delighted with the present you gave me.
- I don't want to be dependent on anybody.
- The study is totally independent of central government.
- Are you excited about going away?
- The Italian city of Florence is famous for its art treasures.
- I don't enjoy my job any more. I'm fed up with it.
- The letter she wrote was full of mistakes.
- The streets were full of tourists.
- I am not very good at repairing things.
- Were you happy with you exam results?
- I'm very impressed with / by her English. It's very good.
- Are you interested in art?
- Why are you always so jealous of other people?
- We stayed at home because she was not very keen on going out.
- Thank you. It was kind of you to help me.
- She is married to her cousin.
- They have always been very nice to me.
- Who was responsible for all that noise last night?
- I hope you weren't shocked by / at what I said.
- I'm a bit short of money. Can you lend me some?
- Your writing is similar to mine.
- I'm sorry about the mess. I'll clear it up later.
  - We are all sorry about her losing her job.
  - She is very sorry for what she said
  - She is very sorry about what she said
  - I feel sorry for him. He's had a lot of bad luck.

32. It is stupid of him to go out without a coat in such cold weather.
33. I think she is arriving this evening, but I'm not sure of that. Or
34. I am not sure about that.
35. Everybody was surprised at / by the news.
36. He didn't trust you. He was suspicious of your intentions.

37. Yes, I'm terrified of them.
38. Come on, let's go! I'm tired of waiting.
39. He is late again. It is typical of him to keep everybody waiting.
40. Why were you so unfriendly to your brother?
41. She is upset about not being invited to the party.

III - VERBS FOLLOWED BY PREPOSITIONS

1. The man aimed at the bird and fired.
2. She accused him of being selfish.
3. I think you'd be good at this job. Why don't you apply for it?
4. They apologized to me for what happened.
5. His parents don't approve of what he does, but they cannot stop him.
6. I wrote to the company asking them for more information about the job.

ATTENTION:

- I asked him the way to Murree.
- She asked me my name.

7. Do you believe in God? I believe in saying what I think.

ATTENTION:

- The story cannot be true. I don't believe it.

8. Everybody blamed him for the accident.
9. Everybody said that he was to blame for the accident.
10. Everybody blamed the accident on me.
11. Their house was broken into a few days ago, but nothing was stolen.
12. He is very selfish. He doesn't care about other people.

ATTENTION:

You can do what you like. I don't care what you do.

- Would you care for a cup of coffee? (= like)
- I don't care for very hot weather. (= like)
- He is an old man and lives alone. He needs somebody to care for him. (look after)
- Have a nice holiday. Take care of yourself

13. There was an accident this morning. A bus collided with a car.
14. We complained to the manager of the restaurant about the food.
15. We called the doctor because the boy was complaining of pain in his stomach.
16. Don't look out of the window. Concentrate on your work.
17. I congratulate you on your success in the exam.

18. We had an enormous meal. It consisted of several courses.
19. He lost control of the car and crashed into a wall.
20. 'What time will you be home?' 'I don't know. It depends on the traffic.'
21. Let me describe to you what I saw.
22. 'What did he die of?' 'A heart attack.'
23. The book is divided into three parts.
24. If you are worried about the problem, you should do something about it.
25. I dreamt about you last night.
26. Do you dream of/about being rich or famous?
27. Can you explain this word to me?
28. I explained to them why I was worried. (= describe)
29. Take this saucepan and fill it with water.
30. I'll never forgive them for what they did.
31. What happened to that gold watch you used to have?
32. Did you hear about what happened at the club on Sunday night?

- 'Who is Tom Hart?' 'I have no idea. I've never heard of him.'
- Have you heard from Zara recently? 'Yes, she phoned a few days ago.'

33. I wanted to go alone, but some friends of mine insisted on coming with me.
34. They only invited a few people to their wedding.
35. You look stupid with this haircut. Everybody'll laugh at you.
36. I've not seen her since she left (home) for the office this morning.
37. His salary is very low. It's not enough to live on.
38. We spent the evening listening to music.
39. Why are you looking at me like that?
  - I've lost my keys. Can you help me to look for them?
  - He is very old now and lives alone. He needs somebody to look after him.
  - You can borrow this book, but you must promise to look after it.

40. He didn't have enough money to pay for the meal.
- ATTENTION:  
Pay a bill, a fine, tax, rent, a sum of money (no preposition)

- He didn't have enough money to pay the rent.
  - I prefer tea to coffee.
41. I prefer tea to coffee.
  42. Don't point that knife at me. It's dangerous.
  43. Sun block protects the skin from / against the sun.
  44. The school provides all its students with books.
  45. You can rely on him. He always keeps his promises.
  46. I'm glad you reminded me about the meeting. I'd forgotten about it.
  47. This house reminds me of the one I lived in when I was a child.
  48. I have searched the house for my keys, but I still can't find them.
  49. We saw someone with a gun shooting at birds, but he didn't hit any.
  50. He got very angry and started shouting at me.
  51. He shouted from the other side of the street.
  52. She is a lawyer. She specializes in company law.
  53. How much do you spend on food each week?

54. I hope you succeed in finding the job you want.
55. The number of people suffering from heart disease has increased.
56. Some students were suspected of cheating in the exam.
57. Who was that man you were talking to?
58. We talked about a lot of things at the meeting.
59. I thanked them for their support.
60. 'Will you lend me the money?' 'I'll think about it.'
61. Hemingway's books have been translated into many languages.
62. Somebody threw an egg at the minister.
63. Throw the keys to me.
64. Don't wait for me. I'll join you later.
65. I knew he was a strange person. I had been warned about him.
66. He warned me about the traffic. He said it would be bad.
67. Scientists have warned us about / of the effects of global warming.
68. I wrote to the hotel complaining about the poor service we had received.

4 - CONFUSING PREPOSITIONS

NOTE: in sense or meaning column Sth = Something & S1 = Someone

Words and their Prepositions	Sense or Meaning	Sentences
Abound in/with	Same Sense	His later novels abound in/with plots and schemes.
Abscond from /with	From a place/with S1	he absconded from boarding school with his friend.
Absolve from/of	Same Sense	The report absolved her from/of all blame for the accident.
Accommodate with	Provide something desire	We always try to accommodate our clients with financial assistance.
Accommodate to	Adapt	Some find it hard to accommodate themselves to the new working conditions.
Accompanied by	Be present or exist at same time	Depression is almost always accompanied by insomnia.
Accompanied with	Supplement/support	The food is accompanied with a very hot mango pickle
Account of/to	Give report of sth to s1	He gave a detailed account of the suspect's movements to his boss.
Accountable for/to	Answerable for sth to s1	Politicians should be accountable to the public for the policies they make.
Adapt for	Make suitable for S1	The play had been adapted for children.
Adapt from	Taken from a source for change	I adapted this recipe from one in an old cookbook.
Adapt to	Change as per a situation	Many software companies have adapted popular programs to the new operating system.
Agree to	To a suggestion	We agreed to her suggestion.
Agree with/on	With a person/on a issue/terms/point/price	I agree with you on this issue.
Agree on/about	On or about price	We agreed on/about the price.
Angry at/with/for	At/with S1 for Sth	He's really angry at/with me for upsetting him.
Angry about	About Sth	I don't understand what he's angry about.

Grammar and Usage (Prepositions)

Annoyed at	At sth/manner	He was annoyed <b>at</b> the way she tried to take over the whole meeting.
Annoyed with	With Sth	I was so annoyed <b>with</b> him for turning up late.
Answer to	To S1	The Minister promised to give a written answer <b>to</b> the MPAs' questions.
Answer for	For Sth	You must answer your father <b>for</b> your actions.
Anxious about	Nervous/worried about S1/Sth	The drought has made farmers anxious <b>about</b> the harvest.
Anxious for	Want Sth to happen desperately	After a year's work in the office, he is very anxious <b>for</b> promotion.
Apologize to /for	To S1 for Sth	I must apologize <b>to</b> Mr. Shahid <b>for</b> my lateness.
Apprehensive about/of	Fearful or afraid that something bad may happen	I'm a bit apprehensive <b>about/of</b> tomorrow's meeting. I personally was somewhat apprehensive <b>of/about</b> my first jump.
Apply to/for	To an organization for a purpose	We've applied <b>to</b> a charitable organization <b>for</b> a grant.
Argue over/about	Over/about a point/issue	They were arguing <b>over/about</b> which film to go and see.
Argue with	With Someone	Kids, will you stop arguing <b>with</b> each other?
Argue for, against	For; in favor; against; not in favor	The minister argued <b>for/against</b> making cuts in military budget.
Ask for	Demand Sth you want or like	You should ask <b>for</b> some financial advice.
Ask about	Inquire for knowledge	She asked me <b>about</b> Pashton history.
Assist in	One to many or many to one	The army arrived to assist <b>in</b> the search.
Assist with	One to one	You will be expected to assist the editor <b>with</b> the selection of illustrations for the book.
Attend to	Deal with care	The staff will helpfully attend <b>to</b> your needs.
Attend on	Serve	Unfortunately, no one attended <b>on</b> the guests.
Beg off	Take leave	We were invited to stay for dinner, but we had to beg <b>off</b> .
Beg for	Plead/request	They begged <b>for</b> mercy.
Blind to	Ignore or be unaware	All the time, I was <b>blind</b> to your suffering.
Blind in	Actually blind	He is <b>blind</b> in both eyes.
Blind with	Not able to see	His eyes were <b>blinded</b> <b>with</b> the tears of joy when I hugged him.
Bored with, by	uninterested	I am getting really bored <b>with/by</b> this entire business.
Charge with	Accuse S1	Critics charged the writer <b>with</b> a lack of originality.
Charge for	Get payment for Sth	He did not charge me <b>for</b> the second cup of coffee.
Compare to	Different things/qualities	The poet compares his lover's tongue <b>to</b> a razor blade.
Compare with	Similar things	Compare some recent work <b>with</b> your older stuff and you'll see how much you've improved.
Contend for	Compete for Sth	There are three world-class tennis players contending <b>for</b> this title.
Contend with	Compete with	The army had to contend <b>with</b> long lines at the airport to gain control of the territory.
Concur with	Tally/match or agree with a person	The new report concurs <b>with</b> previous findings.
Concur on	Agree on a point/issue/matter	I certainly do concur <b>on</b> this matter with all of you.
Confer with/about	Discuss with S1 about Sth	I should like some time to confer <b>with</b> my lawyer <b>about</b> my case.

WAK ETB ENGLISH

Confer on	Bestow	An honorary doctorate was conferred <b>on</b> him by Quaid-e-Azam University.
Consist of	Made from	This bread consists <b>of</b> flour, water, sugar, oil, and yeast.
Consist in	Refers to the main constituent of sth or for abstract things	The beauty of the artist's style consists <b>in</b> its simplicity.
Contrast to	Noun: different	My new school was a welcome contrast <b>to</b> the one before.
Contrast with	Verb: Point out or consider differences	His charm sharply contrasted <b>with</b> the haughtiness of his boss.
Convenient for	easy	What time would it be convenient <b>for</b> me to come round?
Convenient to	near	Our new flat is very convenient <b>for/to</b> (= near to) the kids' school.
Correspond to	Similar/matching in form or function	The American FBI corresponds <b>to</b> the British MI5.
Correspond with	Write letter	I still correspond <b>with</b> my friends.
Deal with	Handle; make decision, solve problem	We only deal <b>with</b> companies which have a good credit record.
Deal in	Do business	My uncle is a stockbroker. He deals <b>in</b> stocks and bonds.
Deliver to	To a destination	Mail is delivered <b>to</b> our office twice a day.
Deliver from	reliever	We <b>must do something</b> that can deliver these starving people <b>from</b> their suffering.
Defect in	Noun: flaw	It's a <b>character</b> defect <b>in</b> her that she can't ever accept that she's in the wrong.
Defect to	Leave a country/place/party and go to some other	The former president who defected <b>to</b> UK passed away yesterday.
Defect from	Quit/leave	He was defected <b>from</b> the party over the issue of free trade.
Depart for	For a purpose	The pop star has departed <b>for</b> an exciting world tour.
Depart from	From a place	The train for Karachi departs <b>from</b> Platform 2.
Differ about, over	Over/about a point/issue	The Coach differs <b>with</b> the captain rather loudly <b>about/over</b> who will open the innings.
Differ from	Be different	His views differ considerably <b>from</b> those of his parents.
Differ on	Have different opinion but in academic sense	Economists differ <b>on</b> the cause of inflation.
Differ with	Have different opinion from S1	I <b>beg to differ</b> <b>with</b> you on that point.
Differ in	Be different in a certain aspect/angle	The twins look alike, but they differ <b>in</b> temperament.
Disgusted at	At Sth/manner	She was disgusted <b>at</b> the way they treated their children.
Disgusted with	With S1	I'm totally disgusted <b>with</b> your behavior.
Disappointed at/about	At/about Sth	We were <b>deeply</b> disappointed <b>at/about</b> the result.
Disappointed in/with	In/with S1	His parents were bitterly disappointed <b>in/with</b> him.
Divide between/among	Between for 2 Among for more than 2	I think we should divide the costs equally <b>among/between</b> us.
Divide into	Separate into chunks or pieces	After World War Two, Germany was divided <b>into</b> two separate countries.
End in	Result in Sth	The match ended <b>in</b> a draw.
End with	Conclude with Sth	He ended the concert <b>with</b> a song from his first album.
Engaged in/with	In: Actively participating in Sth With: S1	They've been engaged <b>in</b> a legal battle <b>with</b> the council for several months.
Engaged on/upon	Busy with a particular task	A team of scientists is engaged <b>on/upon</b> cancer research.

Engaged to	Have engagement (passive)	She was engaged to some guy in the army.
Enter for/in	Participate as a contestant	Both men have been entered for/in the 100 meters in Paris race month.
Enter into	Start agreement/discussion	Many Asian nations entered into a trade agreement with one another.
Enter upon	Start Sth new	With the invention of computers, we enter on a new era in human history.
Essential for/to	Indispensable to S1 or Sth	Water is essential for/to living things.
Familiar with	Being friendly/showing respect	He doesn't like to be too familiar with his staff.
Familiar to	Easy to recognize	The street was familiar to me.
Free from	Verb: liberate or remove Sth unpleasant from S1/Sth	Only a progressive approach can free us from/of the ghost of circular debt.
Free from/of	Adjective: not having or not affected by Sth	The filtration system provides clean air free from/of fumes.
Glad about	Happy about Sth	We were glad about her success.
Glad of	Thankful	We'd be glad of the chance to meet her.
Good at	Skillful in a certain area	She's very good at Geography.
Good with	With person/objects	She's very good with children
Good for	Suitable/favorable	Too much sugar in your diet isn't good for you.
Good to/of	To: Kind to S1 Of: showing admiration	It's good of you to offer to help. He's very good to his mother.
Grateful for/ to	To: S1 For: Sth	I'm so grateful to you for all that you've done.
Hear about/of	About/of S1/Sth	I haven't heard of/about you very lately.
Impatient for	Eager/can't wait for Sth to happen	People are increasingly impatient for change in this country.
Impatient with	Easily annoyed by mistakes/ not willing to wait (for persons)	He's a good teacher, but inclined to be a bit impatient with slow learners.
Impatient of	intolerant	She has been impatient of her father's attitude.
Interfere in	Show unwanted involvement	We shouldn't interfere in other people's affairs.
Interfere with	conflict resulting in damaging effects	Professional stress interferes with personal preferences.
Involved in	Take part often unwantedly	The government thinks that media is involved in the conspiracy against it.
Involved with	Preoccupy/absorb fully	Try not to become too emotionally involved with the children's care.
Look at	Look briefly	They looked at the picture and laughed.
Look for	Search	I'm looking for my keys.
Made of	When original material can be recognized.	The top of this table is made of glass.
Made from	When original material can't be recognized	Paper is made from wood.
Made with	to talk about the ingredients of food and drink	This dish is made with beef, red peppers and herbs.

Made out of	For a thing that has been changed or transformed from one thing into another	They were living in tents made out of old plastic sheets.
Meddle in	Unwanted involvement	Never meddle in someone's private affairs.
Meddle with	Annoying involvement; especially in thing that aren't yours and you don't understand	People shouldn't meddle with things they don't understand.
Opposite to/of	Being opposite	Two sisters are completely opposite to/of each other in every way.
Opposite to/from	In opposite direction	They sat on the table opposite to/from each other.
Part from	Leave each other	I couldn't part with my friend.
Part with	Give up or leave Sth	He didn't part from his cash easily.
Proceed to	Move ahead	Having relaxed, he proceeded to his destination.
Proceed with	Continue the course of action/plan	His lawyers have decided not to proceed with the case.
Proceed from	Start/emerge	Evil intentions proceed from heart.
Proceed against	Act against S1	The bank proceeded against its defaulting debtors.
Provide for	Help/support financially	The government will be able to provide for poorer families after budget.
Provide with	Make something available	The government will be able to provide poorer families with viable social services.
Quarrel with	Fight with S1	She quarreled with everyone in the village.
Quarrel over/about	Fight over/about an issue/point	What did you quarrel about/over?
Reconcile to	Accept unpleasant situation	He finally reconciled himself to the change in management.
Reconcile with	Make friends after quarrel	The two competitors reconciled with each other for mutual good.
Rejoice at/in/over	At: event of time In/over: possession/activity	Everyone rejoiced at the news of his safe return. She rejoiced in her good fortune.
Reward for/with	For: give in exchange of Sth good With: Sth given in exchange	The company rewarded him for his years of service with a grand farewell party and several presents.
Speak to/with/about/of	To/With: S1 About/of: topic, subject	Can I speak to/with you about your performance in the test.
Speak for	Speak as representative	He's old enough to speak for himself.
Speak of	Be evident of	His manners spoke of his good upbringing.
Succeed in	Be successful	You need to be pretty tough to succeed in politics.
Succeed to	Replace	When the Queen dies, her eldest son will succeed to the throne.
Talk to/with/about	To/With: S1 About/of: topic, subject	I have talked to/with my doctor about my father's health.
Vote for/against	For: in favor Against: in opposition	Did you vote for or against the motion?
Wait for/at	For: S1 At: a point/place	The dentist kept me waiting for ages at his clinic.

4A - SOME IMPORTANT PREPOSITIONS FROM TEXT BOOKS

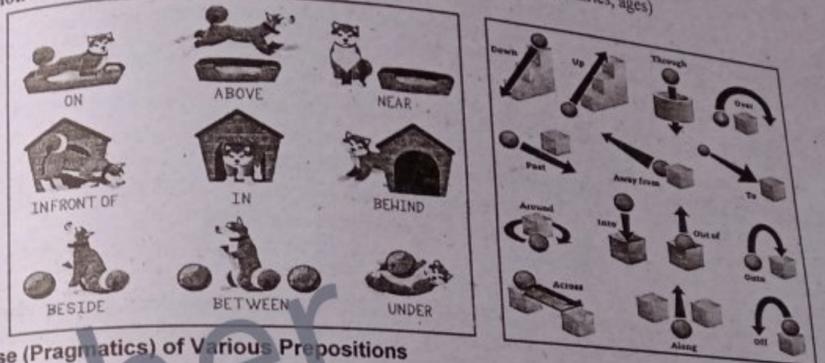
- |   |  |  |
|---|--|--|
| 1. Fastened to  | 47. On the list  | 91. Thanks to somebody   |
| 2. Key to   | 48. Differences from   | 92. Give way to  |
| 3. Disgrace to  | 49. Entitled to  | 93. Forerunner of  |
| 4. Stick to   | 50. Comprise of  | 94. Successor to   |
| 5. Appoint to   | 51. Resorted to  | 95. Harmless to  |
| 6. Die of/from  | 52. Under supervision/control                                    | 96. Lack (v) no preposition<br>Lack (n) Lacking in (adj)   |
| 7. Kind to  | 53. Deal with  | 97. Faith in   |
| 8. Insist on  | 54. Cope with  | 98. Be on the lookout for (in search of)   |
| 9. Cure for (n), Cure somebody of something                 | 55. Reason for   | 99. Evidence of/for  |
| 10. On his fingers  | 56. Eking out  | 100. Devotion to   |
| 11. Deprived of   | 57. Subject to   | 101. Bestow on/upon  |
| 12. Restrain from   | 58. Make/wage war on   | 102. Imparted to   |
| 13. Immune to   | 59. Accession to   | 103. Sympathy for  |
| 14. Catching sight of                                       | 60. On the bank/coast/beach                                      | 104. Liable to   |
| 15. Attached to   | 61. Rival to   | 105. Attributed to   |
| 16. Glance at   | 62. Yield to   | 106. In connection with  |
| 17. Glimpse at/of   | 63. Amounted to  | 107. Apply to somebody something (apply to company for job) Apply something to something (to use) Admitted |
| 18. Different from  | 64. Noted for  | 108. Loyalty to  |
| 19. Torn to pieces  | 65. Testify to   | 109. Suitable for  |
| 20. Consist of (of many things) Consist in (main component) | 66. Generous to someone  | 110. Friendly to/towards   |
| 21. In a narrow belt  | 67. Invited to place/event                                       | 111. Preferable to   |
| 22. On a farm   | 68. Partial to   | 112. Crazy with  |
| 23. Prevent from  | 69. Advantage over   | 113. Craze for   |
| 24. Believe in  | 70. Take advantage of  | 114. Substituted with (passive)  |
| 25. Acceptable to somebody                                  | 71. Charge for (amount) Charge with (accusation, responsibility) | 115. Associated with   |
| 26. At the desk   | 72. Relieve from   | 116. At one's mercy  |
| 27. Turn one's back on                                      | 73. Turn over  | 117. Reveal to   |
| 28. Argued with   | 74. On map   | 118. Admitted to   |
| 29. Alive to  | 75. Sick with (nausea, disease) Sick of (tired of)               | 119. Popular with/among  |
| 30. Substitute for  | 76. In shade, In shadow  | 120. Jealous of  |
| 31. To the detriment  | 77. Differ from (be different from) Differ with (disagree)       | 121. Cheque for (a certain amount)   |
| 32. Attitude to/towards/about                               | 78. Triumphed over   | 122. Seethe with (angry)   |
| 33. Jump at opportunity                                     | 79. Encroaching on/upon  | 123. Knocked me for a loop (shock)   |
| 34. Lean against/on something                               | 80. Succeeded in convincing                                      | 124. Get along with (be friendly)  |
| 35. Inclined to   | 81. Adapted himself to   | 125. Play trick on   |
| 36. Addressed to  | 82. Preparation for  | 126. Mourn for somebody  |
| 37. Take pride in, Pride oneself on (v), Proud of           | 83. Stick to   | 127. Content with  |
| 38. Accorded well with Someone/something                    | 84. Complain to somebody of/about something                      | 128. Make of (without change) Make (material is changed)   |
| 39. Died of/from  | 85. Objection to   |  |
| 40. Studded with (full of)                                  | 86. Send for   |  |
| 41. Ascribe to  | 87. Keen on  |  |
| 42. Put up with   | 88. Familiar to somebody Familiar with something                 |  |
| 43. Give rise to (cause to happen)                          | 89. Dawn on (occur to)   |  |
| 44. Suspect of  | 90. Adequate for   |  |
| 45. Fearful of  |  |  |
| 46. Send/go to the gallows                                  |  |  |

1. Important Relationships Expressed by Preposition

Preposition of time:

- AT: smallest unit of time (clock time, short specific time, short holiday period, meal time, age)
- On: big unit of time (Day, Dates, Day + part of day)
- IN: biggest unit of time (Part of day, weeks, months, years, decades, centuries, ages)

Preposition of location and Movement:



2. Sense (Pragmatics) of Various Prepositions

The difference between

Preposition of time:

- After vs Afterwards
- Ago vs Before
- By vs Before
- Since vs for
- In the beginning/at the beginning vs in the end and at the end
- During vs In
- By vs Until
- In time vs On time

Preposition of Movement and Location:

- Above vs Over
- Between vs Among
- By vs Beside
- By + means of transportation vs on/in + means of transportation
- Under vs Below
- Into vs Onto
- From...to vs From...till

Some other Prepositions

- In spite of vs Despite
- But vs Except
- Instead of vs Instead
- Because vs Because of

3. Noun, Adjectives and Verbs followed by Preposition

Frequent reading is recommended

4. Confusing Prepositions and Prepositions from Text Books

Frequent reading is recommended

PREPOSITIONS REVIEW EXERCISE

- China has stood for us through every thick and thin like a true friend.
- (A) The young man seemed to be immune with them. (B) The young man seemed to be immune to them. (C) The young man seemed to be immuned to them. (D) The young man seemed to be immune for them.
- These were blessed breaks in routine, but not, of course, comparable to the holidays we got on Christmas.

4. (A) There was indeed too much dust to be raised by a small jeep.  
(B) There was indeed too many dust to be raised by a small jeep.  
(C) There was indeed too much dust to be raised through a small jeep.  
(D) There was indeed too much dust to be risen by a small jeep.
5. Many of the satellites at space carry telescopes and other instruments used in astronomy to look at the stars.  
A B C D
6. He had been \_\_\_\_\_ the first thrills of Sherlock.  
A. keen in them ever since B. keen on them since ever  
C. keen on them ever since D. keen at them ever since
7. Mustafa Kamal's small ship staggered towards the landing stage at Samsun in the coast of Anatolia.  
A B C D
8. (A) I used to lie waiting for that ominous tread on the uncarpeted attic stairs.  
(B) I used to lying waiting for that ominous tread on the uncarpeted attic stairs.  
(C) I used to lie waiting of that ominous tread on the uncarpeted attic stairs.  
(D) I used to lie waiting for that ominous tread at the uncarpeted attic stairs.
9. When Mehrun reached on the age of 16, Maulvi Abul's prayers became intense.  
A B C D
10. This caused consternation \_\_\_\_\_.  
(A) not only between the Allies but also in Istanbul (B) not only among the Allies but also in Istanbul  
(C) not only among the Allies but also among Istanbul (D) not only among the Allies but in Istanbul
11. (A) From Spain the art of tanning and embossing leather was carried by Morocco.  
(B) From Spain the art of tanning and embossing leather was carried for Morocco.  
(C) From Spain the art of tanning and embossing leather was carried in Morocco.  
(D) From Spain the art of tanning and embossing leather was carried to Morocco.
12. What were you talking when I entered the room?  
A B C D
13. Nobody could restrain Shamim Ahmed to celebrate his marriage any way he desired.  
A B C D
14. That's a very smart uniform but I prefer the one made from metal.  
A B C D
15. He ascribed his success \_\_\_\_\_ the hard work of the instructor.  
A. of B. to C. for D. from
16. One of his sisters married to a Darvel doctor, and another a veterinary surgeon.  
A B C D
17. (A) In the new world created through him there was no need for the old tides and nobilities.  
(B) In the new world created through him there was no need of the old tides and nobilities.  
(C) In the new world created by him there was no need for the old tides and nobilities.  
(D) Into the new world created by him there was no need for the old tides and nobilities.
18. The most difficult thing to achieve is \_\_\_\_\_ the size of the family.  
A. a desire into individuals to limit B. a desire between individuals to limit  
C. a desire among individuals for limit D. a desire among individuals to limit
19. (A) A long line of decorated cars entered Izmir on the 9<sup>th</sup> of September, 1922.  
(B) A long line of decorated cars entered in Izmir on the 9<sup>th</sup> of September, 1922.  
(C) A long line of decorated cars entered into Izmir on the 9<sup>th</sup> of September, 1922.  
(D) A long line of decorated cars entered Izmir at the 9<sup>th</sup> of September, 1922.
20. He is really good in making other people fool with his cock and bull stories.  
A B C D
21. (A) The question was then discussed about whether he should continue his education or go back to the land.  
(B) The question was then discussed whether he should continue his education or go back to the land.  
(C) The question was than discussed whether he should continue his education or go back on the land.  
(D) The question was then discussed whether he should continue his education and go back to the land.

22. They agreed \_\_\_\_\_ the terms of treaty.  
A. of B. with C. at D. on
23. (A) Last week I worked from 10am until 9pm every night.  
(B) Last week I worked from 10am until 9pm at every night.  
(C) Last week I worked from 10am to 9pm at every night.  
(D) Last week I worked from 10am till 9pm every night.
24. Forgetting the advice of his doctor, he had a meal and bathed immediately after.  
A B C D
25. (A) The sprinkling of water which falls drop by drop at the leaves under creates music which is sweet to hear.  
(B) The sprinkling of water which falls drop by drop at the leaves below creates music which is sweet to hear.  
(C) The sprinkling of water which falls drop by drop on the leaves below creates music which is sweet to hear.  
(D) The sprinkling of water which falls drop by drop on the leaves under creates music which is sweet to hear.

ANSWER KEY

REINFORCEMENT EXERCISE - PREPOSITION OF TIME

1	A	2	B	3	B	4	A	5	B
6	B	7	A	8	A	9	B	10	A
11	B	12	A	13	B	14	B	15	A

REINFORCEMENT EXERCISE - PREPOSITION OF POSITION & MOVEMENT

1	A	2	A	3	B	4	A	5	B
6	A	7	B	8	A	9	A	10	B
11	B	12	A	13	B	14	A	15	A
16	B	17	A	18	A	19	A	20	A

PREPOSITIONS REVIEW EXERCISE

1	A	2	B	3	D	4	A	5	B
6	C	7	D	8	A	9	B	10	B
11	D	12	B	13	B	14	D	15	B
16	B	17	C	18	D	19	A	20	B
21	B	22	D	23	D	24	D	25	C

## LEARNING EVALUATION

How do you rate your preparation in the given areas of the "Prepositions" you've just finished?

Points	Ok	Good	Very Good
> Incorrect Preposition			
> Omission of Preposition			
> Unnecessary Preposition			

What do you think needs improvement in this topic?

Points	Conceptual Clarity	Practice
> Incorrect Preposition		
> Omission of Preposition		
> Unnecessary Preposition		

What would you recommend us to be more helpful in this regard?

You can share this point with us through "WhatsApp Number" at back title or through WAK Publishers "Facebook Page" of this book.

## HOMOPHONES &amp; DICTION

In order to correct the errors in diction we'll learn this topic from two aspects:

- **Homophones** (Words sounding similar but different in meaning)
- **Word Choice** (Words commonly confusing in terms of closeness in meaning or informal usage)

## HOMOPHONES

## Homophones (A)

- Ad — Add** (شامل کرنا — اشہد)
- We put an **ad** in the local paper.
- Air — Heir** (وارث — ہوا)
- Let's go out for some fresh **air**.
- Allowed — Aloud** (بلند — اجازت / منظور شدہ)
- Smoking is not **allowed** here.
- Alms — Arms** (بازو — خیرات)
- Paying **alms** is our obligation.
- Altar — Alter** (پرانا — خاص پتھر)
- The groom left the bride standing at the **altar**.
- Aunt — Ant** (چچی / خال — چیٹی)
- **Ants** work hard all summer.
- Aural — Oral** (زبانی — سماعت سے محتاج)
- The sound track gives us the **aural** before the visual cue; it is as if the thunder arrives before the lightning.
  - They have reached an **oral** agreement.

## Homophones (B)

- Ball — Bawl** (چلانا — گیند)
- Tom caught the **ball** with one hand.
- Band — Banned** (ممنوع — گروہ)
- They formed a **band** when they were still at school.
  - Leaders of the **banned** party were arrested last night.
- Bard — Barred** (ملاخوں والی — شاعر)
- I can be a **bard**, a philosopher, an actor.
- Bare — Bear** (ریچھ — برہنہ)
- The trees are already **bare**.
- Baron — Barren** (خجیر — لوہ)
- Bilawal is not the first political **baron** to have risen without the benefit of family connections.
  - Thousands of years ago the surface was **barren** desert.
- Beach — Beech** (سٹیپے کا درخت — ساحل)
- It's a nice day for going to the **beach**.
- Bean — Been** (ہوا رہا — لوبیہ)
- Tom doesn't like green **beans**.

Berry — Bury (دُفن کرنا — بھل)

- Cultivating berry bushes is very beneficial for the farmers.
- We hope to bury any speculation that there was a conspiracy.

Berth — Birth (بیٹاؤں سے ملنے کی جگہ)

- He couldn't manage to reserve a seat with berth on train.
- What's your date of birth?

Bored — Board (تھوڑا — آگیا ہوا)

- After a while, I got bored and left.
- The plan of the new building is displayed on a board at the back of the room.

Braid — Brayed (چننا — چننا / لیس)

- The general's uniform was trimmed with gold braids.
- The fisherman brayed with angry laughter on losing a big fish.

Break — Brake (بریک — آگ)

- I need a break.
- She stopped with a squeal of the brakes.

Bridal — Bridle (گھوڑے کے لیے تھام)

- Bridal dressing has emerged both an art and an industry.
- You need a new bridle for riding this horse.

Broach — Brooch (گلاب — آگ / حواظ رکھنا)

- He decided not to broach the subject of divorce until his wife had recovered from her illness.
- Mrs. or Mr. Wyatt wore patent-leather shoes and a smart brownish suit with a gold brooch.

### Homophones (C)

Capital — Capitol (دراختلاف — سرمایہ)

- The government is eager to attract foreign capital.
- Thousands of demonstrators rallied in front of the capitol.

Cellar — Seller (بیچنے والا — حراست)

- We don't use our coal cellar anymore.
- She is a flower seller.

Census — Sense (احساس — مردم شماری)

- A national census is taken every ten years.
- He felt an overwhelming sense of loss.

Cereal — Serial (قطار — ذرا — تاج)

- Cereal is a healthy breakfast choice.
- Their letters of planning went back and forth like installments of a serial.

Chili — Chilly (بہت ٹھنڈا — سرخ)

- The sauce needs more chili.
- I was feeling chilly.

Choral — Coral (موسیقی — لٹریچر / لٹریچر)

- The third and final section of the evening was choral.
- The government hired biologists to replant coral that would be damaged.

Cite — Sight / Site (جگہ / نظارہ — حوالہ دینا)

- He was cited for bravery.
- Anne's sight is very good for someone of her age.
- A site has been chosen for the new school.

### WAK ETB ENGLISH

Coarse — Course (نصاب — گھردرا)

- The coarse sand was hot.

Complement — Compliment (تسلی — تحسین کرنے والا)

- The dark red walls complement the red leather chairs.
- Being compared to one's ancestors is a great compliment.

Council — Counsel (مشورہ — کونسل)

- He sent a letter to the council to complain about the noise.
- The judge asked counsel for the defense to explain.

### Homophones (D)

Deer — Dear (عزیز — سیرن)

- A deer makes tracks in the snow.
- Congratulations to you my dear brother on all your fine accomplishments in school.

Die — Dye (رنگ — مر جانا)

- Do you believe in anything enough to die for it?
- Carbonless paper coated with chemicals and dye which will produce copies without carbon paper.

Discreet — Discrete (انگ — زیرک)

- He assured her that he would be discreet.
- The change happens in a series of discrete steps.

Doe — Dough (گندہ — آگ / گندہ)

- Azra waited for the doe to open its eyes and look at him.
- Add some mix lemon juice and milk in this dough.

Draft — Draught (براد — سردی)

- This is only the first draft of my speech.
- A cold draught of air blew in from the open window.

Dual — Duel (دو — دوہرا)

- The piece of furniture serves a dual purpose as a cupboard and as a table.
- The officer challenged him to a duel.

### Homophones (E)

Earn — Urn (گھدانا — کمانا)

- He did all sorts of jobs to earn a living.
- The soup urn had a lonely look.

Ewe — You (تم — بھینس)

- He's helping to drive in the ewes for a mass ante natal clinic.
- I have some news for you.

### Homophones (F)

Faze (disturb) — Phase (مرحلہ — بے سکون کرنا)

- John was embarrassed, but it didn't faze Mike a bit.
- The first phase of renovations should be finished by January.

Fir — Fur (کمال — سونہری بچہ کی قسم)

- You always clear away the soft topsoil till you get a fir base.
- There was cat fur all over the chair.

Flaw — Floor (زل — خرابی)

- There is a fundamental flaw in Walton's argument.
- We are located on the seventh floor of the building.

Flea — Flee (نرہوٹا پھر)

- Our dog has got lots of fleas recently.

Flew — Flu/Flue (پھوٹی/نہے لڑتا)

- A bird flew by with a millet in its beak.
- Steven is still in bed with flu.
- A permanently open flue can manage ventilation of this office.

Flex — Flecks (لٹکان سوڑتا)

- He flexed his shoulder muscles before delivering the first ball.
- Only a few flecks of gray could be seen in his full head of hair.

Flour — Flower (پھول آنا)

- Sift the flour and salt into a bowl.

• What beautiful flowers!

Foreword — Forward (آگے کی باتب—تعارف)

- He was asked if he would consider writing a foreword for her book.
- They ran forward to welcome her.

Fort — Fought (لڑتا—تکڑ)

- Just the three of you going to be holding the fort tonight.
- He fought many battles but won only a few.

Foul — Fowl (بے عمدہ—تا گولہ)

- He woke up with a foul taste in his mouth.

• He has kept a variety of domestic fowls at his farmhouse.

#### Homophones (G)

Gait — Gate (پتلا—دروازہ—چال)

- He was round and fat, he had an energetic gait, a bright, lively face, and laughing eyes.
- We went through the gate into the orchard.

Gamble — Gambol (چھلانگ لگانا—جراکھیلنا)

- Their religion forbids them to drink or gamble.
- They gambled down the hallway after winning election.

Genes — Jeans (جینز کی پٹن—جینز)

- The actual number of human genes is still in dispute.
- Her hair looked disheveled, as did the sweatshirt and jeans she was wearing.

Great — Grate (اعلیٰ—طیغ)

- The movie was a great success.
- She took the two halves of the letter away, tore them in fragments, and burned them in her grate.

Groan — Grown (بھگڑا—پہنچ—کراہتا)

- Richard's jokes make you groan rather than laugh.
- He behaved as a grown man during the financial crunch.

#### Homophones (H)

Hart — Heart (دل—سہارہ—سگھما)

- Whoever killed a hart or hind was to be blinded.
- Regular exercise is good for the heart.

Hear — Here (یہاں—سنانا)

- I could hear the sound of traffic.

• This switch here controls the lights.

#### WAK ETB ENGLISH

Heel — Heal (د زخم کا پھرنا—ایڑی)

- The sergeant clicked his heels and walked out.

• This will help to heal your cuts and scratches.

Hoard — Horde (گروہ—ڈنڈرہ)

- They dug up a hoard of Roman coins.

• The elves defeated a huge horde of goblins.

Hole — Whole (کھل—سوراخ)

- The bomb blew a huge hole in the ground.

• She wasn't telling the whole truth.

Holy — Wholly (کھل طور—مقدس)

- The priest puts some holy water on the child's head.

• The report claimed that the disaster was wholly unavoidable.

#### Homophones (I)

Incite — Insight (بصیرت—آکسانا)

- They incited their fellows to take revenge.

• The article gives us a real insight into the causes of the present economic crisis.

Illusion — Allusion (حوالہ—سراب)

- The magician created the illusion that he was flying through the air.

• The professor made an allusion to Greek mythology.

#### Homophones (K)

Knead — Need (ضرورت—گوندھنا)

- On a lightly floured board, knead the dough for a couple of minutes.

• You don't really need a car.

Knew — New (نیا—پانا)

- I wonder if he knew of the plan?

• The hardest part of this job is understanding the new technology.

Knight — Night (رات—فہمراہ)

- She's still waiting for a knight in shining armor to come and rescue her.

• The accident happened on Friday night.

Knot — Not (نہیں—گائظ)

- Tie the two ropes together with a knot.

• She did not see him.

#### Homophones (L)

Leak — Leek (پھونک—رستایا بہتا)

- Water had started to leak into the cellar.

• For a first course, there is a potato leek soup.

Lessen — Lesson (سبق—کم کرنا)

- They gave her an injection to lessen the pain.

• Our first lesson on Tuesdays is French.

Levee — Levy (ٹیکس لگانا—دوریا بننا)

- The levee breaches formed these deltas.

• The government is levying taxes on films now.

Links — Lynx (پنگلی—تعلق قائم کرنا)

- A love of nature links the two poets.

• They may be eagle-eyed or watch like a lynx.

Loan — Lone (ایکلا—قرض)

- I had to take out a loan to buy my car.

• He was by no means a lone voice criticizing the government.

Loot — Lute (ستار لہاڑا — لوٹ مار کرنا)

- He refused to let his army enter and loot the city.
- Here too he started to write hymns which he would sing to his own accompaniment on a lute.

Loose — Lose (کھو دینا — ڈھیلے)

- This shirt is too loose.

• Don't lose hope; that's the secret.

#### Homophones (M)

Made — Maid (نوکرانی — بنانا یا پیدا کرنا)

- The brilliance and intensity of sunlight made her head reel.
- A maid pushed her cleaning cart down the path toward the cottages.

Mail — Male (مرد — ڈاک)

- He found a mountain of mail waiting for him.
- Many women earn less than their male colleagues.

Main — Mane (گردن کے گدھال — سرکزی)

- The main reason for living in Spain is the weather.
- He had a mane of white hair.

Marshal — Martial (فکری — فوجی افسر)

- Hamid has been named grand marshal of the parade.
- He'd heard rumors that the military were planning to declare martial law.

Mask — Masque (ایک طرح کا ڈرامہ — نقاب)

- Her sarcasm is a mask for her insecurity.
- The masque was widely applauded by the literary societies.

Medal — Meddle (بداغلت کرنا — تمیز)

- She won a gold medal at the last Olympics.
- Church leaders shouldn't meddle in politics.

Meet — Meat (گوشت — ملنا)

- Maybe we'll meet again sometime.
- I gave up eating meat a few months ago.

Might — Mite (کچھ بڑا — مکان کے لیے استعمال ہوتا)

- I might be a few minutes late.
- Some teachers take everything a mite too serious.

Mist — Missed (چھوٹ جانا — دھند)

- We could just see the outline of the house through the mist.
- He missed 20 games after breaking a bone in his wrist.

#### Homophones (N)

None — Nun (راہبہ — کچھ نہیں)

- I wish I could offer you some cake but there's none left.
- Georgia renounced everything to become a nun.

#### Homophones (O)

Oar — Or (یا — چوڑ)

- We took one oar each and rowed quickly to the shore.
- It can be black, white or grey.

Overdo — Overdue (معیار سے زیادہ — ضرورت سے زیادہ)

- Don't overdo the salt in the food.
- Her baby is two weeks overdue.

#### WAK ETB ENGLISH

#### Homophones (P)

Pail — Pale (زرد — ہائی)

- They filled their pail and container, and started the return journey.
- He looked very pale and drawn.

Pain — Pane (کھڑکی کا شیشہ — درد)

- She felt a sharp pain in her leg.
- Omite peers through the pane, shakes her head and steps back.

Pair — Pear (تاشپالی — جوڑ)

- She felt as if every pair of eyes in the room was on her.
- This pear smells nice.

Passed — Past (ماضی — تریب سے گزرتا)

- We passed a group of students outside the theatre.
- Study some past exam papers to get an idea of the questions.

Peace — Piece (کٹوا — امن)

- I wish she would just leave me in peace.
- He broke off a piece of bread and gave it her.

Peak — Peek (چھری ہے دیکھنا — چوٹی — اونچائی)

- Sales this month have reached a new peak.
- Shut your eyes and don't peek!

Pedal — Peddle (پچھتا — آگ)

- She put her foot down on the accelerator pedal.
- Farmers come to Seoul to peddle rice.

Plane — Plain (واضح — میدان)

- She slept on the plane.
- The advantages were plain to see.

Principal — Principle (امول — پہلے امرکزی)

- His principal reason for making the journey was to visit his family.
- The general principle is that education should be available to all children up to the age of 16.

Profit — Prophet (بیتبر — منافع)

- The shop's daily profit is usually around \$500.
- Prophets spread the message of Allah.

#### Homophones (R)

Rain — Reign (دور حکومت — بارش)

- There will be heavy rain in most parts of the country.
- The reign of Hitler was marked by genocide.

Raise — Raze (تباہ کرنا — جمع کرنا / اٹھانا)

- The neighbors helped him raise new barn.
- The demolition crew razed the old building.

Right — Write (لکھنا — دریاں)

- Keep on the right side of the road.
- She had to write a report on the project.

Ring — Wring (کھلوانا / چمڑنا — انگوٹھی)

- She left a dirty ring around the bath.
- They are always trying to wring additional funds from the government.

Rode — Road (سڑک — سواری ہونا)

- He rode away across the marshes.
- I ran down the road to see what was happening.

Role — Roll (گھمانا — کرنا) • I tried to roll him onto his side.

- They want to limit the role of government.

Rung — Wrung (گھڑانا — گھڑانا)

- The bell was rung time and again.
- Sally wrung out the socks and hung them on the towel rack.

#### Homophones (S)

Sail — Sale (برداشت — بھری کرنا)

- She always wanted to sail around the world.
- The use and sale of marijuana remains illegal.

Sauce — Source (ذریعہ — چٹنی)

- Stir in fish sauce just before adding coconut oil.
- Beans are a very good source of protein.

Scene — Seen (دیکھنا — سحر)

- The police soon arrived at the scene of the crime.
- He crouched down so he couldn't be seen.

Slay — Sleigh (برف سے پٹے والی گاڑی — لٹکانا)

- Those old movies still slay me!
- We had a sleigh when we were kids.

Soar — Sore (حساس اور دکھنا — اڑنا)

- She watched the dove soar above the chestnut trees.
- I had a sore throat and aching limbs.

Sole — Soul (روح — اکیلا)

- Griffiths is the sole survivor of the crash.
- He is really quite a sensitive soul.

Some — Sum (رقم — کچھ)

- I need some apples for this recipe.
- Bill wants to spend a large sum on modernizing the farm.

Sort — Sought (طاش کرنا — قسم)

- He wondered if Rosa was in some sort of trouble.
- He sought revenge against his brother-in-law for separating him from his wife and son.

Staid — Stayed (قیام کرنا — سنجیدہ)

- The museum is trying to get rid of its staid image.
- She stayed at home while the children were young.

Stare — Stair (سیڑھی — گھورتا)

- It's not polite to stare, you know.
- The second stair creaks when you step on it.

Stationary — Stationery (سلمان تحریر — ساکن)

- Planets are not stationary.
- You could say the same for luggage and stationery.

Steal — Steel (ٹولار — چراتا)

- Inventors know that someone is always going to try to steal their designs.
- Sheffield is a major steel town.

Stile — Style (انداز — سیڑھیاں)

- Continue on a clear path up the hillside to reach a stile on the ridge.
- The paintings are in an expressionistic style.

Sun — Son (بہن — سورج)

- The sun was shining and birds were singing.
- We have two daughters and a son.

Homophones (T)

Tail — Tale (کہانی — دم)

- The male has beautiful tail feathers.
- His latest book is a delightful children's tale about talking animals.

Team — Teem (بھرتا — ٹیم)

- We have a team of eight working on product development.
- With luck, in a year the place should begin to teem with federal workers.

Throne — Thrown (بچکانا — تخت)

- Queen Elizabeth came to the throne in 1952.
- The boat was thrown onto the rocks.

Tide — Tied (باندھنا — اونٹن لہر)

- The body was washed up on the beach by the tide.
- She tied the newspapers in a bundle.

Homophones (V)

Vain — Vein (رگ — بے ساد)

- She closed her eyes tightly in a vain attempt to hold back the tears.
- The nurse was having trouble finding a vein in his arm.

Vary — Very (بہت — مختلف ہوتا)

- Class numbers vary between 25 and 30.
- The new building has been very much admired.

Homophones (W)

Wail — Whale (دہل چلی — آواز کی کرنا)

- Somewhere behind them a child began to wail.
- We saw a whale blowing a jet of spray high in the air.

Waste — Waist (کر — ضائع کرنا)

- Why waste money on clothes you don't need?
- He put his arm around her waist.

Way — Weigh (وزن رکھنا — طریقہ انداز)

- I'm not happy with this way of working.
- The young birds weigh only a few grams.

Weak — Week (ہفتہ — کمزور)

- She is still weak after her illness.
- He comes to see us once a week.

Weather — Whether (کیا/آیا کہ — موسم)

- The weather is very changeable at the moment.
- I asked him whether he had done it all himself or someone had helped him.

Where — Wear (پہنا — کہاں)

- I wonder where they will take us to.
- I always wear black.

Which — Witch (پھاڑ گئی — کونسا)

- Which of the applicants has got the job?
- He wants me to be a witch.

**ACCEPT OR EXCEPT**

Accept means "to receive."

Except is usually a preposition meaning "but" or "leaving out." However, except can also be a verb meaning "to leave out."

Examples:

- He **accepted** the gift. (He received it.)
- Everyone **except** Bilal came. (All but Bilal)
- He **excepted** the twins. (He did not include them.)

**A LOT OR ALLOT**

A lot (two words) is an informal phrase meaning "many." It can take an adjective, for example, "a sizeable lot."

Allot means "to distribute between or among." It has the same root as lottery.

Examples:

- Kalim needed a **lot** of time for the job.
- He **allotted** three breaks a day to everyone in the department.

Allot does not exist as a word.

**ALL READY OR ALREADY**

All ready (two words) means "ready," with the word all.

Already, an adverb, means "by now," "even now," or "by then."

Examples:

- We were **all ready** to study grammar.
- The plane had **already** left when we arrived.

**ALL RIGHT OR ALRIGHT**

Alright is a nonstandard abbreviation.

Spelling **all right** as two words is all right.

**ALL WAYS OR ALWAYS**

All ways means "total number of methods."

**Always** means "at all times" or "constantly."

Examples:

- He tried **all ways** to fix the leak.
- "I will **always** love you," she sang.

**AMONG AND BETWEEN**

Between is with two people or things. **Among** is used when discussing three or more people or things.

Examples:

- She had to choose **between** strawberry and cherry.
- She had to choose **among** strawberry, cherry, and lime.

Never use to with between.

**Incorrect:** We shuttled **between** Karachi to Islamabad.

**Correct:** We shuttled **between** Karachi and Islamabad.

**BORROW OR LEND**

To **lend** means to hand out usually for a certain length of time.

To **borrow** means to take with permission usually for a certain length of time.

Examples:

- "My mother **lent** me some money, and I must pay her back soon."
- "I **borrowed** some money off my mother, and I must pay her back soon."

**NUMBER OR AMOUNT**

Use the word **amount** with quantities that cannot be counted and **number** with quantities that could be counted one.

Examples:

- He had a small **amount** of ammunition left.
- He had a small **number** of bullets left.

**Like or As**

**Like** is a preposition. It should be followed by an object to make a prepositional phrase.

**As** is a conjunction. It should be followed by a clause containing a subject and a verb.

**WAK ETB ENGLISH**

**Incorrect:** He runs **like** a horse does.

**Correct:** He runs **as** a horse does.

**Correct:** He runs **like** a horse.

**AWHILE OR A WHILE**

Awhile is an adverb which means "for a while."

A while is two words, the article plus a noun, usually used after the preposition for.

Examples:

- I thought **awhile** before I answered.

- I thought **for a while** before I answered.

**BECAUSE AFTER THE REASON**

Do not use **because** after the reason. Use the reason plus that, or else rewrite the sentence.

Examples:

**Incorrect:** The reason he left is **because** he was frustrated.

**Correct:** The reason he left is that he was frustrated.

**Correct:** He left **because** he was frustrated.

**BESIDE OR BESIDES**

Beside means "close to" or "by the side of." Besides means "in addition to."

Examples:

- Come, sit **beside** me. (Next to me)

- **Besides** me, Fran and Millie will be there. (In addition to me)

**BRING OR TAKE**

Bring means "to carry to a nearer place from a more distant one."

Take means the opposite: "To carry to a more distant place from a nearer one."

Examples:

- **Bring** that file over here.

- **Take** this package to the post office.

**CAN'T HELP BUT OR CAN'T HELP**

Can't help but is followed by bare infinitive.

Can't or cannot help is followed by a gerund (verb form plus -ing.)

Examples:

**Incorrect:** you **can't help but** falling in love with college.

**Correct:** you **can't help** falling in love with you college.

**Correct:** you **can't help but** fall in love with you college.

**COULD OF OR COULD HAVE**

Could of does not exist. Neither do should of, will of, or would of as verbs.

Write could have, should have, will have, or would have.

Examples:

**Incorrect:** You **could of** asked me to help you.

**Correct:** You **could have** asked to help you.

**DIFFERENT FROM OR DIFFERENT THAN**

Different from is standard English. Different than is nonstandard.

Examples:

**Incorrect:** Our values and culture are not very **different than** the Persians.

**Correct:** Our values and culture are not very **different from** the Persians.

**DISINTERESTED OR UNINTERESTED**

Disinterested means "impartial" or "not taking sides." (In other words, not having a personal interest at stake.)

Uninterested means "not interested." (In other words, not showing any interest.)

**Incorrect:** A good referee should be **uninterested**.

**Correct:** A good referee should be **disinterested**. (He does not take sides.)

**Incorrect:** He was **disinterested** in Jill's hobby.

**Correct:** He was **uninterested** in Jill's hobby. (He shows no interest.)

**USING DUE TO**

Due to means "caused by." It should only be used if it can be substituted with "caused by." It does not mean the "because of."

**Example:**

- Incorrect:** The game was postponed **due** to rain.  
**Correct:** The game was postponed **because of** rain.  
**Correct:** The game's postponement was **due** to rain.

**FARTHER OR FURTHER**

Both can be used of length or distance.

Further can be used with abstract nouns to mean "to a greater degree," "additional," or "additionally."

**Examples:**

- London is **further/further** north than Juneau. (Refers to distance)
- This plan requires **further** study. (Meaning "additional study," refers to amount)

**GOOD OR WELL**

Good is an adjective. It describes nouns or pronouns. It may be used with descriptive linking verbs like look, feel, taste, or be to describe the subject.

Well is normally an adverb. It describes verbs (sometimes adjectives) and is used with most other verbs.

Well as an adjective means "healthy."

**Examples:**

- Incorrect:** The coffee tasted **well** this morning.      **Correct:** The coffee tasted **good** this morning.  
**Incorrect:** He bowls **good**.      **Correct:** He bowls **well**.
- He does not feel very good. (when describing the subject)
  - He is not very well. (when describing the subject's health)

**HANGED OR HUNG**

Hanged means "executed by hanging." Hung means "suspended" otherwise.

Both are past tenses or past participles of the verb to hang.

**Examples:**

- The five plotters in the Lincoln assassination were **hanged**.
- We **hung** the towels out on the clothesline to dry.

**IMPLY OR INFER**

Imply means "to state indirectly." (a writer or speaker implies)

Infer means "to draw a conclusion." (a reader or listener infers)

**Examples:**

- Incorrect:** She **implied** that he was from Peshawar by his accent.  
**Correct:** She **inferred** that he was from Peshawar by his accent.  
**Incorrect:** The poem **inferred** that the lover was unfaithful.  
**Correct:** The poem **implied** that the lover was unfaithful.  
**Correct:** He **inferred** from the poem that the lover was unfaithful.

**LOOK FORWARD OR LOOK FORWARD TO**

If you *look forward* it simply means you are looking ahead of you.

When you *look forward to* something, you feel happy and excited about something that is going to happen.

**Examples:** I always *look forward to* seeing my family and friends when I travel to England.

**LATER OR LATTER/LAST OR LATEST**

- |      |        |        |         |
|------|--------|--------|---------|
| Late | Later  | Latest | (time)  |
| Late | Latter | Last   | (order) |

**WAK ETB ENGLISH**

**Example:**

- Incorrect:** He was the **latest** man to leave the court.  
**Correct:** He was the **last** man to leave the court.  
**Incorrect:** The **last** advancements in medical sciences have helped cure cancer.  
**Correct:** The **latest** advancements in medical sciences have helped cure cancer.

**LIKE/ALIKE/UNLIKE**

Like is a preposition that means similar. It is followed by an object.

- Like many other people, I did not know the dangers of asbestos.
- Alike is an adverb that means equally; as an adjective, it means similar.
- They tried to treat all their children **alike**. (ADVERB)
- She and her sister do not look **alike**. (ADJECTIVE)

Unlike is a preposition that means not similar. It is followed by an object.

- Music is quite **unlike** any other art form.

**OLDER OR ELDER**

- |     |       |        |                     |
|-----|-------|--------|---------------------|
| Old | Older | Oldest | (in age)            |
| Old | Elder | Eldest | (in age + relation) |
- Incorrect:** My **older** brother is five year elder than I.  
**Correct:** My **elder** brother is five year older than I.

**REGARDLESS OR IRREGARDLESS**

The word *irregardless* is a double negative. It does not exist in Standard English.

- Example:** **Irregardless** of being seventy years, I ploughed.  
**Incorrect:** **Regardless** of being seventy, I ploughed.  
**Correct:** **Regardless** of being seventy, I ploughed.

**OTHER/THE OTHER/ANOTHER**

Another means one more. It can be used before a singular noun.

- We need to find **another** way.
- Other means one that remains from a group of two or more.
- Are there any **other** questions?
- Leaders from China, Russia and 14 **other** countries attended the conference.

The *Other* means the last one of the group we are talking about. It is used before a singular noun, or an uncountable noun.

It is preceded by a determiner such as the some, any, no, or one.

No **other** material is capable of withstanding such temperature.

- He raised one arm and then **the other**.

**ITS OR IT'S**

Its is the possessive pronoun; it modifies a noun. It's is a contraction of it is or it has.

**Example:**

- Incorrect:** The mother cat carried **it's** kitten in it's mouth.  
**Correct:** The mother cat carried **its** kitten in its mouth.  
**Incorrect:** I think **its** going to rain.  
**Correct:** I think **it's** going to rain today.

**KIND OF, TYPE OF, SORT OF**

Both expressions literally mean "type of" or "variety of." Example:

- The kestrel is a kind of falcon.

When using kind of or sort of always use a singular object of the preposition of. If the object is plural, then use sorts of.

**Examples:**

- What **kind of salad** is this? (Kind and salad are both singular.)
  - There are all **sorts of fruits** in this salad. (Sorts and fruits are both plural.)
- The use of expressions kind of or sort of to mean "rather," "partially," or "somewhat" are nonstandard.

Examples:

**Incorrect:** The child felt kind of lonely.

**LIE OR LAY**

Lay means "to place something down." It is something you do to something else. It is a transitive verb. Example:

**Incorrect:** Lie the book on the table.

**Correct:** Lay the book on the table. (It is being done to something else.)

Lie means "to recline" or "be placed." It does not act on anything or anyone else. It is an intransitive verb. Example:

**Incorrect:** Lay down on the couch.

**Correct:** Lie down on the couch. (It is not being done to anything else.)

Lay and lie are confusing is their past tenses. The past tense of lay is laid. The past tense of lie is lay. Examples:

**Incorrect:** I lay it down here yesterday.

**Correct:** I laid it down here yesterday. (It is being done to something else.)

**Incorrect:** Last night I laid awake in bed.

**Correct:** Last night I lay awake in bed. (It is not being done to anything else.)

The past participle of lie is lain. The past participle of lay is like the past tense, laid.

Examples:

- I could have lain in bed all day.
- They have laid an average of 500 feet of sewer line a day.

**LEAVE OR LET**

Leave means "to allow to remain." Let simply means "to allow" or "to permit."

Examples:

**Incorrect:** Let him alone!

**Correct:** Leave him alone! (Allow him to remain alone.)

**Incorrect:** Leave me do it again.

**Correct:** Let me do it again. (Allow me to do it.)

**RAISE OR RISE**

Raise means "to make higher," "build," or "nurture and cause to grow." It is normally transitive, that is, the action is done to something or someone else.

Rise means "to get up" or "become elevated." It is never transitive. The past tense is rose; the past participle, risen.

Examples:

- They raised the barn in two days.
- The sun rises and sets every day.

**SO OR SUCH**

So when used as in front of an adjective or an adverb means very. Example:

"My English teacher is so patient. She teaches us so well."

Such when used as a determiner can be used in front of a noun or an adjective and a noun to show extremes, you can use it in front of adverbs.

Example: "She is such a patient teacher." Without the noun you need to use "so."

Such + a + patient + teacher    So + patient

**SOME OR ANY**

Some is used in affirmative sense

Any is used to convey negative or question sense

- I have some suggestions.
- Do you have any suggestions?
- I don't have any suggestions.

**Incorrect:** When I came here, I didn't have some kind of social connections.

**Correct:** When I came here, I didn't have any kind of social connections.

**STILL OR YET**

Yet is mainly used to refer to something that a person is waiting for and expecting, but that hasn't happened so far. It is most common in negative statements and questions:

**WAK ETB ENGLISH**

- It isn't raining yet. (=Rain is expected, but it has not started.)
- The research has not been completed yet. (=The research will be complete soon)
- Have the kids had dinner yet? (= The speaker expects that the kid will have dinner)

Still is used mainly to refer to something that began in the past and is continuing into the present. It is most common in affirmative statements and questions:

- He still lives far away. (=He used to live far away, and he continues to live far away now.)
- It's still snowing! (=It was snowing, and it continues to snow now.)
- Do you still want to come over for dinner? (= You wanted to come and is that also true now?)

Both 'yet' and 'still' can be used in negative statements to talk about something that wasn't true in the past and continues not to be true in the present.

The reasons haven't become clear yet. = The reasons still haven't become clear.

**SOMETIME OR SOMETIMES**  
Sometime means at some point of time mostly in future. Sometimes from time to time; occasionally

- Sometimes life makes it difficult for you live.
- You should come to us and have supper sometime.

**THAN OR THEN**  
Than is a conjunction used with comparisons. It rhymes with pan.  
Then is an adverb that refers to time. It rhymes with pen.

- Examples:
- He likes you more than me.
  - First you take a cup of flour, and then you sift it.

**USED TO OR USED TO DO**  
Used to can be used as an adjective and we use it to talk about things that have become familiar, and are no longer strange or new. Example:

- "I am used to mistakes now."
- You can also be used to doing something. Example:
- "I am used to making mistakes now."

Used to do - If we say something used to happen we are talking about repeated events and actions in the past, usually things that happened a long time ago and are now finished. Example:

- "I used to smoke."

**WHOLLY/ AS A WHOLE/ ON THE WHOLE**  
Wholly: completely: She is wholly devoted to her children.  
As a Whole: the whole thing not in parts: The team worked as a whole to accomplish the task well in time.  
On the whole: in general; in view of all circumstances or conditions: On the whole our economic condition is extremely adverse.

**REINFORCEMENT EXERCISE - DICTION**

- Choose the correct sentence.
- A. The party wasted its political capital on an unpopular cause.  
B. The party wasted its political capitol on an unpopular cause.
  - A. She wore a floor-length bridal gown.  
B. She wore a floor-length bridle gown.
  - A. Twice has he wounded men seriously in duals.  
B. Twice has he wounded men seriously in duels.
  - A. Lambs were gambolling around in the spring sunshine.  
B. Lambs were gambling around in the spring sunshine.
  - A. The book was full of fascinating incites into human relationships.  
B. The book was full of fascinating insights into human relationships.

6. A. Hordes of bikers made crossing the road difficult.  
B. Hoards of bikers made crossing the road difficult.
7. A. He made some allusions to the years they lived apart.  
B. He made some illusions to the years they lived apart.
8. A. Changes to the tax system are long overdue.  
B. Changes to the tax system are long overdo.
9. A. All the world can now peddle its wares on the internet with a few restrictions  
B. All the world can now pedal its wares on the internet with a few restrictions
10. A. Saudi Arab's principle export is oil.  
B. Saudi Arab's principal export is oil.
11. A. The town was raised to the ground in the bombing raid.  
B. The town was razed to the ground in the bombing raid.
12. A. The traffic got slower and slower until it was stationary.  
B. The traffic got slower and slower until it was stationery.
13. A. She used to borrow money and not bother to pay it back.  
B. She used to lend money and not bother to pay it back.
14. A. I'd like to rest a while before we continue  
B. I'd like to rest awhile before we continue
15. A. The reason he hasn't gone abroad is because he loves his country.  
B. He hasn't gone abroad because he loves his country.
16. A. He hasn't been feeling quite well because of his tooth ache.  
B. He hasn't been feeling quite good because of his tooth ache.
17. A. We serve all our guests like.  
B. We serve all our guests alike.
18. A. Regardless of his long service, he was forced to leave.  
B. Irregardless of his long service, he was forced to leave.
19. A. As a whole our performance was much applauded.  
B. On the whole our performance was much applauded.
20. A. They are still involved in illegal activities.  
B. They are yet involved in illegal activities.

**DICTION - REVIEW EXERCISE**

**SPOT THE ERROR OR CHOOSE THE BEST OPTION.**

1. (A) Mount Everest raises to more than twenty-nine thousand feet at its apex.  
(B) Mount Everest rises to more than twenty-nine thousand feet at its apex.  
(C) Mount Everest roses to more than twenty-nine thousand feet at its apex.  
(D) Mount Everest arises to more than twenty-nine thousand feet at its apex.
2. (A) Countries borrow large sums of money from the World Bank.  
(B) Countries lend large sums of money from the World Bank.  
(C) Countries borrow large sums of money the World Bank.  
(D) Countries lend large sums of money the World Bank.
3. (A) They are not used to manage large businesses.  
(B) They are not used to managing large businesses.  
(C) They are not using to manage large businesses.  
(D) They are not using to managing large businesses.
4. (A) Ice has the same hard as concrete.  
(B) Ice has the same hardness as concrete.  
(C) Ice has the same hardly as concrete.  
(D) Ice has as hardness as concrete.
5. (A) I have lain your notebook on the table by the door.  
(B) I have lied your notebook on the table by the door.  
(C) I have laid your notebook on the table by the door.  
(D) I have layed your notebook on the table by the door. ✓

6. Although her doctor allowed her family to visit her, he wouldn't leave anyone else go into her room.  
(A) (B) (C) (D)
7. Have you made any interesting discoveries while you were making your research?  
(A) (B) (C) (D)
8. In fact, they have some difficulty in adopting themselves to these changes.  
(A) (B) (C) (D)
9. We expect that the affects of the trip will be beneficial.  
(A) (B) (C) (D)
10. No fingerprint is exactly alike another.  
(A) (B) (C) (D)

**ANSWER KEY**

Reinforcement Exercise - Diction									
1	A	2	A	3	B	4	A	5	B
6	A	7	A	8	B	9	A	10	B
11	B	12	A	13	A	14	B	15	B
16	A	17	B	18	A	19	B	20	A

Diction - Review Exercise									
1	B	2	A	3	B	4	B	5	C
6	C	7	C	8	B	9	B	10	D

## PUNCTUATION AND CAPITALIZATION

### PUNCTUATION

#### END PUNCTUATION

##### The Period/Full stop.

##### Do's

1. Use the period after declarative sentence, a mildly imperative sentence, and an indirect question. For example:
  - Everyone should drive defensively.
  - Learn how to drive defensively.
  - She said how drivers can cross the city without driving offensively.

2. Use periods after most abbreviation. For example:

- Mrs. M.D. No. 444 etc.

In current usage the period is frequently omitted after many abbreviations; especially recognized acronyms. For example:

- USAF PR HR mph

##### Don'ts

1. Do not use periods after shortened or clipped forms. For example:
  - 2<sup>nd</sup> 10<sup>th</sup> math gym lab
2. Do not add a second period when an abbreviation ending in a period appears last in the sentence. For example:
  - Someday I hope to be an M.D. (only one full stop has been used)

#### THE QUESTION MARK ?

1. Use the question mark after direct (but not indirect) questions. For example:

- Who started the rumor? • Did he ask who started the rumor?
- (a) Declarative sentences may contain direct questions:
- "Who started the rumor?" he asked.
- (b) In dialogue or conversation, a declarative or an imperative sentence may be converted into a question:
- He drove to Karachi? • Drive to Karachi? (Both mean "did he drive to Karachi?")

**Caution:** do not use a comma or a period after a question mark.

Not "What is that?" she asked. But "What is that?" she asked.

#### THE EXCLAMATION POINT !

1. Use the exclamation point after an emphatic interjection and after a phrase, clause, or sentences to express a high degree of surprise, incredulity, or other strong emotions. For example:

**EMPHATIC INTERJECTION** Oh! I wish I had a camera.

**EMPHATIC STATEMENT** We must not allow it!

**EMPHATIC COMMAND** Stop talking!

**Caution:** do not use a comma or a period after an exclamation point.

Not "Get off the road!" he yelled. But "Get off the road!" he yelled.

#### THE COMMA ,

Comma indicates a pause and a variation in voice pitch. But many times sound is not a dependable guide for its use. The use of comma is primarily determined by the structure of the sentence. If you understand the structure, you can best learn to apply the rules governing comma usage. The following rules cover the usual practices of English writers.

##### Do's

##### Between Main Causes

1. Use comma before and, but, or, nor, for, so, and yet when they link main clauses.
 

Main clause, {and, but, or, nor, for, so, yet} Main clause.

### WAK ETB ENGLISH

#### For example:

- No one is watching the performance, for everybody is taking part.
- We are here on the planet only once, and we might as well get a feel for the place.
- Here is a mass of people, yet it takes an effort of intellect and will even to see them.

#### Exception to rule

In writing the comma may be omitted when there is no possibility of confusion or when the comma is not needed to make reading easier.

#### For example:

- The next night my father returned and the work started.
- Either the answer was true or it was false.

#### After Introductory Elements

1. Use a comma after introductory elements such as adverb clauses, long phrases, transitional expressions, interjections, and an introductory yes and no.

#### Adverb clause, Main clause.

##### For example:

- (a) Introductory adverb clause
- While writing his novel, James recognized and faced his solitude.
  - When Americans are not, they feel guilty.
- (b) Long introductory phrases
- Within this world of illusion, a few real men exist.
  - Before leaving, the soldiers demolished the fort.
- (c) Introductory transitional expressions, interjections, and yes or no
- Well, move the ball or move the body.
  - In fact, she is not sincere.
  - Yes, every vote counts.

#### Between Items in a Series

1. Use commas to separate items in a series.

- (a) Words, phrases, and clauses in a series
- A miner's life is a long list of wanderings, searchings, booms, and blow-outs.
  - He's as steady as a weather vane-liberal today, conservative tomorrow, reactionary next week.
  - Go to your favorite drug store tomorrow, buy yourself a bottle of the energy booster in the new economy size, shake well before use, and live luxuriously ever afterward.

#### With Parenthetical and Miscellaneous Elements

2. Use comma to set off nonrestrictive clauses and phrases and other parenthetical and miscellaneous elements. For example:

#### (a) Non-restrictive/Non-essential clauses and phrases

Non-restrictive/Non-essential clauses and phrases are not essential to the meaning of the main clause and may be omitted.

- Solar energy, which is environmentally benign, has serious disadvantages.
- Huge crane, delicate as a dinosaur's head, moved over the street.
- Tanveer got up, groaning and growling, and limped off.
- Fun, a rare jewel, is hard to find.
- His phrases dribbled off, but not his memories.
- Finally, banks devise means of protecting money.

**(b) Restrictive/Essential clauses and phrases**

Restrictive/Essential clauses and phrases follow and limit the words they modify. They are essential to the meaning of the main clause and are not set off by commas.

- We punish those **who hurt us** by making them feel guilty.
- The two things most **universally desired** are power and admiration.

(1) To set off a word or a word group with commas, use two commas; before and after it, unless the element is placed at the beginning or at the end of the sentence.

- Darwin's Origin of Species, as Robert Ardrey points out, explains everything except the origin of species.
- Socially, death is considered a taboo.
- Just take a look around the college, the place where many come to seek knowledge.

**With Direct Speech**

1. Set off expressions like **he said, he asked, I replied, and we shouted** commas.

For example:

- He said, "My opinion is really different." • "My opinion," he said, "is really different."
- "My opinion is really different," he said.

**Notice:** How the use of comma as the place of 'he said' changes

**Don'ts****Superfluous Comma**

1. Do not use a comma to separate the subject from its verb or the verb from its object. For example:

Not Even people with unlisted telephone numbers, receive crank calls.

But Even people with unlisted telephone numbers receive crank calls.

Not The man said, that the old tires were guaranteed.

But The man said, that the old tires were guaranteed.

2. Do not use a comma before the first item or after the last item of a series

Not Field trips were required in a few courses, such as, botany, geology, and sociology.

But Field trips were required in a few courses, such as botany, geology, and sociology.

Not The company hires talented, smart, ambitious, youngsters.

But The company hires talented, smart, ambitious youngsters.

**THE SEMICOLON :**

Semicolon is a stronger mark of punctuation than comma. If you can distinguish between main and subordinate clauses you should have little trouble using the semicolon. The following rules cover the usual practices of English writers.

**Do's****Between Main Clause**

1. Use a semicolon in place of a period between two clauses not linked by **for, and, nor, but, or, yet, so**.

Main clause; Main clause.

For example:

- Call me tomorrow; I will give you my answer then.
- No person is born arrogant; arrogance must be taught.

**Exception to rule:**

A semicolon may (instead of a comma) precede **and, but, or, nor, so, for, and yet** when a main clause has one or more internal commas

Or

When the writer wishes to make a sharp division of the two clauses.

For example:

- I was, if anything, distinguished; and I was puzzled.
- When I finish here, I will be glad to help you; and that is a promise I will keep.

- If she can, she will attempt that feat; and if her husband is able, he will be there to see her.
  - Food is obviously necessary for survival; so you might pay more for it than you would for almost anything else.
2. Use a semicolon before introductory words such as **namely, however, therefore, that is, i.e., for example, e.g., or for instance** when they introduce a main clause. It is also preferable to use a comma after the introductory word.

Main clause; {introductory word} (,) Main clause.

For example:

- He was confused; **that's why**, he couldn't decide.
  - He didn't want to go; **however**, his responsibilities had a different call.
3. Use the semicolon to separate a series of items which themselves contain commas.

For example:

- You will want to bring many backpacking items; for example, sleeping bags, pans, and warm clothing will make the trip better.
- As we discussed, you will bring two items; i.e., a sleeping bag and a tent are not optional.

**Don'ts**

1. Do not use a semicolon between parts of unequal grammatical rank, such as a clause and phrases or a main clause and a subordinate.

For example:

Not We took a detour; the reason being that the bridge was under construction.

But We took a detour, the reason being that the bridge was under construction.

Not If this report is true; we should act now.

But If this report is true, we should act now.

Not We heard about the final decision; which really surprised us.

But We heard about the final decision, which really surprised us.

**THE COLON :****Do's****To Introduce and to Separate**

1. Use a colon to introduce summaries, explanations, series, appositives ending sentences, long or formal quotations, and statements introduced by **the following**. For example:

**SUMMARY**

- The essence of his warning was this: obey the law or lose the funds.

**EXPLANATION**

- Old Order Amish teaching requires separation from the world: members are forbidden to go to war, to hold public office, and to use modern appliances.

**SERIES**

- The winners could choose one of three prizes: a new car, a trip to Europe, or a lifetime supply of canned crab.

**FINAL APPOSITIVE**

- A good career has one essential quality: challenge.

**LONG OR FORMAL QUOTATIONS**

- The senator issued this statement: "I repudiate those who question my honesty, and I call on my constituents to do the same."

**STATEMENT INTRODUCED BY THE FOLLOWING OR AS FOLLOWS**

- The winners were as follows: Ahmad Arif, Kashif, and Anwar.

2. Use a colon to separate two main clauses or sentences when the second explains or amplifies the first. For example:

- The Americans conceive of fishing as more than a sport: it is his personal contest against nature.
- The sorrow was laced with violence: In the first week of demolition, vandals struck every night.

3. Use a colon to separate subtitles and titles, the subdivision of time, and the parts scriptural writing. For example:

**TITLE AND SUBTITLE**

Poetry: Sound and Image

**TIME**

At 2:15 A.M. the phone rang.

**SCRIPTURAL CITATION** To Him is due the primal origin of the heavens and the earth: When He decreeth a thing, He saith to it: "Be," and it is. [Qur'an 2:117]

**Don'ts****1. Do not use superfluous colons.**

(a) Do not put a colon between a verb and its object or complement. For example:

**Not** The subjects of the painting were: a cow, a bear, and a zebra.

**But** The subjects of the painting were a cow, a bear, and a zebra.

(b) Between a preposition and its object. For example:

**Not** These handicapped people can repair almost anything, such as: old lawnmowers, broken clocks, frayed wires, cracked vases.

**But** These handicapped people can repair almost anything, such as old lawnmowers, broken clocks, frayed wires, cracked vases.

**Or**

These handicapped people can repair almost anything: old lawnmowers, broken clocks, frayed wires, cracked vases.

(c) When a formal introduction (such as the following or as follows) is lacking.

**Not** The six survivors were as: one man, two women, and three children.

**But** The six survivors were as follows: one man, two women, and three children.

**Or**

There were six survivors: one man, two women, and three children.

**Or**

The six survivors were one man, two women, and three children.

**THE QUOTATION MARKS " "****Do's**

1. Use quotation marks around direct quotations from another writer or speaker. If you use someone's exact words, enclose them in quotation marks.

- Anwar al-Sadat reflected the Arab concept of community when he said, "A man's village is his peace of mind."

2. Use single quotation marks around a quotation inside another quotation.

- "My favorite advice from Socrates, 'Know thyself and fear all women,'" said Dr. Blat, "has been getting me in trouble lately."

- "Graham said 'No way!' each time the coach asked him to go into the game," the reporter wrote.

3. In dialogue, use quotation marks around a speaker's words, and mark each change of speaker with a new paragraph.

- Raayan gazed at Ellen and sighed, "What extraordinary beauty."

"They are lovely," she replied, staring at the roses, "aren't they?"

4. Use quotation marks around the titles of a speech, an article in a newspaper or magazine, a short story, a poem shorter than book length, a chapter in a book, a song, and an episode of a television or radio program.

- The article "The National Dilemma" praises the parliament.
- "Anecdote of the Jar" is a poem by Wallace Stevens.

5. Sometimes words used in special meaning or sense are enclosed in quotation marks.

- Such "prophecy" is intelligent guessing.
- His "castle" was in reality a cozy little rattrap.

**Other Punctuation Marks Inside Quotation Marks**

1. Put commas and periods inside quotation marks. A comma or a period always comes before quotation marks, even if it is not part of the quotation.

- We pleaded, "Keep off the grass," in hope of preserving the lawn.

**WAK ETB ENGLISH**

2. Put semicolons and colons outside the quotation marks.

- We said, "Keep off the grass"; they still tromped onward.
- The label said "for relief of itching"; therefore, I bought a bottle.

3. Put other punctuation inside or outside the quotation marks depending on its function in the sentence.

- Did I hear you say, "No"?
- She hollered, "Fire!"
- Did I hear you ask, "Why?"
- Who hollered "Fire"?

**Don'ts**

1. Do not enclose an indirect quotation in quotation marks. Do name your source and accurately present what it said. For example:

- Anwar al-Sadat asserted that a community provides a sense of well-being. (Quotation marks are not required)

**INADVISABLE****REVISED****INADVISABLE****REVISED**

By the time I finished all my chores, my "day off" was over.

By the time I finished all my chores, my day off was over.

Liza looked like a born "loser".

Liza looked like a born loser.

**THE APOSTROPHE '**

1. Add -'s to make a singular noun possessive. For example:

- Lara's idea
- a week's work

- The plumber's wrench left grease stains on Harry's shirt.

(a) Add -'s or only -'s to a singular noun ending with s. For example:

- Keats's poetry
- Keats' poetry
- A waitress's tip or A waitress' tip

- Chips's roommate enjoys reading Henry James's novels.

2. To make a plural noun ending in -s possessive, add an apostrophe. For example:

- Boys' shoes
- Two dollars' worth
- Babies' toes

- A stockbrokers' meeting combines foxes' craftiness with the noisy chaos of a boys' locker room.

3. To make a plural noun not ending in -s possessive, add -'s. For example:

- What effect has the women's movement had on children's literature?

4. To show joint possession by two people or groups, add an apostrophe or -'s to the second noun of the pair. For example:

- I left my mother and father's home with friends and neighbors' good wishes.

(a) If the two members of a noun pair possess a set of things individually, add an apostrophe or -'s to each noun. For example:

- Men's and women's marathon records are improving steadily.

5. To make a compound noun possessive, add an apostrophe or -'s to the last word in the compound. For example:

- The commander in chief's duties will end on July 1.
- Eisha does not approve of her son-in-law's profession.

6. To make an indefinite pronoun possessive, add -'s. For example:

- What caused the accident is anybody's guess; it appears to be no one's fault.

7. Use an apostrophe to indicate an omission in a contraction. For example:

- They're too sophisticated for me.
- Pat didn't finish her assignment.

- Pakistanis grow up admiring the Spirit of '65.

- It's nearly eight o'clock.

8. Use an apostrophe to form the plural of lower case letters or words referred to as words. For example:

- LETTER** How many n's are there in Cincinnati?

- WORD** Try replacing all the should's in that list with could's.

9. No apostrophes are needed for plural numbers and most abbreviations unless there is confusion. For example:

- DECADE                      The 1980s differed greatly from the 1970s.
- NUMBER                     Cut out two 3s to sew on Larry's shirt.
- ABBREVIATION             Over half of the Ph.D.'s were still looking for jobs.

**The Dash**

A dash is used:

1. Before a word or word group which indicates a summation or reversal of what preceded it.
  - *Patience, sensitivity, understanding, empathy, — these are the marks of a friend.*
  - *To lose weight, set yourself realistic goals, do not eat between meals, eat only in the kitchen or dining room, avoid restaurants — and then go out and binge.*

**NOTE:** The material following the dash usually directs the attention of the reader to the content preceding it.

2. Before and after abrupt material of a parenthetical nature.
  - He was not pleased with — in fact, he was completely hostile to — the take-over

**The Hyphen**

The hyphen is used with a compound modifier that precedes the noun.

- *There was a sit-in demonstration at the office.*                      BUT: We will sit in the auditorium.
- *I purchased a four-cylinder car.*                                        BUT: I purchased a car with four cylinders.

The hyphen also is used with fractions that serve as adjectives or adverbs.

- The optimist feels that his glass is one-half full; the pessimist feels that his glass is one-half empty.

**THE ELLIPSIS MARK ...**

1. Use ellipsis mark to indicate omissions within quotations. For example:

**Original** "Riley's works must be read aloud for the reader to get the fullest possible enjoyment."

**With Ellipsis** "Riley's works must be read aloud for ... the fullest possible enjoyment."

2. Use ellipsis mark to indicate a pensive or thought-filled pause, deliberate hesitation, or an intentionally unfinished (interruption) statement.

For example:

- Love, like other emotions, has causes ... and consequences.
- It's a bird ... it's a plane ... well, it's the penguin, a 68-pound flying machine fueled only by the sun.
- "It's well for you ..." began Lucille. She bit the remark off. [Deliberately unfinished]

**CAPITALIZATION**

You must capitalize proper nouns on geography. Do not capitalize small words like *be* and *of*.

1. Capitalize cities, states, countries, and continents.  

Karachi	Tehran	Istanbul	Toronto
Pakistan	Morocco	Egypt	Canada
Asia	Australia	Europe South	America
2. Capitalize bodies of water and geographical features:  
*the Indus                      the Gulf of Bengal                      the Salt Range*
3. Capitalize the names of areas. Do not capitalize directions:  
*the Middle East                      Central Asia                      the Southwest*  
*We travelled south along the coast, then east.*
4. Capitalize streets and highways:  
*the Mall                      Queen's Road                      Lawrence Road*
5. Capitalize buildings, bridges, and mountains:  
*Fort Rohtas                      World Trade Centre                      K-2*
6. Capitalize proper adjectives:  
*Persian                      Spanish                      Shakespearean                      Jewish*

**Other Proper Nouns** that you should capitalize include titles, names of organizations, historical events and periods, certain dates, and certain subjects. Do not capitalize titles if they are used alone as common nouns.

- *Captain Ahad* BUT *The team was lead by a captain.*
- *Dr. Sheharyar* BUT *The doctor will see you now.*

**Capitalize organizations, institutions, and businesses:**  
*Government College*  
*the National Assembly*  
*National Accountability Bureau*  
*Pakistan Television Corporation*  
*Warid Telecom*

**Capitalize languages and specific school subjects followed by a school subjects.** Do not capitalize general number.

- *English*                      *Biology 1*                      *Algebra 2*
- *social studies*                      *science*                      *math*                      *biology*

**Capitalize historical events, periods of time, and documents.**

- *Pakistan Resolution*                      *Age of Reason*                      *Boston Tea Party*

**Capitalize days, months, and holidays, but not seasons.**

- *Monday*                      *November*                      *fourth of July*
- *spring*                      *autumn*                      *winter*

**PUNCTUATION & CAPITALIZATION REVIEW EXERCISE 1**

Choose the correct sentence.

1. A. Joey ate all of his peas but he refused to eat his lima beans.  
 B. Joey ate all of his peas, but he refused to eat his lima beans.
2. A. Edgar Allen Poe, the father of the short story, is buried in Baltimore.  
 B. Edgar Allen Poe the father of the short story is buried in Baltimore.
3. A. Since the expansion of the Internet research has become much less tedious.  
 B. Since the expansion of the Internet, research has become much less tedious.
4. A. To maintain excellent grades in your classes, is an accomplishment.  
 B. To maintain excellent grades in your classes is an accomplishment.
5. A. Handguns, knives, and other weapons are turning up in locker checks.  
 B. Handguns, knives, and, other weapons are turning up in locker checks.
6. A. On February 5, 1990 Mount St. Helens had another eruption, this one smaller than the eruption 10 years ago.  
 B. On February 5, 1990, Mount St. Helens had another eruption, this one smaller than the eruption 10 years ago.
7. A. Every year an earthquake of magnitude between 8.0 and 8.9 on the Richter scale, will be experienced somewhere in the world.  
 B. Every year an earthquake of magnitude between 8.0 and 8.9 on the Richter scale will be experienced somewhere in the world.
8. A. The score was tied the game went into overtime.  
 B. The score was tied; the game went into overtime.
9. A. "Jeff said 'Okay' when asked him," Paul remarked.  
 B. Jeff said Okay when I asked him, Paul remarked.
10. A. "Asia," Benazir wrote, "will remain a puzzle eternally."  
 B. Asia, Benazir wrote, will remain a puzzle eternally.

PUNCTUATION & CAPITALIZATION REVIEW EXERCISE 2

Choose the correct sentence.

- A. The tallest mountains on land are the Himalayas.  
B. The tallest mountains on land, are the himalayas.
- A. The Atlantic Oocean is half the size of the Pacific Ocean.  
B. The atlantic ocean is half the size of the Pacific Ocean.
- A. Every fall and spring, the museum has a special exhibit.  
B. Every fall and spring, the Museum has a Special Exhibit.
- A. All the M.N.A.s on the committee, belong to the ruling party.  
B. All the M.N.A.'s on the committee belong to the ruling party.
- A. Because he is such an industrious student, he has many friends.  
B. Because he is such an industrious student, he has many friends
- A. The students were required to pass the following tests; English, science, math and social studies.  
B. The students were required to pass the following tests: English, science, math, and social studies.
- A. Don't open the door; the floor is still wet.  
B. Don't open the door, the floor is still wet.
- A. The telephone rang several times, as a result his sleep was interrupted!  
B. The telephone rang several times. As a result, his sleep was interrupted
- A. He ordered a set of books, several records, and a film.  
B. He ordered a set of books: several records and a film.
- A. "I think the party is great," Alisha said.  
B. "I think the party is great", Alisha said.

ANSWER KEY

PUNCTUATION & CAPITALIZATION REVIEW EXERCISE 1									
1	B	2	A	3	B	4	B	5	A
6	B	7	B	8	B	9	A	10	A

PUNCTUATION & CAPITALIZATION REVIEW EXERCISE 2									
1	A	2	A	3	B	4	B	5	B
6	B	7	A	8	B	9	A	10	B

CONTRACTIONS

Won't is the contraction of:	A	B	C	D
Which contraction is correct?	Will not	Would not	Were not	Why not
	He'sn't	Hesn't	He isn't	He is not

Contractions, which are sometimes called 'short forms', commonly combine a pronoun or noun and a verb, or a verb and not, in a shorter form. Contractions are usually not appropriate in formal writing.

We make contractions with auxiliary verbs, and also with be and have when they are not auxiliary verbs.

RULE: When we make a contraction, we commonly put an apostrophe in place of a missing letter.

The following are the most common contractions:

Contractions with I, you, he, she, it, we, and they

- 'm = am (I'm)
- 's = is and has (he's, she's, it's)
- 'll = will (I'll, you'll, he'll, she'll, it'll, we'll, they'll)
- 'd = had and would (I'd, you'd, he'd, she'd, it'd, we'd, they'd)

Contractions with auxiliary verb and not

The contraction for not is n't:

- aren't = are not (we aren't, you aren't)
- can't = cannot
- couldn't = could not
- didn't = did not (I didn't, they didn't)
- hasn't = has not
- haven't = have not
- isn't = is not (she isn't, it isn't)

- 're = are (you're, we're, they're)
- 've = have ('ve, you've, we've, they've)

- mustn't = must not
- shan't = shall not
- shouldn't = should not
- wasn't = was not
- weren't = were not
- won't = will not
- wouldn't = would not

We use contractions with be + negative in two ways:

- She is not is contracted to **she isn't** or **she's not**.
- I am not is only contracted to **I'm not**. Not: **I'm n't** or **I am n't**.
- They are not is contracted to **they aren't** or **they're not**.
- The isn't / aren't contractions are more common after nouns.
- The 's / 're not contractions are more common after pronouns:
  - (i) The cakes **aren't** ready yet.
  - (ii) **She's not** a friend of mine.

Other contractions

Contractions can occur after nouns, names, here, there and now and question words. These contractions are not considered appropriate in formal writing:

- My sister's got married. = My sister has got married.
- John'll be very happy. = John will be very happy.
- Here's the coffee. = Here is the coffee.
- There's your watch. = There is your watch.
- Now's your chance. = Now is your chance.
- Where's the milk? = Where is the milk?
- What's happened? = What has happened?

1. We don't use more than one contraction; especially with to be forms:

- OK: He's not free.
- Not: He'sn't free.

2. We don't use affirmative contractions at the end of clauses:

- A: I think we're lost.
- B: I think we are. (OK)
- I think we're (Not)

However, we do use negative contractions at the end of clauses and we do commonly use contractions in tag questions.

- A: You've contacted Jasmine, haven't you? (Negative contraction)  
 B: No, I haven't. (Negative contraction)

3. In question forms, **am not** is contracted to **aren't**:  
 OK: I'm getting a pay rise, aren't I?  
 Not: I'm getting a pay rise, amn't I?

4. We **don't** contract nouns or pronouns with main verb.  
 Not: He's seven cars in his garage. (has is the main verb)  
 OK: He has seven cars in his garage.

STANDARD CONTRACTIONS IN ENGLISH

aren't	are not
can't	cannot
couldn't	could not
could've	could have
didn't	did not
doesn't	does not
don't	do not
e'er	ever
hadn't	had not
hasn't	has not
haven't	have not
he'd	he had; he would
he'll	he will; he shall
he's	he is; he has
I'd	I had; I would
I'll	I will; I shall
I'm	I am
I've	I have
isn't	is not
it'd	it would
it'll	it shall; it will
it's	it is; it has
let's	let us
ma'am	madam
mightn't	might not
might've	might have
mustn't	must not
must've	must have
needn't	need not
ne'er	never
o'er	over
oughtn't	ought not
shan't	shall not
she'd	she had; she would
she'll	she will; she shall
she's	she is; she has

shouldn't	should not
should've	should have
that'd	that would
that's	that is; that has
there'd	there had; there would
there'll	there shall; there will
there's	there is; there has
they'd	they had; they would
they'll	they will; they shall
they're	they are
they've	they have
'twas	it was
wasn't	was not
we'd	we had; we would
we'll	we will
we're	we are
we've	we have
weren't	were not
what'll	what will; what shall
what're	what are
what's	what is; what has; what does
what've	what have
where'd	where did
where's	where is; where has
who'd	who had; who would
who'll	who will; who shall
who's	who is; who has
who've	who have
why'd	why did
won't	will not
wouldn't	would not
would've	would have
you'd	you had; you would
you'll	you will; you shall
you're	you are
you've	you have

CONTRACTION - REVIEW EXERCISE

MIGHT NOT HAVE

- A. MIGHTN'T H'VE B. MIGHT'NT VE

I WOULD HAVE

- A. I 'LD'VE B. I'D'HVE

Which word is not contracted?

- A. VERB 'HAVE' B. VERB 'TO BE'

In which option the use of contraction is incorrect?

- A. Aren't i clever?  
 C. I aren't joking.

Which of the following contractions is correct?

- A. Your Not Wrong.  
 C. You're your own enemy.

Which of the following contractions is incorrect?

- A. Don't you want to get paid?  
 C. Can't you see, i'm busy?

Which part of speech is not contracted with verbs?

- A. ADJECTIVE B. PRONOUN

Which of the following contractions is incorrect?

- A. NINE O' CLOCK B. SHE'SN'I

Now's your chance. The underlined words are the contraction of?

- A. NOW HAS B. NOW IS

Which one is the standard contraction?

- A. We mus'n't delay.  
 C. We mustn't delay.

Which one is the standard contraction?

- A. He'sn't free. B. He's not free.

A. He's a brand new watch.  
 B. He has a brand new watch.  
 C. He've seven cars in his garage.  
 D. He'd seven cars in his garage

13. A. "Would you help me if you could?" "Of course I'd."  
 B. "Would you help me if you could?" "Of course I would."  
 C. "Would you help me if you could?" "Of course I had."  
 D. "Would you help me if you could?" "Of course I'll."

14. Shan't

- A. SHOULD NOT B. SHALL NOT. C. SHE IS NOT D. SHE HAS NOT

15. Which of the following contractions is incorrect?

- A. WE'RE B. WEV'E C. 'T WAS D. WE'LL

ANSWER KEY

Contraction - Review Exercise									
1	D	2	C	3	D	4	C	5	C
6	C	7	A	8	B	9	B	10	C
11	B	12	B	13	A	14	B	15	B

**SPELLINGS**

A	B	C	D
ACHEIVE	ACHIEVE	ACHEEVE	ACHIVE
CONSCIOUS	CONCIOUS	CONSIOUS	CONSCEOUS

Vowels are: a e i o u  
 Consonants are: b c d f g h j k l m n p q r s t v w x y z  
 A suffix is a group of letters added to the end of a word: beauty, beautiful (ful is the suffix.)

**Doubling the consonant**

- A. Words of one syllable having one vowel and ending in a single consonant double the consonant before a suffix beginning with a vowel:  
 hit + ing = **hitting** but keep, keeping (two vowels)  
 knit + ed = **knitted** help, helped (two consonants)  
 run + er = **runner** love, lover (ending in a vowel)  
 qu here is considered as one consonant:  
 quit, quitting

When the final consonant is w, x or y it does not double:

row + ed = rowed box + ing = boxing

- B. Two- or three-syllable words ending in a single consonant following a single vowel double the final consonant when the stress falls on the last syllable. (The stressed syllable is in bold type.)

acquit + ed = **acquitted** but murmur + ed = **murmured**  
 begin + er = **beginner** answer + er = **answerer**  
 deter + ed = **deterred** orbit + ing = **orbiting**  
 recur + ing = **recurring** focus + ed = **focused**

- C. The final consonant of handicap, kidnap, worship is also doubled:

handicap, **handicapped** worship, **worshipped** kidnap, **kidnapped**

- D. Words ending in L following a single vowel or two vowels pronounced separately usually double the L:

appal, **appalled** duel, **duellist** repel, **repellent** cruel, **cruelly**  
 model, **modelling** quarrel, **quarrelling** dial, **dialled** refuel, **refuelled**  
 signal, **signalled** distil, **distiller**

**Omission of a final e**

- A. Words ending in e following a consonant drop the e before a suffix beginning with a vowel:

believe + er = **believer** love + ing = **loving** move + able = **movable**

- B. A final e is retained before a suffix beginning with a consonant:

engage, **engagement** fortunate, **fortunately** hope, **hopeful**  
 immediate, **immediately** sincere, **sincerely**

But the e with able/fible is dropped in the adverb form:

comfortable, **comfortably** incredible, **incredibly**

The final e is also dropped in the following words:

argue, **argument** due, **duly** Judge, **judgement** or **judgment**  
 true, **truly** whole, **wholly** (notice the double L here)

- C. Words ending in ee do not drop an e before a suffix:

agree, **agreed**, **agreeing**, **agreement** foresee, **foreseeing**, **foreseeable**

**Words ending in ce and ge**

- A. Words ending in ce or ge retain the e before a suffix beginning with a, o or u:

courage, **courageous** peace, **peaceful** manage, **manageable**  
 replace, **replaceable** outrage, **outrageous** trace, **traceable**

This is done to avoid changes in pronunciation, because c and g are generally pronounced soft before e and i, but hard before a, o or u.

- B. Words ending in ce change the e to i before ous:

grace, **gracious** space, **spacious** malice, **malicious** vice, **vicious**

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The suffix ful  
 When full is added to a word the second L is dropped:  
 beauty + full = **beautiful** (but note adverb form beautifully)  
 use + full = **useful** (but note adverb form usefully)  
 If the word to which the suffix is added ends in ll the second L is dropped here also:  
 skill + full = **skilful**.  
 Note: full + fill = **fulfil**.

Words ending in y  
 Words ending in y following a consonant change the y to i before any suffix except ing:  
 carry + ed = **carried** but carry + ing = **carrying**  
 happy + ly = **happily** hurry + ing = **hurrying**  
 sunny + er = **sunnier** y following a vowel does not change:  
 obey + ed = **obeyed** play + er = **player**

ie and ei  
 The normal rule is that i comes before e except after c:  
 believe sieve but deceive receipt  
 There are however the following exceptions:  
 beige feint heir reign their  
 counterfeit foreign inveigh rein veil  
 deign forfeit inveigle seize vein  
 either freight leisure sleight weigh  
 eight heifer neigh weight height  
 neighbor weir feign heinous neither  
 surfeit weird

Hyphens  
 Compound words are formed by linking two or more words to make one unit. We can write the compound:  
 (a) as one word: **bystander, hairdresser, teacup**  
 (b) as two or more words: **amusement arcade, post office**  
 (c) with a hyphen: **launching-pad, lay-by, tooth-brush**

It is impossible in most cases to give a firm rule on when a hyphen should be used. When a compound has become familiar through constant use, the hyphen can be omitted:  
**layby, toothbrush.**

If the compound is formed of monosyllables, it is more likely to be written as one word. In cases of doubt it is better to omit hyphens or consult a modern dictionary.

Hyphens are necessary:

- (a) when pronunciation or meaning might be unclear without them:  
 co-operate re-cover (= cover again)  
 (b) when words form a compound in a particular sentence:  
 a do-it-yourself shop a go-as-you-please railway ticket  
 (c) in adjective phrases dealing with age, size, weight and duration of time:  
 a five-year-old child a ten-ton vehicle a six-foot wall  
 a five-minute interval

Note: that the compound is not in the plural form: no s. Adverb/participle compounds used as adjectives are commonly hyphenated, especially when there is a danger of misunderstanding:

**low-flying aircraft** **quick-dissolving sugar**

Hyphens are used in a temporary way to divide a word at the end of a line. The division must be made at a natural break in the word, i.e. between syllables;

**dis-couraged** **look-ing** **inter-val**

A monosyllable should not be divided.

## SOME IMPORTANT SPELLINGS

CORRECT SPELLING	SPELLING ADVICE	COMMON MISSPELLING
1. ACCOMMODATE ACCOMMODATION	two cs, two ms	accomodate, accomodation
2. ACHIEVE	i before e	acheive
3. ACROSS	one c	accross
4. AGGRESSIVE AGGRESSION	two gs	agressive, agression
5. APPARENTLY	-ent not -ant	apparrantly
6. APPEARANCE	ends with -ance	appearence
7. ARGUMENT	no e after the u	arguement
8. ASSASSINATION	two double s's	assasination
9. BASICALLY	ends with -ally	basicly
10. BEGINNING	double n before the -ing	begining
11. BELIEVE	i before e	beive, belive
12. BIZARRE	one z, double -r	bizzare
13. BUSINESS	begins with busi-	buisness
14. CALENDAR	-ar not -er	calender
15. CARIBBEAN	one r, two bs	Caribbean
16. CEMETERY	ends with -ery	cemetary
17. CHAUFFEUR	ends with -eur	chauffer
18. COLLEAGUE	-ea- in the middle	collegue
19. COMING	one m	comming
20. COMMITTEE	double m, double t, double e	commitee
21. COMPLETELY	ends with -ely	completly
22. CONSCIOUS	-sc- in the middle	concius
23. CURIOSITY	-os- in the middle	curiosity
24. DEFINITELY	-ite- not -ate-	definatly
25. DILEMMA	-mm- not -mn-	dilemna
26. DISAPPEAR	one s, two ps	dissappear
27. DISAPPOINT	one s, two ps	dissappoint
28. ECSTASY	ends with -sy	ecstasy
29. EMBARRASS	two rs, two s's	embarass
30. ENVIRONMENT	n before the m	enviroment
31. EXISTENCE	ends with -ence	existance

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32. FAHRENHEIT	begins with Fahr-	
33. FAMILIAR	ends with -iar	Farenheit
34. FINALLY	two ls	familiar
35. FLUORESCENT	begins with fluor-	finaly
36. FOREIGN	e before i	florescent
37. FORESEEABLE	begins with fore-	foriegn
38. FORTY	begins with for-	forseeable
39. FORWARD	begins with for-	fourty
40. FRIEND	i before e	foward
41. FURTHER	begins with fur-	freind
42. GIST	begins with g-	futher
43. GLAMOROUS	-mor- in the middle	jist
44. GOVERNMENT	n before the m	glamorous
45. GUARD	begins with gua-	government
46. HAPPENED	ends with -ened	guard
47. HARASS HARASSMENT	one r, two s's	happend
48. HONORARY	-nor- in the middle	harrass, harrassment
49. HUMOROUS	-mor- in the middle	honourary
50. IDIOSYNCRASY	ends with -asy	humorous
51. IMMEDIATELY	ends with -ely	idiosyncrasy
52. INCIDENTALLY	ends with -ally	immediatly
53. INDEPENDENT	ends with -ent	incindently
54. INTERRUPT	two rs	independant
55. IRRESISTIBLE	ends with -ible	interupt
56. KNOWLEDGE	remember the d	irresistable
57. LIAISE, LIAISON	remember the second i: liais-	knowlege
58. LOLLIPOP	i in the middle	liase, liason
59. MILLENNIUM MILLENNIA	double l, double n	lollypop
60. NEANDERTHAL	ends with -thal	millenium, millenia
61. NECESSARY	one c, two s's	Neandertal
62. NOTICEABLE	remember the middle e	necessary
63. OCCASION	two cs, one s	noticable
		ocassion, occassion

64. OCCURRED, OCCURRING	two cs, two rs	occured, occuring
65. OCCURRENCE	two cs, two rs, -ence not -ance	occurance, occurence
66. PAVILION	one l	pavillion
67. PERSISTENT	ends with -ent	persistant
68. PHARAOH	ends with -aoh	pharoah
69. PIECE	i before e	peice
70. POLITICIAN	ends with -cian	politican
71. PORTUGUESE	ends with -guese	Portugese
72. POSSESSION	two s's in the middle and two at the end	posession
73. PREFERRED PREFERRING	two rs	prefered, preferring
74. PROPAGANDA	begins with propa-	propoganda
75. PUBLICLY	ends with -cly	publically
76. REALLY	two ls	realy
77. RECEIVE	e before i	recieve
78. REFERRED REFERRING	two rs	refered, refering
79. RELIGIOUS	ends with -gious	religous
80. REMEMBER	-mem- in the middle	rember, remeber
81. RESISTANCE	ends with -ance	resistence
82. SENSE	ends with -se	sence
83. SEPARATE	-par- in the middle	seperate
84. SIEGE	i before e	seige
85. SUCCESSFUL	two cs, two s's	succesful
86. SUPERSEDE	ends with -sede	supercede
87. SURPRISE	begins with sur-	suprise
88. TATTOO	two ts, two os	tatoo
89. TENDENCY	ends with -ency	tendancy
90. THEREFORE	ends with -fore	therefor
91. THRESHOLD	one h in the middle	threshold
92. TOMORROW	one m, two rs	tommorow, tommorrow
93. TONGUE	begins with ton-, ends with -gue	tounge
94. TRULY	no e	truely

95. UNFORESEEN	remember the e after the r	
96. UNFORTUNATELY	ends with -ely	unforseen
97. UNTIL	one l at the end	unfortunatly
98. WEIRD	e before i	untill
99. WHEREVER	one e in the middle	wierd
100. WHICH	begins with wh-	whereever wich

## SECTION 2 : VOCABULARY &amp; COMPREHENSION

In this section, you will find the preparation and practice material as per the following recommendations and requirements of PMC for NMDCAT test:

Objective	Benchmark	Contents
1. Comprehend key vocabulary	Use one or more of the following strategies to determine meaning of key vocabulary: 1.1 contextual clues and illustrations 1.2 background or prior knowledge 1.3 morphology, syntax, phonics, knowledge of word relationships 1.4 knowledge of synonyms, antonyms, homophones	High and low frequency words from the course book or to be selected from similar contexts. The contexts the HSSC and CIE students may be familiar with.
6. Demonstrate ability to comprehend short written text and select the most appropriate responses	6.1 comprehend simple, brief passages 6.2 select the most suitable responses to the questions posed (text explicit)	Use the texts prescribed/ used in HSSC or CIE as samples for reading comprehension

## VOCABULARY LEARNING STRATEGIES

- Start with Definition**
  - Definition is the meaning of word given in the dictionary.
  - It's very important to start learning words with the definition.
  - Don't jump straight to synonym or antonym unless you already know the meaning or the context of that word.
  - Definition provides you the basis/foundation or building block for that word. Learning words without definition make them last very briefly in your memory.
  - Sometimes a word has various meaning. In this case, learn the meanings that are most usual but different from each other.
- Make a Sentence**
  - After learning the definition, the most important step to execute it make a sentence of the sentence in your own words.
  - Making a sentence reinforces the memory of sentence by providing in a context of your liking.
  - It is recommended to use the word in sentence related to the area of your liking; movie, drama, sports etc.
  - The sentence doesn't have to be long or difficult. The short, the better; the funnier, the greater.
- Associate the Word**
  - If you are unable to make a sentence to contextualize the word, you can associate the word with a particular person, object, place or situation.
  - The more typical, known or suggestive a person, object, place or a situation is, the more effective it is.
  - Another helpful tip is to assign every word a charge; + for positive words, - for negative words, = for neutral words. Assigning charge is possible for almost every word.
- Develop Mnemonics**
  - Mnemonics are the memory improving techniques. Although associating words is also a kind of developing mnemonics, here by mnemonics, I particularly mean visual or auditory mnemonics.
  - You can remember the words or reinforce their memory by associating them with a picture.
  - Some words can be even pronounced in funny way to remember them. This particular technique is used only on a personal stimulus and will vary with every person. However, if a person has the ability to look at the words from a different context as suggested here, he can memorize them for a long time.
  - If a student is unable to execute this step, he/she can rely on steps mentioned above.
- Pay Attention to Prefixes, Roots and Suffixes**
  - A matchless technique to master vocabulary for any type of test is having sufficient knowledge of prefixes, roots and suffixes.
  - If you learn some Latin and Greek roots, the meanings of many unfamiliar words will be easy to figure out.

## 1. WORD ROOTS

Some of the most common English words are based on roots from Latin and Greek. The list below includes some common Latin and Greek roots, their meanings, and examples of English words containing them.

ROOT	MEANING	ENGLISH WORDS
aster, astr	Star	astronomy, astrology
Audi	to hear	audible, audience
Autos	Self	Automobile; autobiography
Bio	Life	Biology; biography
Cycl	wheel, circle	cycle, recycle, cyclist, bicycle
Dict	Say	predict, dictate, diction, contradiction
Fix	to fasten	fix, suffix, prefix

Geo	Earth	geography, geology
Ject	Throw, hurl	project, reject, inject, object
jur, jus	Law	jury, justice
Man	Hand	manuscript, manoeuvre, manufacture
meter, metr	Measure	Metric, thermometer
Phone	sound, voice	telephone
Phys	Body, nature	physical, physics
Spect	Look	inspect, spectacle, prospect, suspect
Tele	far off	telephone, television, telescope, telepathy
ter, terr	Earth	territory, extra-terrestrial
Tract	pull, draw	abstract, distract, attract, retract
Vac	Empty	Vacant, vacuum, evacuate
Verb	Word	Verbal, verbose
vid, vis	to see	video, vision, television
Vis	See	vision, television, visual, vista

**2. PREFIXES**

Prefixes are standard syllables added to the front of a word to give it a new meaning. For example, when a television show is run again, you use the prefix *re-* and say that the station *reruns* the program. Learning standard prefixes can help you improve vocabulary and spelling just as learning word roots can. Look at each prefix below. Then study the meaning of the prefix.

PREFIX	MEANING	EXAMPLE
re-	Again	reread
Pre-	Before	prepay
under-	below, lesser in degree	underpay
co-	jointly, with, in the same degree	consign
mis-	wrongly, badly, mistakenly, incorrectly	misplace
Dis-	opposite of, deprive of, not	disestablish
fore-	Before	forewarn
Out-	go beyond, more than, better than	outdo
de-	deprive, remove, opposite of	deactivate

**Greek and Latin Prefixes**

Many of the prefixes you see most often come from Greek and Latin. Prefixes help you expand your vocabulary. Here are some common prefixes.

PREFIX	MEANING	EXAMPLE
anti- (Greek)	against, opposite of	Antisocial
ante- (Latin)	before, in front of	Antecedent
Inter- (Latin)	among, between, together	international
Intra- (Latin)	Into, with	Intrastate
Extra- (Latin)	beyond, outside of	extrasensory
semi- (Latin)	Half, partly, occurring twice	Semicircle
Mono- (Greek)	One	monosyllable
uni- (Latin)	One	Unicycle
bi- (Latin)	Two	Bicolour
tri- (Greek)	Three	Triangle
super- (Latin)	above, greater than others of its kind	supermarket
auto- (Greek)	by oneself or itself	autobiography

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**Prefixes Showing Negation**  
Each of the following prefixes has a negative meaning. When one of these is placed before a word, it gives an opposite meaning to that word.

PREFIX	MEANING	EXAMPLE	MEANING
un-	not or the opposite of	unfriendly	not friendly
non-	not	nonviolent	non violent
in-	not	indirect	not direct

**3. SUFFIXES**

A suffix is a letter or group of letters added to the end of a word. Adding a suffix sometimes changes the meaning of a word. Many suffixes form new nouns, from other nouns, verbs, and adjectives. This is also important because the part of speech of the given word or the right choice has to be same.

**Noun Suffixes**  
Read the chart below. Notice the meaning of each suffix and the example of it at the end of a word. Notice that all the words with these suffixes are noun.

Suffix	Meaning	Example
-er	one who or that which	banker
-or	one who or that which	sculptor
-ness	quality, state, or condition of being	kindness
-ment	Condition or result of	enjoyment
-ion	act, state, or result of	reaction
-ance	state, quality, or condition of a thing that	compliance, conveyance
-ence	state, quality, or condition of being	conference
-ist	one who works at, practices, or adheres to	physicist
-hood	state, quality, or condition of being entire group, class, or body of	childhood, neighbourhood
-ship	quality, state, or condition of being	citizenship
-dom	office, rank, or domain of state, or condition of being	kingdom, freedom
-ster	one who is, makes, uses, or belongs to	youngster
-y	Result, quality, or action	victory

**Adjective Suffixes**

Read the following list. Notice how each suffix becomes part of a word that is an adjective.

Suffix	Meaning	Adjectives
-ic	like or pertaining to	angelic, geometric
-like	resembling or like	homelike, catlike
-ive	tending to	active, creative
-able	able to, capable of (being)	agreeable, detestable
-ible	able to, capable of (being)	forcible, divisible
-ar	relating to or like	molecular, spectacular
-ate	having or like	Collegiate
-en	like, consisting of	golden, wooden
-ly	like, every	sisterly, hourly
-ite	resulting or coming from	Favourite
-ful	full of, marked by	joyful, hopeful
-less	lacking, without	careless, noiseless
-ish	like, suggesting	childish, feverish
-ary	relating to	momentary, customary
-ous	marked by, given to	dangerous, miraculous

-y	showing, suggesting	feathery, wavy
-some	showing, apt to	tiresome, fearsome
-ent	doing, showing, tending to	Dependent, reverent
-ant	doing, showing, tending to	defiant, tolerant

6. Create a Vocabulary Note Book

- In order to keep all the steps organized and recorded, it is highly recommended to create a vocabulary notebook of your own.
- It will help you revise your learnings easily; moreover, writing down your learning is also a potent reinforcement.
- If you have vocabulary list, then you can write on sticky notes and paste it on these lists. You can also highlight, underline or write over the words given in the list for certain purposes; association, mnemonics etc.

7. Learn Synonym and Antonyms

- After learning the word as per the techniques suggested above, you should consult the synonyms and antonyms of a word are given.
- In a thesaurus or a vocabulary list quite a good number of synonyms or antonyms of a word are given.
- You're not supposed to learn all of those by heart, neither can you. Out of these so many words a few are familiar to you; you have read them or you know their meaning. Don't hustle with these; just read them.
- The words you're supposed to memorize as synonyms and antonyms are those that you haven't read before or that seem difficult or unique in that group. 2 to 3 should be enough.
- In your vocabulary note book, you can group similar words (synonyms) or dissimilar words (antonyms) from your vocabulary lists.
- This technique can be employed specially for most frequent or difficult words.
- A sample map is given below.



8. Learning in a Group; the Best Way

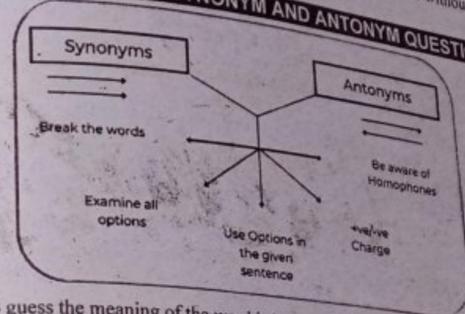
- Managing vocabulary learning with all other subjects during Entry Test Preparation phase is very difficult. The above-mentioned techniques constitute a very good and effective strategy; however, the pressure of all other subjects and the number of words to be prepared can be two crucial hurdles in executing the techniques.
- I. It is highly recommended to learn vocabulary in the groups of 3 to 5 students.
- II. Each student in the group should learn 7- 10 words daily by using all the techniques mentioned above.
- III. Then in group he or she will elaborate all his learning, mentioning the definition, sentence, association, mnemonic, synonyms, antonyms and prefix, suffix or root of that word.
- IV. The other can write down these points.
- V. This activity should take half hour and for learning 10 words you need 10 to 15 minutes. It means almost 45 minutes need to be dedicated to vocabulary on daily basis.
- VI. In this way a group of 3 can learn 21 to 30 words and a group of 5 can learn 35 to 50 words daily. More than 50 words are not recommended at all.
- VII. The words of each student should be different.

9. Revise & Take Test

- Other than improving your expression and communication, we are specifically learning vocabulary to attempt MCQ's on a particular test.

If we don't apply all the learning on a test or don't countercheck our learning through tests, all the effort will be quite devalued. So, do take tests regularly and revise before and after every test or without tests even more regularly. Let's see how to approach the vocabulary MCQ's on a test.

HOW TO APPROACH SYNONYM AND ANTONYM QUESTIONS



- A very good way to guess the meaning of the word is by breaking it into sections. Analyse the word into its prefixes and roots.
- You can tally the part of speech of the given word and the words in the option by using suffix knowledge. The required words have to be in the same part of speech as that of the question word.
- Be careful, sometimes questions will attempt to trick the test taker by including roots in words that belie their true meaning.
- Carefully examine all the options before choosing your answer. Avoid answering instinctively.
- If you are stuck try using the word in the sentence this may help you get a hint about the word.
- In case you are unable to choose between the two given options, it is preferable to choose the word which matches the degree of the word in paragraph/sentence/your own context.
- Keep an eye on confusable words and homophones. These words sound alike but have different meanings, so try to remember the context which you read first.
- Take note of positive and negative words (word charge +, - or =). It is possible to discern every word with a positive, negative, or neutral meaning.
- Eliminate answer choices that have no clear antonym or that are near synonyms to the given word. This technique only works on antonym questions.
- Eliminate the least relevant answers.

Let's see how we can apply these techniques on synonyms and antonyms.

I. SYNONYMS

Choose the best suitable synonym for the given word:

MALIGNED

- A. Motivated      B. Commended      C. Downtrodden      D. Destitute

EXPLANATION:

In the example, we are trying to find the best synonym for the word maligned. So, we should begin by ascertaining its charge. The prefix, "mal" is typically used in negatively charged words. Therefore, the answer will likely have a positive charge. Let's go through the list to see how each word is charged. A) Motivated (+) B) Commended (+) C) downtrodden (-) D) destitute. After labelling each, we are left with two words that are positively charged: beneficent and magnanimous. Even if you don't know the meaning of any answer choices, you have narrowed your choices down to two and are left with a 50% change of answering correctly. This is a quick technique that can be very beneficial when attempting to answer a question with several words that you are unsure about. Now, we can see that Option A doesn't fall in the category of antonym despite its being a positive word; therefore, the best option would be OPTION B.

**CUNNING** A. Manipulative B. Sharp C. Trickery D. Stupid

**EXPLANATION:**

Cunning means a skill that reflects achieving a goal by evasion or deceit. Therefore, the most suitable among the options is "manipulative." Correct Option: A

Choose the best suitable synonym for the highlighted word:

The International Disaster Control has several limitations relating to **infringing** the jurisdiction of the nations.

A. Breaking B. Hampering C. Provoking D. Violating

**EXPLANATION:**

Keeping in mind the theme of the sentence, the word "limitations" gives us a hint. Therefore, the most suitable option is "hampering."

**II. ANTONYMS**

Choose the best suitable antonyms for the given word:

**RESTIVE**

A. Patient B. Rigorous C. Deceptive D. Active

**EXPLANATION:**

The word, restive, is tricky, because it sounds like it has something to do with rest. Therefore, D) active would be the best antonym. However, this is a trick. Restive actually means restless. So, the correct answer is patient, a good antonym for restless. It is beneficial to familiarize yourself with tricky words like restive.

**DISMAL**

A. Upset B. Depressing C. Smiling D. Cheerful

**EXPLANATION:**

Dismal means feeling depressed and dull and the option which seems its opposite is "cheerful." Correct Option: D

Choose the best suitable antonym for the highlighted word:

Due to the recent **fallen** prices of petrol, the common class has to deal with a lot of budget issues.

A. Raised B. Increased C. Slanted D. Upright

**EXPLANATION:**

Looking at the tone and theme of the sentence that gives hints about "budget constraints", the most suitable or opposite word can be "increased." Correct Option: B

**VOCABULARY FROM HSSC LEVEL (BOOK ONE)**

Sl.#	Words	POS	1. BUTTON, BUTTON	
			SYNONYMS	ANTONYMS
1	Abruptly	adv.	quickly, unexpectedly, curtly, suddenly, brusquely, gruffly	
2	Appalled	adj.	shocked, stunned, horrified, aghast, disgusted	Civilly, steadily, graciously, gradually
3	Astounded	adj.	Confused, astonished, dazed, stunned, flabbergasted, dumbfounded	Charmed, overjoyed, pleased
4	Contemptuous	adj.	Showing and feeling contempt, scornful, disrespectful, supercilious, derisive	Incurious, casual, nonchalant
5	Counter	verb	give an opposing answer, refute, oppose, contradict, defy	Appreciating, esteeming, venerating
6	Curious	adj.	eager to know, inquisitive, interested, probing, prying	Comply, agree, encourage
7	Disgusted	adj.	sickened, appalled, offended, nauseated	Indifferent, unconcerned, disinterested
8	Dismay	noun	fear, worry, or sadness, disappointment, consternation, apprehension	Appreciate, esteemed, prized, pleasant, delightful
9	Eccentric	adj.	queer, odd, out-of-the-ordinary, abnormal, peculiar, bizarre	Ease, luxury, relief, consolation
10	Embarrass	verb	make self-conscious, ashamed, etc., discomfort, disconcert, mortify	Conventional, orthodox, conformist, typical
11	Fasten	verb	tie, close, affix, attach, clasp, hook	Comfort, please, soothe, delight
12	Frown	verb	make displeased expression, knit one's brow, glare, scowl, grimace, glower	Detach, isolate, unfasten, separate
13	Furor	noun	excitement, commotion, fuss, tumult, ruckus	Smile, encourage, condone
14	Gasp	noun	a short audible intake of breath, pant, wheeze, puff	Harmony, happiness, quiet, calmness
15	Gesture	noun	a movement made with hands, head, or face motion, wave, shrug, movement, sign, action, deed, indication	Exhale, expire
16	Guarded	adj.	careful, restrained, cautious wary, circumspect	Speech, speak
17	Guilt	noun	awareness of wrongdoing, self-reproach, conscience, remorse, culpability, onus	Extroverted, unsuspecting, rash
18	Impulsively	adv.	acting on a sudden urge, thoughtlessly, impetuously, precipitately	Uprightness, purity, virtue
19	Incredulous	adj.	unable or unwilling to believe, disbelieving	Deliberately, intentionally, methodically
20	Indemnity	noun	insurance against damage or loss, protection, compensation, insurance, remuneration, reparation	Penalty, fine
21	Intrigue	verb	interest, charm, captivate, fascinate, titillate, enthrall	Forget, neglect, disgust, dislike
22	Native	noun	local, resident, citizen, inhabitant, aboriginal, indigenous	Foreign, imported, unfamiliar
23	Numbly	adv.	expressionlessly, dully, emotionlessly, torpidly, dazedly	Animatedly, dynamically, vivaciously
24	Offensive	adj.	rude, impolite, distasteful, unplesant, odious, disgusting	Agreeable, courteous, congenial

25	Pound	verb	strike hard and repeatedly, beat, hit, <i>smack, thrash, pummel</i>	Caress, fondle, massage
26	Restrain	verb	control, keep in cheque, hold back, <i>inhibit, curb</i>	Release, emancipate, encourage
27	Scoff	verb	jeer, sneer, ridicule, <i>mock, deride</i>	Extol, commend, admire, eulogize
28	Shudder	verb	shiver from cold, fear, or revulsion, tremble, <i>judder, quiver, convulse</i>	Steady, stabilize, strengthen
29	Stack	verb	put things one on top of another to form a pile, arrange on a shelf, pile, <i>amass, assemble, mound</i>	Scatter, distribute, ditch
30	Stumble	verb	walk unsteadily, hobble, stagger, <i>topple, falter</i>	Continue, straighten, steady
31	Thrust	verb	push forcefully, <i>shove, propel</i>	Repress, surrender, yield, retreat
32	Vaguely	adv.	ambiguously, unclearly, <i>indistinctly, elusively</i>	Definitely, categorically, absolutely
33	Whirl	verb	move while turning quickly, spin, turn, <i>twirl, swivel</i>	Peace, calm, rest, certainty

2. CLEARING IN THE SKY

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Arouse	verb	awaken, stir up, rouse, excite, stimulate, <i>provoke</i>	Dampen, placate, discourage, ignore
2	Brace	verb	support or hold steady, prop, support, <i>clench, tighten</i>	Loosen, detach, unfasten
3	Brag	verb	talk with too much pride, boast, <i>swagger</i>	Conceal, hide, deprecate, be modest
4	Curtly	adv.	using few words, rudely or briefly, <i>abruptly, brusquely</i>	Civily, courteously, properly
5	Fondle	verb	stroke lovingly, touch, <i>caress</i>	Push-away, release, let go
6	Ripe	adj.	full-grown, matured, developed, seasoned	Green, undeveloped, unripe, <i>crude</i>
7	Rugged	adj.	with a rough, irregular surface, uneven, <i>craggy, jagged</i>	Delicate, smooth, sophisticated, facile
8	Rustle	verb	move with soft fluttering and cracking sounds, <i>swish, swoosh, whiz</i>	Peace, silence
9	Sift	verb	scatter, filter, <i>sieve, scrutinize</i>	Adulterate, combine, make dirty
10	Stalwart	adj.	1. sturdy and strong, robust, <i>brawny, burly</i> 2. Resolute, unwavering, committed, <i>redoubtable</i>	1. Feeble, delicate, meager 2. Indifferent, apathetic, casual
11	Steep	adj.	sloping sharply, sheer, vertical, abrupt	Gradual, flat, base
12	Sting	verb	produce sharp pain, tingle, prick, itch	Ease, comfort, heal, cure
13	Whiff	verb	smell, inhale,	Saturate, permeate, pervade
14	Wilderness	noun	natural uncultivated land, backwoods, <i>wasteland, wastes, wilds</i>	Cultivated land, city, metropolians
15	Winding	adj.	twisting and turning, curving, <i>meander, tortuous</i>	Direct, linear, straightforward
16	Wink	verb	gesture by closing one eye briefly, <i>glint, flash</i>	Focus, scrutinize
17	Wisp	noun	a bundle, especially of hay or straw, tuft, <i>clump</i>	Disarrangement, unpacking

3. DARK THEY WERE AND GOLDEN-EYED

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Abandoned	adj.	Deserted, discarded, forsaken, vacated	Cherished, supported, restored
2	Bulging	adj.	Sticking out in a round shape, <i>protruding, swelling, expanding</i>	Contracting, shrinking
3	Casually	adv.	carelessly, indifferently, <i>nonchalantly, heedlessly</i>	Carefully, warily, vigilantly
4	Crushing	adj.	severe, grave, devastating, overwhelming, stifling	Relieving, constructive, helping
5	Dissolve	verb	1. make or become part of a liquid, melt, <i>thaw</i> , liquefy, soften 2. disband, suspend, disperse, <i>adjourn</i>	1. solidify, congeal, harden 2. initiate, inaugurate, establish
6	Drench	verb	Make completely wet, saturate, steep, soak, <i>douse, imbrue</i>	Dry, dehydrate, evaporate
7	Flake	verb	Come off, crumble, chip off, peel, <i>bristle</i>	Pile, amass, heap
8	Fleck	noun	A small mark, dot, spot, speckle, speck	Volume, profusion, stack
9	Flimsy	adj.	Thin, light, weak, fragile, <i>insubstantial, delicate</i>	Sturdy, robust, substantial
10	Flutter	verb	Wave gently, waver, flicker, <i>pulsate, quiver</i>	Soothe, calm, steady, remain
11	Foggy	adj.	Dim, misty, hazy, unclear, <i>vague, murky</i>	Exact, precise, accurate, clear
12	Gaze	verb	Look fixedly, eye, Stare,	Ogle, blink, glimpse, peek
13	Holler	verb	Call out, shout, yell, <i>scream, shriek</i>	Whisper, murmur, utter
14	Intellect	noun	Ability to think, reason, and understand, intelligence, mind, brainpower, acumen, intuition	Stupidity, ignorance, inanity, ineptness
15	Pour	verb	Flow in large quantities, <i>gush, surge</i> , teem, flow	Trickle, drip, seep
16	Prowl	verb	Roam stealthily, stalk, <i>lurk, skulk</i>	Rush, run, dash
17	Scare	verb	Frighten or be frightened, terrify, panic, daunt, dismay	Reassure, please, encourage
18	Slender	adj.	Thin in a graceful way, lean, slim, <i>willow</i>	Stout, sizeable, heavy
19	Stranded		Left in a difficult or helpless position, isolated, forsaken, <i>marooned</i> , abandoned	Rescued, saved, salvaged, released
20	Submerge	verb	Go under the surface of water or liquid, plunge, <i>immerse</i> , sink	Rise, ascend, float
21	Unbidden	adj.	Not asked for or invited, uninvited, unwanted, voluntary	Deliberate, intended, planned
22	Wade	verb	Walk in water, paddle, stride, splash	
23	Warped	verb	Twisted out of shape, bent, deformed, distorted	Levelled, adjusted, aligned

EXERCISE - SHORT STORIES 1 - 3

Which one of the following four options is nearest in meaning to the word in capitals?

1	ASTOUND	(A) Shock	(B) Confer	(C) Condescend	(D) Strengthen
2	POUND	(A) Shun	(B) Currency	(C) Pool	(D) Thud
3	IMPULSIVELY	(A) Necessarily	(B) Willingly	(C) Hysterically	(D) Thoughtlessly
4	PROWL	(A) Skulk	(B) Beseech	(C) Growl	(D) Prevail
5	SUBMERGE	(A) Immerse	(B) Hide	(C) Dissolve	(D) Incorporate
6	DRENCH	(A) Soak	(B) Belch	(C) Derive	(D) Sewage

Which one of the following four options is opposite in meaning to the word in capitals?

7	HOLLER	(A) Scream	(B) Bluff	(C) Blink	(D) Whisper
8	FLUTTER	(A) Steady	(B) Hackle	(C) Flatten	(D) Flicker
9	REPRESS	(A) Crush	(B) Retreat	(C) Suppress	(D) Vent
10	SCOFF	(A) Cleanse	(B) Mock	(C) Acclaim	(D) Stifle

Which one of the following four options best fits the blank given?

11	His methods were unorthodox, and his lifestyle _____.	(A) Erroneous	(B) Eccentric	(C) Limited	(D) Conventional
12	She recalled with a _____ how her boss had once tried to hit her	(A) Shudder	(B) Confidence	(C) Shrink	(D) Seal
13	In spite of the _____ the inflation caused, life went on calmly.	(A) Snare	(B) Resolution	(C) Futile	(D) Furor
14	They were _____ for hours on the snowbound motorway.	(A) Strapped	(B) Coveted	(C) Stranded	(D) Straightened
15	SHOVE	(A) Haul	(B) Push	(C) Lag	(D) Pull

4. THANK YOU, MA'AM

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Bother	verb	Disturb, trouble, worry, <i>perturb, fret</i>	Ease, comfort, help, delight
2	Dash	verb	Hurry, hasten, <i>dart</i> , run, rush, hasten	Amble, stroll, saunter
3	Devilish	adj.	Cruel, wicked, evil, <i>roguish, demonic</i>	Angelic, moral, good
4	Drip	verb	Fall or let fall in drops, dribble, trickle	Torrent, spurt, gush, spill
5	Frail	adj.	In poor condition, feeble, fragile, weak, flimsy	Sturdy, strong, robust, brawny
6	Latch onto	verb	Get hold of, become interested in, <i>assimilate, incorporate</i>	Release, disconnect, eject, desert
7	Pop	verb	Appear suddenly, burst, dash	Suppress, remove, conceal
8	Rattle	verb	1. shake, crash, bang, clatter 2. unnerve, fluster, disconcert	soothe, ease, calm, appease
9	Rear	noun	Back end, posterior, back, hindmost, tail	Front, fore, beginning
10	Slung	verb	Hooked up, suspended, hung, dangled	Placed, located
11	Snatch	verb	Grab or grasp hastily, seize, <i>snag</i> , clutch	Lose, release, give
12	Stoop	verb	Bend down, lean forward, <i>crouch, hunch</i>	Stretch, ascend, grow
13	Whisper	verb	Breathe words voicelessly, muter, murmur	Shout, scream, holler
14	Willow-wild	adj.	Slim and slender, slim, lean	Robust, sturdy, hefty, bulky

5. THE PIECE OF STRING

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Appetizing	adj.	Stimulating appetite, mouthwatering, <i>enticing, scrumptious</i>	Unappealing, repellent, awful
2	Cease	verb	Finish, end, stop, conclude, terminate	Commence, begin, instigate
3	Choke	verb	Prevent from breathing by blocking or squeezing the throat, suffocate, obstruct, gag	Permit, free, loosen, liberate
4	Cordially	adv.	In a pleasant and friendly manner, genially, amiably, warmly, <i>affably</i>	Frostily, coldly, sternly, grimly
5	Credence	noun	Credibility, trustworthiness, belief, confidence, acceptance	Distrust, disbelief, suspicion
6	Delirium	noun	The state of not being able to think or speak in a sensible and reasonable way because of illness, restlessness, hallucination, frenzy	Clarity, intelligibility, lucidity
7	Discharge	verb	Release, acquit, free, liberate, <i>exonerate</i>	Engage, assign, detain
8	Engrave	verb	Carve, etch, inscribe, incise	Efface, decrypt, destroy
9	Exasperate	verb	Make angry, irritate, <i>incense</i> , infuriate, enrage	Conciliate, appease, mollify
10	Flushed	adj.	Red-faced, reddened, blushing	Pale, pallid, depressed
11	Grieve	verb	Afflict, distress, sadden, mourn, lament	Rejoice, celebrate, exult
12	Harness	verb	Control, use, utilize, rein	Release, untie, unchain
13	Havoc	noun	Devastation, destruction, disaster, chaos, mayhem	Stability, harmony, tranquility, serenity
14	Incredulity	noun	Suspicion, doubt, disbelief, astonishment, skepticism	Certainty, faith, confidence, trust
15	Indignation	noun	Resentment, exasperation, anger, <i>crossness, resentment</i>	Delight, glee, amusement
16	Rascal	noun	Dishonest person, scoundrel, rogue, <i>reprobate</i>	Saint, innocent, angel, hero
17	Reiterate	verb	Restate, retell, repeat, echo	Recant, reverse, take back
18	Salvation	noun	State of being saved from the power of evil, deliverance, redemption, recovery	Damnation, destruction, desolation
19	Triumph	noun	1. Success, victory, conquest 2. Delight, joy, elation	1. Failure, disaster, botch, flop 2. Regret, unhappiness, worry
20	Withstand	verb	Resist, bear, endure, survive, thwart, defy	Surrender, give up, yield

6. THE REWARD

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Accursed	adj.	Under a curse, cursed, doomed, execrated, appalling	Blessed, hallowed, sanctified, fortunate
2	Ambition	noun	Desire for success, aim or goal, determination, aspiration	Indifference, dispiritedness, unconcern
3	Applause	noun	Show of appreciation, clapping, <i>ovation, commendation</i>	Censure, denunciation, disapproval
4	Exhibit	verb	Show, display, reveal, demonstrate, unveil	Conceal, shroud, veil, cover
5	Gilded	adj.	Gold-plated, gilt, golden	Ordinary, achromatic, dull, simple
6	Inaugurate	verb	1. swear formally into office, swear in, induct, instate 2. initiate, launch, introduce	1. Fire, terminate, lay off 2. Reject, discontinue, shut down
7	Magnificent	adj.	Grand, glorious, brilliant, splendid, superb	Unimpressive, insipid, mediocre
8	Melancholy	noun	Feeling of sadness, pensiveness, sadness, gloom, despondence	Cheerfulness, merriment, jauntiness
9	Motive	noun	Cause, object, purpose, motivation, reason	Warning, prevention, constraint

10	Mourn	verb	Express sadness, lament, bemoan, grieve	Cheer, exult, celebrate
11	Utterly	adv.	Entirely, extremely, absolutely, completely, wholly	Hardly, barely, scarcely
12	Victorious	adj.	Conquering, successful, triumphant, winning	Beaten, defeated, vanquished

7. THE USE OF FORCE

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Admonish	verb	Warn, rebuke, reproach, scold, chide	Compliment, commend, extol, praise
2	Apologetic	adj.	Expressing apology, diffident, sorry, remorseful	Unrepentant, defying, defiant
3	Assault	noun	Onslaught, offensive, attack, battering	Defense, resistance, shield, guard
4	Clenched	verb	tightened, clasped, clamped, compressed	Relaxed, eased, loosened
5	Coax	verb	Persuade gently, lure, cajole, wheedle	Dissuade, disenchant, repulse
6	Damp	adj.	Slightly wet, moist, soggy, dank, humid	Arid, parched, dehydrated
7	Desist	verb	Give up, discontinue, stop, cease	Continue, persist, prolong, maintain
8	Distrustfully	adv.	Suspiciously, doubtfully, disbelievingly, warily	Trustingly, confidently, faithfully
9	Gagged	adj.	To have the unpleasant feeling in mouth or stomach as going to vomit, Choked, retched, hyperventilated	Idled, soothed, rested
10	Grasp	verb	Hold, grip, clasp, clutch, seize, grab	Release, let go, free
11	Hysterically	adv.	Frenziedly, violently, wildly, uncontrollably	Serenely, tranquilly, calmly
12	Instinctively	adv.	Automatically, mechanically, impulsively	Deliberately, thoughtfully, intentionally
13	Outcome	noun	Result, ending, consequence, aftermath	Stimulus, inspiration, instigation
14	Overpower	verb	Overcome, conquer, subdue, prevail	Renounce, relinquish, forfeit
15	Profusion	noun	Large amount, excess, abundance, plethora	Dearth, want, scarcity, deficiency
16	Severely	adv.	Sternly, strictly, harshly, ruthlessly	Gently, tenderly, smoothly
17	Sore	adj.	Stinging, aching, painful, tender	Easy, calm, secure, comfy
18	Startled	adj.	Alarmed, frightened, shocked, scared	Unsurprised, unaffected, impassive
19	Unreasoning	adj.	Showing lack of reason, thoughtless, irrational, illogical, blind	Rational, analytic, coherent, lucid
20	Valiantly	adv.	Bravely, courageously, heroically, fearlessly	Timidly, timorously, coyly, shyly

EXERCISE - SHORT STORIES 4 - 7

Which one of the following four options is nearest in meaning to the word in capitals?

1	STOOP	(A) Bend	(B) Tumble	(C) Descend	(D) Invade
2	DESIST	(A) Resist	(B) Cease	(C) Deform	(D) Devastate
3	UTTERLY	(A) Outright	(B) Hardly	(C) Honestly	(D) Frankly
4	EXASPERATE	(A) Perspire	(B) Infuriate	(C) Eliminate	(D) Desperate
5	MELANCHOLY	(A) Mala fide	(B) Chivalry	(C) Mediocrity	(D) Gloomy
6	WITHSTAND	(A) Support	(B) Precede	(C) Endure	(D) Wait

Which one of the following four options is opposite in meaning to the word in capitals?

7	INSTINCTIVELY	(A) Suddenly	(B) Innately	(C) Impulsively	(D) Deliberately
8	LEAN	(A) Trudge	(B) Glide	(C) Sturdy	(D) Bend
9	COAX	(A) Peculiarity	(B) Compel	(C) Hierarchy	(D) Decree
10	HYSTERICALLY	(A) Frenziedly	(B) Leniently	(C) Legendary	(D) Saucily

Which one of the following four options best fits the blank given?

11	_____ by the sudden whistle of the train, the horse broke away.	(A) Started	(B) Bereaved	(C) Initiated	(D) Marooned
12	The winning team returned home in _____.	(A) Triumph	(B) Triviality	(C) Oblivion	(D) Drogery
13	Our life is a movement, a tendency, a _____, ceaseless progress towards an unseen goal.	(A) Sprightly	(B) Sporadic	(C) Steady	(D) Knowledgeable
14	Such an assertion of unbelievable success might be greeted with _____ and disbelief.	(A) Treachery	(B) Ingratitude	(C) Disability	(D) Incredulity
15	Once an employee retires, he inevitably _____ to be union members.	(A) Ceases	(B) Comforts	(C) Comprehends	(D) Grabs

8. THE GULISTAN OF SA'ADI

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Abide	verb	Stay or live, accept, tolerate,	Stop, cease, refuse, shun
2	Brutality	noun	Ruthlessness, callousness, cruelty, viciousness, ruthlessness	Placidity, tenderness, mildness
3	Calamity	noun	Misfortune, catastrophe, disastrous, mishap	Benefit, blessing, boon, fortune
4	Cling	verb	Hold tightly, stick, clutch, grasp	Release, liberate, unleash
5	Comprehend	verb	Realize, grasp, follow, understand	Misinterpret, misunderstand, overlook
6	Consent	noun	Approval, assent, sanction, permission, accord	Decline, reject, negate, repudiate
7	Decree	noun	Verdict, judgment, order, ruling, proclamation	Appeal, entreat, request, wish
8	Endue	verb	Provide with a quality or trait, endow	Exhaust, deprive, dispossess, strip
9	Pacify	verb	Soothe, placate, soothe, appease, calm, mollify	Aggravate, exacerbate, irritate, provoke
10	Parable	noun	Moral or religious story, tale, story, fable	Fact, record, chronicle

11	Perpetually	adv.	Forever, always, permanently, unendingly, eternally	Occasionally, sporadically
12	Ruin	verb	Destroy, devastate, wreck, collapse, devastation	Renewal, revival, restoration
13	Slaughter	verb	Butcher, slay, murder, kill, massacre	Preserve, save, help
14	Trifling	adj.	Small, tiny, petty, insignificant, trivial, inconsequential	Huge, major, worthwhile, significant
15	Tyrant	noun	Dictator, autocrat, despot, oppressor	Democrat, sympathizer, friend
16	Vanish	verb	Cease to exist, fade away, disappear	Emerge, appear, occur, happen

9. THE FOOLISH QUACK

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Bewildered	adj.	Taken aback, dazed, puzzled, confused, bemused	Illuminated, aware, understanding
2	Clump	noun	Thick grouping of trees, cluster, bunch, batch	Individual, one, single
3	Compel	verb	Force, drive, coerce, constrain	Discourage, obstruct, deter, hinder
4	Conscientious	adj.	1. Careful, thorough, meticulous, diligent, painstaking 2. dutiful, honest, upright	1. careless, casual, offhand 2. deceitful, unfair, inconsiderate
5	Fell	verb	Knock down or cause to fall, chop, cut down, collapse, drop	Support, sustain, promote, boost
6	Instantly	adv.	At once, immediately, suddenly, promptly	Slowly, steadily, progressively
7	Perceive	verb	See, notice, become aware of, realize, understand, comprehend	Overlook, disregard, ignore
8	Pretend	verb	fake, feign, imitate, impersonate, pose, fantasize	Reveal, verify, authenticate
9	Proceedings	noun	Course of action, procedure, operation, progressing	Withdrawing, diminishing, losing
10	Prodigious	adj.	Huge, enormous, immense, remarkable, massive	Tiny, insignificant, miniature, minute
11	Swallow	verb	Take in food, eat, consume, ingest, gulp, imbibe	Spit out, expel, regurgitate
12	Wretched	adj.	Miserable, abject, hard up, hard-pressed, abject, pitiful	Opportune, lucky, fortunate

10. A MILD ATTACK OF LOCUSTS

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Acrid	adj.	Unpleasant, harsh, choking, bitter, pungent	Delicious, savory, sweet
2	Blazing	adj.	Glowing, radiating, shining, burning, searing	Frosty, chilly, wintry
3	Blot out	verb	Hide, cover, block, conceal, obscure	Brighten, lighten, clear up
4	Clamor	noun	Noise, commotion, din, uproar, holler, screech	Whispering, mumbling, silence, calmness
5	Clotted	adj.	Filled, covered, crowded, overflowing, teeming	Clear, unclouded, open, plain
6	Devastated	adj.	Severely damaged, desolate, ruined, ravaged, wrecked	Preserved, sustained, upheld, conserved
7	Distorted	adj.	Deformed, twisted, bent, unnatural, warped, malformed	Flawless, straight, perfect
8	Emphatically	adv.	Forcefully, category, ardently, vigorously, ardently	Hesitatingly, timidly, diffidently, shyly

9	Imminent	adj.	About to happen, in the offing, looming, impending, forthcoming	Doubtful, improbable, unlikely, unexpected
10	Mangled	adj.	Damaged, ruined, destroyed, crushed, contorted	Symmetrical, improved, unbroken, perfect
11	Myriad	noun	Multitude, heap, host, ADJ. Countless, innumerable, numberless	Few, rare, limited, some
12	Onrush	noun	A forward rush or push, flood, wave, surge, deluge	Recession, retreat, recess, backwash
13	Perverted	adj.	Deviating from what is right, normal or proper, distorted, twisted, changed, debauched, depraved	Truthful, accurate, exact, faithful
14	Queer	adj.	Strange, unusual, peculiar, odd, eccentric	Common, ordinary, regular, standard
15	Snap	verb	Break with a sharp, cracking sound, come apart, give way, shatter	Combine, fix, join, fuse
16	Swell	verb	Grow in size, become larger, increase, bulge, bloat	Shrink, diminish, fade

11. I Have a Dream

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Battered	adj.	Maltreated, abused, beaten, injured, decrepit	Presentable, tidy, neat
2	Brutality	noun	Cruelty, ruthlessness, violence, callousness	Gentleness, kindness, mellowness
3	Creed	noun	Faith, doctrine, belief, principle	Skepticism, disbelief, doubt
4	Curvaceous	adj.	Curvy, rounded, curved, shapely, voluptuous	Straight, organized, orderly
5	Despair	noun	Hopelessness, despondency, depression, anguish	Bliss, ecstasy, pleasure, delight
6	Discord	noun	Disharmony, cacophony, discordance, dissonance, Disagreement, conflict, discord, dissention, dispute	Agreement, coherence, concord, concurrence
7	Exalt	verb	Raise, elevate, lift, promote, praise, laud, acclaim, extol	Disparage, belittle, deride, denigrate
8	Hamlet	noun	A small village or group of houses, settlement, community, homestead	City, capital, municipal
9	Heighten	verb	Make or become higher, raise, rise, amplify	Lessen, lower, minimize, decline
10	Jangle	verb	Make a harsh, discordant sound, irritate, rattle, clank, clang, clatter	Harmony, calm, peace
11	Molehill	noun	Small mound of earth, hump, bump, hillock, hummock	Valley, ditch, depression
12	Nullify	noun	Make invalid or ineffective, invalidate, negate, cancel out, annul, abolish noun -- Nullification	Confirm, endorse, authorize, prove
13	Oppression	noun	Cruelty, tyranny, subjugation, persecution, coercion	Liberty, autonomy, authority, freedom
14	Peak	noun	Mountaintop, crest, summit, height, pike	Decline, drop, depression, plunge
15	Persecution	noun	Oppression, maltreatment, torture, harassment, victimization	Fortification, safeguard, satisfaction, merriment
16	Redemptive	adj.	Bringing redemption, liberating, releasing, delivering, emancipating	Evil, wasteful, unrespectable
17	Stagger	verb	(i) Walk unsteadily, wobble, sway, stumble (ii) shock, shake, astound	Continue, carry on, stay
18	Sweltering	adj.	Sweating, perspiring, boiling, burning	Freezing, chilly, cold
19	Tribulation	noun	Hardship, suffering, ordeal, distress, misery	Delight, contentment, pleasure

20	Unearned	Adj.	Undeserved, unjustified, unmerited, uncalled-for	Just, legal, equitable, fair
21	Unmindful	Adj.	Oblivious, unaware, forgetful, unconscious, neglectful	Mindful, thoughtful, alert, heedful
22	Veterans	noun	Person with experience, past master, expert	Novices, trainees, rookies
23	Wallow	verb	(i) roll in something (ii) walk with difficulty as if in mud, flounder, stumble, reel, stagger	Stand still, stay, halt

12. THE GIFT OF MAGI

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Doubtless	adv.	Certainly, probably or presumably, undoubted	Perhaps, probably, perchance
2	Large-hearted	adj.	Generous, kind, sympathetic, lavish	Miserly, parsimonious, mean
3	Plain	adj.	Unadorned, pure, simple, natural, lucid	Indistinct, blurry, foggy, muddy
4	Quieten	verb	Make or become free of tension or distress, quiet, calm, relax, alleviate	Stir, provoke, incite, arouse
5	Reasonably	adv.	Sensibly, rationally, levelheadedly, commonsensical, realistically	Irrationally, illogically, absurdly, crazily
6	Riches	noun	Great wealth or many valuable possessions, treasures, materials	Debt, poverty, lack, liabilities

EXERCISE - SHORT STORIES 8 - 12

Which one of the following four options is nearest in meaning to the word in capitals?

1	EXALT	(A) Applaud	(B) Bribe	(C) Attempt	(D) Envisage
2	JANGLE	(A) Extol	(B) Obscure	(C) Hiss	(D) Clang
3	PERPETUALLY	(A) Permanently	(B) Gradually	(C) Persuasively	(D) Boisterously
4	WALLOW	(A) Roll	(B) Calm	(C) Awe	(D) Subside
5	PERSECUTION	(A) Interception	(B) Intersection	(C) Reiteration	(D) Tyranny
6	SWELTERING	(A) Bragging	(B) Increasing	(C) Trembling	(D) Scorching

Which one of the following four options is opposite in meaning to the word in capitals?

7	DOUBTLESS	(A) Sure	(B) Bland	(C) Shrinking	(D) Perhaps
8	ONRUSH	(A) Recession	(B) Ordeal	(C) Crowd	(D) Malady
9	REDEMPITIVE	(A) Pragmatic	(B) Evil	(C) Tentative	(D) Redeeming
10	OPPRESSION	(A) Perversion	(B) Liberty	(C) Inflammation	(D) Persecution

Which one of the following four options best fits the blank given?

11	A sociopath takes _____ delight in watching others suffer.	(A) Perverted	(B) Provoked	(C) Adversary	(D) Pervaded
12	Fortunately, the stormy waves caused _____ damage to the boat.	(A) Stirring	(B) Trifling	(C) Juvenile	(D) Wanton

13. GOD BE PRAISED

Sr.#	Words	POS	SYNONYMS	ANTONYMS	
13	She is very thorough and _____ with her research work; that's why, she is precise and accurate in her findings.	(A) Frank	(B) Conscientious	(C) Contaminated	(D) Capricious
14	The contrasts between rich and poor nations are a source of social _____.	(A) Discord	(B) Accord	(C) Illusion	(D) Distraction
15	The station was buzzing with the _____ of shouting voices and movements of people.	(A) Journey	(B) Clamour	(C) Applause	(D) Coherence
16	_____ remains of the ancient fort still worth-watching.	(A) Mangled	(B) Mingled	(C) Fertile	(D) Inundated

13. GOD BE PRAISED

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Amulet	noun	Lucky jewelry, lucky object, lucky charm, CHARM, TALISMAN	Curse, jinx, hex, spell
2	Auspicious	adj.	Promising well for future, fortunate, lucky, promising, propitious, providential	Unpromising, ominous, fateful
3	Benevolence	noun	Kindness, compassion, generosity, magnanimity, altruism	Malevolence, wickedness nastiness, spite
4	Blurt	verb	Say impulsively, exclaim, cry, utter, divulge	Conceal, hush up, keep quiet
5	Censure	verb	Criticism, disapproval, condemnation, scorn	Approval, endorsement, admiration
6	Dainty	adj.	Delicate, pretty, refined, exquisite	Awkward, inept, ungainly, gawky
7	Dazed	adj.	Bewildered, confused or amazed, puzzled, astounded	Alert, conscious, energetic, unconfused
8	Devotee	noun	Believer, follower, supporter, disciple	Critic, adversary, antagonist, opponent
9	Erstwhile	adj.	Old, previous, onetime, former	Current, recent, contemporary, modern
10	Implicit	adj.	Complete, perfect, unreserved, absolute,	Disloyal, explicit, untrustworthy
11	Loudmouthed	adj.	Boisterous, bigmouthed, vociferous	Discreet, tranquil, serene
12	Muster	verb	Collect, call forth, summon	Disperse, disband, diffuse
13	Nestled	adj.	Snuggled, nuzzled, settled, lay	Remote, distant, away
14	Oblivious	noun	Unmindful, unconscious, unaware	Aware, awake, sentient
15	Pang	noun	Pain, hurt, distress, spasm	Comfort, ease, relief
16	Pomp	noun	Ceremony, show, grandeur, splendor	Insignificance, dullness, modesty
17	Preliminary	adj.	Introductory, initial, pilot, opening	Final, ultimate, departing
18	Pungent	adj.	Powerful, strong, sharp, bitter	Flavorless, dull, mild, insipid
19	Readiness	noun	Eagerness, keenness, willingness, promptness	Reluctance, refusal, aversion
20	Reprimand	verb	Reprove, reproach, criticize, chide, rebuke	Praise, commend, extol, applaud

21	Resonant	adj.	Deep, resounding, ringing, booming	Faint, quiet
22	Revered	adj.	Esteemed, respected, honored	Abhorrent, despicable
23	Seclusion	noun	Isolation, solitude, privacy, shelter	Public, association, camaraderie
24	Sermon	noun	Talk on a religious or moral subject, speech, lecture, address, homily, oration	Chat, dialog, colloquy
25	Smear	verb	Rub, cover, coat, spread	Gather, collect, clean
26	Threshold	noun	1. Door, entrance, doorway, doorstep 2. Verge, brink, edge, beginning	Ending, completion, finish
27	Trance	noun	Semiconscious state, daydream, abstraction	Attentiveness, awareness, vigilance
28	Wangle	verb	Get deviously, obtain	Botch, fumble, mishandle
29	Whirl	verb	Spin, twirl, reel, swivel	Unwind, straighten, dash
30	Wistful	adj.	Sad, pensive, melancholy, pensive	Satisfied, contented, pleased

14. OVERCOAT

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Amble	verb	Walk, wander, promenade, saunter, stroll	Run, sprint, dash
2	Connoisseur	noun	A person with expert knowledge and training in the fine arts, expert, authority, enthusiast	Philistine, beginner, apprentice
3	Courteously	adv.	Considerately, civilly, politely, chivalrously	Rudely, uncouthly, offensively, obscenely
4	Dandy	adj.	A man who cares a lot about his clothes and appearance, clotheshorse, fop, Splendid, marvelous, terrific	Ordinary, inferior, insignificant
5	Engrossed	adj.	Absorbed, occupied, enthralled, engaged, held	Bored, uninterested, irked, wearied
6	Exclaim	verb	Cry out, call out, cry, call, yell, shout	Mutter, utter, whisper
7	Floppy	adj.	Hanging or falling loosely, soft, loose, flappy	Firm, fixed, compact, stiff
8	Gaiety	noun	high spirit, joyfulness, liveliness, merriment	Pessimism, despair, melancholy
9	Grimed	adj.	Covered with dirt, begrimed, dirty, soiled	Neat, clean, unsoiled, sparkling
10	Gust		Sudden, violent rush of wind, blast, draft, squall	Calm, quiet, order, peace
11	Immune	adj.	Safe, protected, unaffected, invulnerable, unsusceptible	Vulnerable, receptive, predisposed
12	Indifference	noun	Unconcern, coldness, apathy, unconcern	Concern, nervousness, disquiet
13	Induce	verb	Tempt, encourage, persuade, prompt	Dissuade, discourage, deter
14	Jauntily	adv.	Cheerfully, gaily, briskly, cheerily	Sadly, dejectedly, desolately, forlornly
15	Mutter	verb	Say something quietly, mumble, burble, murmur, whisper	Shriek, holler, yell, cry
16	Precarious	adj.	Insecure, unstable, unsteady, unsafe, perilous, hazardous	Protected, sheltered, unshaken
17	Profligate	adj.	1. Wasteful, extravagant, spendthrift 2. With low morals, dissipated, dissolute, depraved, wicked	1. Stingy, thrifty, miserly 2. Upright, honorable, righteous
18	Promenade	noun	Walk, amble, saunter, stroll	Rush, dash, sprint, ride, drive
19	Rakish	adj.	Casual, stylish, sporty, dashing, debonair	Bland, insipid, plain, ordinary
20	Relish	noun	Enjoyment, delight, pleasure	Anger, annoyance, discontent
21	Roam	verb	Wander aimlessly, rove, ramble	Settle, relax, inhabit, stay
22	Throng	verb	Go or be present in large numbers, crowd, pack, jam, flock, fill (Noun) Multitude, swarm, mass, host, mob	Dissolve, disband, scatter
23	Togged up	adj.	Dressed up, clad	Disrobe, unclathe, uncover

15. THE ANGEL AND THE AUTHOR

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Acknowledge	verb	Recognize, accept, concede, confess, admit	Ignore, overlook, disregard
2	Embankment	noun	A wall of stone or earth to confine a waterway or support a road or railroad line, bank, ridge, dam	
3	Fancy	verb	Think, suppose, consider, believe	
4	Grumble	verb	Express dissatisfaction, mutter, complain	
5	Jot	verb	Write quickly, pen, scribble	Disapprove, ignore, disregard
6	Luminosity	noun	Glow, light, brightness, shine, sheen	Recommend, approve, applaud
7	Mount	verb	Grow, rise, swell, multiply, increase	Erase, neglect, overlook
8	Rummage	noun	Second-hand articles, jumble	Darkness, obscurity, shade
9	Sensation	noun	Sense, impression, thrill, feeling, perception	Lessen, dwindle, drop, fall
10	Shovel	verb	Ladle, scoop, dig	Coldness, unresponsiveness, impassiveness
11	Subscription	noun	Donation, contribution, acceptance	Smooth, bury, fill, remain
12	Throb	verb	Beat, thump, pound, pulsate, flutter, vibrate	Disagreement, disapproval, refusal
13	Vexing	adj.	Puzzling, worrying, disturbing, irritating, frustrating	Stabilize, fix, soothe
14	Weary	adj.	Showing tiredness, tired, exhausted, fatigued, drained	Appeasing, calming, mollifying

EXERCISE - SHORT STORIES 13 - 15

Which one of the following four options is nearest in meaning to the word in capitals?

1	POMP	(A) Splendour	(B) Arrogance	(C) Snobbery	(D) Popularity
2	PRECARIOUS	(A) Strong	(B) Critical	(C) Insidious	(D) Misleading
3	VEXING	(A) Thriving	(B) Relaxing	(C) Puzzling	(D) Throbbing
4	JAUNTILY	(A) Annoyingly	(B) Presumably	(C) Slovenly	(D) Gaily
5	PRELIMINARY	(A) Superficial	(B) Culinary	(C) Initial	(D) Former
6	GRIMED	(A) Insipid	(B) Dirty	(C) Scowled	(D) Cynical

Which one of the following four options is opposite in meaning to the word in capitals?

7	LINGER	(A) Stay	(B) Reel	(C) Hobble	(D) Leave
8	THRONG	(A) Crowd	(B) Disband	(C) Thrash	(D) Oppression
9	MUTTER	(A) Reflect	(B) Utter	(C) Meditate	(D) Cry
10	IMPLICIT	(A) Unquestioning	(B) Visible	(C) Disloyal	(D) Delicate

Which one of the following four options best fits the blank given?

11	Nelson Mandela is _____ for his brave fight against the apartheid.	(A) Revered	(B) Cut off	(C) Ascetic	(D) Detestable
12	I can't help feeling little _____ about the privileges I am giving up	(A) Boastful	(B) Eager	(C) Lusty	(D) Wistful

13	Within two months, he has managed to _____ his way into the biggest property company of the capital	(A) Wangle	(B) Discourage	(C) Resume	(D) Popularise
14	His boss has already given him severe _____ twice this month.	(A) Wildness	(B) Assault	(C) Reprimand	(D) Denial
15	The exhibition was equally delightful for both collector and _____ and surrealistic paintings	(A) Connoisseur	(B) Chef	(C) Musician	(D) Combination

**ANSWER KEY**

Exercise – Short Stories 1 – 3									
1	A	2	D	3	D	4	A	5	A
6	A	7	D	8	A	9	D	10	A
11	B	12	A	13	D	14	C	15	C
Exercise – Short Stories 4 – 7									
1	A	2	B	3	A	4	B	5	D
6	C	7	D	8	C	9	B	10	B
11	A	12	A	13	C	14	D	15	A
Exercise – Short Stories 8 – 12									
1	A	2	D	3	A	4	A	5	D
6	D	7	A	8	A	9	B	10	B
11	A	12	B	13	B	14	A	15	B
16	A	---	---	---	---	---	---	---	---
Exercise – Short Stories 13 – 15									
1	A	2	B	3	C	4	D	5	C
6	B	7	D	8	B	9	D	10	C
11	A	12	D	13	A	14	C	15	A

1. THE DYING SUN			
Sr.#	Words	POS	
1	Humble	adj.	Modest, poor, lowly, unpretentious, simple, meek, shy
2	Immense	adj.	Huge, vast, enormous, giant, gigantic
3	Unlikely	adj.	Not likely to occur, improbable, dubious, implausible
4	Pull	noun	Pulling force, magnetism, attraction, draw
5	Radiation	noun	Energy emitted in rays or waves, energy
6	Rare	adj.	Seldom, not often, sporadic, erratic
7	Reproduce	verb	Produce, breed, give birth, procreate, replicate
8	Scattered	adj.	Thrown around, strewn, flung, dispersed
9	Stretch	noun	Expanse, spell, period, section
10	Surround	verb	Enclose, bound, enfold, envelop, border
11	Tidal	adj.	Relating to tides, streaming, rushing, rolling
12	Wander	verb	Travel without a destination, roam, ramble, stroll, amble

2. USING THE SCIENTIFIC METHOD			
Sr.#	Words	POS	
1	Considerable	adj.	Significant, large, extensive, huge, great
2	Dehydration	noun	Removal of moisture from food, drying out, dryness, desiccation
3	Nutritious	adj.	Healthful, nourishing, healthful, wholesome
4	Paved	adj.	Covered with bricks, concrete, etc. cemented, smooth, tiled, surfaced
5	Preserve	verb	Keep, maintain, save, conserve, sustain
6	Prevent	verb	Stop something from taking place, stop, thwart, preclude
7	Refuse	noun	Waste material, rubbish, garbage, litter, trash
8	Sewage	noun	Waste carried off in sewers or drains, wastewater, excrement, muck, filth, drainage
9	Sparingly	adv	Economically, thriftily, frugally, parsimoniously, stingily
10	Superstition	noun	Irrational belief, fallacy, misconception, fantasy
11	Thrifty	adj.	Careful with money or resources, sparing, frugal, prudent, parsimonious
12	Unpaved	adj.	Lacking a hard surface for walking
13	Unsanitary	adj.	Dirty, unclean, unhealthy, unhygienic, contaminated

3. WHY BOYS FAIL IN COLLEGE

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Adequate	adj.	Ample, enough, sufficient, plenty	Deficient, unsatisfactory, lacking
2	Alleviate	verb	Make less severe, lessen, ease, assuage, relieve, mollify	Aggravate, heighten, exacerbate
3	Application	noun	Concentration and hard work, diligence, effort, attention	Neglect, disregard, abandonment
4	Assert	verb	Claim, behave forcefully, proclaim, avow, affirm	Deny, confute, disprove, surmount
5	Bluffer	noun	One that pretends to be confident, imposter, charlatan, mountebank, fraud	Honest man, reliable person
6	Consent	noun	Approval, accord, agreement, permission, consensus	Disagree, disapprove, reject, refuse
7	Controversy	noun	Argument, dispute, disagreement, polemic	Conformity, accord, harmony
8	Cultivate	verb	Improve or develop, nurture, enrich, foster	Neglect, ignore, desert, abandon
9	Detest	verb	Dislike very much, despise, loathe, hate, abhor, abominate	Adore, fancy, love, worship
10	Detriment	noun	Disadvantage, loss, harm, damage, harm	Benefit, gain, reward, advantage
11	Diagnostic	adj.	Serving to identify a disease or problem, analytic, investigative	Atypical, uncharacteristic
12	Enlightenment	noun	Information, insight, education, illumination	Ignorance, obliviousness, illiteracy
13	Eradicate	verb	Remove, get rid of, eliminate, exterminate, destroy	Initiate, commence, launch, establish
14	Fidget	noun	Continual nervous movements, uneasiness, twitch, fret	Relax, rest, halt, control
15	Heartrending	adj.	Distressing, painful, heartbreaking, agonizing, pathetic	Uplifting, inspiring, improving
16	Inevitably	adv	Certainly, inescapably, unavoidably, inexorably	Unexpectedly, unnecessarily
17	Keeness	noun	Brightness, sharpness, zeal, devotion	Aversion, repugnance, antipathy
18	Pitiable	adj.	Arousing or pity or compassion, pathetic, miserable, doleful, piteous	Inspiring, cheering, elevating
19	Poise	noun	Self-control, calm, composure, dignity	Instability, confusion, agitation
20	Receptive	adj.	Quick to learn, bright, sharp,	Flexible, responsive, susceptible, pliant
21	Smother	verb	1. Prevent from developing, stifle, suppress, check, hold back 2. Suffocate, oppress, overpower, choke	1. Express, vent, articulate, assert 2. Breathe, inhale, resuscitate
22	Undergo	verb	Experience, go through, endure, feel, undertake	Avoid, evade, circumvent, shun

4. END OF TERM

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Anticipation	noun	Expectant waiting, expectation, hope, eagerness	Surprise, astonishment, amazement, apprehension
2	Attic	noun	A room or space just below the roof of a house, loft, roof space, upper floor	Cellar, basement
3	Damnation	noun	Condemnation to hell, perdition, hell, anathema, doom	Blessing, benediction, salvation
4	Desperately	adv.	Very much, badly, to a great extent, urgently, frantically, dreadfully	Calmly, casually, barely
5	Dismal	adj.	Causing gloom or depressing, dreary, depressing, gloomy	Bright, brilliant, sunny, lively, vivid

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6	Felicity	noun	Great happiness, contentment, delight, ecstasy	Gloom, despondency, grief, misery
7	Fierce	adj.	Intense, ferocious, violent, brutal, vicious	Gentle, mild, tender, placid
8	Funereal	adj.	Gloomy, dismal, elegiac, mournful	Cheerful, jolly, jovial, gleeful
9	Grim	adj.	Forbidding, depressing, uninviting, awful, appalling	Outstanding, admirable, superb, tremendous
10	Grind	noun	Something boring and repetitive, tedium, drudgery, slog	Delight, treasure, bliss, thrill
11	Herald	verb	Announce, signal, presage, indicate	Hide, withhold, conceal
12	Intact	adj.	Unharmmed, whole, complete, integral	Defective, damaged, shattered
13	Luxuriously	adv.	Grandly, splendidly, magnificently, sumptuously	Humbly, unpretentiously, modestly, moderately
14	Materialize	verb	Become fact, occur, happen, emerge	Vanish, disembod, desist, withdraw
15	Miraculously	adv	Preternaturally, extraordinarily, incredibly, marvelously, phenomenally	Ordinarily, modestly, indifferently
16	Mythical	adj.	Imaginary, fairy-tale, fictitious, legendary, fabled	Factual, realistic, objective, actual
17	Oppressive	adj.	Stressful, burdensome, overwhelming, domineering, unjust	Just, evenhanded, impartial, unbiased
18	Outskirts	noun	Outlying areas, outer edge, environs, suburbs	Centers, midpoints, hubs, interiors
19	Promising	adj.	Likely to turn out well, encouraging, auspicious, hopeful, assuring	Failing, unsatisfying, thwarting
20	Recollection	noun	Calling to mind, reminiscence, remembrance, memory, recall	Amnesia, oversight, oblivion
21	Respite	noun	Brief interval, relief, break, breather, recess	Hustle, labour, struggle
22	Savor	verb	Enjoy, relish, value, appreciate	Dislike, shun, abhor, detest
23	Strenuous	adj.	Tiring, taxing, demanding, backbreaking, hard, vigorous, laborious, exhausting	Easy, manageable, effortless, simple
24	Unforeseen	adj.	Sudden, unanticipated, unexpected, astonishing	Expected, usual, normal, anticipated

EXERCISE - LESSONS 1 - 4

Which one of the following four options is nearest in meaning to the word in capitals?

1	ERADICATE	(A) Eliminate	(B) Dominate	(C) Retain	(D) Irradiate
2	HERALD	(A) Arrange	(B) Announce	(C) Due	(D) Beguile
3	STRENUOUS	(A) Straightforward	(B) Sumptuous	(C) Flippant	(D) Taxing
4	SPARINGLY	(A) Frugally	(B) Wastefully	(C) Tolerantly	(D) Grimly
5	FIDGETS	(A) Uneasiness	(B) Marks	(C) Furies	(D) Ambitions
6	GRIND	(A) Gland	(B) Tedium	(C) Drain	(D) Gullible

Which one of the following four options is opposite in meaning to the word in capitals?

7	UNFORSEEN	(A) Sudden	(B) Expected	(C) Precise	(D) Extensive
8	SAVOUR	(A) Protect	(B) Relish	(C) Salient	(D) Abhor
9	INEVITABLY	(A) Hardly	(B) Diversly	(C) Urgently	(D) Vitality
10	ENLIGHTENMENT	(A) Information	(B) Focus	(C) Openness	(D) Ignorance

Which one of the following four options best fits the blank given?

11	He yelled her name but the call was _____ by the cry of the wind and the crash thunder.	(A) Stifled	(B) Sustained	(C) Protected	(D) Smoothed
12	All swore, on pain of excommunication and eternal _____, to protect and uphold the peace of the land	(A) Education	(B) Damnation	(C) Outrage	(D) Bliss
13	A _____ businessman can save up its profits and reinvest them in the company.	(A) Rowdy	(B) Profligate	(C) Thrifty	(D) Forgiving
14	Helping to _____ poverty in developing countries also helps to reduce mortality rate.	(A) Aggravate	(B) Alleviate	(C) Worsen	(D) Exalt
15	As a consequence of this malady the monk was struck dumb, but was _____ recovered by a mere herb.	(A) Religiously	(B) Rationally	(C) Loyally	(D) Miraculously

5. ON DESTROYING BOOKS

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Absurd	adj.	Ridiculous, silly, meaningless, ludicrous, farcical	Practical, realistic, sound, logical
2	Acquit	verb	Find not guilty, absolve, exonerate, release	Convict, indict, allege, blame
3	Agony	noun	Intense emotion, pain, anguish, distress, torment	Excitement, thrill, elation, rapture
4	Consign	verb	Give or send, deliver, dispose of, get rid of, dispatch	Receive, collect, get, obtain
5	Contemptible	adj.	Deserving contempt, shameful, despicable, loathsome, detestable	Praiseworthy, laudable, impressive, commendable
6	Evict	verb	Eject from a property, throw out, dislodge, expel	Accommodate, induct, house, lodge

7	Fervently	adv	Eagerly, intensely, passionately, zealously, ardently	Coldly, apathetically, moderately, unresponsively
8	Fling	verb	Throw violently, hurl, toss, sling, cast	Attract, receive, bring, halt, desist
9	Forlorn	adj.	1. Lonely and miserable, forsaken 2. Deserted or abandoned, desolate	1. Joyful, merry, cheery 2. Supported, looked after, maintained
10	Furtive	adj.	Secretive, sneaky, stealthy, sly, clandestine	Open, public, unconcealed
11	Gleam	noun	Flash of light, glow, glimmer, flare, flash	Darkness, obscurity, dimness
12	Gruff	adj.	Harsh-sounding or throaty, hoarse, husky, rasping	Soft, mellow, smooth, mellifluous
13	Implication	noun	Consequence, repercussion, insinuation, effect, insinuation	Exception, frivolity, exclusion
14	Improvise	verb	Invent, devise, contrive, make up, manage	Arrange, organize, plan, devise
15	Nip	noun	A feeling of cold; coldness, chilliness, iciness	Heat, hotness, warmth
16	Ooze	verb	Flow or leak out slowly, seep, drip, exude	Gush, downpour, deluge
17	Parapet	noun	A low wall or railing along the edge of a bridge, bulwark, stockade	
18	Pitchy	adj.	Extremely dark, black, dusky, dimmed	Bright, brilliant, illuminated, luminous
19	Quail	verb	Tremble or shrink with fear, quaver, cower, flinch	Face, challenge, confront, advance
20	Reluctant	adj.	Disinclined, hesitant, unwilling, unenthusiastic, indisposed	Eager, keen, dedicated, devoted
21	Resolute	adj.	Firm, determined, unwavering, steadfast, tenacious	Vacillating, unsure, wavering, indecisive
22	Rumination	noun	Meditation, contemplation, cogitation, musing, reflection	heedlessness, disregard, inattention, spontaneity
23	Scaffold	noun	Platform used when executing criminals; noose, gallows	
24	Slime	noun	Slippery liquid, mire, muck, mud, ooze	
25	Sneering	adj.	Scornful, contemptuous, derisive, mocking	Esteeming, respecting, appreciating, approving
26	Solitary	adj.	Sole, single, unaccompanied, isolated	Sociable, cordial, genial, affable
27	Subside	verb	Drop, fall, settle, sink, descend	Escalate, levitate, soar, rocket
28	Swag	noun	Stolen goods, loot, booty, plunder, contraband	Debris, rubble, bit
29	Swirl	noun	Circular motion, whirl, spin, eddy	Uncurling, stillness, calmness
30	Tenancy	noun	Occupation of property for rent, occupancy, possession, residency	Possession, proprietorship, ownership
31	Torrent	noun	Rush of liquid, flow, stream, tide, deluge, stream	Trickle, drip, seep
32	Tramp	noun	Homeless person, beggar, vagabond, vagrant	Settled, permanent, inhabited
33	Unconcern	noun	Lack of concern or interest, indifferent, apathy, nonchalance	Nervousness, disquiet, apprehension, unease
34	Worthless	adj.	Of no value, of little worth, useless, insignificant, rubbish	Valuable, precious, esteem, treasured

6. THE MAN WHO WAS A HOSPITAL

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Acquisition	noun	Attainment, achievement, possession, procurement, asset	Deficiency, shortfall
2	Acute	adj.	Severe, sharp, intense, violent, stabbing	Clement, benign, weak, slight
3	Ailment	noun	Illness, disease	Caress, pat, fondle
4	Butt	verb	Hit or push with the head, ram, collide, smack	Outsider, alien, stranger
5	Chum	noun	Acquaintance, pal, friend, buddy, mate	Unfasten, let go, abandon
6	Clutch	verb	Hold, grasp, seize, clench, grip, catch	Haphazardly, sloppily, uncaringly
7	Conscientiously	adv	Carefully, painstakingly, meticulously, assiduously	Conflict, diverge, differ, quarrel
8	Correspond	verb	Match, resemble, tally, relate, agree	1. Restored, immaculate 2. firm, sturdy, stable, healthy
9	Decrepit	adj.	1. Broken-down, crumbling, battered, dilapidated 2. Feeble, frail, weak, infirm,	Health, fitness, strength, well-being
10	Distemper	noun	Illness, disease, ailment, malady	1. Generous, lavish, plentiful 2. Relieving, liberating, freeing
11	Grasping	adj.	1. Greedy, selfish, avaricious, covetous 2. Seizing, clutching, grabbing	Facilitate, benefit, promote
12	Hamper	verb	Obstruct, impede, hinder, shackle, encumber	Prevent, delay, leave, halt
13	Impel	verb	Drive, force, compel, induce	Energetically, vigorously, forcefully, enthusiastically
14	Indolently	adv.	Lazily, idly, listlessly, sluggishly, lethargically, languidly	Enjoyable, pleasurable, agreeable
15	Invidious	adj.	Unpleasant, offensive, insulting, discriminatory, awkward	Nimbleness, sprightliness, agility, dexterity
16	Listlessness	noun	Disinterest, indifference, apathy, indolence, lethargy	Health, well-being, fitness
17	Malady	noun	Illness, disease, malaise, ailment	Benevolent, caring, compassionate, sympathetic
18	Malignant	adj.	Menacing, harmful, fatal, malicious, menacing, vindictive	Uncertain, ambiguous, hazy, imprecise
19	Patent	adj.	Obvious, manifest, self-evident, clear	Run, compete, sprint, contest
20	Plod	verb	Work slowly and wearily, trudge, clomp, lumber, tramp	Rise, soar, aspire, climb
21	Plunge	verb	Jump, leap, dive, sink, fall, rush, embark	Propitious, hopeful, encouraging, auspicious
22	Premonitory	adj.	Warning, cautionary, cautionary, ominous	Blessing, benediction, consecration
23	Scourge	noun	Blight, plague, curse, menace, bane	Admiration, respect, esteem, veneration
24	Slight	noun	Snub, insult, affront, offend	

7. MY FINANCIAL CAREER

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Alarm	noun	Uncase, anxiety, fear, panic, distress	Composure, tranquility, peace, quietness
2	Beforehand	adv.	Ahead of time, in advance, before, early	Subsequently, later, next
3	Conjuring	noun	Entertainment in the form of magic trick, illusion, artifice	science
4	Crumpled	adj.	With folds or creases, creased, puckered, wrinkly, crushed	Flat, smooth, pressed
5	Convulsive	adj.	Sudden, abrupt, jerky, uncontrollable	Resting, uninterrupted, smooth

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6	Ghastly	adv.	Extremely frightening, horrific, gruesome, grisly, appalling	Satisfying, amusing, congenial, likeable
7	Interruption	noun	Disturbance, intrusion, disconnection, break, interlude	Continuation, maintenance, carry-over, extension
8	Invalid	noun	1. Sick, ailing, infirm 2. Untrue, worthless, null, unconvincing	1. Healthy, hefty, vigorous 2. Authentic, endorsed, compelling, sound
9	Poke	verb	Push, stick out, protrude, nudge, jab	Avoid, eschew, shun
10	Presume	verb	Think, gather, assume, guess, suppose	Doubt, disbelieve, abstain, disregard
11	Prompt	verb	Incite, urge, provoke, stimulate, motivate	Avert, preclude, inhibit, check
12	Rattle	verb	Disconcert, fluster, disturb, unnerv, fluster	Appaise, soothe, quieten, pacify
13	Reckless	adj.	Thoughtless, hasty, rash, irresponsible, wild, heedless	Prudent, vigilant, wary, circumspect
14	Rival	noun	Competitive, opponent, adversary, contender, challenger	Ally, supporter, associate, friend
15	Sepulchral	adj.	Sad, dismal, gloomy, melancholy, somber	Happy, cheerful, joyful, merry
16	Shamble	verb	Walk clumsily keeping the feet close to the ground, shuffle, trudge	Stride, march, pace, stomp
17	Solemnly	adv.	Earnestly, seriously, gravely, sincerely	Flippantly, frivolously, jestingly, jokingly
18	Transact	verb	Conduct, do, carry out, execute, perform	Halt, stop, leave
19	Wicket	noun	A small window or opening, aperture	

EXERCISE - LESSONS 5 - 7

Which one of the following four options is nearest in meaning to the word in capitals?

1	TRAMP	(A) Tread	(B) Imprint	(C) Vagrant	(D) Hooligan
2	INVIDIOUS	(A) Secret	(B) Offensive	(C) Invincible	(D) Incorrigible
3	RUMINATION	(A) Meditation	(B) Ambitions	(C) Recognition	(D) Indifference
4	AGONY	(A) Anguish	(B) Indignation	(C) Urgency	(D) Haste
5	PREMONITORY	(A) Complex	(B) Obligatory	(C) Penetrating	(D) Warning
6	DISTEMPER	(A) Layout	(B) Renovation	(C) Precaution	(D) Ailment
7	CONTEMPTIBLE	(A) Despicable	(B) Daring	(C) Commodious	(D) Fallible

Which one of the following four options is opposite in meaning to the word in capitals?

8	LISTLESSNESS	(A) Detail	(B) Apathy	(C) Randomness	(D) Fervor
9	CONSIGN	(A) Deliver	(B) Envoy	(C) Obtain	(D) Resign
10	DECREPIT	(A) Unspoiled	(B) Dilapidated	(C) Low	(D) Distorted
11	SLIGHT	(A) Aversion	(B) Admiration	(C) Trauma	(D) Insult

Which one of the following four options best fits the blank given?

12	We have lost our faith in many of the things in which our forefathers _____ believed.	(A) Fervently	(B) Nosily	(C) Sluggishly	(D) Sickly
13	A _____ attitude will turn others away from friendship.	(A) Merciful	(B) Malignant	(C) Diagnostic	(D) Inflammable

14	The teacher was suspicious of the student's _____ behaviour during the exam.	(A) Fruitful	(B) Acute	(C) Furtive	(D) Sanctified
15	Because of voter fraud, the results of the election have been declared _____.	(A) Invalid	(B) Buoyant	(C) Sick	(D) Sharp
16	The _____ had subsided, but psychological damage had been done, which was not so readily repaired.	(A) Courage	(B) Scourge	(C) Score	(D) Scar
17	Shuffle and _____ indicate moving without lifting the feet completely off the ground.	(A) Shy	(B) Stride	(C) Ignorance	(D) Shamble

8. CHINA'S WAY TO PROGRESS

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Affirm	verb	Declare positively, assert, confirm, uphold, verify	Deny, refuse, renounce, nullify
2	Aftermath	noun	Aftereffects, consequences, result, outcome, repercussion	Cause, origin, source, start
3	Ascetic	adj.	Related to a simple and strict way of living, austere, abstainer, puritan, abstemious	Self-indulgent, epicurean, profligate
4	Boast	verb	Brag, aggrandize, exaggerate	Conceal, hide, deprecate
5	Bourgeois	adj.	Conventional, middle-class, commonplace, conservative, traditional	Adventurous, imaginative, inspired
6	Chores	noun	Routine tasks, errands, burden, duty	Leisure, recess, respite, vacation
7	Cumbersome	adj.	Heavy or bulky, burdensome, unwieldy, ungainly	Manageable, practicable, adaptable, handy
8	Embellishment	noun	Beautification, decoration, adornment, ornamentation	Flaw, blemish, blot, disfigurement, blight
9	Enigma	noun	Mystery, riddle, puzzle, perplexity	Clarity, discernment, comprehensibility, certainty
10	Enterprise	noun	Business, project, scheme, firm, company	Unemployment, idleness, languor, inactivity
11	Exodus	noun	Migration, mass departure, evacuation, emigration, exit	Arrival, entrance, influx, coming
12	Gigantic	adj.	Huge, vast, great, enormous, massive, colossal, titanic	Little, diminutive, minute, tiny
13	Incorporate	verb	Absorb, assimilate, merge, include, integrate	Omit, exclude, discount, rule out
14	Indigenous	adj.	Local, native, aboriginal, home-made	Foreign, external, remote, overseas

15	Intensive	adj.	Rigorous, exhaustive, severe, thorough	Superficial, imprecise, mild, weak
16	Intervene	verb	Get involved, interfere, intrude, interpose	Leave, avoid, disregard
17	Juxtaposition	noun	Putting side by side, comparison, connection, contrast, concurrence	Parting, detachment, severance, disjunction
18	Mounting	adj.	Increasing, escalating, rising, intensifying	Lessening, diminishing, decreasing
19	Nonexistent	adj.	Not in existence, absent, missing, intensifying	Ongoing, present, real, actual
20	Oblivion	noun	Forgetfulness, obscurity, missing, unreal unconsciousness	Awareness, mindfulness, presence
21	Pervasive	adj.	Spreading everywhere, widespread, prevalent	Restricted, limited, contained
22	Plague	verb	Afflict, trouble, hound, trouble, torment	Aid, benefit, bless, support
23	Proletarian	adj.	Relating to the working classes, grassroots, commoner, plebeian	Aristocracy, blue-blood, patrician
24	Promptly	adv.	Quickly, rapidly, swiftly, straightway, speedily	Leisurely, gradually, sluggishly, gently
25	Prospects	noun	Chances, expectations of success, projections, possibilities	Impossibility, unlikelihood, doubtfulness
26	Radical	adj.	Fundamental, thorough, profound, drastic	Conservative, traditional, moderate
27	Regime	noun	A system or style of government, administration, government, rule, dynasty	Chaos, disorder, anarchy
28	Resort	verb	Have recourse to, make use of, turn to, fall back on, retreat, refuge, recourse	Advance, avoid, ignore
29	Rigid	adj.	Firm and stiff, inflexible, stern, unyielding	Floppy, accepting, permissive
30	Souvenir	noun	Token, remembrance, keepsake, memento	
31	Subsist	verb	Keep going, exist, survive, live, persist	Perish, expire, end, cease
32	Yardstick	noun	Standard, touchstone, measure, benchmark	Abnormality, aberration, deviation

9. HUNGER AND POPULATION PROBLEMS

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Blotch	noun	A reddish patch on the skin, blemish, splotch, spot	Embellishment, ornament, enhancement, decoration
2	Cargo	noun	Goods, consignment, shipment, freight	
3	Census	noun	Count of population, survey, poll, register	
4	Cope with	noun	Handle successfully, deal with, tackle, handle, manage	Mismanage, fail, disturb, disarrange
5	Deform	verb	Bend, twist, distort, reshape, warp	Improve, fix, decorate, mend
6	Distress	noun	Pain, grief, misery, suffering, pang, anguish	Joyousness, happiness, euphoria, gladness
7	Fluctuation	noun	Constant change, rise and fall, variation, changeability, wavering	Steadiness, equilibrium, balance, stability
8	Folk-lore	noun	Traditional local stories, mythology, legend	Truth, biography, recorded history
9	Fraction	noun	A small amount or part of something, segment, section, portion, division	Whole, entirety, sum
10	Grave	adj.	Serious, severe, dire, dangerous, critical, crucial	Negligible, marginal, silly, frivolous
11	Inadequate	adj.	Not enough, too little, insufficient, scarce, scanty, scant	Sufficient, enough, ample, plenty
12	Mortality	noun	Death rate, death, fatality, dying	Immortality, eternity
13	Pang	noun	Sharp pain, intense and depressing feeling, ache, prick, spasm	Comfort, ease, joy, relief

14	Paradox	noun	Something absurd or contradictory, contradiction, puzzle, inconsistency, illogicality	Certainty, standard normality,
15	Poach	verb	Take by unfair or illegal methods, pilfer, plunder, rob	Give, distribute, donate
16	Reign	noun	Time in power, sovereignty, rule, sway, supremacy	Subordination, bondage, inferiority
17	Reluctantly	adv.	Unwillingly, half-heartedly, hesitantly, grudgingly, aversely, unenthusiastically	Eagerly, readily, voluntarily, keenly
18	Scarce	adj.	In short supply, inadequate, insufficient, sparse, meagre.	Plentiful, profuse, overflowing

10. THE JEWEL OF THE WORLD

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Aquiline	noun	Of or like an eagle	
2	Aristocracy	noun	Upper class, nobility, gentry	Proletariat, plebian, grass-root
3	Arsenal	noun	Weapons storehouse, armory, repository, weapons, stockpile	
4	Ascension	noun	The act of rising or reaching a high position, elevation, rise, mounting, ascent	Descent, decline, downfall
5	Assassination	noun	Murder, killing, slaying, homicide	Clemency, compassion, forgiveness, life
6	Awe	noun	A feeling of amazement and respect mixed with fear, wonder, admiration, respect	Disregard, abomination, indifference
7	Brigandage	noun	Robbery, banditry	Protection, safety, safeguard
8	Consolidate	verb	Strengthen, stabilize, establish,	Deteriorate, disperse, disintegrate, separate
9	Distinguished	adj.	Famous, eminent, illustrious, notable, prominent	Ordinary, mediocre, unremarkable
10	Dynasty	noun	Family, house, line, lineage	
11	Emboss	verb	Decorate something with raised pattern, stamp, mark, engrave, imprint	Disfigure, damage, destroy
12	Endowments	noun	Funds or property, donations, awards, grants, contributions	Debts, deficiencies, arrears
13	Excavate	verb	Dig for artifacts, uncover, exhume, unearth, mine	Bury, entomb, hide, inter
14	Exotic	adj.	Coming from another country, unfamiliar, outlandish, foreign, unusual, exceptional	Native, normal, familiar, ordinary
15	Extermination	noun	Complete destruction, massacre, annihilation, killing, execution	Preservation, safeguarding, protection, continuation
16	Hitherto	adv	Until now, until then, thus far, yet, previously	Currently, recently, presently
17	Illustrious	adj.	Famous, eminent, distinguished, renowned, celebrated	Unknown, anonymous, unfamiliar, indefinite
18	Lasting	adj.	Long-lasting, undying, permanent, durable, eternal	Temporary, brief, impermanent, provisional
19	Manuscript	noun	Author's original text, handwritten book, document, copy, text	
20	Nerve	noun	Courage and self-assurance, courage, bravery, spirit, audacity	Cowardice, spinelessness, weakness, fearfulness
21	Nautical	adj.	Relating to sailors, ships, or seafaring, maritime, marine, navigational	
22	Nominal	adj.	So-called, in name only, insignificant, minimal, trifling, minor	Prodigious, countless, boundless

23	Patronize	verb	Support, encourage, sponsor, promote	
24	Penetrate	verb	Enter and spread through something, enter, pierce, infiltrate, pervade, permeate	Boycott, discourage, ignore, hinder
25	Peninsula	noun	An area of land that is almost surrounded by water but is joined to a large piece of land, promontory, headland, cape	Exit, seal, withdraw
26	Predecessor	noun	Previous holder of office, forerunner, precursor, ancestor	In land, valley, meadow
27	Preeminence	noun	Eminence, prominence, superiority, ascendancy, excellence, dominance	Heir, inferior, beneficiary
28	Proclamation	noun	Public announcement, declaration, decree, edict	Mediocrity, lowliness, anonymity, dependency
29	Proverbial	adj.	Well-known, famous, familiar, reputed	Hiding, denial, secret
30	Ransack	verb	Search thoroughly, rummage, scour, rake, comb	Unknown, abnormal, new, uncommon
31	Realm	noun	Dominion, empire, kingdom, jurisdiction	Discover, obtain, acquire, attain, locate
32	Refuge	noun	Shelter or protection, asylum, haven	Estate, ghetto
33	Rejoinder	noun	Retort, reply, answer, response	Jeopardy, threat, peril, hazard
34	Render	verb	1. Cause to become, make, leave 2. Provide or give service, give provide, supply, offer	Ask, inquire, challenge
35	Rudiments	noun	Fundamental elements, principles, basics, essentials, origins	Remove, conceal, beg
36	Ruthless	adj.	Merciless, brutal, cruel, callous, merciless	
37	Sagacity	noun	Good judgment and understanding, wisdom, perceptiveness, discernment, insight	Compassionate, gracious, forbearing, stupidity, inanity, senselessness, idiocy
38	Sermon	noun	Lecture on religion or morality given in a religious service, discourse, address, speech, lecture	Chat, dialogue, discussion
39	Signalize	verb	Make conspicuous or remarkable, distinguish, differentiate, characterize	Condemn, confuse, demote, denounce
40	Sovereignty	noun	Power, rule, authority, dominance, autonomy	Subjugation, bondage, Conquest, suppression
41	Stately	adj.	Dignified, splendid, grand, imperial, elegant	Modest, ordinary, humble, plain
42	Subsequently	adv.	Later, afterward, next, consequently	Initially, firstly, primarily, originally
43	Suffice	verb	Be sufficient, do, serve, avail, satisfy	Disgruntle, displease, dissatisfy
44	Tender	adj.	Kind, gentle and loving, affectionate, warm, fond	Rough, coarse, crude
45	Treason	noun	Betrayal, disloyalty, treachery, sedition	Allegiance, commitment, fidelity, faithfulness

EXERCISE - LESSONS 8 - 10

Which one of the following four options is nearest in meaning to the word in capitals?

1	JUXTAPOSITION	(A) Exactness	(B) Assignment	(C) Anomaly	(D) Comparison
2	EMBELLISH	(A) Beautify	(B) Melodious	(C) Jingling	(D) Roundish
3	REJOINDER	(A) Reunion	(B) Connection	(C) Reference	(D) Reply
4	YARDSTICK	(A) Lonely tree	(B) Slim figure	(C) Standard	(D) Scepter
5	OBLIVION	(A) Oscillation	(B) Forgetfulness	(C) Pavilion	(D) Oddity
6	SAGACITY	(A) Anarchy	(B) Solemnity	(C) Seniority	(D) Wisdom

Which one of the following four options is opposite in meaning to the word in capitals?

7	STATELY	(A) Official	(B) Grand	(C) Registered	(D) Modest
8	EXODUS	(A) External	(B) Migration	(C) Influx	(D) Culmination
9	TREASON	(A) Fidelity	(B) Repulsion	(C) Betrayal	(D) Endeavour
10	EXOTIC	(A) Foreign	(B) Indigenous	(C) Ingenuous	(D) Glamorous

Which one of the following four options best fits the blank given?

11	The cowardice of hyena is _____; despite its powerful teeth, it rarely attempts to defend itself.	(A) Ancient	(B) Proverbial	(C) Jocular	(D) Wise
12	The _____ enumerated eighty - six persons over one hundred years old in this mountain area.	(A) Strict check	(B) Unanimous decision	(C) Compatibility	(D) Census
13	His _____ is indisputable; he unites in himself all the best qualities of other explorers	(A) Innocence	(B) Preeminence	(C) Glee	(D) Priority
14	I bought a model of the Eiffel Tower as a _____ of my trip to Paris.	(A) Independent	(B) Reverend	(C) Souvenir	(D) Solemn
15	The burglars _____ the whole house but found nothing valuable.	(A) Ransacked	(B) Rescue	(C) Raced	(D) Leased
16	Although his own career faded, his influence remained _____ in the work of other artists	(A) Pervasive	(B) Evasive	(C) Hasty	(D) Scanty

11. FIRST YEAR AT HARROW

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Biased	adj.	Prejudiced, partial, predisposed, influenced	Impartial, neutral, dispassionate, fair
2	Blot	noun	Stain or spot caused by a drop of liquid, spot, mark, blotch, blemish, stain, smudge	Purity, blank, grace, perfection
3	Discernment	noun	Intellectual power to decide wisely, wisdom, understand, judgement, sagacity	Obtuseness, stupidity, imbecility, foolishness
4	Disregarded	adj.	Ignored, overlooked, judgement, sagacity marginalized,	Noticed, observed, followed, evident, manifest
5	Dunce	noun	Unintelligent person, blockhead, ignoramus, idiot, dope	Brainiac, maven, thinker, genius
6	Epigram	noun	Short poem, witty saying, witicism, axiom, maxim, aphorism	Gibberish, nonsense, stupid saying
7	Incidentally	adv	By chance or by accident, accidentally, fortuitously, circumstantially	Deliberately, purposely, intentionally
8	Inhospitable	adj.	Uninviting, hostile, cold, unwelcoming	Welcoming, friendly, cordial, kind
9	Invariably	adv	Almost always, undeviatingly, consistently, unchangeably, ever, regularly	Erratically, intermentally, inconsistently, unsteadily
10	Pithy	adj.	Forceful, epigrammatic, terse, laconic, concise	Wordy, lengthy, tedious, verbose, circuitous
11	Reflection	noun	Careful thought, consideration, musing, rumination, contemplation	Impetus, heedlessness, neglect, thoughtlessness
12	Slender	adj.	Slight, meagre, small, little	Sizeable, considerable, extensive, significant
13	Unpretentious	adj.	Not showy, humble, modest, unassuming, plain, simple	Ostentatious, showy, pompous, exaggerated
14	Usher	noun	Attendant, conductor, escort, guide, helper	
15	Whip	verb	Lash, thrash, beat, flog,	

12. HITCH-HIKING ACROSS THE SAHARA

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Agonizing	adj.	Painful, distressing, unbearable, tormenting, excruciating	Comfortable, painless, bearable, tolerable
2	Arduous	adj.	Difficult and tiring, laborious, onerous, toilsome, taxing	Easy, effortless, facile, painless
3	Collapse	verb	Fall down, break down, faint, flop, fall to pieces, dissolve	Rise, build, advance, succeed, prosper
4	Detour	noun	A longer route, diversion, deviation, by-pass	Straightness, direct route
5	Drastic	adj.	Violent in effect, strong, severe, harsh, desperate, extreme	Complacent, genial, calm, humane
6	Dune	noun	Sandbank, hill, mound, ridge, hump	
7	Encroach	verb	Make inroads into, eat into, trespass, intrude, invade, infringe	Exile, banish, oust, keep off
8	Endure	verb	Put up with, bear, undergo, go through, stand, experience, suffer, brave	Succumb, perish, cease, discontinue, forfeit
9	Foresight	noun	Ability to think ahead, precaution, forethought, prudence, sagacity	Hindsight, foolishness, insanity, folly
10	Formidable	adj.	Difficult to deal with, forbidding, alarming, astounding, dreadful, intimidating	Weak, feeble, harmless, powerless
11	Hop	verb	Jump, spring, leap, bounce, skip	Stand, rest, pause, halt
12	Inviting	adj.	Pleasing, attractive, enticing, tempting	Unattractive, ugly, disagreeable, unpleasant

13	Legion	noun	A large body of soldiers, platoon, squad, subdivision, detachment	Few, none, fraction
14	Luxuriant	adj.	Abundant, rich, lush, plentiful, thriving, flourishing	Meagre, inadequate, paltry, scanty
15	Mesh	noun	Netlike material, net, netting, weave	Reality, actuality, existence
16	Mirage	noun	Optical illusion, hallucination, figment, delusion	Actuality, fact, truth
17	Notion	noun	Idea, concept, conception, impression, opinion	Illustrious, eminent, prominent
18	Notorious	adj.	Famous for something bad, infamous, disreputable, dishonorable	Damp, drenched, soaking, moist
19	Parched	adj.	Dry for want of water, very thirsty, dehydrated, arid, waterless	Keep safe, defend, fortify, guard
20	Pounding	adj.	Thumping, beating, throbbing, striking	1. Modern, recent, contemporary, date, developed 2. Progressive, refined, up-to-date, developed
21	Primitive	adj.	1. Ancient, prehistoric, original, early 2. Unsophisticated, underdeveloped, crude, rough	Lawlessness, disagreement, nonstandard
22	Regulation	noun	Rule, law, order, instruction, guideline, decree, directive	Excited, eager, keen, fervent
23	Reluctant	adj.	Hesitant, unenthusiastic, unwilling, disinclined	Deplete, exhaust, drain, lessen
24	Replenish	verb	Refill, fill, stock up, restock, reload	Fresh, airy, breezy, refreshing
25	Spout	noun	Tube for pouring liquid through	Weak point, infirmity, weakness, failing
26	Stifling	adj.	Uncomfortably hot and stuffy, choking, airless, close, boiling, muggy	Ease, fun, relax, idle, rest
27	Strand	noun	Single length of rope, wire, string, etc.; filament, thread, fiber	Tracked, accessible, crowded
28	Stranglehold	noun	Headlock, complete power, hold, grip, throttlehold	Defeat, disappointment, failure, disaster
29	Toil	verb	Labour, work, slave, sweat, strive	Natural, ordinary, normal, typical
30	Trackless	adj.	Having no trails or paths, pathless, roadless, untrodden	Exciting, thrilling, exhilarating, rousing
31	Triumph	noun	Conquest, success, victory, accomplishment	Obscurely, ambiguously, unclearly, abstrusely
32	Uncanny	adj.	Weird, supernatural, eerie, mysterious	Inattentive, negligent, careless
33	Uneventful	adj.	Unexciting, dull, boring, ordinary, monotonous	Homesickness, yearning for home
34	Vividly	adv.	Clearly, lucidly, distinctly, plainly	
35	Vigilant	adj.	Cautious, alert, watchful, observant	
36	Wanderlust	noun	Desire for travelling, itchy feet, wayfaring, nomadism	

13. SIR ALEXANDER FLEMING

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Armor	noun	Protection, defense, shield, covering	
2	Catarrh	noun	Inflammation of mucous membrane, especially of the nose and throat, cold, flu, phlegm	
3	Confer	verb	Present, give, grant, award, bestow	Reclaim, refuse, deny, reserve
4	Contaminate	verb	Make impure, pollute, infect, sully	Purify, cleanse, filter, sterilize
5	Crude	adj.	Unrefined, unprocessed, raw, uncouth, coarse	Elegant, decent, tasteful, refined

6	Forerunner	noun	Something that comes before and indicates the approach of another, harbinger, precursor, predecessor, forerunner, antecedent	Successor, descendant, heir, inheritor
7	Forge	verb	Make, form, shape, build, construct, establish	Destroy, abolish, obliterate
8	Gleaming	adj.	Shiny, shining, glowing, glossy, glistening, luminous, lustrous, polished	Dull, dark faded
9	Gratitude	noun	Thankfulness, gratefulness, thanks	Ingratitude, thanklessness, rudeness
10	Hail	verb	Greet, praise or approve, acclaim, affirm, acknowledge	Denounce, ignore, condemn, berate
11	Hosts	noun	Mass, multitude, horde, crowd, swarms	Few, scarce, some
12	Inhibit	verb	Stop, hinder, hold back, deter, obstruct, bar, impede, hamper, prevent, constrain	Encourage, allow, aid, assist, support
13	Inoculate	verb	Protect a person or an animal against a disease by injecting them with a mild form of the disease, vaccinate, inject, immunize	Infect, pollute, contaminate
14	Invade	verb	Enter as enemy, assault, conquer, raid, occupy	Surrender, depart, evacuate
15	Larder	noun	Food storage place, store, storeroom, cold-room	
16	Limelight	noun	Focus of public attention, fame, renown, publicity	Obscurity, anonymity, insignificance
17	Modesty	noun	Humility, unpretentiousness, diffidence, reticence	Arrogance, conceit, haughtiness
18	Presumably	adv.	It is reasonable to suppose, most probably, likely, ostensibly	Unlikely, hardly, doubtfully
19	Proclaim	verb	State publicly, announce, declare, assert, pronounce	Conceal, hide, check, suppress
20	Prospects	noun	Expectations of success, chances, projection, hopes, possibilities	Doubtfulness, improbability, unlikelihood
21	Sanctum	noun	1. A sacred place, a private place free from intrusion; altar, temple 2. workroom, chamber, study	

EXERCISE - LESSONS 11 - 13

Which one of the following four options is nearest in meaning to the word in capitals?

1	SLENDER	(A) Thin	(B) Rustic	(C) Stalwart	(D) Veteran
2	CONFER	(A) Construe	(B) Strengthen	(C) Meet	(D) Bestow
3	UNPRETENTIOUS	(A) Unprepared	(B) Unbidden	(C) Hoax	(D) Humble
4	LIMELIGHT	(A) Publicity	(B) Clarity	(C) Luminosity	(D) Focal point
5	SMUDGE	(A) Smear	(B) Malice	(C) Shove	(D) Fabricate
6	ARMOUR	(A) Sandbank	(B) Shield	(C) Depression	(D) Curve

Which one of the following four options is opposite in meaning to the word in capitals?

7	REPLENISH	(A) Propagate	(B) Promulgate	(C) Refill	(D) Drain
8	DUNCE	(A) Unintelligent person	(B) Peculiar	(C) Maven	(D) Naive
9	MIRAGE	(A) Certainty	(B) Matrimony	(C) Optical illusion	(D) Persuasion
10	ARDENT	(A) Intense	(B) Bumpy	(C) Apathetic	(D) Persistent

Which one of the following four options best fits the blank given?

11	Cool _____ and a quick mind enabled him to react swiftly in an emergency.	(A) Glance	(B) Oblivion	(C) Foresight	(D) Fright
12	The highest reward for man's _____ is not what he gets for it, but what he becomes by it.	(A) Playfulness	(B) Clang	(C) Claw	(D) Toil
13	Quick _____ of the finger is the best remedy of all if a large snake has bitten it.	(A) Expurgation	(B) Amputation	(C) Animation	(D) Discourtesy
14	The paradox is that the region's most dynamic economies have the most _____ financial systems.	(A) Primitive	(B) Intricate	(C) Uninhabited	(D) Important
15	It was _____ really; almost as if she knew what I was thinking.	(A) Furtive	(B) Uncanny	(C) Bitter	(D) Unrestrained
16	How could the ground be so _____ when the air was so waterlogged?	(A) Ploughed	(B) Parched	(C) Reinforced	(D) Seasoned

14. LOUIS PASTEUR

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Abolish	verb	Put an end to, close down, eradicate, eliminate, end	Establish, create, launch
2	Adversary	noun	Person acting against one, opponent, rival, antagonist	Supporter, enthusiast, sponsor, helper
3	Arbitration	noun	Settlement of dispute, mediation, settlement, adjudication	Incitation, botheration, disagreement
4	Attenuate	verb	Lessen, weaken, mitigate, dilute, lighten	Intensify, strengthen, increase
5	Brewing	noun	The process of making beer, fermenting, distilling, preparing	-----
6	Cistern	noun	Water tank, container, reservoir	-----
7	Conscript	noun	One compulsorily enrolled in the armed forces, military recruit, rookie, recruit	volunteer
8	Demon	noun	An evil spirit; fiend, devil	Deity, angel, god

9	Descant	verb	Discourse or comment at length, discuss, dissert, review	Be quiet, silence, ignore
10	Devour	verb	Consume, destroy, overwhelm, overcome	Nibble, taste, abstain, eat slowly
11	Doomed	adj.	Damned, condemned, ill-fated, unlucky, cursed	Fortunate, lucky, thriving
12	Execration	noun	Insult, curse, malediction, imprecation	Blessing, benediction, affinity, liking
13	Fidelity	noun	Commitment, devotion, loyalty, reliability	Betrayal, cheating, perfidy, disloyalty
14	Forbears	noun	Ancestors, predecessor, antecedent, precursor	Successors, inheritors, heirs, descendants
15	Garrison	noun	Troops stationed at a military post; barracks, quarters, stronghold	-----
16	Hitherto	adv.	Until now, until then, up till now, previously, before, thus far, so far	Currently, recently, presently
17	Illuminating	adj.	Informative, enlightening, revealing, elucidating	Confusing, puzzling, unenlightening
18	Impart	verb	Bestow a quality, give, convey, teach, instruct	Conceal, hide, withhold, cover
19	Liabile	adj.	Apt, prone, likely, predisposed	Unlikely, dubious, improbable
20	Loathing	noun	Abhorrence, disgust, hate, dislike, antipathy, repugnance	Affection, adoration, amity, fondness
21	Malign	adj.	Evil, harmful, damaging, destructive	Benign, kind, benevolent
22	Morbific	adj.	Causing disease, pathogenic, infective, unhealthful	Wholesome, healthful, salubrious
23	Occult	adj.	Supernatural or magical, mysterious	Natural, usual, normal, factual
24	Parchment	noun	Document, paper, scroll, pad, manuscript	-----
25	Peasantry	noun	All the peasants of a region or a country; Rank and file, commoners, farmers, proletariat	Aristocracy, nobility, gentry
26	Plague	noun	Epidemic disease; outbreak, pestilence	Blessing, boon, benefit, support, aid
27	Plead	verb	Offer as an excuse, assert, appeal, entreat, implore	Require, command, necessitate, claim
28	Providentially	adv	Fortunately, luckily, opportunely	Unfortunately, unluckily, regrettably
29	Puddle	noun	Small pool of water, especially rainwater, pond, pool	-----
30	Rampant	adj.	Occurring widely, widespread, extensive, pervasive, proliferating	Controlled, restrained, limited, checked
31	Ravages	noun	Damaging effects, devastation, havoc, ruin	Protection, improvement, assistance, help
32	Rear	verb	Cultivate, raise, bring up, nurture,	Disregard, abandon, overlook, ignore
33	Rigorously	adv.	Completely, carefully, scrupulously, austere	Negligently, carelessly, forgetfully, casually
34	Spasm	noun	Sudden violently attack of pain; tremor, contraction, seizure, convulsion	Peace, comfort, ease, steadiness
35	Subscriptions	noun	Donations, contributions	Penalty, fine
36	Tannery	noun	A place where leather is made	-----
37	Tend	verb	Look after; take care of, manage, watch, supervise	Neglect, forget, overlook
38	Upheaved	adj.	Roused up, uprise, raise, uplift	Lower, decline, fade, decrease
39	Valour	noun	Courage shown in war or battle, bravery, gallantry, heroism	Timidity, fearfulness, cowardice

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Abandon	noun	Complete lack of inhibition, unrestraint, uninhibitedness, wildness, recklessness	Restrain, self-control, self-discipline
2	Ammunition	noun	Bullets and shells, grenades	
3	Armistice		Temporary break in fighting to discuss terms for peace, ceasefire, truce, settlement, treaty	Fight, war, conflict, dispute
4	Cavalry	noun	Soldiers on horseback; ranger	
5	Chronicle	verb	Record events in chronological order, report, register, document, recount	Hide, conceal, ignore, erase
6	Conception	noun	Notion, concept, idea, hypothesis, perception	Misconception, truth
7	Consternation	noun	Shocked dismay, disquiet, anxiety, dread, concern	Composure, serenity, tranquility
8	Coup d' tat	noun	The sudden overthrow of a government by the military, coup	Democracy, republic
9	Crave	verb	Beg, request, ask, entreat, beseech	Command, order, instruct
10	Crazed	adj.	Excited, wild, crazy, irrational	Rational, reasonable, logical
11	Deliverer	noun	Liberator, savior, emancipator, releaser	Captor, vanquisher, subjugator
12	Demur	verb	Express doubts, object, balk, protest	Agree, approve, correspond
13	Destiny	noun	Fate, fortune, lot, luck, future	Choice, option, decision
14	Detachment	noun	Military unit sent on special assignment; taskforce, platoon, unit	
15	Deterioration	noun	Decline, fall, worsening, decline	Enhancement, perfection
16	Disband	verb	Break up a group or organization, disperse, scatter, split, separate	Unite, connect, merge, combine
17	Disembark	verb	Go ashore from a ship, land; get off, dismount, alight, descend	Board, embark, get on, mount
18	Dotard	noun	An old person who has become weak or senile, oldster	Juvenile, youthful, young
19	Dump	noun	Temporary store for military supplies, scrapyard, junkyard, scrapheap	
20	Encounter	noun	Hostile confrontation, skirmish, clash, fight combat	Surrender, retreat, accord, harmony
21	Escort	noun	A person, vehicle, or group accompanying another for protection or as a mark of rank, attendants, bodyguard	
22	Exile	noun	Expulsion from home or country, banishment, ostracism, deportation	Welcoming, inclusion
23	Foolhardy	adj.	Taking unnecessary risks, reckless, imprudent, impulsive	Sensible, reasonable, prudent, sagacious
24	Hinterland	noun	The area around or beyond a major town or port, surrounding, vicinity, neighborhood	Heartland, homestead, nucleus
25	Indignation	noun	Anger, outrage, exasperation, ire, resentment, crossness, fury	Satisfaction, amusement, gladness, joy
26	Intercept	verb	Interrupt, stop, seize, capture, catch, divert	Continue, accommodate, advance
27	Junction	noun	The place where two or more roads or railroad routes meet, interchange, intersection, confluence, crossroads	Isolation, division, segregation

28	Lenient	adj.	Showing mercy in dealing with misbehavior, not strict, merciful, tolerant, forgiving	Severe, harsh, uncompromising, unforgiving
29	Massacre	noun	Bloodshed, mass murder, slaughter, genocide, annihilation, extermination, carnage	Saving, security, protection, salvation
30	Momentous	adj.	Highly significant, historic, important, crucial, vital	Trivial, unimportant, negligible
31	Obstruct	verb	Hamper, impede, hinder, check, prohibit	Facilitate, assist, boost, favor
32	Overrule	verb	Reject, override, annul, reject, veto	Submit, acquiesce, concede, admit, concede
33	Peremptory	adj.	Authoritative, dictatorial, imperious, commanding, bossy	Submissive, beseeching, modest
34	Remnants	noun	A small surviving group of people, leftovers, remainder, fragments, miscellanies	Whole, entirety, all
35	Stupendous	adj.	Extremely large or impressive, huge, awesome, fantastic, remarkable	Ordinary, average, commonplace, typical
36	Subtlety	noun	Cunning, craftiness, shrewdness, refinement	Oversight, imprudence, idiocy
37	Supersede	verb	Set aside, surpass, replace, overtake	Accept, acknowledge, retain, hold back
38	Traverse	verb	Move across an area, cover, cross, track	Stay, stop, remain, halt
39	Unanimous	adj.	In complete agreement, undisputed, united, agreed	Individualistic, split, conflicting, controversial
40	Unchain	verb	Free from restraints, liberate, release, unshackle, unletter	Restrain, cage, shackle
41	Valiantly	adv.	Courageously, bravely, fearlessly, boldly, intrepidly	Timidly, apprehensively, fearfully, timorously

EXERCISE - LESSONS 14 15

Which one of the following four options is nearest in meaning to the word in capitals?

1. DISBAND	(A) Disperse	(B) Ban	(C) Confute	(D) Upset
2. MORBIFIC	(A) Causing disease	(B) Health-giving	(C) Morbid	(D) Antiseptic
3. SUBTLETY	(A) Humility	(B) Fertility	(C) Triviality	(D) Craftiness
4. CONSTERNATION	(A) Consistency	(B) Alarm	(C) Continuation	(D) Demonstration
5. DESCANT	(A) Discourse	(B) Spellbind	(C) Fall	(D) Demur
6. DEMUR	(A) Object	(B) Jumble	(C) Muddle	(D) Approve

Which one of the following four options is opposite in meaning to the word in capitals?

7. VOW	(A) Shout	(B) Refuse	(C) Prepare	(D) Pledge
8. ABOLITION	(A) Establishment	(B) Boxing	(C) Humidity	(D) Elimination
9. OCCULT	(A) Supernatural	(B) Recurrent	(C) Natural	(D) Trendy
10. FIDELITY	(A) Loyalty	(B) Chivalry	(C) Idiosyncrasy	(D) Perfidy

Which one of the following four options best fits the blank given?

The violent volcanic forces _____ the land of the whole area.	(A) Upheaved	(B) Tired	(C) Augmented	(D) Fertilized
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12	It is illegal to intentionally _____ phone conversations or knowingly spread their contents.	(A) Interact	(B) Interchange	(C) Mingle	(D) Intercept
13	What destroys us most effectively is not a _____ fate but our own capacity for self-deception.	(A) Aligned	(B) Malign	(C) Pure	(D) Peerless
14	The plan, brilliant in its _____, failed because of poor preparation.	(A) Finance	(B) Conception	(C) Category	(D) Vanity
15	They complimented each other for their ability to _____ effectively as a team.	(A) Collide	(B) Corroborate	(C) Collaborate	(D) Collect
16	For three hours the gallant warrior fought in the streets with determined _____, but in vain.	(A) Valour	(B) Breadth	(C) Wile	(D) Vulgarly

ANSWER KEY

Exercise - Lesson 1 - 4

1	A	2	B	3	D	4	A	5	A
6	B	7	A	8	D	9	A	10	D
11	A	12	B	13	C	14	B	15	D

Exercise - Lesson 5 - 7

1	C	2	B	3	A	4	A	5	D
6	D	7	A	8	D	9	C	10	A
11	B	12	A	13	B	14	C	15	A
16	B	17	D	---	---	---	---	---	---

Exercise - Short Stories 8 - 10

1	D	2	A	3	D	4	C	5	B
6	D	7	D	8	C	9	A	10	B
11	B	12	D	13	B	14	C	15	A
16	A	---	---	---	---	---	---	---	---

Exercise - Short Stories 11 - 13

1	A	2	D	3	D	4	A	5	A
6	B	7	D	8	C	9	A	10	C
11	C	12	D	13	B	14	A	15	B
16	B	---	---	---	---	---	---	---	---

Exercise - Short Stories 14 - 16

1	A	2	A	3	D	4	B	5	A
6	A	7	B	8	D	9	C	10	A
11	A	12	D	13	A	14	B	15	D
16	A	---	---	---	---	---	---	---	C

BOOK THREE

1. HEAT LIGHTNING

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Deserted	adj.	Empty, uninhabited, solitary, desolate	Occupied, settled, populated
2	Discarded	adj.	Cast-off, unwanted, waste, useless, superfluous	Indispensable, essential, irreplaceable
3	Disheveled	adj.	Untidy, messy, tousled, bedraggled, unkempt	Smoothed, arranged, tidy, orderly
4	Drab	adj.	Dull, dreary, dingy, plain, somber, unexciting, dismal	Attractive, appealing, colorful, lively
5	Hum	noun	Droning sound, drone, purr, buzz, vibration, rumble	Quiet, silence, hush
6	Hysterically	adv.	Frantically, frenziedly, unrestrainedly, loudly, screamingly, uncontrollably	Calmly, restfully, peacefully, soberly
7	Nondescript	adj.	Dull, commonplace, unexceptional, ordinary, uninteresting, plain, unremarkable	Special, unique, particular, distinctive
8	Overhanging	adj.	Dangling, pendent, drooping, swinging, oscillating, pendulous, hanging	Still, motionless, even
9	Pat	verb	Touch, caress, palm, tap, stroke	Refrain, disconnect, cower, avoid
10	Peer	verb	Look, gaze, stare, examine	Glance, peek, glimpse
11	Piercing	adj.	Intense, loud, sharp, shrill, earsplitting	Soft, balmy, gentle, flushed, low
12	Slam	verb	Close forcefully and noisily, bang, smash, thump, crash	Close gently,
13	Splash	verb	Flow or move along with a slapping sound, ripple, swash, splatter, spatter	Amble, saunter, stroll
14	Viciously	adv.	Violently, wildly, savagely, ferociously, nastily	Mildly, moderately, softly

2. USING THE SCIENTIFIC METHOD

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Arc	verb	Rush, race, hurry, zoom, curl, angle	Stay, stop, halt, impede
2	Blandly	adv.	Unremarkably, unemotionally, mildly, banally, rapidly, dully	Energetically, enthusiastically, heartily, briskly
3	Cellar	noun	Underground room, basement	Roof, top, upper floor
4	Censorship	noun	Suppression of published or broadcast material, restriction, control, editing, expurgation	Candor, openness, free expression, frankness
5	Conjecture	noun	Guesswork, surmise, supposition, assumption, speculation, inference, guess	Fact, proof, truth, certainty
6	Deliriously	adv.	Excitedly, overwhelmingly, ecstatically, frantically	Cogently, logically, rationally
7	Disposition	noun	1. Character, nature, outlook, propensity 2. Settlement of a matter, settlement, decision	Disinclination, disarrangement, mismanagement
8	Elude	verb	Escape somebody's understanding or grasp, skip away from, evade, escape, avoid	Face, encounter, confront, accept
9	Evasively	adv.	Elusively, equivocally, ambiguously, obliquely, misleadingly	Directly, candidly, honestly
10	Exhausting	adj.	Tiring, fatiguing, wearying, shattering, strenuous	Easy, awesome, invigorating

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11	Flattering	adj.	Pleasurable, satisfying, cheering, pleasing, gratifying, sycophantic, obsequious	Disparaging, derogatory, damning, offensive
12	Get-up-and-go	noun	Energy and enthusiasm, liveliness, vigor, vitality, ambition, verve, enthusiasm	Languor, torpidity, listlessness
13	Giddy	adj.	Lightheaded, unsteady, shaky, woozy, dizzy, nauseated	Firm, stable, balanced, uniform
14	Grab	verb	Take hold of, seize, grip, grasp	Release, set free, let go
15	Heartiness	noun	Cheerfulness, fervor, enthusiasm, gusto, energy	Laziness, slothfulness, slackness
16	Homestead	noun	A house with the land and buildings around it, especially a farm, estate, farmstead, ranch	Public property, national asset
17	Hostile	adj.	Very unfriendly, antagonistic, inimical, harsh	Affable, gracious, welcoming
18	Hunch	noun	Idea, sixth sense, intuition, premonition, feeling	Fact, truth, certainty, proof
19	Hysteria	noun	Madness, mania, frenzy, panic	Quietness, serenity, tranquility
20	Imposter	noun	Somebody who pretends to be somebody else, deceiver, fraud, sham, charlatan	Honest person, authentic personality
21	Impromptu	adj.	Done or said spontaneously, unprepared, unplanned, unarranged, unpremeditated, extempore	Indented, deliberate, rehearsed
22	Impulse	noun	A sudden urge or desire, instinct, whim, stimulus, impetus	Aversion, antagonism, opposition, antipathy
23	Intoxicate	verb	1. Make drunk or stupefied, inebriate 2. Make intensely excited or overjoyed, elate, uplift	Depress, demoralize, discourage, dispirit
24	Luminous	adj.	Shining, bright, incandescent, resplendent, gleaming, glowing	Dull, overcast, dark, blurred
25	Lunatic	adj.	Suffering from lunacy, insane, mad, crazy, psychotic	Clever, sane, rational, lucid
26	Meteor	noun	Fiery mass of rock from space, falling star, shooting star, comet, asteroid	Planet, star
27	Nearsighted	adj.	Unable to see distant objects clearly, shortsighted, dim-sighted, myopic	Farsighted, far-seeing, perceptive, visionary
28	Ominously	adv.	Threateningly, unpromisingly, portentously	Favorably, beneficially, kindly, positively
29	Patronizing	adj.	Superior, supercilious, belittling, denigrating, condescending	Humble, bashful, down-to-earth, nice
30	Perverse	adj.	Unreasonable, irrational, deviant, abnormal, aberrant	Compliant, agreeable, courteous, affable
31	Rawness	noun	Immaturity, simplicity, crudeness, inexperience, naivety	Poise, self-confidence, deftness, gracefulness
32	Reconnoiter	verb	Explore to gather information, spy, survey, search, lookout, probe	Ignore, overlook, disregard, forget
33	Seethe	verb	Churn and foam as if boiling, boil, bubble, froth, foam, fume, rage	Calm, relax, chill out
34	Sordid	adj.	Immoral or dishonest, base, ignoble, dirty, unpleasant, squalid	Pleasant, likeable, satisfying, lovely, good-natured
35	Stunt	noun	Act, deed, show, feat, trick	-----
36	Trait	noun	Quality, feature, characteristic, peculiarity	-----
37	Unctuous	adj.	Excessively ingratiating, sycophantic, oily, obsequious, sycophantic	Haughty, proud, overconfident, condescending

38	Wearily	adv.	Tiredly, unenthusiastically, jadedly	Actively, vigorously, dynamically
39	Wreck	verb	Destroy, ruin, reduce to rubble, break, demolish	Repair, build, create, assemble

3. THE OYSTER AND THE PEARL

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Assortment	noun	Collection, mixture, variety, hotchpotch	Likeness, similarity, sameness
2	Battle-axe	noun	Ferocious woman, virago, amazon	Diva, beauty, honey
3	County	noun	District, canton, shire, province	
4	Couplet	noun	Two lines of verse, verse, rhyme	
5	Courtesy	noun	Manners, civility, politeness, civility, gallantry	Impoliteness, coarseness, insolence, boorishness
6	Effectiveness	noun	Usefulness, success, efficiency, efficacy,	Futility, vanity, ineptitude,
7	Eligible	adj.	Marriageable, available, fit, worthy, suitable, qualified, appropriate	Disqualified, inappropriate, improper, unsuitable,
8	Entitle	verb	Enable, allow, sanction, authorize, warrant	Ban, prohibit, proscribe, disempower
9	Homesickness	noun	Longing for one's family or home, nostalgia, reminiscence	Nomadism, wanderlust, wayfaring
10	Inasmuch as	conj.	Considering the fact that, because, as long as, insofar as,	Even though, despite the fact, even if
11	Merriment	noun	Joyfulness, amusement, fun, glee, gaiety, cheerfulness, happiness	Unhappiness, agony, misfortune, wretchedness
12	Mumbo-jumbo	noun	Language or ritual causing confusion or bewilderment, gibberish, doublespeak, hocus-pocus	Accurate, authentic, correct, certain
13	Nightmare	noun	Bad dream, hallucination, incubus	Pleasure, fantasy, aspiration
14	Rudeness	noun	Insolence, discourtesy, impoliteness, offensiveness	Courtesy, graciousness, propriety, decorum
15	Symphony	noun	An elaborate musical composition, music, harmony, concerto	Uproar, dissonance, discord
16	Unruly	adj.	Wild, unmanageable, disobedient, recalcitrant, uncontrollable, disorderly	Polite, well-mannered, compliant, disciplined

EXERCISE - PLAYS

Which one of the following four options is nearest in meaning to the word in capitals?

1	VICIOUSLY	(A) Sumptuously	(B) Ostentatiously	(C) Noiselessly	(D) Savagely
2	IMPOSTER	(A) Sanguine	(B) Annoy	(C) Sham	(D) Appointee
3	BLANDLY	(A) Unemotionally	(B) Copiously	(C) Categorically	(D) Aggressively
4	IMPROMPTU	(A) Provocation	(B) Extempore	(C) Immaculate	(D) Planned
5	RAWNESS	(A) Crudeness	(B) Apprehension	(C) Shrewdness	(D) Consummation
6	RECONNOITER	(A) Accomplice	(B) Renaissance	(C) Reconnection	(D) Spy

Which one of the following four options is opposite in meaning to the word in capitals?

7	SORDID	(A) Squalid	(B) Blunt	(C) Scandal	(D) Likeable
8	DISHEVELLED	(A) Messy	(B) Smoothed	(C) Depraved	(D) Disruptive
9	IMPULSE	(A) Aversion	(B) Whim	(C) Anger	(D) Design
10	UNCTUOUS	(A) Oily	(B) Pessimist	(C) Haughty	(D) Keen

Which one of the following four options best fits the blank given?

11	"At another time, sir," he returned, "but politely," "Today is ill - convenient for explaining."	(A) Evasively	(B) Artistically	(C) Recklessly	(D) Candidly
12	A few students don't learn their lessons, don't listen; they just _____ and play, and prevent others from learning.	(A) Pawn	(B) Fidget	(C) Embezzle	(D) Knack
13	The teacher gave the _____ student a warning; if he continued to misbehave, he would be expelled.	(A) Unruly	(B) Submissive	(C) Unlawful	(D) Winding
14	The atmosphere in the room was tense, though _____ apparently not.	(A) Welcoming	(B) Uncertain	(C) Abundant	(D) Hostile
15	Even the most fashionable items can look _____ and boring if there are not worn well.	(A) Amazing	(B) Demoralizing	(C) Drab	(D) Drowsy

BOOK THREE - POEMS 1 - 10

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Antique	adj.	Old, ancient, vintage, historic	Latest, modern, recent, novel
2	Approach	verb	Come close to, come up to, come near, advance	Retreat, leave, flee, recoil
3	Bare	adj.	Not covered, without vegetation, barren, vacant	Covered, full, teeming, adorned
4	Bloom	noun	Mass of flowers, blossom, bud	Shrink, decline, wither, wilt
5	Bough	noun	Verb flourish, thrive, grow, mature	root
6	Boulder	noun	Branch, limb, offshoot, twig	
7	Boundless	adj.	A large round rock, stone, sarsen, monolith	
8	Colossal	adj.	Illimitable, interminable, endless, unlimited, infinite	Limited, constrained, finite, narrow
9	Conjoin	verb	Enormous, gigantic, immense, huge, enormous	Tiny, little, minute, puny
10	Crumb	verb	Link, join, unite, abut	Detach, disjoin, divide, sever
11	Decay	noun	Bit, fragment, scrap, morsel	Chunk, stack, mass, lot
			Deterioration, disintegration, decline, degenerate, rot	Rehabilitation, develop, growth, progress

12	Dusk	noun	Evening, sundown, nightfall, twilight	Dawn, sunrise, morning, daybreak
13	Erect	adj.	Straight, upright, vertical, perpendicular	Bent, leaning, incline
14	Farer	noun	Traveler, rider	
15	Fatal	adj.	Lethal, deadly, disastrous, ruinous, destructive, fateful	Healthful, fortunate, wholesome, lucky
16	Fissure	verb	Split or cause to split, break, rupture, slit	Conjoin, close, combine, fuse
17	Glide	verb	Move smoothly, slide, float	Lumber, crawl, flounder, struggle
18	Gradient	noun	Slope, incline, ascent, descent	Flatland, plains
19	Midden	noun	A pile of dug or refuse, dunghill, junkyard	
20	Millet	noun	Cereal, grain	
21	Moorland	noun	A track of open uncultivated upland, moor, heath, upland	sky
22	Pedestal	noun	Understructure, stand, support, foundation, foot, base platform, podium	Ceiling, acme, top, roof, peak
23	Pitted	adj.	Uneven, rough, indented, potholed, rutted	Smooth, level, even
24	Pull up	verb	Stop, halt, brake	Journey, go, continue, travel
25	Radiant	adj.	Bright, luminous, glowing, resplendent	Dull, drab, dismal, dreary
26	Reflect	verb	Contemplate, ruminant, ponder, think	Ignore, neglect, disregard, overlook
27	Refrain	verb	Abstain, hold back, cease, desist	Persist, persevere, continue
28	Rend	verb	Rip, strip, shred, slit, tear	Join, mend, bind, fasten
29	Rind	noun	Thick tough outer skin of a fruit, coating, layer, skin	Core, center, flesh
30	Ripple	noun	Wave, undulation, current	
31	Shattered	verb	Very tired, exhausted, whacked, smashed, cracked	Preserved, fixed, repaired, healed
32	Slumber	verb	Sleep, doze, drowse, catnap, snooze	Wake, awaken, stir, arise
33	Sneer	noun	An unpleasant look or smile, scorn, contemptuousness, taunt	Praise, admiration, compliment
34	Snort	verb	Force air through nose, breathe out, exhale, snore	
35	Solace	verb	Give relief from distress, console, comfort, succor, relief	Annoyance, exacerbation, pestering, worsening
36	Stamp	verb	Print, impress, carve, engrave, emblazon, imprint	Erase, remove, efface, delete
37	Undulant	Adj.	Like waves, surging, rolling, rippling	Still, straight
38	Visage	noun	Face, countenance, feature, look	
39	Wail	verb	Cry, weep, moan, scream	Laugh, chuckle, endorse, approve
40	Wick	noun	Piece of cord or thread in an oil lamp which absorbs the oil when the lamp is lit	
41	Wondrous	Adj.	Marvelous, extraordinary, wonderful, phenomenal, incredible	Mediocre, average, common
42	Woodland	noun	Woods, wood, coppice, forest	
43	Wrinkled	adj.	Lined, furrowed, craggy, wrinkly	Smooth, flat, even

BOOK THREE - POEMS 11 - 20

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Accidental	adj.	Happening by chance, unplanned, fortuitous, chance	Measured, purposeful, deliberate
2	Aghast	adj.	Overcome with shock and dismay, shocked, astounded, appalled, horrified	Unsurprised, carefree, unaffected, delightful
3	Alight	verb	Get off, land, dismount, descend	Mount, embark, climb
4	Captivate	verb	Attract, charm, enchant, fascinate	Deter, prevent, resist, repulse, disgust
5	Cascade	noun	Waterfall, torrent, cataract	Drizzle, drought, trickle, drain

6	Crack	verb	Break, collapse, disintegrate	
7	Dash	verb	Shatter, ruin, crash, break, crush, destroy	
8	Decamp	verb	Depart, Leave, bid farewell, sally forth	Stroll, saunter, promenade, walk slowly
9	Discourse	noun	Speech, talk, conversation, discussion, exercise, training	Stay, remain, wait, stop
10	Drill	noun	A type of military training, practice, exercise, training	Silence, quiet, hush
11	Dwell	verb	Reside, live, stay, abide, inhabit	Adleness, inactivity, relaxation
12	Enmeshed	adj.	Caught up, drawn in, immersed, entangled	Leave, depart, proceed, abscond
13	Enrich	verb	Develop, enhance, deepen, augment	Released, liberated, disentanglement
14	Essence	noun	Core, crux, kernel, quintessence, spirit	Diminish, decrease, impair, blemish
15	Flare up	verb	Break out, burst out, erupt	Details, description, abstract
16	Fury	noun	Violent anger, rage, ferocity, wrath	Relax, chill, pacify, appease
17	Gallows	noun	Frame for hanging criminals, gallows tree, gallows, gibbet, scaffold	Composure, poise, peace, delight
18	Luster	noun	Polish, shine, gleam, glint, gloss, sheen	
19	Naught	pron	Nothing, nil, zero	Dullness, darkness, dazedness, dimness
20	Perplexed	Adj.	At loss, confused, confounded, stunned, bewildered, baffled, puzzled	All, everything
21	Relevance	noun	Connection, significance, applicability, application	Certain, composed, clear, sure, confident
22	Scarred	adj.	A mark left on the skin after a wound, burn or sore has healed over, a lingering sign of damage or injury, blemished, scratched, disfigured, blemished	Insignificance, pointlessness, uselessness
23	Smart	verb	Cause or have sharp pain, ache, hurt, sting, tingle	Intact, unmarred, unblemished, secure
24	Sojourn	noun	A short stay, brief visit, stay, stopover, vacation	Cure, heal, relax, soothe, comfort
25	Tread	verb	Step, stride, walk, plod, pace	Migrate, advance, proceed, leave
26	Vain	adj.	1. Proud, conceited, arrogant 2. Pointless, idle, empty, hollow	Stop, halt, standstill, pause 1. Humble, modest, meek 2. Important, crucial, momentous
27	Woeful	adj.	Sad, doleful, sorrowful, mournful, miserable	Cheerful, jovial, gleeful, lively

EXERCISE - POEMS

Which one of the following four options is nearest in meaning to the word in capitals?

1	ANTIQU	(A) Ancient	(B) Effable	(C) Aesthetic	(D) Adolescent
2	AGHAST	(A) Robust	(B) Outcast	(C) Alas	(D) Appalled
3	FISSURE	(A) Drag	(B) Split	(C) Sea beast	(D) Spin
4	CAPTIVATE	(A) Fascinate	(B) Persist	(C) Resist	(D) Prowl
5	FARER	(A) Healer	(B) Traveler	(C) Conductor	(D) Transporter
6	DISCOURSE	(A) Discussion	(B) Learning	(C) Dichotomy	(D) Mislead

Which one of the following four options is opposite in meaning to the word in capitals?

7	SOJOURN	(A) Stopover	(B) Component	(C) Structure	(D) Migrate
8	ENMESHED	(A) Entangled	(B) Indented	(C) Liberated	(D) Fished
9	BLOOM	(A) Blossom	(B) Shrink	(C) Deluge	(D) Gloom
10	PITTED	(A) Even	(B) Clustered	(C) Blurred	(D) Uneven

Which one of the following four options best fits the blank given?

11	No one has ever heard him utter a _____ or a word of complaint.	(A) Groan	(B) Delight	(C) Blunder	(D) Triumph
12	Brides are always _____ on their wedding day, and you'll be no exception.	(A) Gracious	(B) Reluctant	(C) Radiant	(D) Dusky
13	As the boat _____ swiftly on the sparkling water of lake, I put my hand in water to feel it flowing.	(A) Quitted	(B) Derided	(C) Drenched	(D) Glided
14	Love is something eternal; the aspect may change, but not the _____.	(A) Consequence	(B) Essence	(C) Mellowness	(D) Maladjustment
15	Rotting food, _____ broken glass had to be painstakingly cleaned up later.	(A) Excrement	(B) Insomnia	(C) Predicament	(D) Depreciation
16	One by one, they drifted into _____, becoming ever more difficult to be roused by duties and responsibilities.	(A) Deviation	(B) Scratch	(C) Slumber	(D) Scramble

ANSWER KEY

Exercise - Plays

1	D	2	C	3	A	4	B	5	C
6	D	7	D	8	B	9	A	10	C
11	A	12	B	13	A	14	D	15	C

Exercise - Poems

1	A	2	D	3	B	4	A	5	B
6	A	7	D	8	C	9	B	10	A
11	A	12	C	13	D	14	B	15	A
16	C	---	---	---	---	---	---	---	---

GOOD BYE MR. CHIPS (CHAPTER 1)

Sr. No.	Words	POS	SYNONYMS	ANTONYMS
1	Bait	verb	1. Lure, entice, draw, pull, tempt 2. Tease, torment, harass, rag	
2	Barbarian	noun	Uncivilized person, brute, savage, wild, boor	1. Ignore, disregard, neglect 2. Abate, assuage, soothe, calm
3	Chubby	noun	Round, fleshy, plump, stout, corpulent	Civilized, polite, cultured, refined
4	Gale	noun	Strong wind, gust, hurricane, windstorm	Skinny, slim, lean, lanky, slender
5	Implacable	adj.	Impossible to pacify or appease, pitiless, merciless, ruthless	Breeze, whiff, zephyr
6	Inherited	adj.	Hereditary, traditional, bequeathed, ancestral	Sympathetic, benevolent, benign, caring
7	Intensify	verb	Strengthen, deepen, increase, augment	Acquired, adopted, extrinsic, foreign
8	Legitimate	adj.	Lawful, rightful, legal, valid, authentic	Decrease, soothe, moderate, alleviate
9	Fenlands	noun	A wide inland area of low-lying marshy land, marshland, wetland, lowland	Illegal, invalid, illicit, unlawful
10	Lusty	adj.	Energetic, hearty, vigorous, enthusiastic	Desert, wasteland, wilderness
11	Mob	noun	Crowd, multitude, mass, flock, populace	Slow, listless, lazy, inactive
12	Ordeal	noun	Difficult experience, trouble, trial, affliction	Nobility, blue blood, gentry, elite
13	Perception	noun	The process, act, or faculty of perceiving, awareness, consciousness, insight, discernment	Pleasure, delight, joy, amusement
14	Phenomenon	noun	1. A fact or an event in nature or society, occurrence, incident, happening 2. An unusual fact or occurrence, marvel, miracle, wonder	Mindlessness, obtuseness, stupidity, craziness
15	Pounce	verb	Seize upon, attack, plunge, strike, dive	1. Dream, chimera, figment 2. Normality, regularity, commonness
16	Preliminary	adj.	Introductory or preparatory, initial, early	Restrain, defend, secure, save, fortify
17	Rag	verb	Make fun of, mock, razz, bait, tease	Final, closing, concluding, last
18	Recollection	noun	Remembrance, reminiscence, memory	Cheer, encourage, admire, acquiesce
19	Ruffian	noun	A rough or rowdy person, thug, hooligan, villain	Oblivion, forgetfulness, amnesia
20	Slanting	adj.	At an angle, sloping, oblique, diagonal, inclining	Hero, savior, liberator
21	Splendid	adj.	Grand, glorious, excellent, fabulous, superb	Level, horizontal, even, plain
22	Sprightliness	noun	Cheerfulness, joy, good mood, liveliness, agility, verve	Unimpressive, mediocre, ordinary, average
23	Strain	noun	Stress, pressure, tension, wrench, burden	Laziness, gloom, melancholy, inactivity, lethargy
24	Toddle	verb	Take short unsteady steps, totter, falter, hobble	Confidence, health, peace, assurance

GOOD BYE MR. CHIPS (CHAPTER 2)

Sr. No.	Words	POS	SYNONYMS	ANTONYMS
1	Boastful	adj.	Self-important, Proud, conceited, arrogant, bragging, vain	Modes, meek, unassertive, retiring, diffident
2	Conceited	adj.	Proud, vain, arrogant, self-important, narcissistic	Humble, demure, shy, unpretentious
3	Creeper	noun	Any climbing or creeping plant	

Vocabulary & Comprehension

4	Dwindle	verb	Diminish, decrease, reduce, fade	Expand, extend, enlarge, develop
5	Encore	noun	An additional performance in response to the demand of an audience, repetition, curtain call	Fiasco, failure, awful work
6	Epilogue	noun	Speech at the end of a play, etc. coda, postscript, conclusion	Prologue, prelude, preface, foreword
7	Fortunes	noun	Riches, treasures, affluence, wealth	Deficiency, scarcity, insufficiency, distress
8	Mantle	noun	Layer, covering, shroud, veil, cloak	
9	Niche	noun	1. A comfortable or suitable position or place, vocation, role, place 2. Recess, alcove, recess	1. Disorder, displacement, disarrangement 2. Mound, bulge
10	Peer	noun	Aristocrat, noble, lord, duke	Plebian, servant
11	Rampart	noun	A defensive wall, bulwark, fortification, barricade, bulwark	Ditch, trench, gutter
12	Russet	adj	Reddish-brown, coffee color, tan	
13	Snobbish	adj	Showing social superiority, pretentious, snooty, supercilious	Artless, humble, modest, accepting
14	Sprinkling	noun	A small amount of number, scattering, touch, smattering, spray	Heap, bundle, mass
15	Squire	noun	Lord, landlord, landholder	Tenant, occupant, lodger, lessee
16	Subsequent	adj	Later, following, consequent, ensuing	Preceding, previous, former

GOOD BYE MR. CHIPS (CHAPTER 3)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Adamant	adj.	Inflexible, unyielding, obstinate, obdurate, stubborn	Flexible, pliant, yielding, irresolute
2	Caddy	noun	A small container, such as a box, used especially for holding tea, container, box	
3	Cheeky	adj.	Rude and impertinent, bold, pert, impudent, mischievous, insolent	Respectful, grateful, shy, timid
4	Crumpet	noun	A small flat round cake, with small holes in the top, eaten hot with butter, pancake	
5	Freemasonry	noun	Spontaneous fellowship and sympathy among a number of people, comradeship, fellowship	Hostility, enmity, disconnection, unfriendliness
6	Fuss	noun	Excessive concern or needless worry, concern, hassle, trouble	Calmness, serenity, harmony
7	Pretentious	adj.	Self-important and affected, ostentatious, showy, pompous	Unassuming, unostentatious, austere, ordinary
8	Profound	adj.	Intense, deep, thoughtful, reflective, unfathomable	Shallow, facile, moderate, limited
9	Seasoning	noun	Substance used to add flavor to food, flavoring, spicing, peppering	Apathy, disfavor, dislike
10	Shallow	adj.	Not deep, superficial, trivial, facile	Thoughtful, reflective, deep, intense
11	Spidery	adj.	Thin and irregular, unreadable, indecipherable	Bold, solid, hefty
12	Thrash	verb	Whip, spank, beat, lash, flog	Guard, secure, preserve, comfort

GOOD BYE MR. CHIPS (CHAPTER 4)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Aroma	noun	Smell, especially a pleasant smell, scent, fragrance, redolence	Stench, odor, reek
2	Articulate	adj.	Coherent, communicative, eloquent, fluent, expressive	Incoherent, inarticulate, dumb
3	Crumbling	adj.	Decaying, weakening, shattering, disintegrating	Solid, compact, integrated, firm
4	Distasteful	adj.	Unpleasant, repulsive, disgusting, repugnant, obnoxious	Amiable, congenial, pleasurable, satisfying
5	Flashing	noun	Bright, glistening, sparkling, resplendent	Dull, dim, dismal, gloomy, murky
6	Freckle	noun	Brown skin spot, speckle, speck	
7	Governess	noun	Home teacher, nanny, mistress, nurse	
8	Haven	noun	Safe place, shelter, sanctuary, asylum, refuge	
9	Hobble	verb	Limp, hop, shuffle, shamble	Hazard, danger, peril, risk
10	Leanings	noun	Liking, proclivity, tendency, inclination, proclivity	Run, stride, assist, aid, promote
11	Ledge	noun	Flat surface projecting from rock face, ridge, cliff, edge	Aversion, dislikes, repulsion
12	Majesty	noun	Splendor, dignity, grandeur, magnificence	Centre, trench, recess
13	Monstrous	adj.	Ugly, horrible, ghastly, gruesome, hideous	Humbleness, modesty, indignity, primitiveness
14	Radical	noun	Extremist, revolutionary, fanatic, uncompromising	Gorgeous, handsome, attractive, benevolent
15	Repel	verb	Repulse, nauseate, sicken, disgust	Conservative, traditional
16	Reprehensible	adj.	Highly unacceptable, shameful, wrong, blameworthy, deplorable, objectionable	Allure, attract, captivate, entice
17	Sprain	noun	Injury to the ligaments of a joint caused by wrenching or overstretching, wrench, twist, strain, injury	Praiseworthy, commendable, admirable, blameless
18	Timid	adj.	Easily alarmed, shy, timorous, diffident, bashful	Comfort, cure, ease, healing
19	Wrench	verb	Twist and injure, sprain, jerk	Brave, bold, brazen, fearless, audacious

GOOD BYE MR. CHIPS (CHAPTER 5)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Acute	adj.	Sharp, severe, keen, intense	Dumb, dull, idiot, unintelligent
2	Afflict	verb	Distress, trouble, torment, plague	Comfort, delight, encourage, please
3	Attainment	noun	Achievement, accomplishment, acquisition, success	Failure, disaster, defeat, blunder
4	Awed	adj.	In awe of, impressed, overwhelmed, fearful, amazed, astounded	Unimpressed, appeased, calm, comforted
5	Depreciate	verb	Criticize, run down, belittle, disparage, diminish, devalue	Appreciate, exalt, commend, compliment
6	Dizzy	adj.	1. Casual, random, haphazard 2. woozy, giddy, dazed	1. clever, smart, active, serious 2. steady, stable, balanced
7	Gravity	Noun	Seriousness, solemnity, sobriety, earnestness	Silliness, frivolity, carelessness
8	Ineligibility	noun	Disentitlement, disqualification, unfitness, incapacity, incompetence	Entitlement, ability, authority
9	Mediocre	adj.	Adequate but not very good, average, common, ordinary, substandard	Excellent, exceptional, superlative, superior
10	Signal	adj.	Of considerable, notable, special, remarkable, prominent, momentous	Trivial, ordinary, worthless, inferior
11	Solicitor	noun	Lawyer, attorney, advocate, counsel	defendant

EXERCISE - CHAPTERS 1 - 5

Which one of the following four options is nearest in meaning to the word in capitals?

1	IMPLACABLE	(A) Pitiless	(B) Inapplicable	(C) Improbable	(D) Voiceless
2	SPRIGHTLINESS	(A) Cheerfulness	(B) Speediness	(C) Strangeness	(D) Fatigue
3	HOBBLE	(A) Cry bitterly	(B) Walk lamely	(C) Scamper	(D) Hasten
4	RAMPART	(A) Widespread	(B) Ruinous	(C) Dismember	(D) Bulwark
5	HAVEN	(A) Possession	(B) Obituary	(C) Ecstasy	(D) Sanctuary
6	POUNCE	(A) Attack	(B) Pound	(C) Renounce	(D) Push

Which one of the following four options is opposite in meaning to the word in capitals?

7	CRUMBLING	(A) Decaying	(B) Fragmentary	(C) Malignant	(D) Solid
8	RAG	(A) Tease	(B) Ease	(C) Shabby	(D) Uneven
9	CONCEIT	(A) Modesty	(B) Deceit	(C) Vanity	(D) Consideration
10	CHEEKY	(A) Plump	(B) Chivalrous	(C) Insolent	(D) Bony

Which one of the following four options best fits the blank given?

11	This article includes the preface, the text, the _____ and the postscript.	(A) Introduction	(B) Epilogue	(C) Drawing	(D) Catalogue
12	Modest, kind or optimistic people often smile more than _____, unkind or pessimistic people.	(A) Superficial	(B) Irritable	(C) Snobbish	(D) Authoritarian
13	Envy is blind and knows nothing except how to _____ the excellence of others.	(A) Deepen	(B) Evaluate	(C) Divide	(D) Depreciate
14	He's so _____ that however hard I tried to persuade him to start his business, he simply didn't.	(A) Predicament	(B) Adamant	(C) Additional	(D) Pitiless
15	He hopes to carve out a _____ for himself as a leading researcher in his field of study.	(A) Niche	(B) Peace	(C) Itching	(D) Scandal

GOOD BYE MR. CHIPS (CHAPTER 6)

Sl.#	Words	POS	SYNONYMS	ANTONYMS
1	Confute	verb	Prove wrong, disprove, refute, contradict	
2	Dry rot	noun	A plant disease, mold, mildew, decay	Affirm, attest, confirm, endorse
3	Fixture	noun	1. An object with a fixed and function 2. A person permanently established in a place or position	Fixity, Fixing
4	Frosty	adj.	Unfriendly, cold, aloof, unwelcoming	
5	Groove	noun	Regularly followed procedure, routine	Ardent, fervid, keen, passionate
6	Hitch	noun	Problem, trouble, difficulty, snag, hinderance, obstruction	
7	Hooligan	adj.	A noisy and violent person, ruffian, thug	Solution, opportunity, advantage, benefit
8	Insidious	adj.	Secretly harmful, subtle, deceitful, stealthy	Protector, hero, champion, peacemaker
9	Lad	noun	A boy or young man, youth, chap	Harmless, open, straightforward
10	Mnemonic	noun	A short rhyme or phrase for making information easier to memorize, memory aid, reminder, cue, prompt, catchword	Girl, lass, female
11	Patrician	noun	Aristocratic Roman, noble, blue blood, high born	
12	Pedagogy	noun	The art or profession of teaching, education, schooling, coaching	Plebian, inferior, low-born
13	Persuade	verb	Plead with, prevail upon, convince, coax, cajole	Ignorance, neglect, misconception, disregard
14	Pitfall	noun	A danger or difficulty that is not obvious at first, hidden hazard, trap, snare, snag, decoy	Dissuade, prevent, discourage, deter
15	Plebian	noun	One of the common people in ancient Rome, pleb	Advantage, benefit, opportunity, dominance
16	Pun	noun	A humorous use of words more than one possible meaning, play on words, quip, witticism, jibe	Aristocrat, blue-blood, noble, gentry
17	Tempt	verb	Lure, allure, entice, attract, tantalize	Accuracy, aphorism, solution
18	Turret	noun	Battlement, steeper, bartizan, tower	Discourage, dishearten, deter, repulse
19	Volte-face	noun	Sudden reversal in position or opinion, reversal, turnabout, policy change, reversion	Continuity, progress, maintenance

GOOD BYE MR. CHIPS (CHAPTER 7)

Sl.#	Words	POS	SYNONYMS	ANTONYMS
1	Anecdote	noun	A short personal account of an event or incident, story, yarn, tale, parable	
2	Annihilation	noun	Complete destruction, devastation, eradication, extermination	Resurrection, upgradation, construction, new-beginning
3	Choir	noun	Group of singers in church, band	
4	Cocksure	adj.	Arrogantly confident and self-assured, overconfident, brash, conceited	Humble, diffident, demure, hesitant
5	Coop	verb	Keep in small place, confine, imprison, cage	Free, liberate, release, unchain
6	Daresay		Guess, suppose, acknowledge, assume, presume, imagine	Ignore, discard, dismiss, forget

Vocabulary & Comprehension

7	Desultory	adj.	Casual, random, haphazard, cursory, irregular	Methodical, consistent, systematic
8	Epoch	noun	A significant period in history, age, era, period, generation	Instant, moment, second, flash
9	Howler	noun	Laughable mistake, gaffe, error, blooper	Accuracy, correction, perfection
10	Leniency	noun	Kindness, compassion, mercy, compassion, forgiveness, indulgence, clemency	Cruelty, atrocity, harshness, severity
11	Pit	noun	A concealed hole in the ground, cavity, crater, ditch, abyss	Bulge, headstone, milestone
12	Plead	verb	1. Beseech, request, implore, appeal, beg 2. Argue, defend, support	Command, rule, decree
13	Reminiscence	noun	Recollection of the past, remembrance, nostalgia, retrospection	Aloofness, apathy, disremember
14	Sack	verb	Fire, dismiss, lay off, disengage	Hire, employ, engage
15	Scamper	verb	Run quickly or playfully, scurry, scuttle, dash	Stroll, walk, dawdle, delay
16	Tame	adj.	1. Not interesting or exciting, bland, boring, flat, dull 2. Docile, gentle, modest, obedient	1. Exciting, imaginative, unique 2. Unruly, wild, stubborn, fierce
17	Trio	noun	A musical composition for three performers	

GOOD BYE MR. CHIPS (CHAPTER 8)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Condolence	noun	Sympathetic word, card, or message, sympathy, commiseration, compassion	Callousness, cruelty, egotism
2	Nightmare	noun	A bad dream, phantasm, horror	Pleasure, beauty, joy, good dream
3	Nod	verb	Move head in agreement, gesture, affirm, okay	Shake, refuse, deny
4	Pace	verb	Walk, stride, march, step	Stay, sit, crawl
5	Preoccupation	noun	Constant thought, concern, obsession, absorption, engrossment	Apathy, indifference, unconcern
6	Stumble	verb	Walk unsteadily, totter, hobble, stagger, falter	Run, stride, dash, sprint
7	Trance	noun	A semiconscious state, daze, fascinate, spell	Alertness, consciousness, clear understanding

GOOD BYE MR. CHIPS (CHAPTER 9)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Beguile	verb	Deceive, cheat, lure, entice, enthrall	Bore, demoralize, dishearten, depress
2	Bequeath	verb	Leave something in will, hand down, WILL, pass on, bestow	Disinherit, deprive, disown
3	Bereavement	noun	Mourning, grief, loss, deprivation, desolation	Comfort, festivity, glee, bliss
4	Ceremonial	adj.	Formal, ritual, stately, official	Informal, free, casual, awful, irregular
5	Chorus	noun	Repeated part of a song, chorus line, repeat, reprise	Discord, variance
6	Chuckle	noun	Suppressed laughter, giggle, titter, snicker	Groan, sob, mourn, wail
7	Commodious	adj.	Pleasantly spacious, roomy, capacious	Confined, small, cramped, compact

8	Diffident	adj.	Lacking self-confidence, self-effacing, shy, humble, retiring	Confident, proud, bold, arrogant
9	Eccentricity	noun	Oddity, peculiarity, idiosyncrasy, quirk, weirdness	Commonality, normality, conformity
10	Jingo	adj.	Prejudiced, bigoted, chauvinistic, nationalist	Pacific, neutralist, multicultural
11	Mannerism	noun	Peculiarity of manner, speech, idiosyncrasy, trait, characteristic	Normalcy, regularity, conformity
12	Mellowness	noun	Maturity, ripeness, richness, smoothness	Harshness, meanness, austerity
13	Mimicry	noun	Impersonation, parody, imitation, mockery	Original, authentic, absolute, actual
14	Overhear	verb	Hear without the speaker's awareness or intent, listen in, tune, eavesdrop	Ignore, miss, neglect
15	Orthodox	adj.	Traditional, conventional, conservative	Unorthodox, irregular, improper, revolutionary
16	Pomposity	noun	Self-importance, pretentiousness, pride	Humbleness, meekness, humility
17	Ponder	verb	Think or consider carefully, reflect, meditate, muse	Ignore, forget, abandon, overlook
18	Quizzical	adj.	Inquiring, questioning, inquisitive, curious	Certain, straightforward, common, boring, plain
19	Randomness	noun	Unpredictability, arbitrariness, chance, haphazardness, coincidence	Conviction, affirmation, certainty
20	Rapt	adj.	Absorbed, engrossed, ecstatic, immersed	Bored, inattentive, disinterested, oblivious
21	Recount	verb	Tell, relate, narrate, describe, recite	Conceal, repress, suppress, hide
22	Recur	verb	Happen again, repeat, reoccur, reappear	End, halt, discontinue, fade
23	Snatch	noun	A small amount, bit, or fragment	Whole, mass, accumulation
24	Tattered	adj.	1. Ragged or torn 2. Shabby and rundown, messy	1. Untouched, perfect, faultless 2. Tidy, neat, elegant
25	Uncharted	adj.	Unmapped, unknown, strange, unexplored	Known, familiar, famous
26	Unhesitatingly	adj.	Without a second thought, promptly, readily, forthrightly, firmly, confidently	Hesitatingly, tardily, sluggishly
27	Windy	adj.	With wind blowing, gusty, blustery, stormy, blowing	Calm, peaceful, tranquil, serene

GOOD BYE MR. CHIPS (CHAPTER 10)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Avenues	noun	A wide street or road in a town, way, routs, roads, ways, highways	Back alley, aisle, alley, corridor
2	Catastrophe	noun	Great disaster, calamity, misfortune, mishap	Blessing, success, miracle, prosperity
3	Construe	verb	Translate aloud, interpret, decipher, expound, illustrate	Confuse, complicate, bewilder, baffle
4	Destined	adj.	Intended, meant, ordained, fated	Uncertain, avoidable, incidental
5	Disproportion	noun	Discrepancy, disparity, imbalance, incongruity	Proportion, balance, equality, harmony
6	Ferocious	adj.	Very fierce or savage, ruthless, barbaric, violent	Calm, kind, charitable, benevolent
7	Frenzied	adj.	Feverish, overexcited, hectic, furious, frantic	Composed, collected, placid, rational
8	Legendary	adj.	Illustrious, celebrated, famous, renowned, legendary	Unknown, unimportant, infamous, anonymous
9	Multitude	noun	A very large number, mass, crowd, host, swarm	Few, handful, portion

Vocabulary & Comprehension

10	Pontifical	adj.	Self-important, pretentious, pompous, arrogant, overbearing	Benevolent, charitable, caring
11	Patrol	verb	Guard or protect a place, make the rounds, tour, guard, watch,	Neglect, ignore, overlook
12	Presage	noun	Premonition, portent, prophecy, omen, augury	Confidence, certainty, sureness
13	Steer	verb	Move in a particular direction, drive, direct, navigate, guide, lead	Abandon, give up, follow, trail
14	Studded	adj.	Occur throughout something, to be scattered over, scattered, sprinkled, ornamented	Undecorated, unadorned, plain
15	Suffragette	noun	A woman militantly advocating the right of women to vote	Misogynist, anti-feministic

EXERCISE - CHAPTERS 6 - 10

Which one of the following four options is nearest in meaning to the word in capitals?

1	MNEMONIC	(A) Memory aid	(B) Basic tool	(C) Tremulous	(D) Commensurate
2	INSIDIOUS	(A) Easygoing	(B) Harmful	(C) Fixed	(D) Beneficial
3	SACK	(A) Load	(B) Device	(C) Lay off	(D) Surround
4	DESULTORY	(A) Foolproof	(B) Random	(C) Deserted	(D) Sultry
5	REMINISCENCE	(A) Privation	(B) Recollection	(C) Amnesia	(D) Insomnia
6	COCKSURE	(A) Overconfident	(B) Doubtful	(C) Crooked	(D) Unsure

Which one of the following four options is opposite in meaning to the word in capitals?

7	SCAMPER	(A) Scurry	(B) Dash	(C) Clamor	(D) Investigate
8	COMMODIOUS	(A) Compact	(B) Compound	(C) Collective	(D) Spacious
9	ORTHODOX	(A) Conventional	(B) Rigid	(C) Revolutionary	(D) Flagship
10	CEREMONIAL	(A) Handwritten	(B) Irregular	(C) Virtual	(D) Formality

Which one of the following four options best fits the blank given?

11	As the orchestra stopped, the spectators awoke from their _____ and broke into an ovation.	(A) Trance	(B) Folly	(C) Rashness	(D) Haughtiness
12	I was thrilled at the prospect ahead but _____ about joining an unfamiliar community.	(A) Pompous	(B) Opposite	(C) Unwilling	(D) Diffident
13	When you lose trust in someone, even the sincerity is _____ as trickery.	(A) Commented	(B) Construed	(C) Tricked	(D) Corresponded

MAKETB ENGLISH

14	We haven't been doing anything exciting for quite some time - we seem struck in a	(A) Incompetence	(B) Thickness	(C) Groove	(D) Gate
15	Rather than suggesting solutions, most of the theatre critics pass on	(A) Pontifical	(B) Genuine	(C) Religious	(D) Prodigious
	Judgements supported by spurious calculations.				

GOOD BYE MR. CHIPS (CHAPTER 11)

Sl. #	Words	POS	SYNONYMS	ANTONYMS
1	Ascribe	verb	Give something as cause, attribute, assign, accredit	
2	Banish	verb	Send away, get rid of, throw out, dismiss, expel, exile, exclude	Deliver, discharge, liberate, relieve
3	Bewilderment	noun	Puzzlement, bafflement, perplexity, confusion, astonishment	Welcome, allow, include
4	Chaos	noun	Disorder and confusion, mess, disarray, bedlam	Certainty, conviction, confidence, clarity
5	Envisage	verb	Conceive a future possibility, imagine, visualize, foresee, conceive	Order, harmony, organization, peace
6	Forbearance	noun	Tolerance, patience, leniency, clemency, endurance	Dismiss, overlook, reject, forget
7	Hectic	adj.	Constantly busy or hurried, frenzied, excited, confused, feverish	Harshness, impatience, intolerance, resentment
8	Indictment	noun	Criticism, censure, accusation, allegation, incrimination	Leisurely, idle, sluggish, inactive
9	Insubordination		Disobedience or rebellion, non-compliance, defiance	Vindication, exoneration, acquittal, justification
10	Obstinacy	noun	Wrong-headedness, pigheadedness, obduracy, mulishness, stubbornness	Obedience, submission, compliance, acquiescence
11	Ostentatious	adj.	Showy, pretentious, affected, flashy, pompous	Flexibility, compliance, yielding, kindness
12	Outburst	noun	Outbreak, explosion, eruption, upsurge	Discreet, unassuming, reserved, demure
13	Partisanship	noun	Adherence, allegiance, support, proclivity, tendency, preference	Harmony, peace, order, calm
14	Pressing	adj.	Urgent, crucial, imperative, vital, exigent	Neutrality, disinterest, impartiality, fairness
15	Riot	noun	Violent disturbance, uproar, commotion, tumult, revolt	Minor, unimportant, insignificant, trivial
16	Rally	verb	Come together, gather, assemble, muster	Calm, serenity, peace, order, tranquility
17	Rotten	adj.	Bad, unpleasant, foul, nasty, awful	Weaken, deteriorate, disperse, worsen
18	Row	noun	Argument, disagreement, squabble, clash, dispute, wrangle	Great, awesome, divine, marvelous
19	Scornfully	adj.	Mockingly, derisively, contemptuously, disdainfully	Peace, accord, consensus, compliment
20	Slack	adj.	Lazy, inactive, negligent, idle, work-shy	Kindly, generously, modestly, admiringly

21	Slovenly	adj.	Careless, untidy, sloppy, unkempt, messy	Neat, stylish, orderly, careful
22	Toughness	noun	Durability, strength, stoutness, resilience	Weakness, delicacy, fragility
23	Ultimatum	noun	Final warning, command, threat, demand	Suggestion, advice, assurance
24	Urbane	adj.	Polite, refined, and elegant in manner, suave	Naïve, impolite, uncivilized, boorish

GOOD BYE MR. CHIPS (CHAPTER 12)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Dine	verb	Eat dinner, meal, feed	Remain hungry, fast
2	Exaggeration	noun	Amplification, overemphasis, embellishment, overstatement	Understatement, parsimony
3	Keen	adj.	Eager, enthusiastic, sharp, ardent	Dull, slow, indifferent, reluctant
4	Pavilion	noun	Outdoor structure, large and ornate tent, gazebo, marquee	
5	Prolong	verb	Lengthen, protract, extend, stretch, persist	Shorten, diminish, curtail, cease
6	Sever	verb	Cut, separate, detach, disconnect, split	Unite, attach, combine, join, connect
7	Tumultuous	adj.	Loud and unrestrained, excited, riotous, boisterous	Peaceful, orderly, harmonious, placid

GOOD BYE MR. CHIPS (CHAPTER 13)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Breathlessly	adv	Anxiously, excitedly, eagerly, restively, promptly	Aversely, hesitatingly, indifferently, carelessly
2	Clench	verb	Hold tightly together, clutch, clasp, clamp	Loosen, expand, unfold, broaden
3	Deadlock	noun	Block to progress, standstill, gridlock, stalemate, impasse, tie	Breakthrough, achievement, agreement, resolution
4	Hysterical	adj	Uncontrollable, overexcited, panic-stricken, berserk, delirious	Undisturbed, poised, composed, relaxed
5	Moving	adj.	Touching, poignant, heartbreaking, exciting, rousing, thrilling	Boring, depressing, tedious, spiritless
6	Optimism	noun	Tendency to expect the best, hopefulness, faith, encouragement, aspiration	Pessimism, gloom, despair, hopelessness
7	Pew	noun	Church or synagogue bench, bench, seat	
8	Slacker	noun	Shirker, idler, loafer, dawdler	Hustler, achiever, doer, workaholic
9	Strenuously	adv	Spiritedly, tirelessly, vigorously, energetically, actively, laboriously	Indifferently, hesitatingly, languidly, reluctantly

GOOD BYE MR. CHIPS (CHAPTER 14)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Bayonet	noun	Blade fitted to rifle, spear, lance, dagger	
2	Censor	verb	Examine and expurgate, bowdlerize, blue-pencil, edit out, screen	Approve, allow, authorize, support
3	Congenial	adj.	Pleasant, friendly, agreeable, cordial, amicable	Obnoxious, incompatible, offensive, appalling
4	Despise	verb	look down on, feel contempt, hate, loathe, abominate	Admire, respect, commend, venerate
5	Fluke	noun	Stroke of luck, coincidence, Accident, luck, chance	Tragedy, disaster, catastrophe, distress
6	Gratified	adj.	Happy, satisfied, pleased, contented, triumphant	Dissatisfied, depressed, gloomy, downcast
7	Intonation	noun	The rising or falling pitch of the voice, accentuation, inflection, tone, pitch	Silence, gibberish, concealment
8	Plaint	noun	Request, grievance, complaint, objection	Acceptance, acclaim, approval, compliment, endorsement

9	Sublime	adj.	Lofty, noble, divine, majestic, fabulous	Vile, lowly, dreadful, shabby
10	Taxing	adj.	Exhausting, tiring, demanding, strenuous, formidable	Royal, convenient, easy, stress-free
11	Yarn	noun	Joke, tale, story, anecdote	

GOOD BYE MR. CHIPS (CHAPTER 15)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Conjugation	noun	Patterns of a verb, coupling, unification, combination	
2	Dauntless	adj.	Fearless, undaunted, intrepid, confident	Disunion, segregation, separation
3	Decree	noun	Ruling, verdict, judgement, command, order	Cowardly, creaken, timid, gutless
4	Dug-out	noun	Soldiers' shelter, ditch, trench, cover, hideout	Appeal, bid, pleas
5	Embellish	verb	1. Decorate, adorn, beauty, grace 2. Enhance, enlarge, exaggerate, amplify, aggrandize	Unsafe zone, insecure area
6	Implore	verb	Beg, beseech, entreat, appeal, supplicate	Deface, disfigure, deform, deshape, spoil, harm, mar
7	Impudent	adj.	Disrespectfully bold, rude, impertinent, sassy, brash	Resist, balk, check, curb, hinder
8	Quadrangle	noun	1. Four-sided shape 2. Open area surrounded by buildings, rectangular yard, quarter, quad, sector	Polite, mannerly, civilized, timid
9	Quaintly	adv.	Strangely, oddly, peculiarly, curiously, erratically	
10	Reverberate	verb	Resound, echo, resonate, boom	Usually, conventionally, commonly, congruously
11	Shrapnel	noun	Fragments from an explosive device, shell, splinters, shard	Quieten, ignore, be silent, calm down
12	Snuff out	verb	Put an end to something, destroy, annihilate, obliterate, eradicate	
13	Titter	noun	A short high-pitched nervous laughter or giggle, chuckle, snicker	Generate, create, bring out, engender
14	Whine	verb	Make a high-pitched sound, screech, squeak, moan	Groan, weep, lament, wail

GOOD BYE MR. CHIPS (CHAPTER 16)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Bully	verb	Intimidate or mistreat weaker people, harass frighten, oppress, intimidate	Support, help, assist, relieve, encourage
2	Dilatoriness	noun	Tendency to delay, slowness, lateness, procrastination, tardiness	Agility, nimbleness, quickness
3	Dish up	verb	Present, serve, provide, present	Deprive, hinder, inhibit, restrain
4	Faculties	noun	Physical or mental abilities, wits, senses, capacities, aptitude	Incompetence, inability, powerlessness
5	Grate	noun	Fireplace, stove, or furnace	
6	Hospitality	noun	Kindness to visitors, cordiality, generosity, warmth,	Hostility, aloofness, harshness, bitterness
7	Jest	noun	Words intended to excite amusement or laughter, Joke, witticism	Cry, howl, bemoan
8	Maladjustment	noun	Faulty adjustment, disturbance, confusion, instability, abnormality, inadequacy	Aptness, balance, stability
9	Pomposity	noun	Self-importance, pretentiousness, conceit, arrogance, vanity	Humbleness, meekness, diffidence, humility
10	Raid	verb	Invade, attack, break into, storm	Guard, protect, cover, backing

Vocabulary & Comprehension

11	Reckon	verb	Count, calculate, estimate, suppose, presume	Ponder, abandon, estimate, depreciate
12	Slump	noun	A sudden decline in business, stock prices, or productivity, economic recession, depression, decline, collapse, plummet	Progress, soar, ascend, sure
13	Sumptuous	noun	Luxurious, extravagant, superb, splendid	Economical, insignificant, cheap, inexpensive, meager
14	Unctuous	adj	Insincerely or self-servingly agreeable, ingratiating, obsequious, greasy	Genuine, sincere, artless, blunt
15	Unimpaired	adj	Unaffected, operational, undamaged, unspoiled, pristine	Impaired, broken, flawed, unsound

GOOD BYE MR. CHIPS (CHAPTER 17)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Awful	adj.	Unpleasant, horrible, dreadful, appalling	Beautiful, excellent, great
2	Cross	adj.	Angry, annoyed, irritable, factious	Happy, genial, friendly, affable
3	Encounter	noun	1. Chance meeting, happenstance, meeting 2. Clash, battle, conflict, confrontation	Avoid, evade, retreat, surrender
4	Leg-pull	noun	Practical joke, trick, tease, joke	
5	Muffled	adj.	Not heard clearly, hushed, stifled, muted, suppressed	Loud, clear, rebounding, clamorous
6	Pageant	noun	A series of different events, spectacle, display, show	Disguise, hiding, challenge
7	Paradox	noun	Something absurd or contradictory, absurdity, irony, contradiction, puzzle	Certainty, normality, regularity, consistency
8	Parlor	noun	Living room for entertaining guests, salon, drawing room	
9	Ritualistic	adj.	Ceremonial, formal, ritual, solemn, stately	Informal, casual, unceremonious, natural
10	Treble	noun	A high-pitched or shrill sound, shrill sound, piercing sound	Grave, low, gruff, husky
11	Tremulous	adj.	Shaking, quivering, timorous, trembling	Confident, dauntless, stable, steady
12	Twilight	noun	Light from the sky when the sun is below the horizon, dusk, nightfall, sunset	Dawn, daylight, morning

GOOD BYE MR. CHIPS (CHAPTER 18)

Sr.#	Words	POS	SYNONYMS	ANTONYMS
1	Abhor	verb	Dislike, hate, detest, loathe, despise	Adore, esteem, respect, like
2	Harmony	noun	Agreement, accord, concord, coherence	Dissonance, disharmony, conflict, dispute
3	Palpitate	verb	Beat irregularly, pound, tremble, flute	Stop, hulk, prevent
4	Quavering	adj.	Quivering, trembling, shaky, unsteady, finching	Stable, uniform, constant, regular
5	Stoop	verb	Bend, lean over, crouch, kneel	Rise, ascend, straighten, boost

EXERCISE - CHAPTERS 11 - 18

Which one of the following four options is nearest in meaning to the word in capitals?

1	PARTISANSHIP	(A)	Craftsmanship	(B)	Dexterity	(C)	Share	(D)	Support
2	FORBEARANCE	(A)	Verification	(B)	Patience	(C)	Appearance	(D)	Emergence
3	INDICTMENT	(A)	Censure	(B)	Applause	(C)	Digression	(D)	Inoculation
4	TUMULTOUS	(A)	Triumphant	(B)	Casual	(C)	Intense	(D)	Harassing
5	FRANTIC	(A)	Fabulous	(B)	Horrendous	(C)	Foppish	(D)	Frenzied
6	DILATORINESS	(A)	Thinness	(B)	Lateness	(C)	Transitoriness	(D)	Irregularity

ENGLISH

1	RECKON	(A)	Debris	(B)	Estimate	(C)	Disbelieve	(D)	Investigate
2	UNCTUOUS	(A)	Reverent	(B)	Regular	(C)	Arrogant	(D)	Abused
3	SEVER	(A)	Blend	(B)	Survey	(C)	Separate	(D)	Defy
4	ABHOR	(A)	Adore	(B)	Loathe	(C)	Ebb-and-flow	(D)	Imitation

Which one of the following four options best fits the blank given?

1	I thought she was very nervous because her voice was _____ while talking to the audience.	(A)	Complaining	(B)	Quizzical	(C)	Investigative	(D)	Quavering
2	Paralysis affected his body movements; however, all his mental faculties remained _____.	(A)	Pretended	(B)	Solitary	(C)	Unimpaired	(D)	Unescorted
3	Writing a book is a very _____ workload that takes a lot of energy and time to finish.	(A)	Deduction	(B)	Taxing	(C)	Dodging	(D)	Fiscal
4	_____ is very good, but it shouldn't blind one from the real problems.	(A)	Optimism	(B)	Expertise	(C)	Eye sore	(D)	Pessimism
5	Seeing the _____ and quarrelsome face of his wife at the dining table, he leaves his breakfast and goes out rather than complaining.	(A)	Willow-wild	(B)	Slovenly	(C)	Slothfully	(D)	Affluently

ANSWER KEY

Exercise - Chapters 1 - 5

1	A	2	A	3	B	4	D	5	D
6	A	7	D	8	B	9	A	10	B
11	B	12	C	13	D	14	B	15	A

Exercise - Chapters 6 - 10

1	A	2	B	3	C	4	B	5	B
6	A	7	B	8	A	9	C	10	B
11	A	12	D	13	B	14	C	15	A

Exercise - Chapters 11 - 18

1	D	2	B	3	A	4	C	5	D
6	B	7	C	8	C	9	A	10	A
11	D	12	C	13	B	14	A	15	B

VOCABULARY FROM CIE LEVEL (MISCELLANEOUS)

Sr.#	WORDS	POS	DEFINITION	SYNONYMS	ANTONYMS
1	Abjure پہا آنا دست بردار ہونا	V	To say formally or publicly that you no longer agree with a belief or way of behaving. Ex. He abjured his religion/his life of dissipation.	renounce, forswear, repudiate, disavow	accept, claim, avow, adhere, profess
2	Abnegation ترک کر دینا	N	The act of not allowing yourself to have something, especially something you like or want Ex. It is a heart-warming tale of courage and abnegation.	renunciation, rejection, refusal, abandonment, abdication	adoption, indulgence, embrace, acceptance, espousal, embracement
3	Abominate ناپسند کرنا	V	To hate something very much Ex. He abominates cruelty of all kinds.	abhor, hate, loathe, despise, execrate, dislike, disdain	desire, approve, adore, fancy, hallow, esteem, venerate, idolize
4	Abridge مختصر کرنا	V	To make a book, play, or piece of writing shorter by removing details and information that is not important. Ex. The book was abridged for children.	reduce, condense, summarize, shorten, curtail	expand, extend, enlarge
5	Abscond فرار ہو جانا	V	To go away suddenly and secretly in order to escape from somewhere. Ex. Two prisoners absconded last night.	flee, decamp, run away, go away secretly, break out	remain, stay, live in, linger, dwell
6	Abysmal بہت برا، خوفناک	ADJ	Very bad Ex. Abysmal working conditions.	terrible, awful, dreadful, appalling	superb, excellent, dignified
7	Abstruse مشکل اور تہی	ADJ	Not known or understood by many people. Ex. An abstruse philosophical essay	perplexing, hidden, obscure, deep, arcane, esoteric	simple, open, revealed, perspicuous, intelligible
8	Accredited تسلیم شدہ	ADJ	Officially recognized or approved. Ex. An accredited drama school	sanctioned, authorized, entrusted, delegated	discredited, unauthorized, spurious, apocryphal
9	Acrid تیز، کرکڑا	ADJ	An acrid smell or taste is strong and bitter and causes a burning feeling in the throat. Ex. Clouds of acrid smoke issued from the building.	pungent, bitter, sharp, sour, tart, harsh, acid, acidic, resentful	genial, good-natured, tasteless, affable, urbane, droll, gentle

10	Acrimonious تیز کرکڑا	ADJ	Full of anger, arguments, and bad feeling. Ex. Their marriage ended eight years ago in an acrimonious divorce.	biter, spiteful, rancorous	kind, sympathetic, pleasant, lenient, honeyed
11	Adulterate آلودہ کرنا، نامیاری کرنا	V	To make food or drink weaker or to lower its quality, by adding something else. Ex. There were complaints that the beer had been adulterated with water.	make impure, degrade, debase, spoil, taint, defile, contaminate, pollute	pasteurize, concentrate, straighten, clarify, filter
12	Affluent ریخیں، مہنگے	ADJ+N	1. Having a lot of money or owning a lot of things. 2. A stream that flows into a larger body of water. Ex. Affluent nations/neighborhoods	1. wealthy, rich, prosperous, opulent, well off 2. bayou, branch, contributory	hand-to-mouth, misery, impecunious, deprived, impoverished, small, beggared
13	Altercation جھگڑنا، جھڑپ	N	A loud argument or disagreement. Ex. According to witnesses, the altercation between the two men started inside the restaurant.	quarrel, dispute, discord, friction, strife	agreement, consensus, concord, unity, harmony
14	Antipathy بیزاری، نفرت	N	A feeling of strong dislike, opposition, or anger. He is a private man with a deep antipathy to/toward the press	antagonism, dislike, aversion, hostility, enmity, grudge	liking, sympathy, attachment
15	Approbation مستحسانگی	N	Approval or agreement, often given by an official group. The council has finally indicated its approbation of the plans.	approval, sanction, commendation	disapproval, censure, dissatisfaction, affinity, congeniality
16	Arraign کھیرے میں لانا، الزام لگانا	V	To formally accuse someone in a law court of a particular crime and ask that person to say if they are guilty or not. EX. He was arraigned on charges of aiding and abetting terrorists.	indict, prosecute, put on trial, bring to trial, incriminate, impeach	set free, acquit, exonerate, condone, pardon, excuse, overlook, forgive, discharge
17	Ascendancy عروج، فوقیت	N	A position of power, strength, or success. EX. They are in danger of losing their political ascendancy (= controlling power).	superiority, mastery, upper hand, dominance, preeminence	submission, servitude, subordination, inferiority
18	Assuage تسلیم کرنا	V	To make unpleasant feelings less strong. Ex. The government has tried to assuage the public's fears.	calm, tranquilize, lessen, alleviate, allay, amend, lighten	Aggravate, agitate, annoy, provoke, incite
19	Balk رکھنا، روکنا	N+V	To be unwilling to do something or to allow something to happen. Ex. I balked at the prospect of spending four hours on a train with him.	eschew, resist, impede, obstruct, thwart, hinder, prevent, frustrate	accept, yield, submit, comply, relent, accede, acquiesce
20	Banal عام، اترسوا	ADJ	Boring, ordinary, and not original. Ex. He just sat there making banal remarks all evening.	trite, hackneyed, cliched, flat, platitudinous, ordinary, common	distinctive, stimulating, unique, challenging, original, fresh, novel

21	<b>Banter</b> مزاح کرنا	N+V	Conversation/converse in a way that is funny and not serious. Ex. He considered himself a master of witty banter.	repartee, raillery, ripostes, sallies, quips swordplay, wisecracks	sobriety, temperance, praise, flattery
22	<b>Barricade</b> سوار چہرہ رو کاوت	N+V	A line or pile of objects put together, often quickly, to stop people from going where they want to go. Ex. Inmates erected a barricade between themselves and the prison guards.	fence, obstacle, barrier, hurdle	help, approach, access, unbar, open, free
23	<b>Bayou</b> دریا کی دلدلی شاخ	N	(in the southern US) an area of slowly moving or still water connected to a river or lake. Ex. He'll catch fish in the bayou.	tributary, influent, mire, quagmire, fen morass, fenland, wetland	desert, wasteland, current torrent
24	<b>Beatific</b> مبارک، خوشگوار	ADJ	Appearing happy and calm, especially in a holy way. Ex. The angels in the painting have beatific smiles.	ecstatic, seraphic, blissful, serene, happy, heavenly	evil, sorrowful, hateful
25	<b>Bedlam</b> افرا تقری	N	A noisy situation with no order. Ex. It was bedlam at the football stadium after the game was suspended.	uproar, pandemonium, commotion, mayhem, confusion, unrest, furore	quiet, peace, calm, order
26	<b>Belie</b> جھٹلانا، تباہ	V	To show something to be false, or to hide something such as an emotion. Ex. Her calm face belied the terror she was feeling.	misrepresent, disguise, conceal, distort, falsify disprove, deny, negate	attest, prove, affirm, agree, correct
27	<b>Belligerent</b> جنگجو، لڑاکا	ADJ+N	Fighting a war. Ex. The belligerent countries are having difficulties funding the war.	hostile, threatening, antagonistic, bellicose, militant, combative	friendly, benign, harmonious, conciliatory, amicable, nonviolent
28	<b>Bequest</b> ترکہ، میراث، وصیت	N	The money or property belonging to someone that they say that, after their death, they wish to be given to other people. Ex. Her will included small bequests to her family, while most of her fortune went to charity.	legacy, inheritance, endowment, estate, heritage	compensation, wages, remuneration, earnings, penalty
29	<b>Berate</b> سخت ڈانٹ یا تنقید کرنا	V	To criticize or speak in an angry manner to someone. Ex. As he left the meeting, he was berated by angry demonstrators.	rebuke, harangue, criticize, scold, reprimand	praise, admire, acclaim, tribute, applaud, compliment, recommend
30	<b>Bereft</b> محروم	ADJ	Not having something or feeling great loss. Ex. Alone now and almost penniless, he was bereft of hope.	deprived of, robbed of, stripped of, denuded of	full, filled, furnished, crammed, jam-packed, bursting, jammed

	<b>Bibliophile</b> کتاب دوست	N	A person who loves or collects books. Ex. But as any bibliophile knows, the more you read, the more you accumulate	avid reader, book lover	ignoramus, illiterate
	<b>Bigotry</b> عصبانیت	N	The fact of having and expressing strong, unreasonable beliefs and disliking other people who have different beliefs or a different way of life. Ex. Judging others on the basis of color or ethnicity is a blatant bigotry.	bias, intolerance, narrow-mindedness, discrimination, prejudice	impartiality, objectivity, tolerance, open-mindedness
	<b>Bizarre</b> عجیب، متضاد	ADJ	Very strange and unusual. Ex. A bizarre situation	strange, peculiar, eccentric, queer unconventional, unorthodox, unfamiliar, abnormal	common, standard, normal, regular, ordinary, typical, routine, customary
	<b>Blandishments</b> خوشامد، پھانسی	N	Pleasant words or actions used in order to persuade someone to do something. Ex. She was impervious to his blandishments.	flattery, coaxing, cajolery, fawning	bluntness, disrespect, criticism, insult, affront
	<b>Blasphemy</b> تفہر، توہین	N	Considered offensive to God or religion. A blasphemous remark Ex. He was detained on charges of blasphemy.	profanity, swearing, cursing, obscenity, wickedness, desecration	reverence, politeness, piety, piousness, devoutness, devotion, religiousness
	<b>Blatant</b> واضح، عسکر مطلق، منہ بہت	ADJ	Very obvious and intentional, when this is a bad thing. Ex. The whole episode was a blatant attempt to gain publicity.	obvious, glaring, conspicuous, brazen, deliberate vociferous, clamorous, obstreperous	furtive, stealthy, secret, quiet, gentle, cultured, dignified, well-mannered
	<b>Blithe</b> خوش دل، سرور	ADJ	Happy and without worry. Lacking due thought & consideration Ex. She shows a blithe disregard for danger.	cheery, sunny, winsome, gay heedless, uncaring, carefree, casual, indifferent, thoughtless	plaintive, saturnine, disconsolate, miserable, sullen concerned, thoughtful
	<b>Bombastic</b> جوشیلا	ADJ	Using long and difficult words, usually to make people think you know more than you do. Ex. A bombastic preacher	pompous, turgid, fustian, verbose, grandiloquent	humble, simple, quiet, brief, sober speech
	<b>Boorish</b> گٹور، باہلہ	ADJ	A person who is rude and does not consider other people's feelings Ex. He disgusted many with his boorish behavior.	rude, ill-mannered, impolite, coarse, rough, loutish, uncouth, ignorant, churlish	cultured, sophisticated, refined, polite, urbane, gallant, genteel
	<b>Brusque</b> آگڑ، ہانٹاٹ	ADJ	Quick and rude in manner or speech. Ex. His secretary was a little brusque with me	abrupt, rude, blunt, bluff, curt, gruff, surly	diplomatic, gracious, mannerly, urbane

41	Bungle انٹری ہن سے پروا کرنا	V	To do something wrong, in a careless or stupid way Ex. The government bungled the economy and caused inflation.	mishandle, mismanage, mess up, mar, ruin, make a mess of, botch, spoil	fix, ameliorate, help, better, improve, repair, patch, enhance, remedy, renovate, revamp
42	Candid صاف گو	ADJ	Honest and telling the truth, especially about something difficult or painful. Ex. The two presidents have had candid talks about the current crisis.	fair, impartial, just, frank, ingenuous, unequivocal	unfair, partial, biased, flattering, disingenuous
43	Capricious وہی، گھومنا سزا	ADJ	Changing mood or behavior suddenly and unexpectedly. Ex. He was a cruel and capricious tyrant.	fickle, inconstant, changeable, variable, unstable, mercurial	stable, invariable, unchangeable, un-arbitrary, uniform, immutable
44	Cessation قفل، خاتمہ	N	Ending or stopping. Ex. Religious leaders have called for a total cessation of the bombing campaign.	ending, intermission, discontinuance, ceasing, rest, pause	beginning, initiation, continuance, advance
45	Chimerical خیال ہے اصل	ADJ	Relating to a hope or dream that is extremely unlikely ever to come true. Ex. His self-image as a writer seems chimerical.	illusion, fantasy, delusion, dream, fancy, figment of the imagination	demonstrated, tangible, consistent, verified, factual, infallible, actual, material, corporeal
46	Circumlocution باتوں کا بے بسیج	N	(An example of) an indirect way of saying something, especially something unpleasant. Ex. "economical with the truth" is a circumlocution for "lying".	euphemism, indirectness, periphrasis, wordiness	brevity, conciseness, condensation, directness, succinctness
47	Coalesce اجرا، ضم کرنا	V+N	1. If two or more things coalesce, they come or grow together to form one thing or system. 2. To unite into a whole Ex. The two companies coalesced in a useful collaboration to maximize profits.	merge, combine, cleave, mingle, incorporate, cohere	separate, divide, disconnect, estrange,
48	Cognizant واقف، آگاہ	ADJ	Understanding or realizing something. Ex. We should be cognizant of the fact that every complaint is not a justified complaint.	aware, conscious, apprised, abreast, mindful, sensible, sentient	ignorant, insensible, incautious, mindless, unmindful
49	Commensurate موازی، ہم آہنگ	ADJ	In a correct and suitable amount compared to something else. Ex. A salary that is commensurate with skills and experience	equal, equivalent, tantamount, compatible, consistent	unequal, incommensurate, incompatible, asymmetrical
50	Compendium مجموعہ	N	A short but complete account of a particular subject, especially in the form of a book. Ex. The gardener's compendium	collection, compilation, anthology, treasury, digest	un-abridgement, broadening

51	Conjure جادو کرنا	V	To make something appear by magic, or as if by magic. Ex. In an instant, the magician had conjured (up) a dove from his hat.	implore, beckon, invoke, beseech, contrive	command, repel, disenchant
52	Connotation مضمون	N	A feeling or idea that is suggested by a particular word although it need not be a part of the word's meaning, or something suggested by an object or situation. Ex. The word "lady" has connotations of refinement and excessive femininity that some women find offensive.	overtone, undertone, undercurrent, implication, hidden meaning	desolation, definition
53	Conscientious فرض شناس، محنتی، باخیر	ADJ	Putting a lot of effort into your work. Ex. A conscientious student	honorable, meticulous, punctilious	unprincipled, dishonorable
54	Corpulent چاقو	ADJ	Fat. Ex. A corpulent gentleman	fat, fattish, obese, overweight, plump, portly, stout, chubby	stringy, anorexic, scraggy, rawboned, slender, cadaverous, svelte, waspish
55	Counterfeit جعلی، تقلبی	ADJ	Made to look like the original of something, usually for dishonest or illegal purposes. Ex. Counterfeit jewelry/passports/coins	forged, spurious, shoddy, apocryphal, snide	accurate, authentic, genuine, sincere
56	Cryptic خفیہ، مخفی	ADJ	Made to look like the original of something, usually for dishonest or illegal purposes. Ex. Counterfeit jewelry/passports/coins	Understandable, enigmatic, mysterious, perplexing, confusing, puzzling	determined, intelligible, direct, bright, distinct, sure, unmistakable, apparent, exact
57	Dawdle وقت ضائع کرنا	V	To do something or go somewhere very slowly, taking more time than is necessary. Ex. Stop dawdling! You'll be late for school!	procrastinate, dally, dilly-dally, loiter	decide, persevere, push on, quicken
58	Debilitate کمزور کرنا	V	To make someone or something physically weak. Ex. Chemotherapy exhausted and debilitated him.	weak, enfeeble, enervate	vitalize, fortify, season, strengthen, harden, invigorate, rejuvenate, beef, recruit
59	Decorum شائستگی، سلیقہ	N	Behavior that is controlled, calm, and polite. Ex. As young ladies we were expected to act/ behave with proper decorum.	propriety, decency, gravity, staidness	impropriety, lack of dignity, levity

60	<b>Derisive</b> طعنیہ، تحقیر کن	ADJ	The situation in which someone or something is laughed at and considered stupid or of no value. Ex. They treated his suggestion with derision.	mocking, ridiculing, jeering, scoffing, jibing, pillorying, teasing, snide	credible, rational, logical, reasonable, realistic, earnest, serious, solemn,
61	<b>Desecration</b> بے احترامی	V+N	To damage or show no respect toward something holy or very much respected. Ex. The mosque/shrine was desecrated by vandals.	debasement, defilement, profanation, sacrilege, violation	consecration, purification, sanctification
62	<b>Depraved</b> بدظان	ADJ	Morally bad or evil. Ex. A depraved character/mind	corrupt, degenerate, evil, heinous, infamous, nefarious, vile, wicked	honest, innocent, moral, pious, chaste
63	<b>Discomfit</b> بوجھاس کرنا یا یقین کرنا	V	To make someone feel uncomfortable, especially mentally Ex. We were discomfited by critical questions.	embarrass, make uncomfortable, make uneasy, abash, disconcert,	assure, surrender, forfeit, calm, facilitate, nurture, abet
64	<b>Disparage</b> بہنام کرنا	V	To criticize someone or something in a way that shows you do not respect or value him, her, or it. Ex. The actor's work for charity has recently been disparaged in the press as an attempt to get publicity.	belittle, denigrate, deprecate, depreciate, downgrade	care for, approve, compliment, endorse, extol, protect, commend,
65	<b>Ebullition</b> ابال	N	The state or act of boiling. Ex. The ebullition ceased, and the compound changed to a dark purple.	bubbling, boiling, outburst, eruption	dullness, flatness
66	<b>Ennui</b> بیزاری، اکتاہٹ	N	A feeling of being bored and mentally tired caused by having nothing interesting or exciting to do. Ex. The whole country seems to be affected by the ennui of winter.	listlessness, restlessness, lassitude, boredom, tedium, lethargy, languor,	captivation, engrossment, enchantment, amusement, invigoration, animation
67	<b>Epitome</b> منظر، نقش اول، جوہر، نمونہ	N	The typical or highest example of a stated quality, as shown by a particular person or thing. Ex. Even now in her sixties, she is the epitomé of French elegance.	personification, embodiment, paragon incarnation,	expansion, enlargement, addendum, amplification, supplement
68	<b>Erudite</b> عالم سابر	ADJ	Having or containing a lot of knowledge that is known by very few people. Ex. He's the author of an erudite book on Scottish history.	learned, scholarly, well educated, knowledgeable, well read	illiterate, lowbrow, informal, unrefined, benighted, colloquial, unscholarly,

69	<b>Expunge</b> مٹانا، خارج کرنا	V	To rub off or remove information from a piece of writing. Ex. His name has been expunged from the list of members.	erase, remove, delete, rub out, wipe out, efface, cross out, strike out, blot out, blank out	establish, confirm, fabricate, preserve, fix, maintain, protect, mend, sustain, create
70	<b>Embezzle</b> قیمت، غیبت کرنا	V	To secretly take money that is in your care or that belongs to an organization or business you work for. Ex. She embezzled thousands of dollars from the charity.	misappropriate, steal, filch	be honest, sincere
71	<b>Equivocal</b> مشتبہ، غیر یقینی	ADJ	Not clear and seeming to have two opposing meanings, or confusing and able to be understood in two different ways. Ex. His words to the press were deliberately equivocal - he didn't deny the reports but neither did he confirm them.	undecided, to be decided, unresolved, undetermined, uncertain, ambiguous	perspicuous, bright, plain, defined, certain, blatant, open-and-shut,
72	<b>Fastidious</b> تکلیف خیز، مبالغہ آلود، مزاج	ADJ	Giving too much attention to small details and wanting everything to be correct and perfect. Ex. He is very fastidious about how a suitcase should be packed.	particular, meticulous, finicky	indifferent, careless
73	<b>Fiasco</b> ذلت آمیز ناکامی، بھاری	N	Something planned that goes wrong and is a complete failure, usually in an embarrassing way. Ex. The show was a fiasco - one actor forgot his lines and another fell off the stage.	failure, disaster, catastrophe, debacle, shambles	jim-dandy, blockbuster, phenomenon
74	<b>Filch</b> چرائی	V	To steal something of little value. Ex. Who's filched my pencils?	purloin, thief, take for oneself, help oneself to, loot	contribute, buy, bestow, give, purchase, present, donate, hand over
75	<b>Fortify</b> حصار بندی کرنا، مضبوط کرنا	V	To make something stronger, especially in order to protect it. Ex. A fortified town	secure, strengthen, brace, encourage, entrench	weaken, discourage, unnerve
76	<b>Garish</b> بھوکھلا، بھونڈا	ADJ	Unpleasantly bright. Ex. A pair of garish Bermuda shorts	gaudy, lurid, loud, over-bright, harsh, glaring	inconspicuous, appropriate, understated, restrained, elegant, unflashy
77	<b>Garrulous</b> باتولی، بکواسی	ADJ	Having the habit of talking a lot, especially about things that are not important.	talkative, voluble, verbose, gushing	taciturn, laconic

78	<b>Gullible</b> بید جا مانا مارا مارو	ADJ	Easily deceived or tricked, and too willing to believe everything that other people say. Ex. There are any number of miracle cures on the market for people gullible enough to buy them.	naïve, credulous, trusting, susceptible	critical, doubtful, dubious, skeptical
79	<b>Gruesome</b> بھانک، ہولناک	ADJ	Extremely unpleasant and shocking, and usually dealing with death or injury. Ex. The newspaper article included a gruesome description of the murder.	ghastly, grim, grisly, hideous, lurid, macabre	charming, delightful, pleasing
80	<b>Harangue</b> خطبہ، خطبہ دینا چار ماٹا اور طویل تقریر	N+V	To speak to someone or a group of people, often for a long time, in a forceful and sometimes angry way, especially to persuade them. Ex. A drunk in the station was haranguing passers-by.	tirade, lecture, diatribe, homily, rant, polemic, fulmination	citation, homage, speechlessness, encomium, hush, accolade
81	<b>Immaculate</b> سب سے صاف، بے داغ	ADJ	Perfectly clean or tidy. Ex. Dressed in an immaculate white suit	faultless, spotless, stainless, tidy	spotted, stained, blemished
82	<b>Impasse</b> قفل، بند کجی	N	A situation in which progress is impossible, especially because the people involved cannot agree. Ex. The dispute had reached an impasse, as neither side would compromise.	deadlock, dead end, stalemate, stand-off, checkmate	breakthrough
83	<b>Impudence</b> گستاخی، بد تمیزی	N	The quality of being rude and not showing respect, especially toward someone who is older or in a more important position. Ex. With a hint of impudence she told him not to talk.	Impoliteness, Impertinence, Boldness	Respect, reverence
84	<b>Interim</b> عارضی، عبوری درمیانہ مرحلہ	N+ADJ	Temporary and intended to be used or accepted until something permanent exists. Ex. An interim solution A brief interim in the proceedings	meantime, meanwhile, intervening time, interval, interlude	everlasting, long-range, timeless, dateless, extended, set, final, unqualified, long-term
85	<b>Impinge</b> اثر انداز ہونا تجاؤ کرنا ٹکرائنا، تصادم ہونا	V	To have an effect on something, often by limiting it in some way. Encroach, Infringe Strike with a sharp collision Ex. The supreme court will decide if the new communications bill impinges on the constitutional right to free speech.	affect, have an effect on, have a bearing on, touch, influence  Bang, bump, collide, crash	miss, skirt, avoid

86	<b>Incongruous</b> سب کوڑے سورتی	ADJ	Unusual or different from what is around or from what is generally happening. Ex. The new computer looked incongruous in the dark book-filled library.	out of place, out of keeping, inappropriate, unsuitable, unsuited	becoming, similar, congruous, decent, tolerable, decorous, conformable
87	<b>Inspid</b> سب کوڑے سورتی	ADJ	Not having a strong taste or character, or having no interest or energy. Ex. A pale inspid wine	characterless, tasteless, dull, flavored-unsavory, banal, flat	tasty, well-flavored, delectable, inspiring, galvanizing
88	<b>Irksome</b> آکھوسیتے والا، مزے لارسی	ADJ	Annoying by reason of repetition or long continuation Ex. The vibration can become irksome after a while.	wearing, tiresome, tedious, difficult, frustrating, peevish, vexing	pleasant, easy, delightful, enjoyable, absorbing
89	<b>Jaundiced</b> متعصبانہ	ADJ	Judging everything as bad because bad things have happened to you in the past. Ex. He seems to have/take a very jaundiced view of life.	biased, prejudiced, mistrustful, cynical, distrustful	unprejudiced, unbiased, trusting, confident, fair-minded
90	<b>Jettison</b> چھوڑنا، پھینکنا، ہٹانا، ہٹا کر دور تک پھینک دینے کے لئے	V	To get rid of something or someone that is not wanted or needed. Ex. The station has jettisoned educational broadcasts.	remove, offload, discharge, drop, deliver, deposit, set down, leave	acquisition, accumulation, acquirement
91	<b>Jocose</b> خوش مزاج	ADJ+V	Humorous or liking to play. Ex. His jocose manner was unsuitable for such a solemn occasion.	contented, cheerful, cheery, merry, joyful, jovial, joking, jocular, gleeful	miserable, stalen, unhappy, forlorn, heavyhearted, comfortless, anguished
92	<b>Ken</b> آگے، سوچ، بصارت کی حد	N+V	your area of knowledge. Ex. Financial matters are beyond my ken, I'm afraid.	perception, understanding, knowledge, awareness, grasp	ignorance, mistake, incapability, uselessness
93	<b>Knoll</b> ٹیلہ	N	A small low hill with a rounded top. Ex. A grassy knoll	hillock, mound, rise, hummock, hill, hump, knob	cavern, valley, trough
94	<b>Lackluster</b> سب کوڑے سورتی	ADJ	Without energy and effort or shine Ex. The u.s. number-one tennis player gave a disappointingly lackluster performance.	uninspired, uninspiring, unimaginative, dull, humdrum	bright, lively
95	<b>Legitimate</b> جواز	ADJ	Allowed by law. EX. The army must give power back to the legitimate government.	legal, lawful, licit, legalized, authorized, permitted, permissible, allowable	outlawed, banned, under-the-counter, fabulous, adulterne, invalid, impermissible
96	<b>Lesion</b> گھاؤ	N	An injury to a person's body or to an organ inside their body. Ex. Skin/brain lesions	wound, injury, bruise, abrasion, contusion, scratch, scrape	cure, support

97	Lineage نسب، پیدائشی	N	The members of a person's family who are directly related to that person and who lived a long time before him or her. Ex. She's very proud of her ancient royal lineage.	ancestry, family, parentage, birth	ancestor, origin
98	Loquacious پرتلی	ADJ	Someone who is loquacious talks a lot.	talkative, garrulous, over-talkative, long-winded, wordy, verbose, profuse, prolix, effusive, voluble	reticent, retiring, laconic, introverted, mute, aloof, inhibited, secretive
99	Lucrative نفع بخش	ADJ	(Especially of a business, job, or activity) producing a lot of money. Ex. The merger proved to be very lucrative for both companies.	rewarding, profitable, paying, beneficial	unprofitable, losing
100	Machiavellian دورشی	ADJ	Using smart but often dishonest methods that deceive people so that you can win power or control.	devious, cunning, crafty, artful, sly, scheming	virtuous, good, principled, righteous, moral, honorable, ethical, scrupulous
101	Malediction چوڑھا لعنت	N	Words that are intended to bring bad luck to someone or that express the hope that someone will have bad luck. Ex. He left, muttering maledictions against them.	curse, spell, blight, charm, hex	benediction, blessing
102	Mutable متکون، تبدیل ہونے والا	N	Able or likely to change. The mutable nature of love	alterable, changeable, variable	settled, unchanging
103	Naïve بھولا بھالا، سادہ لوح	N	Too willing to believe that someone is telling the truth, that people's intentions in general are good, or that life is simple and fair. Ex. People are often naive because they are young and/or have not had much experience of life. Ex. She was very naive to believe that he'd stay with her.	innocent, unsophisticated, artless, ingenuous, inexperienced, guileless	cunning, skeptical, knavish, unctuous, fake, urbane, slippery, sly
104	Nasty بے مورد، ظلیق	ADJ	Bad or very unpleasant. Ex. A nasty shock/surprise	foul, horrible, disgusting, ghastly	agreeable, gentle, friendly
105	Nefarious بد اعمالی	N	(Especially of activities) morally bad. Ex. The company's CEO seems to have been involved in some nefarious practices/activities.	depraved, corrupt, evil, heinous, villainous	chaste, honest, innocent, moral, pious
106	Nonchalance سر زبیری، غلامدلی	N	Calm behavior that suggests you are not interested or do not care. Ex. He leaned back in his chair with apparent nonchalance.	unconcern, lack of concern, calm, indifference, heedlessness, relaxedness,	conscientiousness, attentiveness, attention, fervency, awareness, regard, interest

107	Nuisance پہیلی، مزاحمت	N	If a part of your body is numb, you are unable to feel it, usually for a short time. Ex. The noise was causing a public nuisance.	anaesthetized, insensible, paralyzed, deadened	lively, active, vigorous, aware
108	Obdurate جسٹ	ADJ	Extremely determined to act in a particular way and not to change despite what anyone else says. Ex. The president remains obdurate on immigration.	obstinate, stubborn, headstrong, willful	relenting, persuadable, charming, gracious, affectionate, complaisant
109	Obeisance اطاعت، سرسپردگی	N	The fact of obeying or respecting someone, or something you do that expresses this. Ex. One by one the noblemen made their obeisance's (= bent at the waist) to the queen	respect, homage, worship, adoration, reverence, veneration	disobedience, noncompliance
110	Obstinate ڈھیسٹ، ہت دھرم	ADJ	Unreasonably determined, especially to act in a particular way and not to change at all, despite what anyone else says. Ex. He can be very obstinate at times.	stubborn, determined, inflexible	amenable, flexible
111	Obtuse گھڑان، گھما	N + ADJ	1. Lacking sharpness, quickness and sensibility 2. (Of an angle) more than 90° and less than 180° 3. Not pointed or acute	simple-minded, stupid, dull	intelligent, bright
112	Opulent بامداد	ADJ	Expensive and luxurious. Ex. An opulent lifestyle	copious, abundant, profuse, prolific, plentiful, luxuriant	economical, stingy, depressed, impecunious, meager
113	Palpable چھو کر محسوس کیے جانے کے قابل، واضح	ADJ	So obvious that it can easily be seen or known, or (of a feeling) so strong that it seems as if it can be touched or physically felt. Ex. A palpable effect	tangible, intense, deep, obvious	intangible, mysterious
114	Paltry حقیر، معمولی	ADJ	(Of an amount of money) very small and of little or no value. Ex. Student grants these days are paltry.	trivial, little, beggarly, miserable	great, sufficient, significant
115	Parsimony کفایت شعاری، کجوسی	N	The quality of not being willing to spend money or to give or use a lot of something. Ex. She criticized government parsimony with defense investment.	stinginess, frugality, thriftiness, miserliness	generosity, extravagance
116	Paucity وقت کمی	N	The fact that there is too little of something. Ex. There is a paucity of information on the ingredients of many cosmetics.	scarcity, fewness, deficiency, inadequate	abundance, multitude, adequate, sufficient

117	<b>Preclude</b> آزے آہاڑکنا	V	To prevent something or make it impossible, or prevent someone from doing something. Ex. His contract precludes him from discussing his work with anyone outside the company.	prevent, stop, hinder, hamper	help, allow, permit
118	<b>Progeny</b> اولاد	N	The young or offspring of a person, animal, or plant. Ex. His numerous progenies are scattered all over the country.	posterity, offspring, issue	ancestors, parents, forefathers
119	<b>Prudent</b> گھل منہ، گھول	ADJ	Careful and avoiding risks. Ex. [ + to infinitive] it's always prudent to read a contract carefully before signing it.	judicious, cautious, economical, frugal	imprudent, injudicious, incautious
120	<b>Quaver</b> لڑنا، قرقرا	V	If a person's voice quavers, it shakes, usually because of emotion. Ex. Her voice began to quaver and I thought she was going to cry.	tremble, quiver, shake, flutter, vibrate, pulsate, oscillate, fluctuate, waver, ripple	calm, remain, stay
121	<b>Quell</b> دہانا، گھل رنا	V	To stop something, especially by using force. Ex. Police in riot gear were called in to quell the disturbances/unrest.	calm, placate, subdue	encourage, agitate
122	<b>Quirk</b> گھل رنہ	N	An unusual habit or part of someone's personality, or something that is strange and unexpected. Ex. You have to get used to other people's quirks and foibles.	fluke, accident, peculiarity, foible	inability, usualness
123	<b>Relinquish</b> دست بردار ہونا، چھوڑنا	V	To give up something such as a responsibility or claim. Ex. He has relinquished his claim to the throne.	abandon, abdicate, cede, renounce, resign, yield	retain, cherish, possess, maintain
124	<b>Salubrious</b> صحت بخش	ADJ	A salubrious place is pleasant, clean, and healthy to live in. Ex. He doesn't live in a very salubrious part of town.	healthy, health-giving, healthful, beneficial	insalubrious, noxious, delicate, unsanitary, worn-out, injurious, unhealthy, unsound, weak, infectious
125	<b>Sanguine</b> پراگندہ، لال	ADJ	(Of someone or someone's character) positive and hoping for good things. Ex. They are less sanguine about the prospects for peace.	confident, optimistic, cheerful, hopeful	pessimistic, hopeless, pallid
126	<b>Scanty</b> کم، گھل	ADJ	Smaller in size or amount than is considered necessary or is hoped for. Ex. Scanty evidence/information	insufficient, meagre, inadequate, scarce	abundant, plentiful, adequate

127	<b>Sacrilegious</b> گستاخانہ، توہین آمیز	ADJ	(An act of) treating something holy or important without respect. Ex. [ + to infinitive] Muslims consider it sacrilege to wear shoes inside a mosque.	violating, profane, impious	pious, reverent
128	<b>Splenetic</b> دیرینہ	ADJ	Used to describe a person who easily becomes angry or annoyed, or his or her behavior. Ex. A splenetic client began screaming at me on the phone.	spiteful, imitable, waspish, fractious	agreeable, benign
129	<b>Spurious</b> جعلی، گھل	ADJ	False and not what it appears to be, or (of reasons and judgments) based on something that has not been correctly understood and therefore false. Ex. Some of the arguments in favor of shutting the factory are questionable and others downright spurious.	illegitimate, forged, counterfeit, shoddy	genuine, authentic, accurate, sincere
130	<b>Squander</b> فضول خرچی	V	To waste money or supplies, or to waste opportunities by not using them to your advantage. Ex. They'll quite happily squander a whole year's savings on two weeks in the sun.	misuse, dissipate, waste	save, economies
131	<b>Taciturn</b> چپ، گھل، خاموش	ADJ	Tending not to speak much. Ex. He's a reserved, taciturn person.	close, reticent, uncommunicative, secretive	communicative, open, unreserved, talkative
132	<b>Tantamount</b> متراویف، برابر	ADJ	Being almost the same or having the same effect as something, usually something bad. Ex. Her refusal to answer was tantamount to an admission of guilt.	undistinguishable, equivalent, equal	unequal, non-equivalent, diverse
133	<b>Tenacious</b> چپا، گھم	ADJ	Holding tightly onto something, or keeping an opinion in a determined way. Ex. The baby took my finger in its tenacious little fist.	sticky, adhesive, clinging, glutinous, mucilaginous, gummy, viscid, viscous,	irresolute, non-adhesive, vacillating, hesitating, docile, faithless, yielding
134	<b>Terse</b> جانب	ADJ	Using few words, sometimes in a way that seems rude or unfriendly. Ex. "are you feeling any better?" "no!" was the terse reply.	compendious, laconic, concise, brief	lengthy, talkative, tedious

135	Terrestrial زمین سے متعلق یا زمینی	ADJ	Relating to the earth	native, earthy, worldly	heavenly, celestial, cosmic
136	Thwart رکاوٹ ڈالنا	V	To stop something from happening or someone from doing something. Ex. Our vacation plans were thwarted by the airline pilots' strike	oppose, frustrate, balk, foil, inhibit	help, advance, permit, allow
137	Uncanny ماحول یا نظرت ایسا سرد	ADJ	Strange or mysterious, often in a way that is slightly frightening. Ex. It was uncanny the way that she always knew what he was thinking.	conspicuous, remarkable, striking, extraordinary, exceptional, astounding, astonishing, incredible, unusual	expected, commonplace, natural, evident, every day, prosaic, regular, wonted
138	Unwieldy بے ڈھنگا، بے ٹکا	ADJ	An unwieldy object is difficult to move or handle because it is heavy, large, or a strange shape. Ex. A piano is a very unwieldy item to get down a flight of stairs.	cumbersome, unmanageable, unhandy	practicable, functional, graceful, serviceable, manageable, practical, handy, useful, wieldy
139	Utopian خیالی	ADJ	Relating to or aiming for a perfect society in which everyone works well with each other and is happy. Ex. A utopian vision	ultimate, ideal, imaginary, naïve	practical, real
140	Usurp نفس کرنا یا قبضہ کرنا	V	To take control of a position of power, especially without having the right to. Ex. Local control is being usurped by federal government.	seize, take over, expropriate, take possession of	relinquish, abdicate, bestow
141	Vacillation تذبذب، ہچکچاہٹ	N	The lack of ability to decide what to do, or the act of changing often between two opinions. Ex. The confusion about the project has been made worse by the government's mayor's vacillation and indecision	indecisiveness, hesitation, wavering	decision, firmness
142	Vexatious پریشان کن	ADJ	Difficult to deal with and causing a lot of anger, worry, or argument. Ex. This settlement will resolve one of the most vexatious problems in the field of industrial relations.	annoying, harassing, irritating, knotty	satisfying, pleasing, soothing, easy, simple
143	Wan زرد، مہم	N	(Of a person's face) more pale than usual and tired-looking	dim, faint, weak, feeble, pale	blushing, clear, bright, colorful, healthy

144	Wangle بھینسا پانا یا لگانا	V	To succeed in getting or doing something by persuading someone or by being smart in some way. Ex. I'll be so jealous if you manage to wangle an invitation to his house.	contrive, manipulate, maneuver, devise, engineer, orchestrate	leave alone, ignore, mishandle
145	Whiff چھوٹا	N	A slight smell, carried on a current of air. Ex. He leaned toward me and I caught/got a whiff of garlic.	smell, trace, sniff, scent, odor, aroma	gist, essence, kernel, abundance
146	Whimsical مضحک، مزاح	ADJ	Unusual and strange in a way that might be funny or annoying. Ex. A whimsical tale	freakish, fanciful, eccentric, capricious	serious, staid, sensible, predictable
147	Wrangle بھٹو بھٹو کرنا	V	An argument, especially one that continues for a long time. Ex. A lengthy wrangle about/over costs	dispute, quarrel, squabble, row	peace, agreement, harmony
148	Wry مزاحیہ	N	Showing that you find a bad or difficult situation slightly funny.	sneering, scoffing, sardonic, satirical, mocking, derisive, scornful, sarcastic	straight forward, clear
149	Xenophobia غریب لوگوں کا خوف اور نفرت	N	Extreme dislike or fear of foreigners, their customs, their religions, etc.	fear of foreigners, racism, nationalism	impartiality, tolerance, open mindedness
150	Zealot شدت پسند	N	A fanatical person Ex. Zealots resorted to name calling and scare tactics.	Fanatic, militant, crusader, ideologue	Nonmilitant, pacifist

EXERCISE - MISCELLANEOUS

Which one of the following four options is nearest in meaning to the word in capitals?

1	ABNEGATION	(A) Abandonment	(B) Proof	(C) Bewilderment	(D) Indulgence
2	ABYSMAL	(A) Fiscal	(B) Appalling	(C) Dignified	(D) Commensurate
3	BANAL	(A) Unique	(B) Urgent	(C) Mixed	(D) Trite
4	BEATIFIC	(A) Wicked	(B) Harmless	(C) Ecstatic	(D) Prolific
5	CANDID	(A) Ingenuous	(B) Splendid	(C) Circuitous	(D) Taxing
6	CHIMERICAL	(A) Factual	(B) Organic	(C) Utopian	(D) Surrounding
7	FASTIDIOUS	(A) Slovenly	(B) Finicky	(C) Deserted	(D) Sultry
8	IMMACULATE	(A) Pure	(B) Blemished	(C) Speculate	(D) Immature
9	JOCOSE	(A) Forlorn	(B) Doubtful	(C) Crooked	(D) Cheerful
10	EPITOME	(A) Antitheses	(B) Jewellery	(C) Essence	(D) Investigation

Which one of the following four options is opposite in meaning to the word in capitals?

11	<b>BIGOTRY</b>	(A) Intolerance	(B) Weirdness	(C) Fairness	(D) Particularity
12	<b>BLATANT</b>	(A) Brazen	(B) Cultured	(C) Repellent	(D) Stylish
13	<b>INSIPID</b>	(A) Tasty	(B) Dull	(C) Enigmatic	(D) Spacious
14	<b>NEFARIOUS</b>	(A) Conventional	(B) Heinous	(C) Assertive	(D) Pious
15	<b>PAUCITY</b>	(A) Abundance	(B) Scarcity	(C) Sagacity	(D) Formality

Which one of the following four options best fits the blank given?

16	I don't whether the applaud is sincere or <u>derisive</u> .	(A) Submissive	(B) Solemn	(C) Dishonest	(D) Scoffing
17	In an instant the magician _____ a dove from his hat.	(A) Cajoled	(B) Conjured	(C) Appreciated	(D) Suggested
18	If you continue to _____ in spite of urgency, we'll be late for sure.	(A) Engage	(B) Fulminate	(C) Procrastinate	(D) Dash
19	It was a total _____ at the football stadium, so the match was suspended.	(A) Order	(B) Bedlam	(C) Demonstration	(D) Benediction
20	She was so <u>belligerent</u> that I gave up trying to explain.	(A) Amicable	(B) Prejudiced	(C) Feisty	(D) Prevalent
21	The National Guard was called in to _____ the late-night disturbances immediately after their start.	(A) Quell	(B) Interrogate	(C) Agitate	(D) Facilitate

22	She <u>relinquished</u> the control of her family investments.	(A) Renounced	(B) Retained	(C) Disliked	(D) Underrated
23	Sales have increased by a margin of two percent despite many efforts.	(A) Scanty	(B) Genuine	(C) Spurious	(D) Prodigious
24	His habit of leaving all kitchen cabinet doors open often results in reprimand from his mother.	(A) Interesting	(B) Puzzling	(C) Hard	(D) Boorish
25	Her normally _____ mother had little to say on the topic when asked real questions.	(A) Taciturn	(B) Loquacious	(C) Meticulous	(D) Frantic

ANSWER KEY

EXERCISE - MISCELLANEOUS

1	A	2	B	3	D	4	C	5	A
6	C	7	B	8	A	9	D	10	A
11	C	12	B	13	A	14	D	15	A
16	D	17	B	18	C	19	B	20	C
21	A	22	A	23	A	24	D	25	B

## SENTENCE COMPLETION

SENTENCE COMPLETION questions require you to fill in empty slots with words or phrases that best complete the meaning of the sentences as shown. Sentence completion question is of two types:

1. Vocabulary Based
2. Grammar Based

For grammar based question consult the grammar section of the book.  
Vocabulary based question requires or tests two skill of a student:

- Vocabulary
- Comprehension

A combination of these two enables a student to choose a word best suited to the context of the sentence. Only knowing the meaning wouldn't do enough; you need to understand the context of the sentence as well. These skills require time and lots of practice. In order to lay down a better foundation and make the practice focused and turn it into a skill we'll discuss the strategies to approach and solve sentence completion questions.

## QUESTION FORMAT

- Medieval kingdoms did not become constitutional republics overnight; on the contrary, the change was---  
(A) unpopular (B) unexpected (C) advantageous (D) gradual

The sentence above has one blank, indicating that something has been omitted. Beneath the sentence are four lettered words or sets of words labeled A through D. We need to choose the word that when inserted in the sentence, best fits the meaning of the sentence as a whole.

## 3-STEP METHOD FOR SENTENCE COMPLETION

1. First Read the Sentence.
2. Pre-phrase (guess) the Answer.
3. Choose the Answer.

In fact, this is the strategy to approach any Multiple Choice Question of any subject. The objective of following this strategy is to come closest to our best option. Do focus on the spirit of each step given below in order to get the desired result.

1. The basic spirit of this particular order is to start from step 1; first thing first and not from step 2 or 3. Once you're done with step 1 only then you should pre-phrase. The first step is so important that the selection of right option mostly depends on it. We'll discuss in detail how to read a sentence effectively.
2. Pre-phrasing means to have an idea what you required word should sound like or feel like; whether it is a negative or positive word. It doesn't essentially mean to think of a proper word. It simply means to have an idea so that you might be able to do the next step effectively.
3. Once you've pre-phrased the answer, it becomes a bit easier to narrow down options. The spirit of 3<sup>rd</sup> step is to read all the options before deciding the best option. Beware of the eye-catchers.

Let's see how we can do this practically.

## 1. FIRST READ THE SENTENCE

- To fill in empty slot with word or phrase that best completes the meaning of the sentences, first read the sentence.
- Reading a sentence effectively requires you to:
  - (A) Get a Clue Word.
  - (B) Determine the Type of Sentence.
  - (C) Pay Attention to the Trigger Words in a sentence.

## 1 A. GET A CLUE WORD

What is a clue word and why to get it?

- "Each sentence in a sentence completion contains a clue (a word or phrase) that will give you the hint about the word that goes in the blank."

In order to understand what's meant by a clue word, consider the following two examples:

1. The woman told the man, "You're very---."

- A. rich                      B. correct                      C. confined                      D. sick

If you try to find out the best word for this simplest sentence, you won't be able to do so because you won't be sure about the fact. There is no way to tell what the woman can tell a man and what not.

In fact, such sentences are not given for sentence completion. There is no word/phrase in the sentence that would confirm the option being selected matches or tallies the sense of the sentence to complete it. With this example you can know the importance of clue word.

Now, let's see the same example with a little difference

ii. The doctor told the man, "You're very---."

- A. rich                      B. correct                      C. confined                      D. sick

This replacement of doctor with woman immediately puts us in a specific context and we are able to relate the options specifically to the given sentence. Undoubtedly, we'll consider this doctor word and then we can safely conclude that our best option as per the context is D.

- For each sentence completion, find the doctor word (clue word). Once you do, use it to determine the missing word or words (pre-phrasing)
- Moreover, you need to get a clue to be sure about your selection because all the answers are designed to sound right.

## How to get a clue word?

- If you aren't able to find the clue word in the sentence, ask yourself two simple questions:

I. What is the blank talking about?  
II. What else does the sentence say about this? ('This' means the answer of question I)

Let's apply it.

1. Some developing nations have become remarkably---, using aid from other countries to build successful industries.

- What is the blank talking about?  
About some developing nations
- What else does the sentence say about these nations?  
They were able to "build successful industries."

Now you have the clue word in the answer of question 2. Now you can think that what sort of word can describe nations that have developed successful industries.

2. The onset of the earthquake was gradual, the tremors occurring --- at first, then with greater frequency.

- What is the blank talking about?  
About the frequency of tremors
- What else does the sentence say about the frequency of tremors?  
They occurred with greater frequency later.

As per the clue word we need to find out a word that would describe tremors occurring at a low frequency because the onset was gradual.

3. Historical buildings in many major cities, rather than being destroyed, are now being---

- What is the blank talking about?  
About the historical buildings
- What else does the sentence say about the historical buildings?  
Something opposite to destruction is being done to these buildings.

This information helps us conclude that we need a word with contrary sense to the recent treatment of building that is 'destruction'.

## 2. PRE-PHASE THE ANSWER

- If you have read the sentence as mentioned above and found the clue word, you will be mostly able to pre-phrase the answer.
- Once again you should know that the word you pre-phrase doesn't have to be an elegant word, or a hard word, or perfect word. Sometimes, it doesn't even have to be an exact word at all; It can be a sense or a long phrase matching your sense.

Grammar and Usage (Sentence Completion)  
**3. CHOOSE THE ANSWER**

4. Historical buildings in many major cities, rather than being destroyed, are now being---.  
 A. condemned B. constructed C. described D. renovated
- After working on the clue word for this sentence, we know that out of all these four possibilities of treatment with the *historical building* we need one contrasting to destruction. For historical buildings in contrast to destroy, the best word would be renovated (OPTION D). We don't build historical building in present; yes, they may be once they sustain long enough to be historical. Option A and C don't match the clue word and pre-phrasing. Option B is the eye-catcher.
5. Some developing nations have become remarkably---, using aid from other countries to build successful industries.  
 A. populous B. dry C. prosperous D. warlike
- If a country has managed to develop a successful industry, it means it has become successful. The word that best goes with this pre-phrasing is prosperous. (OPTION C). No other option matches the sense of clue word or pre-phrasing.
6. The onset of the earthquake was gradual, the tremors occurring--- at first, then with greater frequency.  
 A. continuously B. intensely C. sporadically D. unexpectedly
- In a gradual process where the frequency of tremors was greater later on, in the beginning the frequency would be contrasting to greater. Therefore, option A and B can't be our options as they convey the opposite sense to our pre-phrasing. Option D sounds irrelevant to the context of the sentence. So our best option is OPTION C. Even if you don't know the meaning of sporadically (infrequently), you can discard other options.

**IB. DETERMINE THE KIND OF SENTENCE.**

- Another step that may help you towards a correct answer is asking, "What kind of sentence is this?" each time.
- Here by kind we don't mean the grammatical kinds of sentence. The kinds here are actually based on the pattern of logic in the sentence.
- If you can understand what the sentence really says in that logical pattern, it will help you guess/pre-phrase what is missing. With this pre-phrasing, you can go on an answer hunt.
- The four main kinds of sentences are:

Sr #	Type of sentence	Examples
I.	<b>Cause and effect</b> (Something happens or results because of something else.)	The dealer agreed to lessen the price because of many _____ on the surface of the wooden furniture. (Cause and Effect - Word filled in must explain "what can make the dealer possibly agree to lessen the price.")
II.	<b>Definition/Restatement</b> (Words in the sentence define or restate the word or phrase to be filled in a blank- a real gift.)	Miss Naveen is a _____ manager; she painstakingly makes sure that everything is in its right place. (Definition - Word filled in must describe the manager "who makes sure that everything is in its right place") Signs of punctuation like ';' and ':' are often found in such sentences as they add explanation.
III.	<b>Contrast</b> (What you need will be the opposite of an existing word or idea)	She found the _____ landscape of the village quite a contrast to the hustle and bustle of the city. (Contrast - Word filled in must be the opposite of "hustle and bustle of city")
IV.	<b>Comparison</b> (What you need will logically complete or blend with the sentence meaning.)	Mrs. Abida was aristocratic and _____, owning a huge house, three cars, and sizable agricultural land. (Comparison - Word filled in must go well with "owning a huge house" and "three cars & an island near Maine" to make logical sense.)

Now let's apply it by implementing pre-phrasing and choosing the answer steps.

7. The dealer agreed to lessen the price because of many \_\_\_\_\_ on the surface of the wooden furniture.  
 A. blemishes B. carvings C. signatures D. nails
- The one thing that can make the dealer to lessen the price is something that counts as negative. The only word that matches the sense is BLEMISHES (OPTION A). Options C and D can't cause the lessening of price. Option B means designs.

8. Miss Naveen is a \_\_\_\_\_ manager; she painstakingly makes sure that everything is in its right place.  
 A. playful B. meticulous C. educated D. harsh
- The required word is very specific as the explanation after semi colon is given. Someone who painstakingly makes sure that everything is right is METICULOUS (OPTION B). The definition of meticulous is the same. That's why, such sentences are restatement sentences as well.
9. She found the \_\_\_\_\_ landscape of the village quite a contrast to the hustle and bustle of the city.  
 A. lush B. fertile C. tranquil D. underdeveloped
- As we know in this contrast sentence we're looking for a word in contrast to hustle and bustle of the city; therefore, the only option that fulfills the sense is OPTION C. All other option may be used for village and sound right; however, we need one such that is in contrast to our signal here; hustle and bustle of the city.
10. Mrs. Abida was aristocratic and \_\_\_\_\_, owning a huge house, three cars, and sizable agricultural land.  
 A. contented B. genius C. vagabond D. opulent
- The type of the sentence suggests that we're looking for a word like aristocratic or giving the sense of owning a house, cars and land. The word that completes this sense is opulent (OPTION D). All remaining options don't match the sense of aristocratic or owning so many things. Option C means a homeless or drifter.

**IC. PAY ATTENTION TO THE TRIGGER WORDS IN A SENTENCE**

- Very often on sentence completions, the most important clue to the correct answer is a trigger word: a key word indicating what is happening in the sentence.
  - A trigger word determines the sequence of an argument or the shift of logic/sense within the sentence. These words either change or maintain the direction of sense in the sentence.
- To see what we mean, take a look at the following incomplete sentences. Just fill in something that makes sense in the context of the entire sentence:
- I really like you, but \_\_\_\_\_
  - I really like you, and \_\_\_\_\_
  - I really like you, but I'm going to reject you.
  - I really like you, and I'm going to select you.
- You can see with the change of one word the sense/logic of the sentence totally shifts.

Trigger words are of three types:

- I. **OPPOSITION TRIGGER WORDS:** Indicating a shift of sense or logic
- II. **SUPPORT TRIGGER WORDS:** Indicating the continuity of sense or logic
- III. **RESULT TRIGGER WORDS:** Indicating the result of a preceding idea or action

SR #	TYPE OF TRIGGER WORD	EXAMPLES
I	<b>OPPOSITION TRIGGER WORDS:</b> Indicating a shift of sense or logic <i>Although, however, in spite of, rather than, Nevertheless, on the other hand, but</i>	<i>Although critics labeled Khan's policies as---, he asserted that his ideas moved Pakistan forward.</i>  The trigger word ALTHOUGH indicates there would be contrast between what Khan asserts and what critics say.
II	<b>SUPPORT TRIGGER WORDS:</b> Indicating the continuity of sense or logic <i>Moreover, besides, additionally, furthermore, in fact</i>	<i>The slogans that his clever campaign managers made were actually forgotten clichés revived and--- with new meaning.</i>  The trigger words AND indicates that the word we require has to be like the one before it in sense.
III	<b>RESULT TRIGGER WORDS:</b> Indicating the result of a preceding idea or action <i>therefore, consequently, accordingly, because, when, so</i>	<i>An SUV stole Anam's parking spot; that's why, she gave a ___ look to the driver.</i>  The trigger word THAT'S WHY indicates we're looking for a word that goes with the mood on the parking spot being stolen.

Grammar and Usage (Sentence Completion)

11. Although critics labeled Khan's policies as---, he asserted that his ideas moved Pakistan forward.  
 A. premature B. autocratic C. regressive D. democratic
- If Khan asserts that his ideas have moved Pakistan forward then his critics think that his ideas moved Pakistan back. Such idea in contrast to move Pakistan forward can be named as regressive. So, our option is **OPTION C**. Option A and B are negative words but we need a negative word contrasting to move forward. Option is not only positive but also not in contrast to move Pakistan forward.
12. The slogans that his clever campaign managers made were actually forgotten clichés revived and --- with new meaning.  
 A. reduced B. instilled C. excluded D. instigated
- In this sentence if you know what is meant by revived, you can very easily close down options. The word like revive here is **OPTION B**. Instilled means inspired, infused.
13. An SUV stole Anam's parking spot; that's why, she gave a \_\_\_ look to the driver.  
 A. pleasant B. scowling C. nostalgic D. reserve
- The result of the parking spot being stolen is definitely not pleasant and nostalgic. As there is a kind of look, it can't be categorized as a reserved look, so our only option is scowling look; angry look. **OPTION B**

QUICK REVIEW

3-STEP METHOD FOR SENTENCE COMPLETION

1. First Read the Sentence.

A. Get a Clue Word.

- What is clue word and why to get it?
- How to get a clue?  
 I What is the blank talking about?  
 II What else does the sentence say about this?

B. Determine the Type of Sentence.

- Cause & Effect (Something happens or results because of something else.)
- Definition/Restatement (Words in the sentence define or restate the word or phrase to be filled in a blank.)
- Contrast (What you need will be the opposite of an existing word or idea)
- Comparison (What you need will logically complete or blend with the sentence meaning.)

C. Pay Attention to the Trigger Words in a sentence

- **OPPOSITION TRIGGER WORDS:** Indicating a shift of sense or logic
- **SUPPORT TRIGGER WORDS:** Indicating the continuity of sense or logic
- **RESULT TRIGGER WORDS:** Indicating the result of a preceding idea or action

2. Pre-phrase the Answer.

- After reading the sentence, guess what your required word should sound like or feel like.

3. Choose the Answer.

- Read all option A through D, stick to your pre-phrasing, and beware of eye-catcher.

REINFORCEMENT EXERCISE – SENTENCE COMPLETION

Choose the best word (s) to complete each sentence.

1. She hadn't eaten all day, and by the time she got home she was \_\_\_\_\_.  
 (A) ruined (B) ravenous  
 (C) showy (D) blissful
2. The movie offended many of the parents of its younger viewers by including unnecessary \_\_\_\_\_ in the dialogue.  
 (A) vulgarity (B) verbosity  
 (C) vocalizations (D) tonality
3. His neighbours found his \_\_\_\_\_ manner bossy and irritating, and they stopped inviting him to backyard barbeques.  
 (A) interactive (B) overbearing  
 (C) mending (D) modest
4. Sarmad is always \_\_\_\_\_ about showing up for work because he feels that laziness is a sign of irresponsibility.  
 (A) legible (B) tolerable  
 (C) punctual (D) literal

5. Zartaj would \_\_\_\_\_ her little sister into an argument by teasing her and calling her names.  
 (A) advocate (B) provoke  
 (C) perforate (D) lament
6. The dress Asma wore \_\_\_\_\_ with small, glassy heads created a shimmering effect.  
 (A) excited (B) reiterated  
 (C) glittered (D) absorbed
7. Naseem unknowingly \_\_\_\_\_ the thief by holding open the elevator doors and ensuring his escape.  
 (A) coerced (B) proclaimed  
 (C) abetted (D) sought
8. I had the \_\_\_\_\_ experience of sitting next to an over-talkative passenger on my flight home from Karachi.  
 (A) satisfactory (B) commendable  
 (C) acceptable (D) exasperating
9. The Prince had to choose: marry the woman he loved and \_\_\_\_\_ his right to the throne, or marry his cousin and inherit the crown.  
 (A) scold (B) choose  
 (C) abdicate (D) extol
10. If you do not do your work of your own \_\_\_\_\_, I will have no choice but to penalize you.  
 (A) love (B) coercion  
 (C) excursion (D) will
11. After sitting in the sink for several days, the dirty, food-encrusted dishes became \_\_\_\_\_.  
 (A) malodorous (B) prevalent  
 (C) imposing (D) perforated
12. Naseem soon discovered the source of the \_\_\_\_\_ smell in the room: a week-old tuna sandwich that one of the children had hidden in the closet.  
 (A) quaint (B) furtive  
 (C) laconic (D) fetid
13. Because he had made \_\_\_\_\_ remarks to the President during the press conference, the reporter was not invited to return to the pressroom.  
 (A) hospitable (B) enterprising  
 (C) courteous (D) irreverent

REVIEW EXERCISE – SENTENCE COMPLETION

1. A judgment made before all the facts are known must be called \_\_\_\_\_.  
 (A) harsh (B) deliberate  
 (C) sensible (D) premature
2. The research is so \_\_\_\_\_ that it leaves no part of the issue unexamined.  
 (A) comprehensive (B) rewarding  
 (C) sporadic (D) economical
3. In many cases, the formerly \_\_\_\_\_ origins of diseases have now been identified through modern scientific techniques.  
 (A) odd (B) mysterious  
 (C) cruel (D) notable
4. Many roundworms are free-living and harmless but some cause serious \_\_\_\_\_ in man and animals.  
 (A) discomfort (B) pervasion  
 (C) clarifications (D) symbiosis
5. Although Javed dislikes crowds and social gatherings, his wife Javeria is quite \_\_\_\_\_.  
 (A) aloof (B) reclusive  
 (C) gregarious (D) hostile
6. Though brilliantly presented, the report was \_\_\_\_\_ since the information on which it was based was erroneous.  
 (A) informative (B) erudite  
 (C) laudable (D) worthless

14. With his \_\_\_\_\_ eyesight, Fareed spotted a deer on the hillside and he reduced the speed of her car.  
 (A) inferior (B) keen  
 (C) receptive (D) flexible
15. With a(n) \_\_\_\_\_ grin, the boy quickly slipped the candy into his pocket without his mother's knowledge.  
 (A) pessimistic (B) wicked  
 (C) conventional (D) sentimental
16. Jamshid argued, "If you know about a crime but don't report it, you are \_\_\_\_\_ in that crime because you allowed it to happen."  
 (A) attracted (B) steadfast  
 (C) complicit (D) nullified
17. It is difficult to believe that charging 20% on an outstanding credit card balance isn't \_\_\_\_\_.  
 (A) bankruptcy (B) usury  
 (C) novice (D) flagrancy
18. The \_\_\_\_\_ weather patterns of the tropical island meant tourists had to carry both umbrellas and sunglasses.  
 (A) cheeky (B) preeminent  
 (C) illustrative (D) unpredictable
19. Wedding ceremonies often include the exchange of \_\_\_\_\_ rings to symbolize the couple's promises to each other.  
 (A) glamorous (B) hostile  
 (C) mournful (D) votive
20. Kareem was \_\_\_\_\_ in choosing his friends, so his parties were attended by vastly different and sometimes peculiar personalities.  
 (A) indispensable (B) indiscriminate  
 (C) adequate (D) certain

7. When I was a small child, the importance of telling the truth was deeply \_\_\_\_\_ on my mind.  
(A) inscribed (B) engendered  
(C) impressed (D) imbued
8. The words fought and fort are \_\_\_\_\_.  
(A) homophones (B) homographs  
(C) synonyms (D) variants
9. The electricity board has \_\_\_\_\_ off the supply to that house.  
(A) broken (B) cut  
(C) stopped (D) shut
10. They had been living beyond their \_\_\_\_\_ for several years.  
(A) means (B) money  
(C) resources (D) status
11. Because of his work for handicapped people, Nasir received a (n) \_\_\_\_\_ from the PM.  
(A) award (B) prize  
(C) order (D) reward
12. Motorways generally have three or four:  
(A) channels (B) tracks  
(C) routs (D) lanes
13. The manager decided to \_\_\_\_\_ a circular about health and safety matters.  
(A) give (B) issue  
(C) post (D) publicize
14. The survivors of the accident \_\_\_\_\_ a coin to determine who should go and look for help.  
(A) tossed (B) threw  
(C) aimed (D) hurled
15. The explorers realized they had reached the \_\_\_\_\_ of no return.  
(A) point (B) place  
(C) edge (D) beginning
16. Mahad was \_\_\_\_\_ from the house because he hadn't paid the rent for six months.  
(A) evicted (B) forced  
(C) ejected (D) thrown
17. She left her job with The Times in order to work as a (n) \_\_\_\_\_ journalists.  
(A) independent (B) liberated  
(C) freelance (D) solo
18. The actress was so upset by the journalists' persistent questions that she \_\_\_\_\_ tears.  
(A) broke off (B) burst into  
(C) broken down (D) cried out
19. Reading between the \_\_\_\_\_, I should say Maria is homesick.  
(A) sentences (B) lines  
(C) words (D) papers
20. Despite persistent questioning from journalists about her private life the film star remained \_\_\_\_\_.  
(A) close-knit (B) stony-faced  
(C) tight-lipped (D) tight-fisted
21. By the time he got to page 26 of the handbook, Munawar was completely \_\_\_\_\_ by the complex instructions.  
(A) lost (B) alarmed  
(C) baffled (D) shaken
22. The design of our new offices is \_\_\_\_\_ of the Mughal architect.  
(A) thinking (B) remembering  
(C) reminiscent (D) memorable
23. 'By the end of this course, you will have all the techniques of selling to people,' said the training manager.  
(A) mastered (B) overcome  
(C) conquered (D) handled
24. The lack of proper documentation doubts in Tim's mind about the legality of the deal.  
(A) raised (B) brought  
(C) made (D) produced
25. Rashid has always been very \_\_\_\_\_ towards his pets.  
(A) fond (B) sentimental  
(C) sympathetic (D) affectionate
26. The public feels it has been \_\_\_\_\_ by government statements on the presence of the salmon la virus in chicken.  
(A) misled (B) mistreated  
(C) mishandled (D) misconceived
27. This report on the beef industry is not free from political \_\_\_\_\_.  
(A) scandal (B) bias  
(C) policy (D) remittance
28. Because she has been crying, her make-up was:  
(A) marked (B) wet  
(C) sticky (D) smudged
29. Elaborate official answers just tend to \_\_\_\_\_ the basic facts of the case.  
(A) darken (B) obscure  
(C) cloud (D) cover
30. To \_\_\_\_\_ such claims, considerable evidence would be required.  
(A) rationalize (B) believe  
(C) verify (D) stake

Reinforcement Exercise - Sentence Completion

1	B	2	A	3	B	4	C	5	B
6	C	7	C	8	D	9	C	10	D
11	A	12	D	13	D	14	B	15	B
16	C	17	B	18	D	19	D	20	B

Review Exercise - Sentence Completion

1	D	2	A	3	B	4	A	5	C
6	D	7	C	8	A	9	B	10	A
11	A	12	D	13	B	14	A	15	A
16	A	17	C	18	B	19	B	20	C
21	C	22	C	23	C	24	A	25	D
26	A	27	B	28	D	29	B	30	C

READING COMPREHENSION

**Learning Outcomes:** This unit should enable you to:

- Read for what you need.
- Take advantage of outside knowledge.
- Make better use of your limited time by skipping a difficult passage.
- Eliminate answer choices that could not possibly be correct.
- Take advantage of inside knowledge.

In Reading Comprehension Passage, we have to answer the questions given at the end of passage on the basis of:

- *What is stated in passage*
- *What is implied in the passage*

The name of the segment implies you will be doing lots of reading of the passage, but the most important reading is of the question. Reading Comprehension is not about learning something new and interesting—it's about scoring points by answering questions correctly.

Many students have difficulty with Reading Comprehension because they place too much emphasis on the passage and not enough on the questions.

But that does not mean that you will be answering lots of questions without reading the passage. You'll read passage but from the perspective of questions given.

**BASIC STRATEGY:**

Reading Comprehension, in a way, is nothing more than an open book test. It is exactly the same as an open book test. What's more you only have to scan (read for specific purpose) the paragraphs to find your answers:

1. **Read What You Need.** Do a topic search so that you have clue about the passage's topic and organization.
2. **Translate the Question.** Reword each question so you know exactly what you are being asked.
3. **Put Your Finger On The Answer.** Go back to the passage and find the exact location of the answer you are looking for.
4. **Answer the Question in Your Own Words.** Answer the question in your own words before you read any of the answer choices.
5. **Use POE (Process of Elimination).** Get rid of answers that are not close to yours.

**Sample Passage and Questions**

Here is an example of what a Reading Comprehension passage and questions look like. We will use this passage to illustrate Reading Comprehension techniques.

**Questions 1-6 are based on the following passage.**

The following passage is a summary of a sociological study concerning groups of Mexican-American women.

5 The subject of my study is women who are initiating social change in a small region in Texas. The women are Mexican-Americans who are, or were, migrant agricultural workers. There is more than one kind of innovation at work in the region, of course, but I have chosen to focus on three related patterns of family behavior. The pattern I life style represents how farm workers of all nationalities lived in the past and how many continue to live. I treat this pattern as a baseline with which to compare the changes represented by patterns II and III. Families in pattern I work on farms year round, migrating for as many as ten months each year. They work and travel in extended kin units with the eldest male occupying the position of authority. Families are large—eight or nine children are to unusual—and all members are economic contributors in this strategy of family migration. The children receive little formal schooling.

10 Families in pattern II manifest some differences in behavior while still maintaining aspects of pattern I. They continue to migrate but on a reduced scale, often modifying their schedules of migration to allow children to finish the school year. Parents in this pattern often find temporary local jobs as checkers or clerks to offset lost farming income. Pattern II families usually have few children than do pattern I families, and the children make a far smaller contribution to the economic welfare of the family.

15 The greatest amount of change from pattern I, however, is found in pattern III families, who no longer migrate at all. Both parents work full time in the area, and they have an average of three children. The children attend

school for the entire year. In pattern III, the women in particular create new roles for themselves for which no local models exist. They not only work full time but may in addition, return to school. They also assume a greater responsibility is planning family activities, setting household budgets, and making other domestic decisions than do women in the other patterns. Although these women are in the minority among residents of the region, they serve as role models for others causing, ripples of change to spread in their communities.

New opportunities have continued to be determined by pre-existing values. When federal jobs became available in the region, most involved working under the direction of female professionals such as teachers or nurses. Such positions were unacceptable to many men in the area because they were not accustomed to being subordinate to women. Women therefore took the jobs, at first, because the income was desperately needed. But some of the women decided to stay at their jobs after the family's distress was over. These women enjoyed their work, its responsibility, and the companionship of fellow women workers. The steady relatively high income allowed their families to stop migrating. And as the efficaciousness of these women became increasingly apparent, they and their families became even more willing to consider changes in their lives that they would not have considered before.

Which of the following titles best reflects the main focus of the passage?

- (A) A Study of Three Mexican-American Families at Work in Texas
- (B) Innovative Career Women: Effects on Family Unity
- (C) Changes in the Lifestyles of Migrant Mexican-American Families
- (D) Farming or Family: The Unavoidable Choice for Migrant Farm Workers
- (E) Recent Changes in Methods of Farming in Texas

According to the passage, pattern I families are characterized by which of the following?

- (A) Small numbers of children
- (B) Brief periods of migrant labor
- (C) Female figures of family authority
- (D) Commercial as well as agricultural sources of income
- (E) Parents and children working and traveling together

All of the following statements about pattern II children express differences between them and pattern I EXCEPT:

- (A) They migrate for part of each year.
- (B) They have fewer siblings.
- (C) They spend less time contributing to family income
- (D) They spend more months in school.
- (E) Their parents sometimes work at jobs other than farming.

The word "domestic" in line 19 most nearly means

- (A) crucial
- (B) native
- (C) unspoken
- (D) imported
- (E) household

According to the passage, which of the following is NOT true of women in pattern III families?

- (A) They earn a reliable and comparatively high income.
- (B) They continue to work solely to meet the urgent needs of their family.
- (C) They are more involved in the deciding of family issues than they once were.
- (D) They enjoy the fellowship involved in working with other women.
- (E) They serve as models of behavior for others in the region.

The author's attitude toward the three patterns of behavior mentioned in the passage is best described

- (A) great admiration
- (B) grudging respect
- (C) unbiased objectivity
- (D) dissatisfaction
- (E) indifference

Now, let's apply our basic strategy on the passage:

**STEP 1: Read What You Need (SKIMMING)**

What do you need to know about a Reading Comprehension passage before you head to the question? Three things:

- The author's point
- The author's tone
- The passage layout

Virtually every reading passage has the same basic structure:

- The author has a point. His primary purpose is to develop or explain this point. He does this by stating his point and then supporting it with details, facts examples, metaphors, and secondary ideas.
- The author also has an attitude toward his subject (He may be *for* something, *against* something, or *neutral*), which he conveys in his tone or style.

**Why Step 1 is needed!**

You need to know this so that you may get a sense of where the author puts stuff so you can find answers easily. To access the initial stuff you need from a passage quickly and easily, you're going to do a topic search. To do a topic search, read:

- **The Blurb.** Sometimes Reading Comprehension passages are introduced by a brief italicized paragraph that gives you some idea of what the passage is about. Read it carefully.
- **The first few sentences of paragraph one.** Get an idea of what the author is saying. Once you feel you have a clue, jot a note and move on.
- **The first sentence of the remaining paragraphs.** Jot a note next to each paragraph so you have a handle on the passage structure.
- **The last sentence.** Read the last sentence so you know how the passage winds up. Jot a note to yourself about the author's overall point and tone.

**ATTENTION**

\*SHORT PASSAGE In case there is a short passage (one or two paragraphs) on exam, you'll read the passage in the same way rather than reading the whole passage; First and Last Few Sentences of the Passage\*

**APPLICATION OF STRATEGY:**

**I. First, read the blurb:**

The following passage is a summary of a sociological study concerning groups of Mexican-American women.

**II. Now Read the First Few Sentences of The Passage:**

"The subject of my study is women who are initiating social change in a small region in Texas. The women are Mexican-Americans who are or were, migrant agricultural workers."

As you read the following phrases ought to attract your attention: *women who are initiating social change; Mexican-American migrant agricultural workers.* The author's point, or most of it is right here. The main idea might be stated quickly, as "Mexican-American migrant-women workers initiating social change," or something similar. Don't sweat the details. Move on.

**III. Now Read The First Sentence Of Each Remaining Paragraph:**

Now by glancing at the first sentence of each paragraph you can figure out that the second paragraph is about *pattern I lifestyle*, the third paragraph is about *pattern II*, and the fourth paragraph is about *pattern III*.

**Remember:** You aren't looking for details right now. You're looking for the author's point and you're getting a sense of how the passage is put together. The author is writing about lifestyles, and each of these paragraphs deals with a different one.

**IV. Now Read The last few sentences of the Passage:**

The last paragraph is full of details and sociological jargon. Don't get bogged down on big words. Focus on the final sentence. In the future, the women and their families will be "even more willing to consider changes." That's all you need to notice for now.

Jot a quick note to yourself/ revise or restate consciously to yourself the author's point and tone:

- The author's point: Mexican-American women workers are initiating change.
- The main point of each paragraph of passage (What you felt the paragraph is about)
- The author's tone: Neutral-positive.

**WAK ETB ENGLISH**

**Why Write It Down?**

As you know, when you take a test under pressure, it's easy to forget stuff, lose your focus, and then feel rushed and out of control. However, if you have written just important stuff as mentioned above, it will make easier for you.

- To relocate the answer in the relevant paragraph
- Not to drift away from the actual point after reading options

\*The whole process should not take more than 2 mins for a long passage of 5 to 7 questions. However, for a short passage of one or two question the step should take only 30 to 40 seconds.\*

**STEP 2: Translate the Question**

Once you have a clue about the author's point and the layout of the passage, head for the questions.

Reading Comprehension questions are not arranged in order of difficulty. They are mostly arranged in chronological order. In other words a question about the first paragraph will come before a question about the second paragraph, and so on.

The most important reading you will do on the Reading Comprehension section of the test is when you read the questions. Many times the questions of Reading comprehension are hard to understand. Therefore, before you go searching for answers to any question, put the question in "Simplest English" so you know what you are being asked.

**How to Translate the Question?**

Take a look at the following question and understand how the examiner can make questions difficult for you. What are you beings asked?

1. According to the passage, the "language of bureaucracy" and the "language of liberation" are alike in that they take into account which one of the following?

Let's simplify this a bit. "According to the passage...." means look at the passage. Ignore since it is extra and simply add confusion. "The language of bureaucracy and the language of liberation are alike..." in the simplest words it means: How are these two languages similar?

The rest of the sentence is fluff ("in that they take into account") followed by a see the answer choices phrase ("which of the following"). Ignore the last part of the sentence. To answer this question, you need to know how the two languages mentioned are similar.

- Read the Question
- Ignore the words or phrases that just increase the length and don't ask a proper question
- Convert the question into the simplest English.
- Go back to the passage to find the answer in the relevant part

**All the Questions in the Simplest Language**

1. What's the best title for this passage?
2. What are the characteristics of pattern I families?
3. Pick out the answer that is not a difference between Pattern II and Pattern I according to the passage.
4. Clear as written.
5. Four of the answer choices are truths about pattern III women. Which one is *not* true?
6. What's the author's attitude?
7. Now let's talk about how to answer each of these questions.

**STEP 3: Put Your Finger on The Answer (lines of Passages that contain answer)**

- Once you know what a question is asking, you can head back to the passage to locate the answer.
- Use the knowledge you have got about the passage in STEP 1. It should help you to reach that part of the passage that has the answer.
- Once you locate the part, you must start reading by putting your finger on the answer. You may also underline the similar words you have read in the question.

**STEP 4: Answer the Question in Your own words**

- Translate it into English. In other words *answer the question in your own words* before you look at choices. It simply means just don't read for the sake of reading; counter check in your own words the located the answer.
- Answering the question in your own words before looking at any answer choices will keep you from getting by distracter answers

To understand what is meant by translation, give the lines below a read.

The luminist school of American landscape painting drenched the monumental vistas of the American West in golden, surreal light transforming already striking scenes into glimpses of Utopia.

In other words "luminist school painters used lots of light to paint scenes of the West, making the scenes even more beautiful."

### STEP 5: Use POE to Select the Best Choice

In this step you simply use the knowledge you have acquired about passage in STEP 1 to 4.

Eliminate the choices that seem irrelevant or incorrect. Beware of eye catchers.

#### (SCANNING)

#### ATTENTION

The length of a passage in reading comprehension segment doesn't make any difference. Whether the questions are from a long or a short passage, the trick or strategy to locate the answer in the passage and then choosing the best option will remain the same. Therefore the section below is very important to master the skill of answering questions.

#### TYPES OF QUESTIONS:

The application of the above mentioned strategy from STEP 3 to 5 is different as per the type of question. Let's learn in detail how to apply these steps on different types of question. Following are the types of questions in reading comprehension.

- I. Line Reference
- III. Lead Word Questions
- V. NOT/EXCEPT Questions

- II. Vocabulary in Context Questions
- IV. The Author's point Questions
- VI. Combination of Options Questions

#### I. Line References

The best clue that the examiner gives you for finding the answer within a passage is a *line reference*. The majority of the questions in each reading comprehension section will refer to some line or lines in the passage. For example the examiner might ask you to determine what the passage says about "new research in the field of genetics" in lines 21-25.

Line reference questions will be phrased something like this:

- "According to paragraph 3 (lines 34-50) scientists studied the comet in order to"
- "In lines 56-75 the narrator is primarily concerned with"
- "The author used the quote from Johnson's book (line 79) to demonstrate that"
- "According to paragraph 2, the new species of penguins are an important find (line 20) because they are"

The line reference question may demand an answer based on

- *Stated information* (exact words mentioned in the paragraph)
- *Implied information* (conclusion that can be drawn after reading lines of passage)

#### THE TRICK

- I. These line references will be a big help when you go back to the passage to look for the correct answer, because they tell you approximately where to look.
- II. We say approximately because, of course, the examiner never makes your life that easy. If the examiner refers to lines 33-36, the answer to his question will actually be in lines 31-32, or in lines 37-39.
- III. Read at least 3 lines above and 3 lines below the lines mentioned in the question in order to be sure that you've found the correct answer.

#### II. Vocabulary in Context

Line reference is also used to test vocabulary. For example a question may ask you for the meaning of the word *staple* in line 12.

#### THE TRICK

- Handle these question in exactly the same way we've taught you to handle sentence completions.
- If you go straight to the choices you may be irresistibly attracted to one that might be correct in a different context but is dead wrong in this one.
- Covering up the answer choices will eliminate temptation. Don't get careless.
- Even if you don't know the meaning of the word the context should enable you to eliminate several incorrect choices using POE. Here's our step-by-step strategy:

Cover the answer choices so that you won't be influenced by them.

- I. Go to the passage and read the sentence that contains the word being tested.
- II. Hide the word being asked. Read the sentence again and come up with your own word for the blank (just as you would on a sentence completion).
- III. If you don't come up with a word on your first try, read one sentence before and one sentence after. Using the context will give you clues.
- IV. Once you've settled on your own word, uncover the answer choices and use POE to eliminate those choices that are not like your word.
- V. Take another look at question 4 in our sample passage.
- VI. The word "domestic" in line 27 most nearly means
  - (A) crucial
  - (B) native
  - (C) unspoken
  - (D) imported
  - (E) household

#### Application:

Cover up the answer choices. Then find the word in the passage and lightly draw a line through it. Now proceed as though trying to anticipate the answer for a sentence completion problem.

Here's the sentence you are trying to complete:

"They also assume a greater responsibility in planning family activities setting household budgets and making other decisions than do women in the other patterns."

The decisions in question are other decisions, meaning that making them is like *planning family activities* or setting household budgets. As a result, the word that belongs in the blank means something like *family* or *household*. Now look at the choices.

- (A) Nothing like the word you anticipated. This may be a tempting choice for a test taker who doesn't have an idea what *domestic* means. Joe is drawn to this choice, because he figures that the women's new decisions must be important. Eliminate.
- (B) Nothing like the word you anticipated. This is one meaning of *domestic* but is not the correct answer. *Domestic* in the context of the passage does not mean *native* or *from one's own country* (as it might if the paragraph were discussing the difference between domestic and foreign cars). Eliminate.
- (C) Nothing like the word you anticipated.
- (D) Nothing like the word you anticipated. This is the opposite of a meaning of *domestic* that doesn't fit this context.
- (E) Here's one of the words you anticipated. This is the correct answer.

#### Lead Words

Some specific questions in the reading comprehension section will not have line references. For these questions the examiner gives a different clue that tells you where to look for the answer. For example, if a question asked for the author's opinion of the "volcano theory" you would naturally go back to the passage and find the lines that mention the volcano theory.

Every specific question that does not have a line reference has a word or phrase that you can use to find the correct answer in the passage. We call these *lead words*. In our example "volcano theory" would be the lead words for the question. Lead word questions are phrased like this:

- "The author suggests that *science fiction* writers have a *tendency* to"
- "According to the passage, which of the following is a *feature of architecture in the 1960s*?"
- "The author of the passage suggests that she was able to *sell her first painting* because"
- "In the passage *the invention of the microchip* was similar to"

Each of the question above there is a phrase—*science fiction writers*, *architecture the 1960s*, *sell her first painting*, *the invention of the microchip*—that you could use as lead words to find the correct answer in the passage.

Lead word question also demand answer based on:

- Stated Information
- Implied Information

## THE TRICK

- I. Once you have a lead word, you won't have to search the whole passage to find where the lead words are mentioned. In fact, the STEP 1 enables you to locate word in the closest proximity.
- II. You must read at least five lines above and five lines below the line that contains the lead words.
- III. Keep reading until you can put your finger on the answer.
- IV. Answer the question in your own words then eliminate answers that don't match yours.

Take another look at question 2 following our sample passage:

- According to the passage, pattern I families are characterized by which of the following?
- |   |  |
|---|--|
| (A) Small number of children                            | (B) Brief periods of migrant labor                       |
| (C) Female figures of family authority                  | (D) Commercial as well as agricultural sources of income |
| (E) Parents and children working and traveling together |  |

## Application:

Our translated question asks, "What are the characteristics of pattern I families?" This question doesn't have a line reference but it does have some excellent lead words: *pattern I families*. Where did the author discuss pattern I families? Paragraph two. Go back and read what you need. Once you've gotten a handle on the characteristics of pattern I families go through each answer choice and use POE.

Let's look at each answer choice:

- (A) Eliminate. The paragraph says pattern I families are large-eight or nine children are not unusual.
- (B) Eliminate. Pattern I families migrate for as many as ten months each year.
- (C) Eliminate. In pattern I families, the eldest male is the figure of family authority.
- (D) Eliminate. Pattern I families work on farms year round.
- (E) This is the correct answer. The paragraph says that pattern I families work and travel in extended kin units. (Besides, we've eliminated everything else)

## IV. The Author's Point

The author's point question has further 3 types of Questions:

1. Main Idea (of passage or of one paragraph)
2. Title Question
3. Author's tone/attitude

There are some questions that ask general stuff about the passage. Usually, these questions want to know the author's main idea, tone etc.

For such question, you may not have to go back to the passage because you already know the author's point after accomplishing STEP 1.. Simply use that information plus the information you gather from answering specific questions to answer any general question you come across.

Let's look at number 1 from our sample passage.

- I. Which of the following titles best reflects the main focus of the passage?

- |  |
|--|
| (A) A study of Three Mexican-American Families at Work in Texas        |
| (B) Innovative Career Women: Effects on Family Unity                   |
| (C) Changes in the Lifestyles of Migrant Mexican-American Families     |
| (D) Farming or Family: The Unavoidable Choice for Migrant Farm Workers |
| (E) Recent Changes in Methods of Farming in Texas                      |

## Application

Our translated question asks, "What's the best title for this passage?" Answer the question in your own words before you read the choices. We said the passage was about Mexican-American women workers initiating change, so our title should be something like, "Mexican-American Women Make Changes."

Let's look at each answer choice:

- (A) This answer seems close, but it is actually wrong. It doesn't mention anything about changes. Be careful of attractive distracters.
- (B) Again be careful. This answer mentions career women, not Mexican-American career women. Also, the passage doesn't focus on family unity. Eliminate this answer choice.

## WAK ETB ENGLISH

- (C) Sounds good.
  - (D) This passage does not say the women must choose one or the other. Cross this off.
  - (E) This answer is plain wrong-the passage is not about farming.
- The correct answer is (C). Answering the question in your own words before looking at the answer choices saved you from picking the wrong answer. Be sure to have a good idea of the answer to a question in your mind before you read any answer choices.

Let's Try number 6 in our sample passage. When you have finished, come back here to check your work.

- The author's attitude toward the three patterns of behavior mentioned in the passage is best described as one of
- |                          |                      |
|--------------------------|----------------------|
| (A) great admiration     | (B) grudging respect |
| (C) unbiased objectivity | (D) dissatisfaction  |
| (E) indifference         |                      |

## Application:

The question asks for the author's tone, which we said was neutral-positive. You can therefore immediately cross off any extreme or negative choices. This eliminates answers (B) and (D). What about (E)? Can an author be *indifferent*? If she doesn't care about a subject, she wouldn't write about it. *Indifferent* is never the author's tone. Cross off (E). You are down to (A) and (C). "Great admiration" is very positive-in fact, too positive for our passage. Our author was essentially neutral. The correct answer is (C).

## V. NOT/EXCEPT QUESTION

Look at question # 3 from our sample passage.

All of the following statements about pattern II children express differences between them and pattern I children EXCEPT:

- (A) They migrate for part of each year.
- (B) They have fewer siblings.
- (C) They spend less time contributing to family income.
- (D) They spend more months in school.
- (E) Their parents sometimes work at jobs other than farming.

When we translated or question we took into account what the word "EXCEPT" means in a question. "EXCEPT" in a question means that four of the choices you read will be true. While only one of the answer choices will be false. Your job is to identify that EXCEPTION. This choice is wrong as per the information of passage but that's what makes it an exception. This takes a bit more work than a normal question.

## THE TRICK

- To crack an "EXCEPT" question first go back to the passage as per line reference or lead word and put your finger on the answer to the question and read the passage five line before and five lines below the lead word or line reference (disregarding the "EXCEPT" part).
- Come back to the options and mark options as True and False as per the information you have read.
- Select the false option; that's our choice as we are looking for an EXCEPTION.

## Application:

Let's look at each answer choice:

- (A) False. According to paragraph three, both groups migrate for part of the year. This is not a difference between the groups.
- (B) True. The parents often have fewer children in pattern II than the parents in pattern I.
- (C) True. This is stated in paragraph three.
- (D) True. This is also stated in paragraph three.
- (E) True. It says so in the paragraph.

One of these things is not like the others and that is our first option. The correct answer is (A). Remember, the question wants to know what is "NOT" true of these women. Use the True/False method to find the answer.

Let's look at each answer choice.

- (A) True. This is implied in the passage.
- (B) False. They do not work solely to meet the needs of the family
- (C) True. See paragraph four.
- (D) ??? You may not be sure about this answer from reading paragraph four. It sounds possible but you didn't see it. Leave it as a choice and deal with it later.
- (E) True. It says so in paragraph four.

You are left with (B) as false, and (D) as unknown. Do you need to do more work? No. the correct answer is (B). Since you know that (B) is false, (D) doesn't actually matter. If you were to read through the next paragraph, you would find that the women did enjoy the female company (mentioned in lines 37-38). However, you did enough work to make a smart guess without finding out about choice (D).

Notice that although getting the answer to this question was not difficult, it was more time-consuming. Leave these questions for later-do them after you have done the shorter, easier question about a passage.

V. Combination of Options Questions

Occasionally in Reading Comprehension section, you will find a question like the following:

7. According to the author, which of the following characteristics is (Are) common to both literature and biology?

- I. They are concerned with living creatures.
  - II. They enrich human experience.
  - III. They are guided by scientific principles.
- (A) I only (B) II only (C) III only  
 (D) I and III (E) I, II, and III

We can call these "I, II, III questions or "triple true/false questions," because you are really being asked to determine whether each of three separate statements is true or false. These questions are very time consuming, and you will receive credit only if you answer all three parts of the question correctly. Therefore, you should save them for last. Still, these questions are excellent for educated guessing, because you can improve your odds dramatically by using POE.

THE TRICK:

- I. Go back to the passage as per line reference or lead word and put your finger on the answer to the question and read the passage five line before and five lines below the lead word or line reference.
- II. Come back to the options and consider each of the numbered statements individually as true and false.
- III. If you discover that it's true, you can eliminate any choice that does not contain it.
- IV. If you discover that it is false you can eliminate any choice that does contain it.

For example suppose you know from reading the passage that statement II is false. That means you can eliminate two choices, B and E. Since B and E both contain II, neither can be correct. (Similarly, if you know that one of the statements is correct, you can eliminate any answer choice that does not contain it.) Incidentally, the correct answer in this case is C.

Don't go to Extremes

Likewise, answers that use extreme language or express information that could be argued with are not going to be the correct answer. Therefore, avoid answer choices that contain the following words:

QUICK REVIEW

You can do just as well on Reading Comprehension you can on other questions if you remember to:

- Read what you need,
- Put your finger on the answers,
- Use POE (Process of Elimination)
- Translate the question,
- Answer the question in your own words,

passage is the least important part of every reading comprehension group.

in by reading what you need. Do a topic search (or a trigger search on Narratives) to determine:

- The author's point,
- The author's tone
- The passage layout.

the questions are not presented in order of difficulty.

translate the questions into "English" You can't answer a question if you don't understand what you are being asked.

at your finger on the answer. Go back to the passage and find the answer to each specific question.

SKETCH ENGLISH

Use line references and lead words to help you find the correct answer in the passage. Always read three to five lines above and three to five lines below the line reference or the lead word; especially for questions based on implied information.

Answer the questions in your own words before you read options. You will avoid tricky answer choices by knowing what the answer is before you read any of the choices.

Use POE to get rid of choices that don't match yours. Cross out incorrect choices as you go. You should have a definite sense of zeroing in on the correct answer. If you don't cross out incorrect choices, you'll waste time and energy reading wrong answer choices.

Eliminate answer choices that have extreme wording (must, etc) or violate common sense.

Be careful on EXCEPT/LEAST/NOT question. The correct answer is the choice that is not true. Use the True/False technique. Do these questions last.

I, II, III questions are also very time-consuming and should therefore be saved for last. Still eliminating choices is easy and straightforward.

To read what you need for a narrative passage, do a Trigger Search. Circle the trigger words and look for important information around the trigger words.

Save reading comprehension for last in each verbal section. These problems take a great deal of time to answer correctly but they don't earn you any more points than other questions.

READING COMPREHENSION - PRACTICE EXERCISE

Passage 1

Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as well as through music, both vocal and instrumental, as it is through the lyrics. By contrast, in musical theatre an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theatre such as scenery, costumes, and acting. However, the words of the opera, or libretto, are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphony orchestra.

It is pointed out in the reading that opera ----.

- (A) has developed under the influence of musical theatre
- (B) is a drama sung with the accompaniment of an orchestra
- (C) is not a high-budget production
- (D) is often performed in Europe

We can understand from the reading that ----.

- (A) people are captivated more by opera than musical theatre
- (B) drama in opera is more important than the music
- (C) orchestras in operas can vary considerably in size
- (D) musical theater relies above all on music

It is stated in the reading that ----.

- (A) acting and costumes are secondary to music in musical theater
- (B) many people find musical theater more captivating than opera
- (C) music in musical theater is not as important as it is in opera
- (D) an opera requires a huge orchestra as well as a large choir

Passage 2

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than we previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weak in their community, as we do. Some scientists have suggested that dolphins have a language but it is much more probably than we can communicate with each other without needing words. Could any of these mammals be more intelligent than us? The most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us.

can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

4. It is clear from the passage those dolphins ----  
 (A) don't want to be with us as much as we want to be with them  
 (B) are proven to be less intelligent than once thought  
 (C) have a reputation for being friendly to humans  
 (D) are the most powerful creatures that live in the oceans
5. The fact that the writer of the passage thinks that we can kill dolphins more easily than they can kill us ----  
 (A) means that they are better adapted to their environment than we are  
 (B) shows that dolphins have a very sophisticated form of communication  
 (C) proves that dolphins are not the most intelligent species at sea  
 (D) does not mean that we are superior to them
6. One can infer from the reading that ----  
 (A) dolphins are quite abundant in some areas of the world  
 (B) dolphins have some social traits that are similar to those of humans  
 (C) dolphins have skills that no other living creatures have such as the ability to think  
 (D) it is not usual for dolphins to communicate with each other

### Passage 3

Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should have never happened. It was well designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage. Yet hours later, the Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls. However, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children and the elderly.

7. One can understand from the reading that ----  
 (A) the lifesaving equipment did not work well and lifeboats could not be lowered  
 (B) design faults and incompetent crew contributed to the sinking of the Estonia ferry  
 (C) most victims were trapped inside the boat as they were in their cabins  
 (D) naval architects claimed that the Estonia was unsinkable
8. It is clear from the passage that the survivors of the accident ----  
 (A) helped one another to overcome the tragedy that had affected them all  
 (B) were mostly young men but women, children and the elderly stood little chance  
 (C) helped save hundreds of lives  
 (D) are still suffering from severe post-traumatic stress disorder
9. According to the passage, when the Estonia sank, ----  
 (A) there were only 139 passengers on board  
 (B) few of the passengers were asleep  
 (C) there were enough lifeboats for the number of people on board  
 (D) all the passengers had already moved out into the open decks

### Passage 4

Soil erosion of America's farmland by wind and water has been a problem since settlers first put the prairies and grasslands under the plough in the nineteenth century. By the 1930s, more than 282 million acres of farmland were damaged by erosion. After 40 years of conservation efforts, soil erosion has accelerated due to new demands placed on the land by heavy crop production. In the years ahead, soil erosion and the pollution problems it causes are likely to replace petroleum scarcity as the nation's most critical natural resource problem.

### GRAMMAR AND USAGE

10. As we understand from the reading, today, soil erosion in America ----  
 (A) causes humans to place new demands on the land  
 (B) is worse than it was in the nineteenth century  
 (C) happens so slowly that it is hardly noticed  
 (D) is the most critical problem that the nation faces
11. The author points out in the passage that erosion in America ----  
 (A) has damaged 282 million acres ever since settlers first put the prairies and grasslands under the plough  
 (B) has been so severe that it has forced people to abandon their settlements  
 (C) occurs only in areas with no vegetation  
 (D) can become a more serious problem in the future
12. It is pointed out in the reading that in America ----  
 (A) petroleum is causing heavy soil erosion and pollution problems  
 (B) heavy crop production is necessary to meet the demands and to prevent a disaster  
 (C) soil erosion has been hastened due to the overuse of farming lands  
 (D) water is undoubtedly the largest cause of erosion

### Passage 5

For most judges, sentencing a person who has been convicted of a crime is a difficult decision. In the majority of jurisdictions throughout the country, judges have few sentencing options from which to choose. Generally, their options are confined to a fine, probation, or incarceration. Crimes, however, cover a wide spectrum of criminal behaviour and motivation, and a wide variety of sanctions should be available.

13. The main idea of the paragraph is that  
 (A) there should be laws that dictate which sentence a judge should hand down.  
 (B) someone other than a judge should be allowed to sentence a criminal.  
 (C) judges should be given more sentencing options from which to choose.  
 (D) more money should be spent on the criminal justice system.

### Passage 6

Dr. Jane Wright insisted in later years that her father, surgeon Louis Wright, never pressured her to study medicine; indeed he warned her how hard becoming a doctor would be. His very fame, within and beyond the African-American community, made her training harder in some ways. "His being so good really makes it very difficult," Wright told an interviewer soon after she graduated from medical school in 1945. "Every one knows who papa is."

14. The passage suggests that Jane Wright's medical training was made more difficult because  
 (A) her father warned her not to study medicine  
 (B) her father flaunted his success  
 (C) she did not spend adequate time studying  
 (D) she was inevitably compared to her father
15. The passage is primarily concerned with Jane Wright's  
 (A) views of the medical profession  
 (B) childhood recollections  
 (C) perception of her father as a role model  
 (D) reluctance to collaborate with her father

### Passage 7

The critic Edmund Wilson was not a self-conscious letter writer or one who tried to sustain studied mannerism. Nor did he resort to artifice or entangle himself in circumlocution. The young, middle-aged, old Wilson speaks directly through his letters, which are informal for the most part and which undisguisedly reflect his changing moods. On occasion – in response, perhaps, to the misery of a friend or a public outrage or a personal challenge – he can become eloquent, even passionate, but that is not his prevailing tone.

16. Based on the information in the passage, Wilson's letters can best be described as  
 (A) cynical (B) spontaneous (C) critical (D) preachy
17. The reference to the "young, middle-aged, and old Wilson" (line 3-4) serves to suggest the  
 (A) multifaceted nature of Wilson's literary personae  
 (B) maturity Wilson displayed even as a youth  
 (C) effect ageing had on Wilson's temperament  
 (D) consistency of Wilson's letter-writing style

## Passage 8

## Grammar and Usage (Reading Comprehension)

When the tide was in and the water rose up to within a foot of the lawn, we children boasted that we could fish out of our bedroom windows. This was not quite true. But it was true that, from our front lawn, the house was full of waves. When the tide was up and the sun was shining, the white front of the house was in movement with reflected waves. The tall windows became so solid in color and form, gold and blue, that the house seemed to be full of sea; until, of course, one turned round and saw the real sea, so miraculously real that it startled.

18. What does the narrator mean by the comment "the house was full of waves"?
- (A) The house was decorated with a nautical theme.  
 (B) The children enjoyed drawing pictures of the sea.  
 (C) The house mirrored the movements of the sea.  
 (D) The basement of the house sometimes filled with water.
19. In context, the tone of *lines* from "When the tide was up... it startled" is best described as one of
- (A) awe and fear (B) mischief and curiosity  
 (C) sadness and confusion (D) wonder and delight

## Passage 9

The belief that it is harmful to the Black community for authors to explore the humanity of our leaders can have troubling effects. At the least, it promotes the belief that our heroes have to be perfect to be useful. At worst, it censors our full investigation of Black life. If our paintings of that life are stock and cramped, their colors drab and predictable, the representations of our culture are likely to be untrue. They will not capture the breadth and complexity of Black identity.

20. The passage implies that Black leaders have sometimes been portrayed as being
- (A) overly sentimental (B) deeply complex  
 (C) above reproach (D) without regret
21. In context, the "paintings" are best understood as a reference to
- (A) realistic sculptures (B) historical biographies  
 (C) whimsical novels (D) political cartoons

## Passage 10

Sometimes the meaning of old phrases is self-evident as with *to move like greased lightning* and *a close shave*. But quite often we are left with language that seems to have sprung out of the blue and does not appear to signify anything in particular – even *Steven, fit as a fiddle*, or *to paint the town red*. Explanations are frequently posited but are too often unpersuasive. One popular dictionary, for example, suggests that *to be joshing* might be connected to the humourist Josh Billings, but in fact the term was current as early as 1845. Josh Billings was unknown outside his neighbourhood until 1860.

22. Which of the following phrases would the author be most likely to add to the list of phrases given in the second sentence?
- (A) *To take a chance* (B) *To jump for joy*  
 (C) *To lend an ear* (D) *To talk through your hat*
23. The last sentence of the passage primarily serves to
- (A) cite a well-known fact (B) invalidate a theory  
 (C) make a veiled accusation (D) note a puzzling incident

## Passage 11

The following is concerned with Western cities from the Middle Ages up to the twentieth century, in terms of who did what, why, where, and when. It aims to start with the functions that have drawn people to cities, and to work outward from them to the spaces and buildings that grew up to cater to them. Savoring cities in ignorance or drinking them in visually is not enough; I want to find out not just who designed the buildings and when they were built but why they were built.

- Which of the following would most likely be found at the beginning of this study?
- (A) A statistical of crime rates in several ancient Western cities  
 (B) A discussion of role of central market places in the early Middle Ages  
 (C) A series of portraits of famous people who have chosen city life  
 (D) An account of the architectural challenges involved in building large cathedrals

## MARK ETB ENGLISH

25. The primary purpose of the passage is to
- (A) Explain an approach (B) Justify an expense  
 (C) Criticize a study (D) Depict an era

## Passage 12

World War II was the result of both long-term and short-term events. In the short-term, Hitler's craving for territory caused Great Britain and France to declare war on Germany when Hitler invaded Poland in 1939. The long-term caused go back to the Treaty of Versailles and 1919. Although Woodrow Wilson had worked tirelessly at the Paris Peace Conference for a just peace, he was not able to convince Allies that punishing Germany would create new problems. Instead, the Allies forced Germany to admit sole responsibility for World War I. They also insisted on the payment of millions of dollars in reparations by Germany.

26. The word *craving* means:
- (A) inspiration (B) appetite  
 (C) excitement (D) natural attraction
27. According to the author, a "just peace"
- (A) would have lessened the possibility of future war.  
 (B) would have been impossible to attain at the conference.  
 (C) would not have held Germany liable for any guilt.  
 (D) was Wilson's ultimate hope for the conference.

## Passage 13

Some people proclaimed the death of the mainframe computer with the advent of desktop computers. The mainframe was the original workhorse of data entry and processing. However, the mainframe has not gone away. It is still the predominant host for data in government and industry. In addition, the mainframe concept provided the model for the current system of using central servers to store, sort, and process data. The data may be processing an online ticket purchase for a concert, a Medicare payment to a doctor, or an inventory check on the number of jeans in a manufacturer's warehouse. All these functions run through a central server – the concept behind the mainframe.

- The main idea of this passage is the
- (A) continuing influence of mainframes.  
 (B) continuing importance of mainframe computing.  
 (C) importance of data to business.  
 (D) many uses of mainframe.
28. The word *functions* means:
- (A) duty. (B) algorithm.  
 (C) business. (D) activity

## Passage 14

It should be realized that when kings send ambassadors to one another, their purpose is not merely the message or the letter which they communicate, but secretly they have a hundred other points and objects in view. In fact they want to know about the state of roads, mountain passes, rivers and grazing grounds, to see whether an army can pass or not; where *fodder* is available and where not; what is the size of the king's army and how well it is armed and equipped; what is the standard of table and company what is the organization and etiquette of his court and audience hall...

29. The word *fodder* means
- (A) light (B) animal food  
 (C) armaments (D) trees
30. The phrase "standard of his table and company" in last sentence refers to the king's
- (A) flag (B) requirement  
 (C) hospitality (D) performance

Passage 15

Plutarch admired those who could use life for grand purposes and depart from it as grandly, but he would not pass over weaknesses and vices which marred the grandeur. His hero of heroes is Alexander the Great; he admires him above all other men, while his abomination of abominations is bad faith, dishonourable action. Nevertheless he tells with no attempt to extenuate how Alexander promised a safe conduct to a brave Persian army if they surrendered, and then, "a breach of his word," marching away he fell upon them and put them all to the sword," "but the only one." Plutarch says sadly, "even as they were lasting blemish to his achievements." He adds piteously, "but the only one." He hated to tell that story.

32. Which of the following conclusions is *least* justified by the passage?
- (A) Plutarch considered Alexander basically a great man.
  - (B) The Persians believed that Alexander was acting in good faith.
  - (C) The Persians withdrew from the battlefield in orderly array.
  - (D) The author considers Plutarch unfair to Alexander.
33. As used in this passage, the word "extenuate" (line 6) means
- (A) interpret
  - (B) exaggerate
  - (C) emphasize
  - (D) excuse

ANSWER KEY

Reading Comprehension - Practice Exercise									
1	B	2	C	3	C	4	C	5	D
6	B	7	C	8	B	9	C	10	B
11	D	12	C	13	C	14	D	15	C
16	B	17	D	18	C	19	D	20	C
21	B	22	D	23	B	24	B	25	C
26	B	27	D	28	A	29	D	30	B
31	C	32	D	33	D	---	---	---	---

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